

# Short Vowels and Schwa

Sound	Spelling	Consonant	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
<b>Short /a/:</b> Common	a Irregular: ave	b	<b>Let's See Canada!</b> Photos and Descriptions	A child's wish list of things to do and see across Canada	<ul style="list-style-type: none"><li>• Identify the Main Idea</li><li>• Use Prior Knowledge</li><li>• Make Inferences</li><li>• Make Connections</li></ul>	Closed Syllable Patterns	<ul style="list-style-type: none"><li>• Closed Syllables</li></ul>	Traits: Ideas—Details	<ul style="list-style-type: none"><li>• SS: physical features of Canada; influence of physical features on land use; Indigenous Peoples' cultures and traditions</li><li>• Math: linear measurement</li></ul>
<b>Short /a/:</b> Less Common	Irregular: au, ai	b, bb	<b>Laugh It Up</b> Jokes	Jokes	<ul style="list-style-type: none"><li>• Develop Vocabulary</li><li>• Use Context Clues</li><li>• Visualize</li><li>• Evaluate</li></ul>	Contractions	<ul style="list-style-type: none"><li>• Puns</li><li>• Homophones</li><li>• Contractions</li><li>• Possessives</li></ul>	Text Form: Riddles	<ul style="list-style-type: none"><li>• Arts: Visual Arts: graphic design elements</li></ul>
<b>Short /e/:</b> Common	e, ea Irregular: ai	d, dd	<b>Ben's Hen Notes</b> Observation Notes	An injured chicken is taken to the vet	<ul style="list-style-type: none"><li>• Activate Prior Knowledge</li><li>• Evaluate</li><li>• Make Inferences</li><li>• Develop Vocabulary</li><li>• Build Background Knowledge</li><li>• Make Connections</li></ul>	Sounds of the Suffix <i>-ed</i>	<ul style="list-style-type: none"><li>• Suffixes</li></ul>	Text Structure: Sequence	<ul style="list-style-type: none"><li>• Math: time; ordinal numbers</li><li>• SS: responsible citizenship</li><li>• Sci: needs of living things; qualitative observations</li></ul>
<b>Short /e/:</b> Less Common	a Irregular: ie, ue, ay	d, dd	<b>Pat Says</b> Advice Column	An advice column responding to the question: How can I be a good friend?	<ul style="list-style-type: none"><li>• Build Background Knowledge</li><li>• Summarize</li><li>• Evaluate</li><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Develop Critical Thinking</li></ul>	Mapping Words Related to <i>Friend</i>	<ul style="list-style-type: none"><li>• Vowel-Team Syllable Pattern</li><li>• Prefixes</li></ul>	Traits: Details—Descriptive Details That “Show, Don’t Tell”	<ul style="list-style-type: none"><li>• SS: diversity and inclusion</li><li>• SEL: healthy relationships</li></ul>
<b>Short /i/:</b> Common	i, y Irregular: ive	p	<b>Get Fit!</b> Photo Essay	Ways we can enjoy getting fit	<ul style="list-style-type: none"><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Evaluate</li><li>• Make Connections</li></ul>	Inflectional Endings	<ul style="list-style-type: none"><li>• Inflectional Endings</li></ul>	Traits: Word Choice—Powerful Verbs	<ul style="list-style-type: none"><li>• H&amp;PE: healthy active living; active participation; physical fitness</li><li>• Arts: Dance: developing a movement vocabulary; movement execution and the elements of dance; body, space, form, and movement principles</li></ul>
<b>Short /i/:</b> Less Common	ui, age Irregular: e, ee, u, ute	p	<b>Test Yourself!</b> Quiz	Questions to test general knowledge	<ul style="list-style-type: none"><li>• Evaluate</li><li>• Activate Prior Knowledge</li><li>• Make Connections</li><li>• Develop Vocabulary</li><li>• Synthesize</li><li>• Make Inferences</li></ul>	Comparative and Superlative Forms of Adjectives	<ul style="list-style-type: none"><li>• Introducing New Vocabulary</li><li>• Suffixes</li></ul>	Text Form: Quiz	<ul style="list-style-type: none"><li>• Math: time; geometry; money</li></ul>
<b>Short /o/:</b> Common	o, a	g	<b>Training Guide Dogs</b> Explanation	How dogs become guide dogs	<ul style="list-style-type: none"><li>• Confirm Predictions</li><li>• Summarize</li><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Make Inferences</li><li>• Build Background Knowledge</li></ul>	Silent <i>E</i> and Inflectional Endings	<ul style="list-style-type: none"><li>• Closed Syllables</li><li>• Consonant + <i>le</i> Syllable Pattern</li><li>• Introducing New Vocabulary</li><li>• Open Syllables</li><li>• Inflectional Endings</li></ul>	Process: Pre-writing—Generating Ideas	<ul style="list-style-type: none"><li>• SS: citizenship; diversity and inclusiveness</li><li>• Language: non-fiction text; pre-writing</li></ul>
<b>Short /o/:</b> Less Common	Irregular: ho, ow, one	g, gg	<b>Halle and Bubbie Make Challah</b> Diary Entry	A girl writes about making challah with her grandmother	<ul style="list-style-type: none"><li>• Make Connections</li><li>• Develop Vocabulary</li><li>• Visualize</li><li>• Synthesize</li><li>• Summarize</li></ul>	Onomatopoeia	<ul style="list-style-type: none"><li>• Onomatopoeia</li></ul>	Text Form: Diary	<ul style="list-style-type: none"><li>• SS: cultural identity and diversity; communities</li><li>• SEL: healthy relationships</li></ul>

Short Vowels and Schwa *continued*

Sound	Spelling	Consonant	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
<b>Short /u/:</b> Common	u, o	v	<b>A Wonderful Day</b> Email	A boy’s email to a friend about his visit to relatives in Oman	<ul style="list-style-type: none"><li>• Summarize</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Make Connections</li></ul>	Contractions: <i>Can’t</i> , <i>Don’t</i> , and <i>I’m</i>	<ul style="list-style-type: none"><li>• Homophones</li><li>• Contractions</li></ul>	Text Form: Email	<ul style="list-style-type: none"><li>• SS: heritage and identity; communities</li></ul>
<b>Short /u/:</b> Less Common	o_e, ou Irregular: oo, oe	v	<b>Extreme Weather Glossary</b> Glossary	A glossary of weather words	<ul style="list-style-type: none"><li>• Compare and Contrast</li><li>• Build Background Knowledge</li><li>• Make Connections</li><li>• Develop Vocabulary</li><li>• Make Inferences</li></ul>	Punctuation: The Serial Comma	<ul style="list-style-type: none"><li>• Punctuation: The Comma</li></ul>	Using a Frayer Model to Clarify Concepts	<ul style="list-style-type: none"><li>• Arts: Visual Arts: the impact of photographs</li><li>• Sci: weather events and climate change</li></ul>
<b>Short /oo/:</b> Common	u	l, ll	<b>Push or Pull Games</b> Photos and Descriptions	How to play two games that use push or pull forces	<ul style="list-style-type: none"><li>• Use Prior Knowledge</li><li>• Make Connections</li><li>• Develop Vocabulary</li><li>• Monitor and Repair Comprehension</li><li>• Summarize</li><li>• Ask Questions</li></ul>	The Suffix <i>-ful</i>	<ul style="list-style-type: none"><li>• Suffixes</li></ul>	Text Form: Informational Text	<ul style="list-style-type: none"><li>• SS: cultural diversity</li><li>• Sci: forces and motion</li><li>• H&amp;PE: healthy active living</li></ul>
<b>Short /oo/:</b> Less Common	oo, oul Irregular: o	l, ll	<b>Should I?</b> Flow Chart	A flow chart that helps the reader make a decision about a problem	<ul style="list-style-type: none"><li>• Identify Writer’s Purpose</li><li>• Identify Text Organization</li><li>• Develop Vocabulary</li><li>• Summarize</li><li>• Evaluate</li></ul>	Irregular Plurals	<ul style="list-style-type: none"><li>• Irregular Plurals</li></ul>	Text Structure: Compare and Contrast	<ul style="list-style-type: none"><li>• SEL: healthy relationships</li></ul>
<b>Schwa /ə/:</b> Common	o, u		<b>Dinosaur Walk Museum</b> Timetable	A day’s schedule for a volunteer at a dinosaur museum	<ul style="list-style-type: none"><li>• Make Inferences</li><li>• Make Connections</li><li>• Synthesize</li><li>• Identify Text Features</li><li>• Evaluate</li><li>• Develop Vocabulary</li></ul>	Syllables: Vowels Followed By Two Consonants	<ul style="list-style-type: none"><li>• Stressed and Unstressed Syllables</li></ul>	Text Form: Timetable	<ul style="list-style-type: none"><li>• Math: time</li><li>• SS: citizenship; roles and responsibilities</li><li>• Sci: fossils</li></ul>
<b>Schwa /ə/:</b> Less Common	a, e, i, ou		<b>My Speech: Animal Sanctuaries Are a Great Idea</b> Speech	A speech to promote the positive use of animal sanctuaries	<ul style="list-style-type: none"><li>• Summarize</li><li>• Evaluate</li><li>• Make Inferences</li></ul>	Syllable Pattern: Consonant + <i>le</i>	<ul style="list-style-type: none"><li>• Stressed and Unstressed Syllables</li><li>• Introducing New Vocabulary</li><li>• Consonant + <i>le</i> Syllable Pattern</li></ul>	Traits: Strong Opening Sentences	<ul style="list-style-type: none"><li>• SS: roles and responsibilities; global citizenship and sustainability</li><li>• Sci: environmental stewardship; life systems and needs of living things</li></ul>

# Long Vowels and Blends

Sound	Spelling	Blends	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
<b>Long /ā/:</b> Common	a, a_e, ai	R-Blends: tr, pr, cr, fr, str	<b>Inuit Artmaking</b> Art and Descriptions	Descriptions of Inuit art in public spaces	<ul style="list-style-type: none"><li>• Identify Text Features</li><li>• Find Information</li><li>• Make Inferences</li><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Analyze</li></ul>	Abbreviations	<ul style="list-style-type: none"><li>• Open Syllables</li><li>• Closed Syllables</li><li>• Vowel-Team Syllable Pattern</li><li>• Abbreviations</li></ul>	Traits: Main Idea	<ul style="list-style-type: none"><li>• SS: multicultural awareness; respect for diversity</li><li>• Literacy: oral storytelling; sharing stories form different cultures and perspectives</li><li>• Arts: Visual Arts: relationships between culture, community, and art; traditional and contemporary Indigenous art</li></ul>
<b>Long /ā/:</b> Less Common	ay, ey, ea, ei, eigh, aigh	R-Blends: dr, cr, br	<b>Play I-Spy!</b> Search and Find	A visual search for words with the long ā sound	<ul style="list-style-type: none"><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Build Background Knowledge</li><li>• Sort and Classify</li><li>• Make Inferences</li></ul>	Word Mapping	<ul style="list-style-type: none"><li>• Vowel-Team Syllable Pattern</li><li>• Capitalization</li></ul>	Traits: Details	<ul style="list-style-type: none"><li>• Sci: food chains</li></ul>
<b>Long /ē/:</b> Common	e, ea, ee	S-Blends: st, sn, sw	<b>Turtle Island and Me</b> Personal Account	A Haudenosaunee woman shares her learning of the Thanksgiving Address	<ul style="list-style-type: none"><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Visualize</li><li>• Evaluate</li><li>• Make Connections</li></ul>	Long Vowel /ē/ Homophones	<ul style="list-style-type: none"><li>• Open Syllables</li><li>• Closed Syllables</li><li>• Vowel-Team Syllable Pattern</li><li>• Homophones</li></ul>	Traits: Organization	<ul style="list-style-type: none"><li>• SS: relationships of Indigenous Peoples to the land</li><li>• Literacy: oral storytelling to preserve culture and traditions</li></ul>
<b>Long /ē/:</b> Less Common	y, i, ie, ei, ey Irregular: eo	S-Blends: sk, sn, sy	<b>Greenfield School Summer Fair</b> Poster	A poster advertising the details of a school’s summer fair	<ul style="list-style-type: none"><li>• Analyze Text Features</li><li>• Evaluate</li><li>• Develop Vocabulary</li><li>• Make Inferences</li></ul>	The Suffix -y	<ul style="list-style-type: none"><li>• Vowel-Team Syllable Pattern</li><li>• Inflectional Endings</li></ul>	Text Form: Poster	<ul style="list-style-type: none"><li>• Arts: Visual Arts: advertisements</li><li>• SS: community; volunteerism</li></ul>
<b>Long /ī/:</b> Common	i, i_e, y	L-Blends: bl, cl, fl	<b>The Pride Flag</b> Description	The history and meaning of the Pride flag	<ul style="list-style-type: none"><li>• Identify the Main Idea</li><li>• Make Connections</li><li>• Develop Vocabulary</li><li>• Evaluate</li><li>• Make Inferences</li></ul>	Shades of Meaning	<ul style="list-style-type: none"><li>• Capitalization</li><li>• Synonyms and Shades of Meaning</li></ul>	Traits: Word Choice for a Descriptive Text	<ul style="list-style-type: none"><li>• SS: diversity of communities; the role of symbols in identity and belonging</li><li>• Math: patterns and symmetry</li></ul>
<b>Long /ī/:</b> Less Common	ie, igh Irregular: eigh, uy, eye	L-Blends: fl, pl	<b>Fly High with Ella</b> Question-and- Answer Interview	An interview with Ella about light pollution and why reducing it is important to her	<ul style="list-style-type: none"><li>• Identify Text Form</li><li>• Make Inferences</li><li>• Develop Vocabulary</li><li>• Building Background Knowledge</li><li>• Summarize</li><li>• Evaluate</li><li>• Make Connections</li><li>• Ask Questions</li></ul>	Inflectional Ending -ies in Words Ending in y	<ul style="list-style-type: none"><li>• N/A</li></ul>	Process: Pre-writing— Organizing Ideas	<ul style="list-style-type: none"><li>• SS: role of community in addressing environmental issues</li><li>• Sci: impact of human activity on living things; effect of light pollution on animals</li></ul>
<b>Long /ō/:</b> Common	o, o_e Irregular: oh	L-Blends: cl, gl	<b>Oh, Canada!</b> <b>Focus: Meet Preston Mutanga</b> Profile	An aspiring animator/ director creates a clip that is included in the <i>Spider-Man: Across the Spider-Verse</i> movie	<ul style="list-style-type: none"><li>• Build Background Knowledge</li><li>• Make Connections</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Ask Questions</li></ul>	Adding the Suffixes -er and -or for Occupations	<ul style="list-style-type: none"><li>• Suffixes</li></ul>	Process: Pre-writing— Respecting Intellectual Property	<ul style="list-style-type: none"><li>• SS: active citizenship; collaborative, innovative problem solving</li><li>• Sci: engineering design process</li><li>• Arts: Visual Arts: animation; creating a visual narrative</li></ul>

Long Vowels and Blends *continued*

Sound	Spelling	Blends	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
<b>Long /ō/:</b> Less Common	oa, ow, oe, ough Irregular: ew	<i>L</i> -Blends: bl, cl, fl, gl, pl, sl	<b>Northwest Coast Boats</b> Comparison Chart	A look at three different types of boats used along Canada's northwest coast	<ul style="list-style-type: none"><li>• Make Inferences</li><li>• Find Information</li><li>• Ask Questions</li><li>• Develop Vocabulary</li><li>• Evaluate</li><li>• Compare and Contrast</li></ul>	Compound Words	<ul style="list-style-type: none"><li>• Prefixes</li><li>• Suffixes</li></ul>	Process: Pre- writing— Brainstorming	<ul style="list-style-type: none"><li>• SS: needs of local communities; impact of changes in technology on communities</li><li>• Sci: form and function of structures</li></ul>
<b>Long /ū/:</b> Common	u, u_e Irregular: you	<i>S</i> -Blends: st, sl	<b>Community Museums</b> Postcard	A postcard about visits to historic sites of former enslaved people in Buxton and Chatham	<ul style="list-style-type: none"><li>• Use Prior Knowledge</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Make Connections</li></ul>	Vowel Consonant Silent- <i>e</i> (VCe) Syllable Pattern	<ul style="list-style-type: none"><li>• Homographs</li><li>• Open Syllables</li><li>• Closed Syllables</li><li>• Vowel Consonant Silent-<i>e</i> (VCe) Syllable Pattern</li></ul>	Text Form: Postcard	<ul style="list-style-type: none"><li>• SS: Black History and the Underground Railroad; local community; heritage and identity</li><li>• Arts: Visual Arts: graphic design elements</li></ul>
<b>Long /ū/:</b> Less Common	ew, ue Irregular: eu, eau	<i>S</i> -Blends: sp, sm, sw, sk	<b>What a View!</b> Persuasive Text	One writer’s opinion about the beauty of the prairie sky	<ul style="list-style-type: none"><li>• Visualize</li><li>• Make Inferences</li><li>• Develop Vocabulary</li><li>• Evaluate</li></ul>	Adding the Suffix <i>-ing</i>	<ul style="list-style-type: none"><li>• Homophones</li><li>• Analogies</li></ul>	Traits: Word Choice for a Persuasive Text	<ul style="list-style-type: none"><li>• SS: reading and interpreting maps; landform regions of Canada</li><li>• Sci: soils and crops; types of farming in Canada</li><li>• Arts: Visual Arts: elements of space: foreground, background, middle ground; use elements of space in their own work</li></ul>
<b>Long /ōō/:</b> Common	oo, u, o	<i>R</i> -Blends: fr, dr, br, pr, tr, cr	<b>Cool Art Tips</b> Tip List and Fun Facts	An illustrator shares his top tips on how to become an illustrator	<ul style="list-style-type: none"><li>• Build Background Knowledge</li><li>• Make Inferences</li><li>• Summarize</li><li>• Confirm Predictions</li><li>• Develop Vocabulary</li><li>• Find Evidence</li></ul>	Co-ordinating Conjunctions	<ul style="list-style-type: none"><li>• Figurative Language</li><li>• Co-ordinating Conjunctions</li></ul>	Traits: Intriguing Details	<ul style="list-style-type: none"><li>• Arts: Visual Arts: careers in the arts</li></ul>
<b>Long /ōō/:</b> Less Common	u_e, ui, o_e, ou, ew Irregular: oe	<i>R</i> -Blends: fr, tr, gr, pr, cr, br	<b>Pack Your Suitcase for Saskatoon!</b> Guidebook Page	Three different activities for visitors to enjoy in Saskatoon	<ul style="list-style-type: none"><li>• Summarize</li><li>• Determine What Is Important</li><li>• Evaluate</li><li>• Monitor and Repair Comprehension</li></ul>	Using <i>Two</i> , <i>Too</i> , and <i>To</i>	<ul style="list-style-type: none"><li>• Homophones</li></ul>	Text Form: Guidebook	<ul style="list-style-type: none"><li>• SS: land use and tourism; Indigenous cultures and heritage</li><li>• Sci: environmental conservation</li></ul>

Complex Vowels

Sound	Spelling	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
<b>/air/:</b> Common	air, are	<b>Fair Play</b> Magazine Article	Best friends in Alberta involve the community to build an accessible playground where they can plan together	<ul style="list-style-type: none"><li>• Confirm Predictions</li><li>• Summarize</li><li>• Develop Vocabulary</li><li>• User Prior Knowledge</li><li>• Build Background Knowledge</li><li>• Make Connections</li></ul>	Adverbs	<ul style="list-style-type: none"><li>• <i>R</i>-Controlled Vowel Syllable Pattern</li></ul>	Traits: Sentence Fluency	<ul style="list-style-type: none"><li>• SS: responsible citizenship; charitable giving and volunteerism</li></ul>
<b>/air/:</b> Less Common	ear, ere Irregular: eir, aire	<b>Adapt It!</b> Magazine Article	A Sikh woman develops a helmet that allows her sons to wear their patkas and bike safely. Includes other ways sports are adapted to be more inclusive	<ul style="list-style-type: none"><li>• Summarize</li><li>• Make Inferences</li><li>• Use Text Features</li><li>• Develop Vocabulary</li><li>• Make Inferences</li></ul>	Using <i>There</i> , <i>Their</i> , and <i>They’re</i>	<ul style="list-style-type: none"><li>• <i>R</i>-Controlled Vowel Syllable Pattern</li><li>• Homophones</li></ul>	Text Structure: Problem-Solution	<ul style="list-style-type: none"><li>• SS: diversity and inclusion</li><li>• Sci: structures; engineering design process</li></ul>
<b>/ar/:</b> Common	ar	<b>Marilyn’s Maple Glazed Arctic Char</b> Recipe	An Inuit woman shares her favourite recipe for Arctic char	<ul style="list-style-type: none"><li>• Build Background Knowledge</li><li>• User Prior Knowledge</li><li>• Develop Vocabulary</li><li>• Synthesize</li><li>• Make Connections</li></ul>	The Suffix <i>-able</i>	<ul style="list-style-type: none"><li>• <i>R</i>-Controlled Vowel Syllable Pattern</li><li>• Suffixes</li></ul>	Text Structure: Sequence	<ul style="list-style-type: none"><li>• SS: culture and identity; community</li><li>• Math: measurement; temperature; time</li><li>• Sci: sustainable resource management</li></ul>
<b>/ar/:</b> Less Common	ear	<b>Changing of the Guard</b> Research Notes	A child researches guards in different parts of the world	<ul style="list-style-type: none"><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Summarize</li><li>• Find Information</li><li>• Compare and Contrast</li><li>• Make Inferences</li></ul>	Hyphenation	<ul style="list-style-type: none"><li>• <i>R</i>-Controlled Vowel Syllable Pattern</li><li>• Synonyms and Shades of Meaning</li><li>• Prefixes</li></ul>	Pre-writing: Finding Information	<ul style="list-style-type: none"><li>• SS: traditional ceremonies; Canadian history</li></ul>
<b>/aw/:</b> Common	o, aw	<b>Meet a Falconer!</b> Profile	A profile of a man who trains and works with birds of prey	<ul style="list-style-type: none"><li>• Build Background Information</li><li>• Summarize</li><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Make Inferences</li><li>• Find Evidence</li></ul>	Quotation Marks for Direct Speech	<ul style="list-style-type: none"><li>• Open Syllables</li><li>• Closed Syllables</li><li>• Quotation Marks</li></ul>	Traits: Voice	<ul style="list-style-type: none"><li>• Sci: careers in science; categorization of living things</li></ul>
<b>/aw/:</b> Less Common	au, al, ough, augh, awe Irregular: oa	<b>Let’s Broadcast</b> Question-and-Answer Interview	A teen shares what it is like to work for CBC Kids News	<ul style="list-style-type: none"><li>• Use Prior Knowledge</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Make Connections</li></ul>	<i>Affect</i> and <i>Effect</i>	<ul style="list-style-type: none"><li>• Suffixes</li></ul>	Text Form: Question-and-Answer Interview	<ul style="list-style-type: none"><li>• SS: news and current events; critical thinking</li><li>• Literacy: media literacy</li></ul>
<b>/ear/:</b> Common	ear	<b>Declan’s World of Hearing</b> Profile	A look at a teen’s experience with cochlear implants	<ul style="list-style-type: none"><li>• Identify Main Ideas</li><li>• Summarize</li><li>• Develop Vocabulary</li><li>• Evaluate</li><li>• Make Connections</li><li>• Compare and Contrast</li></ul>	The Suffix <i>-ion</i>	<ul style="list-style-type: none"><li>• <i>R</i>-Controlled Vowel Syllable Pattern</li><li>• Suffixes</li></ul>	Text Features: Writing Effective Captions	<ul style="list-style-type: none"><li>• SS: accessibility and inclusion; the role of technology in improving daily life</li><li>• Sci: hearing and sound; technological adaptations</li></ul>
<b>/ear/:</b> Less Common	eer, ier, ere Irregular: eir	<b>Here’s a Bit About Me!</b> Profile	A girl describes what she loves about where she lives	<ul style="list-style-type: none"><li>• Summarize</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Make Connections</li></ul>	The suffix <i>-eer</i>	<ul style="list-style-type: none"><li>• <i>R</i>-Controlled Vowel Syllable Pattern</li><li>• Suffixes</li></ul>	Traits: Word Choice	<ul style="list-style-type: none"><li>• SEL: positive thinking and perseverance; goal setting</li></ul>



Complex Vowels *continued*

Sound	Spelling	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
/er/: Common	er, ur	<b>Métis New Year</b> Personal Account	A Métis man shares what makes New Year’s celebration special for him and his Métis community	<ul style="list-style-type: none"><li>• Summarize</li><li>• Make Connections</li><li>• Develop Vocabulary</li><li>• Make Inferences</li></ul>	The Suffix <i>-er</i> for the Performer of an Action	<ul style="list-style-type: none"><li>• Suffixes</li></ul>	Fluency: Sentence Starters	<ul style="list-style-type: none"><li>• SS: Métis culture and traditions; heritage and identity</li><li>• Arts: Dance: dance forms and their social and community contexts</li></ul>
/er/: Less Common	ir, or, ar, our Irregular: ere	<b>Holi Swirl Fest</b> Flyer	A flyer encouraging people to come to a community celebration for Holi	<ul style="list-style-type: none"><li>• Confirm Predictions</li><li>• Make Inferences</li><li>• Identify Text Features</li><li>• Make Connections</li><li>• Develop Vocabulary</li><li>• Make Connections</li></ul>	Hard <i>G</i> and Soft <i>G</i>	<ul style="list-style-type: none"><li>• Synonyms and Shades of Meaning</li></ul>	Traits: Word Choice —Metaphors	<ul style="list-style-type: none"><li>• SS: heritage and identity; local community celebrations</li><li>• Arts: Visual Arts: elements of graphic design</li></ul>
/or/: Common	or, ore	<b>A Sweet Story</b> Magazine Article	The story of a Syrian refugee family who arrive in Canada and start a chocolate-making business	<ul style="list-style-type: none"><li>• Build Prior Knowledge</li><li>• Make Predictions</li><li>• Develop Vocabulary</li><li>• Summarize</li><li>• Confirm Predictions</li><li>• Use Prior Knowledge</li><li>• Make Inferences</li><li>• Make Connections</li></ul>	Canadian Spelling	<ul style="list-style-type: none"><li>• Idioms</li><li>• <i>R</i>-Controlled Vowel Syllable Pattern</li></ul>	Process: Drafting— Creating a Title for a Magazine Article	<ul style="list-style-type: none"><li>• SS: immigration to Canada; community</li><li>• SEL: belonging and acceptance</li></ul>
/or/: Less Common	oar, ar, oor, our	<b>Super Sports</b> Blog	A blog entry about a local skateboard competition	<ul style="list-style-type: none"><li>• Build Background Knowledge</li><li>• Use Prior Knowledge</li><li>• Make Inferences</li><li>• Develop Vocabulary</li><li>• Make Connections</li></ul>	Capitalization of Proper Nouns	<ul style="list-style-type: none"><li>• Idioms</li><li>• Capitalization of Proper Nouns</li></ul>	Characteristics of a Blog	<ul style="list-style-type: none"><li>• Sci: forces and motion</li><li>• H&amp;PE: personal safety and the importance of wearing protective equipment</li></ul>
/ow/: Common	ow, ou	<b>Crown Homes WOW! Contest</b> Advertisement	An online ad promoting a competition to win a trip to stay in different structures and locations around the world	<ul style="list-style-type: none"><li>• Make Connections</li><li>• Make Inferences</li><li>• Summarize</li><li>• Develop Vocabulary</li></ul>	Compound Words	<ul style="list-style-type: none"><li>• Synonyms and Shades of Meaning</li></ul>	Traits: Ideas— Details	<ul style="list-style-type: none"><li>• SS: land use for tourism</li><li>• Sci: form and function of structures; design processes to meet human needs</li></ul>
/ow/: Less Common	Irregular: ough, hou	<b>Greenhouse books: Animal Facts</b> Factbook Page	Facts about five animals	<ul style="list-style-type: none"><li>• Summarize</li><li>• Make Inferences</li><li>• Develop Vocabulary</li><li>• Ask Questions</li></ul>	Silent Letters	<ul style="list-style-type: none"><li>• Homonyms</li></ul>	Text Structure: Description	<ul style="list-style-type: none"><li>• Sci: animal adaptations</li></ul>
/oy/: Common	oi, oy	<b>Dig It with Mr. Roy</b> Email Messages	An email exchange about the best soil to use for growing vegetables	<ul style="list-style-type: none"><li>• Summarize</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Find Information</li></ul>	Figurative Language: Puns	<ul style="list-style-type: none"><li>• Figurative Language</li></ul>	Traits: Voice—Keeping Audience in Mind	<ul style="list-style-type: none"><li>• Sci: plant growth, needs of plants, plants used for food</li></ul>
/oy/: Less Common	Irregular: uoy	<b>The Buoyancy Experiment</b> Experiment	An experiment to find out if an egg is more buoyant in fresh water or salt water	<ul style="list-style-type: none"><li>• Find Information</li><li>• Use Prior Knowledge</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Find Evidence</li><li>• Confirm Predictions</li><li>• Make Connections</li></ul>	Definite and Indefinite Articles	<ul style="list-style-type: none"><li>• Suffixes</li></ul>	Text Structure: Sequence	<ul style="list-style-type: none"><li>• Math: measurement</li><li>• Sci: the scientific method</li></ul>

Consonants

Sound	Spelling	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
<b>/s/:</b> Common	s, ss, ce	<b>Ask Dr. Pace</b> Question-and Answer-Interview	A scientist answers questions about marine animals	<ul style="list-style-type: none"><li>• Summarize</li><li>• Make Connections</li><li>• Analyze</li><li>• Ask Questions</li><li>• Develop Vocabulary</li><li>• Make Inferences</li></ul>	The FLSZ Rule	<ul style="list-style-type: none"><li>• Closed Syllables</li></ul>	Traits: Intriguing Details	<ul style="list-style-type: none"><li>• Math: measurement</li><li>• Sci: life systems: characteristics of living things</li></ul>
<b>/s/:</b> Less Common	c, sc, st	<b>The Science of Dance</b> Magazine Article	A look at the science behind dance	<ul style="list-style-type: none"><li>• Find Evidence</li><li>• Summarize</li><li>• Make Connections</li><li>• Support an Opinion</li><li>• Develop Vocabulary</li><li>• Make Inferences</li></ul>	The Verb <i>To Be</i>	<ul style="list-style-type: none"><li>• The Verb <i>To Be</i></li></ul>	Traits: Word Choice—The Power of Verbs	<ul style="list-style-type: none"><li>• H&amp;PE: healthy active living</li><li>• SEL: managing emotions and reducing stress</li><li>• Arts: Dance: developing a movement vocabulary; variety of dance forms</li><li>• Sci: forces and motion in daily life</li></ul>
<b>/m/:</b> Common	m, mm	<b>Drums</b> Informational Book Page	Some information about drums, including some from different cultures	<ul style="list-style-type: none"><li>• Find Evidence</li><li>• Compare and Contrast</li><li>• Use Prior Knowledge</li><li>• Build Background Knowledge</li><li>• Make Connections</li><li>• Develop Vocabulary</li></ul>	Onomatopoeia	<ul style="list-style-type: none"><li>• Onomatopoeia</li></ul>	Text Features: Labelled Drawings	<ul style="list-style-type: none"><li>• Sci: sound and vibrations; materials and their properties</li><li>• Arts: Music: rhythm and percussion</li></ul>
<b>/m/:</b> Less Common	mb, lm	<b>Into the Tomb</b> Journal Entry	A child writes about a day in Egypt while on vacation	<ul style="list-style-type: none"><li>• Use Prior Knowledge</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Make Connections</li></ul>	Silent Consonants	<ul style="list-style-type: none"><li>• Silent Letters</li></ul>	Traits: Voice	<ul style="list-style-type: none"><li>• SS: ancient civilizations; diverse cultures</li></ul>
<b>/t/:</b> Common	t, tt, ed	<b>Canada Invents!</b> Photos and Descriptions	A look at five inventions developed by Canadians	<ul style="list-style-type: none"><li>• Summarize</li><li>• Use Prior Knowledge</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Make Inferences</li></ul>	The Inflectional Ending <i>-ed</i>	<ul style="list-style-type: none"><li>• Inflectional Endings</li></ul>	Process: Pre-writing	<ul style="list-style-type: none"><li>• SS: Canadian history and identity</li><li>• Sci: innovation and the engineering design process</li></ul>
<b>/t/:</b> Less Common	ght Irregular: bt	<b>No Doubt: The Lowdown on Money</b> Tips	Some tips on how to save, spend, and donate money	<ul style="list-style-type: none"><li>• Use Prior Knowledge</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Make Inferences</li></ul>	The Homophones To, <i>Too</i> , and <i>Two</i>	<ul style="list-style-type: none"><li>• Homophones</li></ul>	Traits: Organization— Writing Strong Leads	<ul style="list-style-type: none"><li>• SS: basic economic concepts; community and citizenship</li><li>• Math: financial literacy</li></ul>
<b>/f/:</b> Common	f, ff	<b>My Five Favourite Things About Chuseok</b> Top 5	A boy describes his favourite things about the Korean festival of Chuseok	<ul style="list-style-type: none"><li>• Use Prior Knowledge</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Find Evidence</li><li>• Compare and Contrast</li><li>• Make Connections</li><li>• Make Inferences</li></ul>	Punctuation: The Comma	<ul style="list-style-type: none"><li>• Closed Syllables</li><li>• Punctuation: The Comma</li></ul>	Traits: Word Choice— Explaining Unfamiliar Words	<ul style="list-style-type: none"><li>• SS: heritage and identity; local community</li></ul>
<b>/f/:</b> Less Common	ph, gh Irregular: lf, ft	<b>Adaptations: African Elephants and Pitcher Plants</b> Fact Cards	A look at some adaptations of the African elephant and pitcher plant	<ul style="list-style-type: none"><li>• Find Evidence</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Make Connections</li></ul>	Types of Nouns	<ul style="list-style-type: none"><li>• Open Syllables</li></ul>	Traits: Relevant Details	<ul style="list-style-type: none"><li>• Sci: animal and plant adaptations</li></ul>

Consonants *continued*

Sound	Spelling	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
<b>/n/:</b> Common	n, nn	<b>Rocks and Minerals</b> Magazine Article	An article about how rocks and minerals can be found in everyday things	<ul style="list-style-type: none"><li>• Summarize</li><li>• Compare and Contrast</li><li>• Make Inferences</li><li>• Find Evidence</li><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Use Prior Knowledge</li><li>• Build Background Knowledge</li></ul>	Consonant Doubling When Adding a Suffix	<ul style="list-style-type: none"><li>• Consonant Doubling When Adding a Suffix</li></ul>	Traits: Organization— Headings	<ul style="list-style-type: none"><li>• Sci: rocks and minerals</li><li>• H&amp;PE: healthy eating</li></ul>
<b>/n/:</b> Less Common	kn, gn Irregular: pn, mn	<b>How to Use Mnemonic Devices</b> How-To Article	An article explaining how to use mnemonic devices to help recall the spelling of tricky words	<ul style="list-style-type: none"><li>• Find Evidence</li><li>• Develop Vocabulary</li><li>• Summarize</li><li>• Compare and Contrast</li><li>• Synthesize and Apply</li></ul>	Adding the Suffix <i>-y</i> to Change Nouns to Adjectives	<ul style="list-style-type: none"><li>• Consonant + <i>le</i> Syllable Pattern</li><li>• How Words Cross Grammatical Boundaries</li><li>• Suffixes</li></ul>	Text Forms: Acrostics— Creating Acrostics for Tricky Words	<ul style="list-style-type: none"><li>• All: mnemonic devices to recall information and to remember how to spell complex words</li></ul>
<b>/z/:</b> Common	s, z, zz Irregular: ss	<b>Puzzle Time: Build a Marble Maze</b> Instructions	Instructions on how to build a marble maze with everyday objects	<ul style="list-style-type: none"><li>• Summarize</li><li>• Identify text features</li><li>• Monitoring Comprehension</li><li>• Recognizing Text Structure</li><li>• Activate Prior Knowledge</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Make Connections</li></ul>	Inflectional Endings <i>-s</i> and <i>-es</i>	<ul style="list-style-type: none"><li>• Inflectional Endings</li></ul>	Process: Presentation— Strategic Use of Visuals	<ul style="list-style-type: none"><li>• Math: spatial relationships</li></ul>
<b>/z/:</b> Less Common	se	<b>Swap Meet Surprise!</b> How-To Article	An article explaining how to hold a swap meet	<ul style="list-style-type: none"><li>• Summarize</li><li>• Make Inferences</li><li>• Build Background Knowledge</li><li>• Make Connections</li><li>• Develop Vocabulary</li></ul>	Subordinating Conjunctions	<ul style="list-style-type: none"><li>• Subordinating Conjunctions</li></ul>	Traits: Strong Opening Sentences	<ul style="list-style-type: none"><li>• Sci: environmental stewardship</li></ul>
<b>/r/:</b> Common	r, rr	<b>A Day in the Life of Harper</b> Magazine Profile	A day in the life of a teen with ADHD	<ul style="list-style-type: none"><li>• Summarize</li><li>• Compare and Contrast</li><li>• Make Connections</li><li>• Use Prior Knowledge</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Evaluate</li></ul>	The Suffix <i>-tion</i>	<ul style="list-style-type: none"><li>• Consonant Doubling When Adding a Suffix</li><li>• Suffixes</li></ul>	Traits: Fluency	<ul style="list-style-type: none"><li>• SEL: inclusivity and respect for others; self-regulation strategies</li><li>• H&amp;PE: healthy active living</li></ul>
<b>/r/:</b> Less Common	wr Irregular: rh	<b>Rhythm and Rhyme: Limericks</b> Description and Limericks	A description of what a limerick is with two examples	<ul style="list-style-type: none"><li>• Build Background Knowledge</li><li>• Develop Phonemic Awareness</li><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Evaluate</li></ul>	Rhyming Words	<ul style="list-style-type: none"><li>• Inflectional Endings</li></ul>	Text Features: Creating a Limerick	<ul style="list-style-type: none"><li>• Arts: Music: demonstrating rhythm</li><li>• Math: representing patterns</li></ul>



Digraphs

Sound	Spelling	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
<b>/zh/:</b> Common	si, su	<b>The Drumheller Vision</b> Newspaper Article	A newspaper article about a boy and his dad discovering dinosaur bones in the Alberta badlands	<ul style="list-style-type: none"><li>• Summarize</li><li>• Make Inferences</li><li>• Form an Opinion</li><li>• Develop Vocabulary</li></ul>	Decoding Multisyllabic Words	<ul style="list-style-type: none"><li>• Decoding Multisyllabic Words</li></ul>	Traits: Organization—Creating Strong Titles	<ul style="list-style-type: none"><li>• SS: physical regions of Alberta</li><li>• Sci: fossils and fossil evidence</li></ul>
<b>/zh/:</b> Less Common	ge Irregular: ti	<b>How to Make a Collage</b> How-To Article	A look at how to make a collage using different materials	<ul style="list-style-type: none"><li>• Build Background Knowledge</li><li>• Make Connections</li><li>• Make Inferences</li><li>• Develop Vocabulary</li></ul>	Compound Words	<ul style="list-style-type: none"><li>• N/A</li></ul>	Process: Drafting—Developing a Theme	<ul style="list-style-type: none"><li>• Arts: Visual Arts: use of visual elements to communicate a theme</li></ul>
<b>/ch/:</b> Common	ch, tu	<b>Choosing Our Favourite Snacks</b> Pictographs and Questions	A pictograph showing a class’s favourite snacks, along with questions about the data	<ul style="list-style-type: none"><li>• Find Information</li><li>• Make Inferences</li><li>• Build Background Knowledge</li><li>• Synthesize</li><li>• Draw Conclusions</li><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Compare and Contrast</li></ul>	Punctuation: The Colon	<ul style="list-style-type: none"><li>• Punctuation: The Colon</li></ul>	Traits: Word Choice—Sensory Words	<ul style="list-style-type: none"><li>• SS: heritage and identity; diverse cultures</li><li>• Math: creating and interpreting graphs</li></ul>
<b>/ch/:</b> Less Common	tch Irregular: ti	<b>Latching On: Leeches!</b> Article	An article about medicinal leeches	<ul style="list-style-type: none"><li>• Summarize</li><li>• Analyze</li><li>• Evaluate</li><li>• Develop Vocabulary</li><li>• Synthesize</li></ul>	Words That Are Both Singular and Plural	<ul style="list-style-type: none"><li>• Irregular Plurals</li></ul>	Traits: Organization—Strong Leads	<ul style="list-style-type: none"><li>• Sci: interrelationships between living things; real-world applications of science</li></ul>
<b>/sh/:</b> Common	ti, sh Irregular: ce	<b>Champion for Ocean Protection</b> Profile	A profile of an environmental scientist	<ul style="list-style-type: none"><li>• Find Information</li><li>• Summarize</li><li>• Interpret Figurative Language</li><li>• Make Inferences</li><li>• Develop Vocabulary</li><li>• Make Connections</li></ul>	Portmanteau Words	<ul style="list-style-type: none"><li>• Decoding Multisyllabic Words</li><li>• Open Syllables</li><li>• Closed Syllables</li></ul>	Traits: Ideas—Developing Strong Endings	<ul style="list-style-type: none"><li>• SS: environmental stewardship</li><li>• Sci: protecting habitats and ecosystems</li></ul>
<b>/sh/:</b> Less Common	ssi, ch, s, ss, ci Irregular: shi	<b>Mariana Trench Explorations</b> Timeline	A timeline of some significant milestones in exploring the Mariana Trench	<ul style="list-style-type: none"><li>• Find Information</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Make Connections</li></ul>	Suffixes to Indicate Occupations	<ul style="list-style-type: none"><li>• Prefixes</li><li>• Suffixes</li></ul>	Traits: Ideas—Narrowing the Topic	<ul style="list-style-type: none"><li>• SS: reading and creating timelines</li><li>• Sci: marine ecosystems; geological features; evolving technologies</li></ul>
<b>/kw/:</b> Common	qu	<b>Earthquakes Quiz</b> Quiz	Five multiple choice questions about earthquakes	<ul style="list-style-type: none"><li>• Use Prior Knowledge</li><li>• Make Inferences</li><li>• Synthesize</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Make Connections</li></ul>	Compound Words	<ul style="list-style-type: none"><li>• N/A</li></ul>	Text Features: Did You Know?	<ul style="list-style-type: none"><li>• Sci: earthquakes</li><li>• H&amp;PE: personal safety and emergency preparedness</li></ul>
<b>/kw/:</b> Less Common	Irregular: ch, cqu	<b>Divya’s Choir Concert Diary!</b> Diary Entry	A girl describes the build-up to her choir’s spring concert	<ul style="list-style-type: none"><li>• Summarize</li><li>• Develop Vocabulary</li><li>• Use Context Clues</li><li>• Find Evidence</li><li>• Make Inferences</li><li>• Use Prior Knowledge</li><li>• Build Background Knowledge</li></ul>	The Suffixes <i>-ance</i> and <i>-ence</i>	<ul style="list-style-type: none"><li>• Suffixes</li></ul>	Process: Drafting—Writing a Story in Diary Form	<ul style="list-style-type: none"><li>• SEL: identification and management of emotions; healthy relationships</li><li>• Arts: Music: uses of music in the community</li></ul>

Digraphs *continued*

Sound	Spelling	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
Unvoiced /th/	th	A Thousand Kites Letter	A boy writes a letter to his grandfather describing a trip to Nova Scotia	<ul style="list-style-type: none"><li>• Build Background Knowledge</li><li>• Make Inferences</li><li>• Summarize</li><li>• Determine What Is Important</li><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Find Evidence</li></ul>	Contractions with <i>Have</i>	<ul style="list-style-type: none"><li>• Contractions</li></ul>	Process: Revising	<ul style="list-style-type: none"><li>• SS: heritage and identity</li></ul>
Voiced /th/	th	Animals That Help: Therapy Animals Brochure	A brochure focused on therapy animals	<ul style="list-style-type: none"><li>• Develop Vocabulary</li><li>• Find Evidence</li><li>• Use Background Knowledge</li><li>• Make Connections</li><li>• Compare and Contrast</li><li>• Confirm Predictions</li><li>• Make Inferences</li><li>• Identify Characteristics of a Text Form</li></ul>	Suffixes That Change the Form of a Word	<ul style="list-style-type: none"><li>• R-Controlled Syllable Pattern</li><li>• Punctuation: The Comma</li><li>• Punctuation: The Colon</li></ul>	Process: Editing— Punctuation	<ul style="list-style-type: none"><li>• SEL: stress management and coping strategies; self-awareness and sense of identity: caring for oneself</li></ul>
/ng/: Common	ng	Playing Mahjong with Po Po and Gong Gong Letter	A boy writes a thank-you letter to his grandparents after they teach him how to play mahjong	<ul style="list-style-type: none"><li>• Identify Text Form</li><li>• Identify Main Idea</li><li>• Synthesize</li><li>• Summarize</li><li>• Evaluate</li><li>• Make Connections</li><li>• Make Inferences</li><li>• Monitor and Repair Comprehension</li></ul>	Inflectional Endings	<ul style="list-style-type: none"><li>• Inflectional Endings</li></ul>	Text Form: Letter	<ul style="list-style-type: none"><li>• SS: heritage and identity; diverse cultures</li><li>• HP&amp;E: healthy relationships</li></ul>
/ng/: Less Common	n	Conquering World Records Magazine Article	A look at six Canadian world record-breaking people or events	<ul style="list-style-type: none"><li>• Summarize</li><li>• Identify Text Features</li><li>• Evaluate</li><li>• Activate Prior Knowledge</li><li>• Develop Vocabulary</li><li>• Make Inferences</li></ul>	Adverbs	<ul style="list-style-type: none"><li>• Adverbs</li></ul>	Traits: Details— Comparisons	<ul style="list-style-type: none"><li>• Math: measurement</li><li>• SEL: positive motivation and perseverance</li></ul>

Complex Consonants								
Sound	Spelling	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
/y/: Common	y	Say Yes to Taking Action! Mini-Profiles	A look at two environmental youth organizations	<ul style="list-style-type: none"> <li>Summarize</li> <li>Compare and Contrast</li> <li>Develop Vocabulary</li> <li>Use Context Clues</li> <li>Make Connections</li> </ul>	Words with Multiple Meanings	<ul style="list-style-type: none"> <li>Using Context Clues</li> </ul>	Traits: Ideas—Using Specific Examples	<ul style="list-style-type: none"> <li>SS: global citizenship; community involvement and democracy</li> </ul>
/y/: Less Common	i	Making Tortilla with My Family Personal Account	A woman describes how her family makes tortilla	<ul style="list-style-type: none"> <li>Build Background Knowledge</li> <li>Find Evidence</li> <li>Compare and Contrast</li> <li>Develop Vocabulary</li> <li>Use Prior Knowledge</li> <li>Make Inferences</li> <li>Make Connections</li> </ul>	Hyperbole	<ul style="list-style-type: none"> <li>Hyperbole</li> <li>Suffixes</li> <li>Prefixes</li> </ul>	Traits: Organization—Sentence Expansion	<ul style="list-style-type: none"> <li>Math: time</li> <li>SS: cultural heritage and family traditions</li> </ul>
/j/: Common	ge, j	From Page to Stage with Kira Sequence	A girl describes how her school puts on plays from start to finish	<ul style="list-style-type: none"> <li>Identify Text Features</li> <li>Identify Text Structure</li> <li>Summarize</li> <li>Develop Vocabulary</li> <li>Make Connections</li> <li>Synthesize</li> <li>Make Inferences</li> </ul>	Root Words	<ul style="list-style-type: none"> <li>Synonyms and Shades of Meaning</li> <li>Idioms</li> </ul>	Process: Revising—Varying Word Order	<ul style="list-style-type: none"> <li>Arts: Dramatic Arts, Music, Dance: creative expression through drama, music, and dance; connecting the arts with community and a sense of belonging</li> </ul>
/j/: Less Common	g, dge, dg Irregular: d, gge	Fidgets, Gadgets, and Games Catalogue Page	A catalogue page showing five different items	<ul style="list-style-type: none"> <li>Make Connections</li> <li>Analyze</li> <li>Identify Text Features</li> <li>Evaluate</li> <li>Develop Vocabulary</li> <li>Make Inferences</li> </ul>	Words Ending in <i>dge</i> and <i>ge</i>	<ul style="list-style-type: none"> <li>Synonyms and Shades of Meaning</li> </ul>	Text Form: Catalogue Page	<ul style="list-style-type: none"> <li>Math: money</li> <li>Arts: Visual Arts: visual and digital text forms; advertisements</li> <li>SEL: stress management and coping strategies</li> </ul>
/k/: Common	c, k	Auntie’s Kitchen Table Personal Account	A Métis person describes the importance of their auntie’s kitchen table	<ul style="list-style-type: none"> <li>Summarize</li> <li>Find Evidence</li> <li>Develop Vocabulary</li> <li>Make Inferences</li> <li>Make Connections</li> </ul>	Antonyms	<ul style="list-style-type: none"> <li>Possessives</li> <li>Antonyms and Shades of Meaning</li> </ul>	Traits: Word Choice—Sensory Words	<ul style="list-style-type: none"> <li>SS: community and family traditions; First Nations and Métis communities and traditions</li> <li>SEL: creating a sense of belonging</li> </ul>
/k/: Less Common	ck, ch, cc	Brockway School Cookbook: Banks Family Recipe Recipe	A recipe explaining how to make the Jamaican national dish ackee and saltfish	<ul style="list-style-type: none"> <li>Find Evidence</li> <li>Make Connections</li> <li>Make Inferences</li> <li>Develop Vocabulary</li> </ul>	Adding the Inflectional Ending <i>-ing</i>	<ul style="list-style-type: none"> <li>Vowel Consonant Silent-<i>e</i> (VCe) Syllable Pattern</li> </ul>	Text Form: Recipe	<ul style="list-style-type: none"> <li>Math: measurement</li> <li>SS: food traditions and ingredients from around the world</li> </ul>

Complex Consonants *continued*

Sound	Spelling	Title/Text Type	Topic	Comprehension	Working with Words	Mini-Lessons	Writing	Cross-Curricular
/ks/: Common	x	<b>Six Ways to Bring a Story to Life</b> Tip List	An author provides six tips on how to write a good story	<ul style="list-style-type: none"><li>• Use Prior Knowledge</li><li>• Compare and Contrast</li><li>• Develop Vocabulary</li><li>• Identify Text Form</li><li>• Identify Text Features</li><li>• Make Connections</li></ul>	Word Choice: Substituting Verbs for the Word <i>Said</i>	<ul style="list-style-type: none"><li>• N/A</li></ul>	Text Form: Create a Tip List for Bringing a Story to Life	<ul style="list-style-type: none"><li>• Literacy: characteristics or elements of a story</li></ul>
/ks/: Less Common	ks, cks, cs	<b>Inventing Rocks!</b> Descriptions	A look at three inventions that had a big impact	<ul style="list-style-type: none"><li>• Confirm Predictions</li><li>• Summarize</li><li>• Develop Vocabulary</li><li>• Make Connections</li><li>• Make Inferences</li></ul>	Keyword Circles	<ul style="list-style-type: none"><li>• Open Syllables</li><li>• Closed Syllables</li></ul>	Traits: Voice— Voice in Non-fiction	<ul style="list-style-type: none"><li>• Sci: engineering design process</li></ul>
/w/: Common	w	<b>Water-Wise Champs</b> Magazine Article	An article about three young environmentalists focused on water conservation and sustainability	<ul style="list-style-type: none"><li>• Summarize</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Make Connections</li></ul>	Compound Words	<ul style="list-style-type: none"><li>• N/A</li></ul>	Text Form: Persuasive Text	<ul style="list-style-type: none"><li>• SS: social action and stewardship</li><li>• Sci: sustainability and conservation</li></ul>
/w/: Less Common	wh Irregular: o	<b>What Makes That Sound?</b> Matching Quiz	A quiz that involves matching a sound to what creates it	<ul style="list-style-type: none"><li>• Find Evidence</li><li>• Make Inferences</li><li>• Develop Vocabulary</li><li>• Build Background Knowledge</li><li>• Make Connections</li></ul>	Subordinating Conjunctions	<ul style="list-style-type: none"><li>• Onomatopoeia</li><li>• Figurative Language</li></ul>	Traits: Word Choice—Use of Sensory Language	<ul style="list-style-type: none"><li>• Sci: properties of sound and devices that make use of the properties of sound; demonstrating curiosity about the natural world; making predictions based on prior knowledge</li></ul>
/h/: Common	h	<b>Hot Pot Studio: Cooking Classes</b> Advertisement	An advertisement for youth cooking classes	<ul style="list-style-type: none"><li>• Identify Text Features</li><li>• Summarize</li><li>• Determine What Is Important</li><li>• Develop Vocabulary</li><li>• Make Inferences</li><li>• Evaluate</li></ul>	Multisyllabic Words	<ul style="list-style-type: none"><li>• Silent Letters</li><li>• Consonant + <i>le</i> Syllable Pattern</li><li>• Decoding Multisyllabic Words</li></ul>	Process: Publishing— Graphic Titles	<ul style="list-style-type: none"><li>• Arts: Visual Arts: elements of graphic design; use of technology in design</li></ul>
/h/: Less Common	wh	<b>A Happy Holiday</b> Personal Account	A woman describes one of her favourite memories of visiting her grandparents on the Pasqua Reserve	<ul style="list-style-type: none"><li>• Summarize</li><li>• Make Connections</li><li>• Build Background Knowledge</li><li>• Develop Vocabulary</li><li>• Visualize</li><li>• Use Context Clues</li><li>• Identify Text Form</li></ul>	Using Root Words to Figure Out Meanings of Other Words	<ul style="list-style-type: none"><li>• N/A</li></ul>	Traits: Voice	<ul style="list-style-type: none"><li>• SS: heritage and identity</li><li>• SEL: healthy relationships and sense of belonging</li></ul>