

Narrative Unit Instructional Framework Chart

Title	Focus	Text Form	Comprehension Focus	Oral Language Strategies	Context Clues	Fluency	Spelling Rules and Generalizations	Word Study	Language Conventions	Writing	Student Project
The Story Behind Stories (pp. 4–5)	The purpose of stories										
Anansi and the Backpack of Style (pp. 6–9)	What is a story?; kinds of stories; message (<i>who, wants, but, so</i>)	Modern Fable	Synthesizing	Participate in a Carousel	Using Background Knowledge	Echo-Reading	-s or -es	Figurative Language	Capitalization	Pre-writing Strategies: • Generating Ideas	Kind of Story: What it is about; message/ problem
Trouble at the Dragon Tournament (pp. 10–14)	Story Structure	Fantasy	Inferring	Listening and Speaking During Group Work	Surrounding Words: Examples	Re-reading in Partners	<i>ge</i> or <i>dge</i>	Adverbs That Express Emotion	Commas with Introductory Phrases or Clauses	Organization: • Developing a Sequence of Events in a Story—Transition Words	Sequence of Events: Beginning, Middle, End
Kaden Snowshoes to the Next Level (pp. 15–20)	Introduction: Characters and Setting	Realistic Fiction	Making Connections	Participate in an Inside-Outside Circle	Making Inferences	Choral-Reading	Doubling Consonants	Powerful Verbs	Quotation Marks for Direct Speech	Word Choice: • Voice: Setting, Characters	Develop and Describe Setting and Characters
NO Autographs (pp. 21–25)	Rising Action, Conflict, Climax	Script	Inferring	Identify Good Listening and Speaking Skills	Surrounding Words: Synonyms and Antonyms	Taking Parts in the Script	Words with the Letters <i>c, cc</i>	Idioms	Punctuation: Use of the Colon (in scripts and salutations)	Ideas: • Developing Conflict in a Story	Identify Conflict/ Events—Rising Action Leading to Climax
Joe Cracker (pp. 26–29)	Resolution: Story Ending	Historical Fiction	Evaluating	Providing Constructive Feedback to Partner	Visual Clues	Choral-Reading	Words with the Letters <i>qu, que</i>	Specialized Vocabulary	Noun-Verb Agreement	Organization: • Developing a Strong Ending	Create Story Ending

Informational Unit Instructional Framework Chart

Title	Focus	Text Form	Comprehension Focus	Oral Language Strategies	Vocabulary Development	Fluency	Spelling Rules and Generalizations	Word Study	Language Conventions	Writing	Student Project
The Key to Informational Texts (pp. 30–31)					Word Origins						
Top 5 Biomimicry Breakthroughs (pp. 32–33)	Descriptive Text: • Message • Purpose • Kinds of Descriptive Text • How You Know It Is Descriptive Text • Language • Questions to Ask	Top 5 List	Summarizing	Brainstorming	Latin Roots <i>gradi, gress</i>	Echo-Reading	Long /ē/ Sound Represented By <i>ie</i> or <i>ei</i>	Powerful and Precise Adjectives	Punctuation: The Colon to Introduce a List	Pre-writing—Developing Ideas: • Narrowing the Topic	• Choose topic and message suited to a descriptive text.
Come Discover Dawson City (pp. 34–35)	Descriptive: • How It Is Organized	Tourism Ad	Evaluating	Partner Talk	Greek Roots <i>syn, sym</i>	Partner Reading	<i>f</i> or <i>ph</i> Representing the /f/ Sound	Hyphenated Adjectives	Independent Clauses and Co-ordinating Conjunctions	Traits: Word Choice: • Powerful Verbs and Synonyms (Shades of Meaning)	• Create a descriptive text graphic organizer.
Lights, Camera, Action! How to Make a Short Film (pp. 36–37)	Sequence Text: • Message • Purpose • Kinds of Sequence Text • Questions to Ask • How You Know It Is Sequence Text • Signal Words, Numbers, or Letters	How-To	Sequencing	Listening to and Learning From Peers	Latin Root <i>ject</i>	Fluent Reading	The /s/ and /sk/ Sounds Represented By <i>sc</i>	Using Commas with Transition Words	Subordinating Clauses and Subordinating Conjunctions	Research: • Gathering and Organizing Research Information	• Review and organize research information.
The Pulse: SuperCon Becomes a Super Hit (pp. 38–39)	Sequence: • Characteristics • Signal Words	Newspaper Article	Making Predictions	Listening to and Learning From Peers	Latin Root <i>flect</i>	Echo-Reading	Negative Prefixes <i>un-, im-, in-, il-, ir-</i>	Possessive Nouns	Correlative Conjunctions	Research: • Gathering and Selecting Research Information	• Use the sequence text graphic organizer to organize information into the steps or stages in a process.
From South Korea to Nova Scotia (pp. 40–41)	Compare-and-Contrast Text: • Message • Purpose • Kinds of Compare-and-Contrast Text • How You Know It Is Compare and Contrast • Signal Words • Questions to Ask	Recount	Identifying Main Idea	Creating a Skit	Latin Root <i>prehend</i>	Echo-Reading	Long /i/ Sound Spelled <i>i_e, i, igh</i>	Proper Nouns and Capitalization	Compound-Complex Sentences	Fluency: • Sentence Fluency: Varying Sentence Lengths and Beginnings	• Discard irrelevant information. • Research to gather information for a new message.
Community Matters (pp. 42–43)	Compare-and-Contrast Structure	Magazine Article	Synthesizing	Disagreeing Respectfully	Latin Root <i>plic</i>	Partner Reading	Suffix <i>-ion: -tion, -sion, -ssion</i>	Learning a New Vocabulary Word	Complex Sentences with Adjective or Relative Clauses	Organization: • Adding Text Features	• Create a compare-and-contrast text graphic organizer.

Informational Unit Instructional Framework Chart *continued*

Title	Focus	Text Form	Comprehension Focus	Oral Language Strategies	Vocabulary Development	Fluency	Spelling Rules and Generalizations	Word Study	Language Conventions	Writing	Student Project
Listen Up! (pp. 44–45)	Problem-Solution Text: • Message • Purpose • How You Know It Is Problem-Solution • Signal Words • Questions to Ask	Problem-Solution Scenarios	Making Connections	Graffiti Strategy	Latin Roots <i>sto/stare, sta, stat</i>	Partner Reading	Suffixes <i>-cial</i> and <i>tial</i>	Contractions	Prepositional Phrases	Fluency: • Sentence Fluency: Combining Sentences	• Research to gather information for a new message reflecting a problem-solution text structure.
Restoring Balance (pp. 46–47)	Problem-Solution Structure	Magazine Article	Monitoring and Repairing Comprehension	Carousel Strategy	Words From Other Languages	Choral-Reading	Drop or Keep the Final <i>e</i> Before Adding a Suffix	Mapping Words Related to <i>Restore</i>	Subject-Verb Agreement in Prepositional Phrases	Voice: • Consider Audience and Purpose	• Create a problem-solution text graphic organizer to organize information.
Space Junk (pp. 48–49)	Cause-and-Effect Text: • Message • Purpose • Kinds of Cause-and-Effect Texts • How You Know It Is Cause and Effect • Signal Words • Questions to Ask	Textbook Page	Synthesizing	Brainstorming	Greek Roots <i>aster, astro</i>	Scooping Words	Words and Syllables Ending in <i>k, ck</i> , and <i>c</i>	Abbreviations, Acronyms, and Initialisms	Run-On Sentences	Research: • Credibility of Sources	• Check credibility of sources.
Leading Voices (pp. 50–51)	Cause-and-Effect Structure	Quotations	Identify Point of View	Partner Work	Old English Root <i>kno</i>	Scooping Words	Suffixes <i>-ance</i> or <i>-ence</i>	<i>Affect</i> and <i>Effect</i>	Sentence Fragments	Research: • Citing Sources	• Create a cause-and-effect text graphic organizer to organize information.

Persuasive Unit Instructional Framework Chart

Title	Focus	Text Form	Comprehension Focus	Oral Language Strategies	Vocabulary Development	Fluency	Spelling Rules and Generalizations	Word Study	Language Conventions	Writing	Student Project
About Persuasive Writing (pp. 52–53)					Prefixes and Suffixes						
Sapphire Forest Lodge Winter Fest (pp. 54–55)	• Purpose of Ads • Where We See or Hear Ads • Techniques Used to Persuade in Ads - targeted audience - emotional appeal - scarcity - urgency - endorsement • Slogans • Special Effects	Print Ad	Making Inferences		Suffixes <i>-ism</i> , <i>-ist</i>	Group Reading to Persuade	Words Ending with <i>ght</i>	Figurative Language: Plays on Words	Adjectives	Publishing and Presenting: • Different Ways to Publish Ads	• Identify a product, service, place, or event and create an ad to persuade others to be interested.
Are You Fire Ready?, Fire Safety Awareness (pp. 56–57)	• Characteristics of PSAs - emotional response - clarity of message - tailored to specific audience	PSA	Making Connections	Disagreeing Respectfully Questioning the Author	Prefixes <i>inter-</i> , <i>intra-</i>	Choral-Reading	Long /ā/ Spelling Patterns	Identifying Prefix Imposters	Direct Objects for Nouns	Pre-writing: • The Importance of Knowing the Audience When Writing a PSA	• Create a print PSA to suit a specific audience.
Playground Rules (pp. 58–59)	• Structure and Characteristics of Letters to the Editor - lead statement - arguments - conclusion	Letter to the Editor	Synthesizing	Disagreeing Respectfully	Prefixes <i>e-</i> , <i>ex-</i>	Partner Reading with Emotion	Long /ē/ Spelling Patterns	Building Word Families	Intensive and Reflective Pronouns	Pre-writing: • Selecting a Topic	• Select a topic for an opinion piece. • Use graphic organizer to gather information.
Can getting your hands dirty help boost grades? (pp. 60–61)	• Characteristics of Advocacy Persuasive Pieces - clear position - evidence - emotional appeal - call to action	Magazine Editorial	Identifying Main Idea	Disagreeing Respectfully	Prefixes <i>anti-</i> , <i>pro-</i>	Partner Reading	Silent <i>e</i> (Roles of Silent <i>e</i>)	Using Persuasive Words with Positive Associations	Review of Pronouns	Voice: • Matching Voice to Purpose and Audience	• Revise planning notes for voice.
Para-athletes Are Great Athletes (pp. 62–63)	• Opening: Hook, Position Statement • Kinds of Hooks (rhetorical question, surprising statistic, bold statement) • Closing: Call to Action	Magazine Article	Evaluating	Four Corners Strategy	Prefixes <i>mid-</i> , <i>semi-</i>	Scooping Words	Long /ō/ Spelling Patterns	Semantic Features: Guess My Word	Verb Tenses: Past, Present, Future	Organization: • Strong Openings and Closings	• Write an opening with a strong hook and position statement. • Write a closing with a call to action. • Revise opening and closing.

Persuasive Unit Instructional Framework Chart *continued*

Title	Focus	Text Form	Comprehension Focus	Oral Language Strategies	Vocabulary Development	Fluency	Spelling Rules and Generalizations	Word Study	Language Conventions	Writing	Student Project
The Environmental Costs of AI (pp. 64–65)	• Providing Evidence - argument and counterargument	Newspaper Article	Making Inferences	Class Discussion	Suffixes - <i>ance</i> , <i>-ence</i>	Scooping Words	Silent Letter <i>l</i> Before <i>f</i> , <i>k</i> , <i>m</i> , or <i>v</i> and <i>ould</i> Words	Technical Language	Present Progressive Tense	Revising: • Checking for Bias	• Review planning organizer for bias. • Revise planning organizer for position statement, reasons, or evidence for bias.
Tree-Dwelling Octopus Going Extinct (pp. 66–67)	• Evidence to Support Argument - credible sources - facts vs. opinions - ask critical-thinking questions	Speech	Synthesizing	Think, Pair, Square	Suffixes - <i>ous</i> , <i>-eous</i> , <i>-ious</i>	Partner Reading: Changing Tones	Long /ū/ Spelling Patterns	Specialized Vocabulary for Checking Online Information	Progressive Tenses: Past, Present, and Future	Ideas: • Developing Details and Evidence to Support Opinions	• Revise writing for generalizations, adding facts, statistics, or real examples from multiple credible sources as needed.
In Focus: Wheelchair Backpacks (pp. 68–69)	• Purpose • Characteristics - ratings - comparison of features - safety info - price - sometimes user experiences	Consumer Report	Evaluating	Disagreeing Respectfully	Suffixes - <i>ant</i> , <i>-ent</i> , <i>-ive</i> , <i>-ative</i> , <i>-itive</i>	Partner Reading	Short /e/ Spelling Patterns	Changing Adjectives Ending in <i>-able</i> or <i>-ible</i> to Nouns	Perfect Tense: Past, Present, and Future	Word Choice: • Using Precise Language	• Create a consumer report about a product or service.
Game On! (pp. 70–71)	• What to Look for in Reviews - verified reviewers - facts vs. opinions - balanced review (positives and negatives) - signs of bias - impact of review	Online Product Review	Evaluating	Listening to and Learning From Peers	<i>Prefixes sub-</i> , <i>super-</i> , <i>under-</i> ; Suffixes <i>-ate</i> , <i>-ize</i>	Skimming	Y at the End of Words: Long /ī/ and Long /ē/	The Language of Marketing and Promotion	Gerunds for Nouns	Details: • Accuracy in Writing Product Reviews	• Create a product review comparing two products.

Poetry Unit Instructional Framework Chart

Title	Focus	Text Form	Comprehension Focus	Oral Language Strategies	Vocabulary Development	Fluency	Spelling Rules and Generalizations	Word Study	Language Conventions	Writing	Student Project
About Poetry (pp. 72–73)							Syllabication		Poetic Elements		
“Sunshine,” “Butterflies,” “Rain”; “Dear Mississauga” (pp. 74–75)	• Rhyme and Rhyme Scheme	Rhyming Poems	Making Inferences	Choral-Reading	Learning a New Vocabulary Word	Partner Reading	Syllable Patterns: Open and Closed Syllables	Suffixes Can Change the Part of Speech	Grammar Rules and Poetry	Word Choice: • Using Metaphors in Writing	• Write a four-to-eight-line poem using a rhyme scheme of their choice.
“When Grandpa Gets to Fiddling”; “If Aliens Came to the Game” (pp. 76–77)	• Rhyme Scheme and Rhythm	Rhyming Poems	Identifying Main Idea	Listening to and Learning From Peers	Ways to Remember the Spelling of Tricky Words	Partner Reading	Syllable Patterns: VCe and Consonant + <i>le</i>	Onomatopoeia	Punctuation: The Ellipsis and the Dash	Word Choice: • Sensory Language	• Write a four-to-eight-line poem using a rhyme scheme of their choice and integrate rhythm.
“Scooped into my hands,” “locked in a staring contest,” “over the flowing water”; “a galaxy of red stars,” “rows of desks,” “The cold breeze creeping,” “My cat is cozy,” “the warmth of the sun,” “Dreaming of a dog” (pp. 78–79)	• Traditional vs. Modern Haiku - 3 lines - syllabication - juxtaposition - theme: often nature - captures a single, brief moment	Haiku Poems	Making Connections		Using Derivational Families to Support Spelling Words with a Schwa Sound	Echo-Reading	Syllable Patterns: Stressed and Unstressed Syllables (Schwa)	Figurative Language: Personification	Poetic Licence: Enjambment	Word Choice: • Strong Imagery	• Write a haiku poem using descriptive details, sensory language, and strong imagery.
“Shine Like the Northern Lights”; “The Northern Lights of Labrador” (pp. 80–81)	• Song Lyrics - verses - stanzas - chorus - repetition - sound patterns - rhyme	Songs	Making Inferences	Choral-Reading	Words Can Have Multiple Meanings	Choral-Reading	Syllable Patterns: R-Controlled Vowel Syllable Pattern	Homophones	Active Tense and Passive Tense Verbs	Word Choice: • Using Repetition and Assonance in Song Lyrics	• Write a chorus for a song or poem from the unit or one that students have created.
“What to Dream About”; “Anansi,” “Octopi?,” “SPACE”; “Taanishi Kiiya,” “Morning” (pp. 82–85)	• What is free verse? • Different ways to present free-verse poems, e.g., picture, shape, acrostic • Free Verse: absence of rhyme scheme	Picture, Shape, Acrostic, and Free Verse with No Specific Form	Making Inferences Evaluating	Brainstorming	Words Can Cross Grammatical Boundaries	Echo-Reading	Syllable Patterns: Vowel-Team Syllable Pattern	Paint a Picture with Verbs	Irregular Plurals	Word Choice: • Using Hyperbole and Alliteration	• Write and present a free-verse poem.