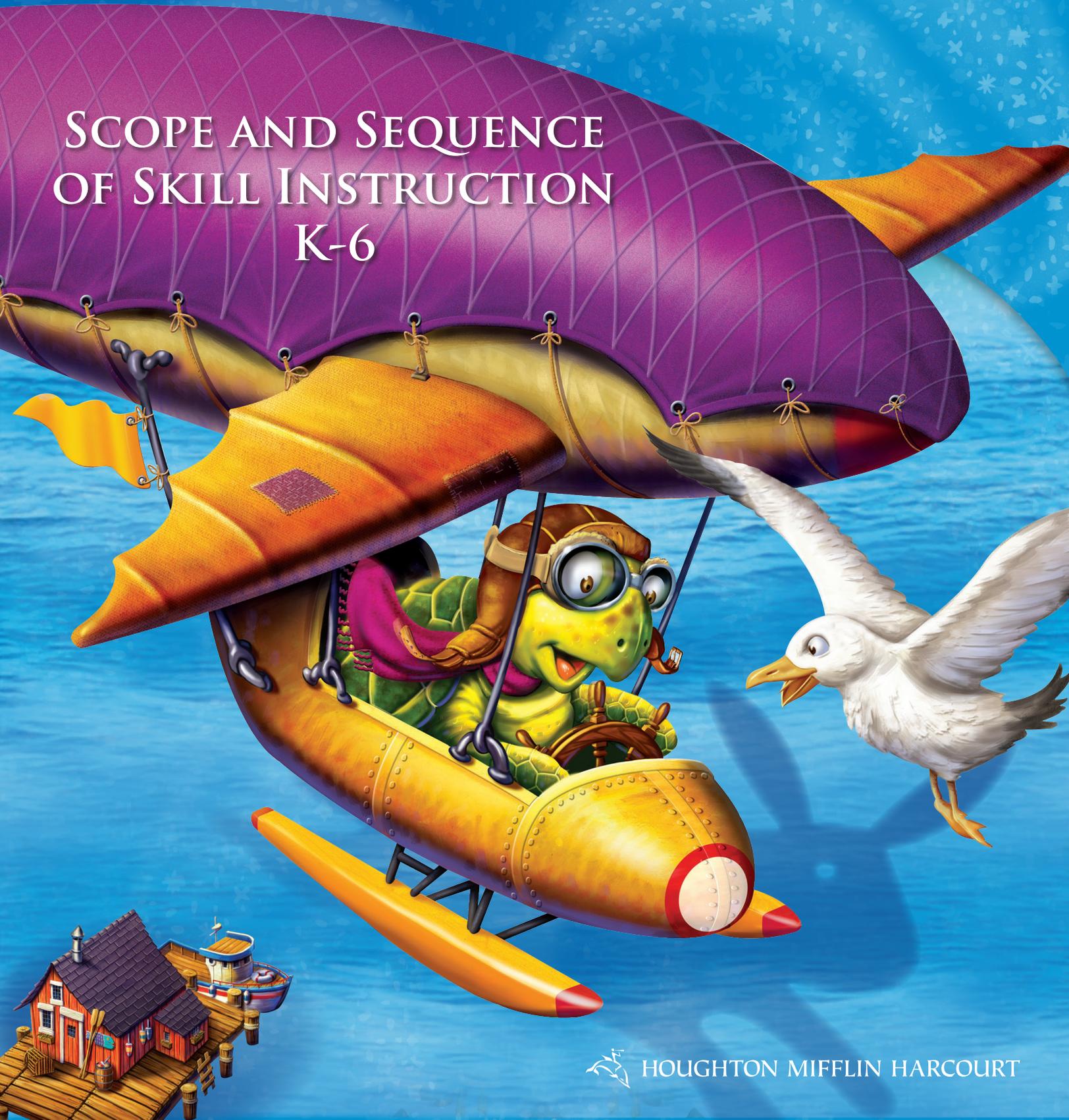


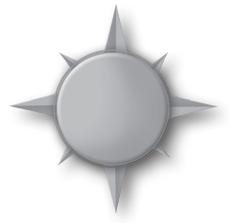
# JOURNEYS

SCOPE AND SEQUENCE  
OF SKILL INSTRUCTION  
K-6



HOUGHTON MIFFLIN HARCOURT

# JOURNEYS



## SCOPE AND SEQUENCE OF SKILL INSTRUCTION K-6

### TABLE OF CONTENTS

KINDERGARTEN.....	2
GRADE 1.....	26
GRADE 2.....	50
GRADE 3.....	74
GRADE 4.....	86
GRADE 5.....	112
GRADE 6.....	136

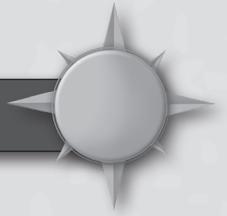
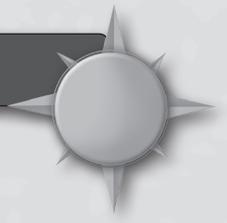
# WELCOME TO KINDERGARTEN

WEEK	SELECTIONS	CONCEPTS OF PRINT	PHONEMIC AWARENESS	LETTER NAMES
1	<p><b>Rhymes</b></p> <ul style="list-style-type: none"> <li>• “Jack and Jill”</li> <li>• “One, Two, Three, Four, Five”</li> <li>• “Pease Porridge Hot”</li> <li>• “Colors”</li> <li>• “To Market, To Market”</li> </ul>	<p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Recognize Names</li> <li>• Distinguish Letters, Numbers</li> <li>• Book Handling</li> <li>• Environmental Print</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Blend Syllables</li> </ul>	<p><b>Letter Names</b></p> <p>Letter Focus: Aa, Bb, Cc, Dd, Ee</p>
2	<p><b>Rhymes</b></p> <ul style="list-style-type: none"> <li>• “I Went Upstairs”</li> <li>• “Mix a Pancake”</li> <li>• “Sing a Song of Sixpence”</li> <li>• “Little Arabella Stiller”</li> </ul> <p><b>Songs</b></p> <p>“Quack! Quack! Quack!”</p>	<p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Book Handling</li> <li>• Distinguish Letters, Numbers</li> <li>• Environmental Print</li> <li>• Recognize First and Last Names</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Blend and Segment Syllables</li> </ul>	<p><b>Letter Names</b></p> <p>Letter Focus: Ff, Gg, Hh, Ii, Jj</p>

## KINDERGARTEN

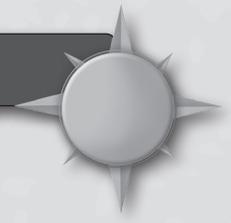
### UNIT 1: FRIENDLY FACES

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
1	<p><b>Big Book:</b> <i>What Makes a Family?</i> Genre: Informational Text (Social Studies)</p> <p><b>Essential Question:</b> How can I find the most important ideas in a selection?</p> <p><b>Read Aloud:</b> <i>Building with Dad</i> Genre: Realistic Fiction</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>• “Frère Jacques”</li> <li>• “Everybody Says”</li> <li>• “Tortillas for Mommy”</li> <li>• “My Little Sister”</li> </ul> <p>Genre for “Frère Jacques”: Poetry and Lullaby Genre for Remaining Paired Selections: Poetry</p> <p><b>Text Focus Skill</b> Illustrations</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Single Sounds</li> </ul> <p><b>Letter Names:</b> Letter Focus: Kk, Ll, Mm, Nn, Oo</p> <p><b>Words to Know:</b> l</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> celebrate (v), family (n), memories (n), include (v)</p> <p><b>Oral Vocabulary:</b> cranes, crew, gleaming, mechanic, outlining, solid</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Family Words</p>
2	<p><b>Big Book:</b> <i>How Do Dinosaurs Go to School?</i> Genre: Fantasy</p> <p><b>Essential Question:</b> What clues tell me how a character feels?</p> <p><b>Read Aloud:</b> <i>Friends at School</i> Genre: Informational Text (Social Studies)</p>	<p><b>Paired Selection:</b> “My School Bus” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Photographs/Map</p>	<p><b>Phonemic Awareness:</b> Beginning Sounds</p> <p><b>Letter Names:</b> Letter Focus: Pp, Qq, Rr, Ss, Tt</p> <p><b>Words to Know:</b> like</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> bullying (v), tidies (v), fidget (v), interrupt (v)</p> <p><b>Oral Vocabulary:</b> busy, company, container, job, scoop, tortoises</p> <p><b>Vocabulary Strategy:</b> Rhyme</p>



COMPREHENSION	LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
<p><b><u>Comprehension Skill:</u></b> Main Ideas</p> <p><b><u>Comprehension Strategy:</u></b> Summarize</p> <p><b><u>Concepts of Print</u></b></p> <ul style="list-style-type: none"><li>• Directionality: Left to Right</li><li>• Punctuation: Period **</li></ul>	<p><b><u>N/A</u></b></p>	<p><b><u>Grammar Skill:</u></b> Nouns for People</p> <p><b><u>Writing Mode:</u></b> Writing About Us Labels (Names)</p> <p><b><u>Focus Trait:</u></b> Ideas</p>	<ul style="list-style-type: none"><li>• <i>See What We Can Do</i></li><li>• <i>We Can Make It</i></li></ul>
<p><b><u>Comprehension Skill:</u></b> Understanding Characters</p> <p><b><u>Comprehension Strategy:</u></b> Infer/Predict</p> <p><b><u>Concepts of Print</u></b></p> <ul style="list-style-type: none"><li>• Directionality: Locate Print, Left to Right **</li><li>• Punctuation: Period</li></ul>	<p><b><u>N/A</u></b></p>	<p><b><u>Grammar Skill:</u></b> Nouns for Places</p> <p><b><u>Writing Mode:</u></b> Writing About Us Labels</p> <p><b><u>Focus Trait:</u></b> Ideas</p>	<ul style="list-style-type: none"><li>• <i>We Go to School</i></li><li>• <i>I Like</i></li></ul>

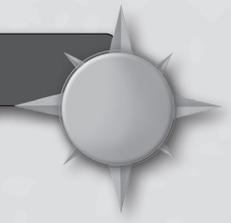
LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
3	<p><b>Big Book:</b> <i>Please, Puppy, Please</i> Genre: Realistic Fiction</p> <p><b>Essential Question:</b> How do the parts of a story work together?</p> <p><b>Read Aloud:</b> <i>I Have a Pet!</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “Different Kinds of Dogs” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Diagram</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Beginning Sounds</li> <li>Words in Oral Sentences</li> </ul> <p><b>Letter Names:</b> Letter Focus: Uu, Vv, Ww, Xx, Yy, Zz</p> <p><b>Words to Know:</b> the</p> <p><b>Fluency:</b> Reading Rate</p>	<p><b>Selection Vocabulary:</b> fetch (v), inside (n), outside (n), please (v)</p> <p><b>Oral Vocabulary:</b> cooperate, curious, interesting, slimy, smooth, vet</p> <p><b>Vocabulary Strategy:</b> Synonyms</p>
4	<p><b>Big Book:</b> <i>Everybody Works</i> Genre: Informational Text (Social Studies)</p> <p><b>Essential Question:</b> How can photographs help me better understand a selection?</p> <p><b>Read Aloud:</b> <i>Pizza at Sally’s</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b></p> <ul style="list-style-type: none"> <li>“The Elves and the Shoemaker”</li> <li>“The Lion and the Mouse”</li> </ul> <p>Genre for <i>Elves</i>: Fairy Tale (Traditional Tale) Genre for <i>Lion</i>: Fable (Traditional Tale)</p> <p><b>Text Focus Skill</b> Storytelling Phrases</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Beginning Sounds</li> <li>Words in Oral Sentences</li> </ul> <p><b>Phonics:</b> Letter/Sound: m *</p> <p><b>Words to Know:</b> and</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> creating (v), delivering (v), hobby (n), protecting (v)</p> <p><b>Oral Vocabulary:</b> customers, dough, famous, perfect, sprinkled, stretchy</p> <p><b>Vocabulary Strategy:</b> Environmental Print</p>
5	<p><b>Big Book:</b> <i>Kite Flying</i> Genre: Realistic Fiction</p> <p><b>Essential Question:</b> Why is the order in which things happen in a story important?</p> <p><b>Read Aloud:</b> <i>The Little Red Hen</i> Genre: Folk Tale and Fable (Traditional Tale)</p>	<p><b>Paired Selection:</b> “Kite Festival Today” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Captions (left/right; back/front)</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Beginning Sounds</li> <li>Words in Oral Sentences</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter/Sound: s *</li> <li>Review: m, s</li> </ul> <p><b>Words to Know:</b> I, like, the, and</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> attach (v), blowing (v), noisemaker (n), whiskers (n)</p> <p><b>Oral Vocabulary:</b> admired, delicious, delight, doubt, fable, sigh</p> <p><b>Vocabulary Strategy:</b> Synonyms</p>



COMPREHENSION	LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
<p><b>Comprehension Skill:</b> Story Structure</p> <p><b>Comprehension Strategy:</b> Monitor/Clarify</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Directionality: Left to Right, Spoken Words to Print</li> <li>• Letters and Words: First, Last Letters, Distinguish Letters from Words **</li> </ul>	<p><b>N/A</b></p>	<p><b>Grammar Skill:</b> Nouns for Animals and Things</p> <p><b>Writing Mode:</b> Writing About Us Captions</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Baby Bear's Family</i></li> <li>• <i>The Party</i></li> </ul>
<p><b>Comprehension Skill:</b> Text and Graphic Features</p> <p><b>Comprehension Strategy:</b> Analyze/Evaluate</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Word in a Sentence **</li> <li>• Punctuation: Period, Question Mark</li> </ul>	<p><b>Extend Through Research</b> Ask Questions</p> <p><b>Listening and Speaking:</b> Share Ideas</p>	<p><b>Grammar Skill:</b> Action Verbs in Present Tense</p> <p><b>Writing Mode:</b> Writing About Us Class Story (Telling Details)</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Mm</i></li> <li>• <i>I Like Mm</i></li> </ul>
<p><b>Comprehension Skill:</b> Sequence of Events</p> <p><b>Comprehension Strategy:</b> Question</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Word in a Sentence</li> <li>• Punctuation: Period, Question Mark, Exclamation Point **</li> </ul>	<p><b>Extend Through Media Literacy</b> Identify Media Forms</p> <p><b>Listening and Speaking:</b> Share Ideas</p>	<p><b>Grammar Skill:</b> Action Verbs in Present Tense</p> <p><b>Writing Mode:</b> Writing About Us Class Story (Telling Details)</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Ss</i></li> <li>• <i>I Like Ss</i></li> </ul>

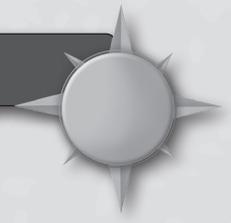
## UNIT 2: SHOW AND TELL

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
6	<p><b>Big Book:</b> <i>My Five Senses</i> Genre: Informational Text (Science)</p> <p><b>Essential Question:</b> How are the five senses the same and different?</p> <p><b>Read Aloud:</b> <i>Listen, Listen</i> Genre: Concept</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>• “Picnic Day”</li> <li>• “Here Are My Eyes”</li> <li>• “The Storm”</li> <li>• “Five Wonderful Senses”</li> </ul> <p>Genre: Poetry</p> <p><b>Text Focus Skill</b> Poetry: Rhyme</p>	<p><b>Phonemic Awareness:</b> Blend Onset and Rime</p> <p><b>Phonics:</b> Letter/Sound: Short a *</p> <p><b>Words to Know:</b> see</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> aware (adj.), senses (n), sight (n), touch (n)</p> <p><b>Oral Vocabulary:</b> drift, ripen, scurry, sizzle, whisper, whistle</p> <p><b>Vocabulary Strategy:</b> Context Clues</p>
7	<p><b>Big Book:</b> <i>Mice Squeak, We Speak</i> Genre: Realistic Fiction</p> <p><b>Essential Question:</b> How can I learn about the characters in a story?</p> <p><b>Read Aloud:</b> <i>Amelia’s Show-and-Tell Fiesta</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “The Fort Worth Zoo” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Labels</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Onset and Rime</li> <li>• Segment Onset and Rime</li> </ul> <p><b>Phonics:</b> Letter/Sound: t *</p> <p><b>Words to Know:</b> we</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> chatter (v), coo (v), snore (v), squawk (v)</p> <p><b>Oral Vocabulary:</b> foolish, frowns, ruffled, special, treasures, tropical</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Sensory Words</p>
8	<p><b>Big Book:</b> <i>Move!</i> Genre: Informational Text (Science)</p> <p><b>Essential Question:</b> How can details help me understand a selection?</p> <p><b>Read Aloud:</b> <i>Jonathan and His Mommy</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “The Hare and the Tortoise” Genre: Folk Tale and Fable (Traditional Tale)</p> <p><b>Text Focus Skill</b> Characteristic of a Fable (teaches a lesson)</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Onset and Rime</li> <li>• Segment Onset and Rime</li> </ul> <p><b>Phonics:</b> Letter/Sound: c * /k/</p> <p><b>Words to Know:</b> a</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> colony (n), rustling (v), slithers (v), startled (v)</p> <p><b>Oral Vocabulary:</b> backward, beat, leap, strange, wiggle, zigzag</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Action Words</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
<p><b>Comprehension Skill:</b> Compare and Contrast</p> <p><b>Comprehension Strategy:</b> Monitor/Clarify</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Word in a Sentence</li> <li>• Punctuation: Period, Exclamation Point</li> <li>• Role of Author, Illustrator **</li> <li>• Using a Chart</li> </ul>	<p><b>Extend Through Research</b> Identify Sources</p> <p><b>Listening and Speaking:</b> Share Ideas</p>	<p><b>Grammar Skill:</b> Sensory Words</p> <p><b>Writing Mode:</b> Write to Describe Sentences: Using Descriptive Words (Sensory Words)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• Aa</li> <li>• I See</li> </ul>
<p><b>Comprehension Skill:</b> Understanding Characters</p> <p><b>Comprehension Strategy:</b> Analyze/Evaluate</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Word in a Sentence **</li> <li>• Punctuation: Period, Exclamation Point</li> </ul>	<p><b>Extend Through Research</b> Ask Questions</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Sensory Words</p> <p><b>Writing Mode:</b> Write to Describe Sentences: Using Descriptive Words (Sensory Words)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• Tt</li> <li>• We Like Toys</li> </ul>
<p><b>Comprehension Skill:</b> Details</p> <p><b>Comprehension Strategy:</b> Visualize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Word in a Sentence</li> <li>• Punctuation: Period, Question Mark, Exclamation Point **</li> </ul>	<p><b>Extend Through Research</b> Identify Sources</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Adjectives for Colors</p> <p><b>Writing Mode:</b> Write to Describe Captions: Using Descriptive Words in Sentences (Colors, Sensory Words)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• Cc</li> <li>• I Can See</li> </ul>

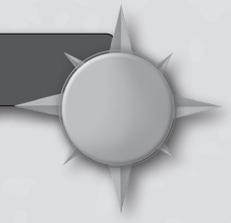
LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
9	<p><b>Big Book:</b> <i>What Do Wheels Do All Day?</i> Genre: Informational Text (Science)</p> <p><b>Essential Question:</b> What can I learn from the pictures in a selection?</p> <p><b>Read Aloud:</b> <i>Good Morning, Digger</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “Wheels Long Ago and Today” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Photos and Illustrations</p>	<p><b>Phonemic Awareness:</b> Blend Phonemes</p> <p><b>Phonics:</b> Letter/Sound: p *</p> <p><b>Words to Know:</b> to</p> <p><b>Fluency:</b> Reading Rate</p>	<p><b>Selection Vocabulary:</b> sputter (v), travelers (n), twirl (v), patrol (v)</p> <p><b>Oral Vocabulary:</b> early, weeds, community, cement, vacant, welding</p> <p><b>Vocabulary Strategy:</b> Rhyme</p>
10	<p><b>Big Book:</b> <i>Mouse Shapes</i> Genre: Concept</p> <p><b>Essential Question:</b> How do the parts of a story work together?</p> <p><b>Read Aloud:</b> <i>David’s Drawings</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “Signs and Shapes” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Photos</p>	<p><b>Phonemic Awareness:</b> Blend Phonemes</p> <p><b>Phonics:</b> Review Sounds: m, s, short a, t, c /k/, p</p> <p><b>Words to Know:</b> see, we, a, to</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> hurry (v), pounced (v), sneaky (adj.), tricky (adj.)</p> <p><b>Oral Vocabulary:</b> add, fluffy, fresh, grinned, moment, shyly</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Shape Words</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
<p><b>Comprehension Skill:</b> Text and Graphic Features</p> <p><b>Comprehension Strategy:</b> Question</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Using Pictures and Text **</li> <li>• Punctuation: Period, Exclamation Point, Question Mark</li> </ul>	<p><b>Extend Through Research</b> Gather and Record Information</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Adjectives for Numbers</p> <p><b>Writing Mode:</b> Write to Describe Description: Using Descriptive Words (Numbers)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• <i>Pp</i></li> <li>• <i>I Like Animals</i></li> </ul>
<p><b>Comprehension Skill:</b> Story Structure</p> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Letter of a Sentence **</li> <li>• Punctuation: Quotation Marks</li> </ul>	<p><b>Extend Through Research</b> Gather and Record Information</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Adjectives for Size and Shape</p> <p><b>Writing Mode:</b> Write to Describe Description: Using Descriptive Words (Size and Shape)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• <i>Mmmm, Good!</i></li> <li>• <i>The Playground</i></li> </ul>

## UNIT 3: OUTSIDE MY DOOR

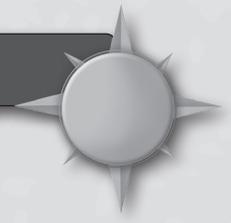
LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
11	<p><b>Big Book:</b> <i>Jump into January</i> Genre: Concept</p> <p><b>Essential Question:</b> How are the months of the year the same and different?</p> <p><b>Read Aloud:</b> <i>Every Season</i> Genre: Informational Text (Social Studies)</p>	<p><b>Paired Selection:</b> “Holidays All Year Long” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Calendar</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Final Sound</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Review: Short a</li> <li>• Blending Words</li> </ul> <p><b>Words to Know:</b> come, me</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> glistens (v), jive (v), local (adj.), orchard (n)</p> <p><b>Oral Vocabulary:</b> bloom, peck, scatter, speckled, store, tracks</p> <p><b>Vocabulary Strategy:</b> Figurative Language</p>
12	<p><b>Big Book:</b> <i>Snow</i> Genre: Fantasy</p> <p><b>Essential Question:</b> What clues help me figure out things the author does not tell me?</p> <p><b>Read Aloud:</b> <i>Storm Is Coming!</i> Genre: Fantasy</p>	<p><b>Paired Selection:</b> “How Water Changes” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Photos and Captions</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Final Sound</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: n *</li> <li>• Blending Words</li> </ul> <p><b>Words to Know:</b> with, my</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> drifted (v), gathering (v), swirled (v), wisely (adv.)</p> <p><b>Oral Vocabulary:</b> guard, huddle, nodded, pasture, silent, stampede</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Sensory Words</p>
13	<p><b>Big Book:</b> <i>What Color Is Nature?</i> Genre: Informational Text (Science)</p> <p><b>Essential Question:</b> Why do authors write informational texts?</p> <p><b>Read Aloud:</b> <i>A Zebra’s World</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>• “I Love Colors”</li> <li>• “Zebra”</li> <li>• “Many Colors”</li> <li>• “Baa, Baa Black Sheep”</li> <li>• “What Do I Spy?”</li> </ul> <p>Genre: Poetry</p> <p><b>Text Focus Skill</b> Poetry: Rhythm</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Final Sound</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: f *</li> <li>• Blending Words</li> </ul> <p><b>Words to Know:</b> you, what</p> <p><b>Fluency:</b> Reading Rate</p>	<p><b>Selection Vocabulary:</b> everywhere (adj.), nature (n), salamander (n), surrounded (adj.)</p> <p><b>Oral Vocabulary:</b> daily, herd, muscles, pattern, several, usually</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Color Words</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
<p><b>Comprehension Skill:</b> Compare and Contrast</p> <p><b>Comprehension Strategy:</b> Question</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Letter of a Name **</li> <li>• Phrases, Punctuation: Match Spoken Phrases to Print, Question Mark, Exclamation Point</li> </ul>	<p><b>Extend Through Research</b> Record and Publish Research</p> <p><b>Listening and Speaking:</b> Share Information</p>	<p><b>Grammar Skill:</b> Sentence Parts: Subject</p> <p><b>Writing Mode:</b> Write to Express (Fictional Narrative) Sentences: Exact Nouns</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• <i>Come and See Me</i></li> <li>• <i>Pam and Me</i></li> </ul>
<p><b>Comprehension Skill:</b> Conclusions</p> <p><b>Comprehension Strategy:</b> Monitor/Clarify</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Letters and Words</li> <li>• Punctuation: Quotation Marks **</li> </ul>	<p><b>Extend Through Media Literacy</b> Identify Media Forms (and Techniques)</p> <p><b>Listening and Speaking:</b> Share Ideas</p>	<p><b>Grammar Skill:</b> Sentence Parts: Verb</p> <p><b>Writing Mode:</b> Write to Express (Fictional Narrative) Sentences: Exact Verbs</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• <i>I Can Nap</i></li> <li>• <i>Tap with Me</i></li> </ul>
<p><b>Comprehension Skill:</b> Author's Purpose</p> <p><b>Comprehension Strategy:</b> Visualize</p> <p><b>Concepts of Print</b> Words and Sentences **</p>	<p><b>Extend Through Research</b> Ask Questions</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Complete Sentences (Is it a sentence?): Capitalization and Punctuation</p> <p><b>Writing Mode:</b> Write to Express (Fictional Narrative) Sentences: Details</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>What Can You See?</i></li> <li>• <i>Fat Cat</i></li> </ul>

## UNIT 3: OUTSIDE MY DOOR (CONTINUED)

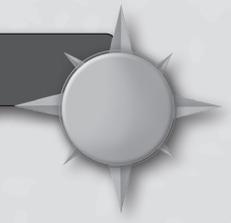
LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
14	<p><b>Big Book:</b> <i>Turtle Splash!</i> Genre: Concept</p> <p><b>Essential Question:</b> What causes events in a story to happen?</p> <p><b>Read Aloud:</b> <i>Home for a Tiger, Home for a Bear</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selection:</b> “Where Animals Live” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Labels</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Middle Sound</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: b *</li> <li>• Blending Words</li> </ul> <p><b>Words to Know:</b> are, now</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> idle (adj.), lounging (v), scampers (v), timid (adv.)</p> <p><b>Oral Vocabulary:</b> burrow, desert, (beaver’s) lodge, patient, shade, soaring</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Number Words</p>
15	<p><b>Big Book:</b> <i>What a Beautiful Sky!</i> Genre: Informational Text (Science)</p> <p><b>Essential Question:</b> Why is it important to know what happens first, next, and last in a selection?</p> <p><b>Read Aloud:</b> <i>How Many Stars in the Sky?</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “What Will the Weather Be Like?” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Chart/Graph (e.g., showing the week’s weather)</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Middle Sound</li> </ul> <p><b>Phonics:</b> Blending Review</p> <p><b>Words to Know:</b> come, me, with, my, you, what, are, now</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> fireball (n), thinner (adj.), beautiful (adj.), misty (adj.)</p> <p><b>Oral Vocabulary:</b> dazzling, distance, gazing, leaned, planet, tunnel</p> <p><b>Vocabulary Strategy:</b> Figurative Language: Simile</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
<p><b>Comprehension Skill:</b> Cause and Effect</p> <p><b>Comprehension Strategy:</b> Infer/Predict</p> <p><b>Concepts of Print</b> Letters and Words **</p>	<p><b>Extend Through Research</b> Identify Sources</p> <p><b>Listening and Speaking:</b> Share Ideas</p>	<p><b>Grammar Skill:</b> Verbs in Past Tense</p> <p><b>Writing Mode:</b> Write to Express (Fictional Narrative) Story: Sequence (Beginning, Middle, Ending)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>• <i>What Now?</i></li> <li>• <i>At Bat</i></li> </ul>
<p><b>Comprehension Skill:</b> Sequence of Events</p> <p><b>Comprehension Strategy:</b> Analyze/Evaluate</p> <p><b>Concepts of Print</b> Letters, Words, and Sentences **</p>	<p><b>Extend Through Research</b> Gather and Record Information</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Statements (Capitalization and Punctuation)</p> <p><b>Writing Mode:</b> Write to Express (Fictional Narrative) Story: Sequence (Beginning, Middle, Ending)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>• <i>Pam Cat</i></li> <li>• <i>Come with Me</i></li> </ul>

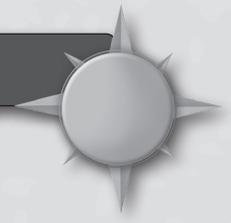
## UNIT 4: LET'S FIND OUT

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
16	<p><b>Big Book:</b> <i>What Is Science?</i> Genre: Informational Text (Science)</p> <p><b>Essential Question:</b> Why are details helpful?</p> <p><b>Read Aloud:</b> <i>Dear Mr. Blueberry</i> Genre: Fantasy</p>	<p><b>Paired Selection:</b> "Benjamin Franklin, Inventor" Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Timeline</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Middle Sound</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter/Sound: Short I *</li> <li>Blending Words</li> </ul> <p><b>Words to Know:</b> is, how</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> fossils (n), geodes (n), geysers (n), glaciers (n)</p> <p><b>Oral Vocabulary:</b> information, perhaps, pleased, pond, spurt, travel</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Science Words</p>
17	<p><b>Big Book:</b> <i>I Love Bugs!</i> Genre: Realistic Fiction</p> <p><b>Essential Question:</b> What clues help me figure out things the author does not tell me?</p> <p><b>Read Aloud:</b> <i>It Is the Wind</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> "Anansi and Grasshopper" Genre: Folk Tale and Trickster Tale (Traditional Tale)</p> <p><b>Text Focus Skill</b> Characteristics of a Trickster Tale</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter/Sound: g *</li> <li>Blending Words</li> </ul> <p><b>Words to Know:</b> find, this</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> swoop (v), creep (v), paddle (v), weaves (v)</p> <p><b>Oral Vocabulary:</b> creaks, hare, hinge, howling (wind), path, sways</p> <p><b>Vocabulary Strategy:</b> Multiple-Meaning Words</p>
18	<p><b>Big Book:</b> <i>In the Big Blue Sea</i> Genre: Informational Text (Science)</p> <p><b>Essential Question:</b> How does knowing why the author wrote a selection help me?</p> <p><b>Read Aloud:</b> <i>One-Dog Canoe</i> Genre: Humorous Fiction</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>"If You Ever"</li> <li>"A Sailor Went to Sea, Sea, Sea"</li> <li>"Ten Little Fishes"</li> <li>"Undersea"</li> </ul> <p>Genre: Poetry</p> <p><b>Text Focus Skill</b> Poetry: Choral Reading and Chants</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter/Sound: r *</li> <li>Blending Words</li> </ul> <p><b>Words to Know:</b> will, be</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> dive (v), along (prep), glad (adj.), swim (v)</p> <p><b>Oral Vocabulary:</b> canoe, dew, glided, paddle, peered, crew</p> <p><b>Vocabulary Strategy:</b> Rhyme</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p><b>Comprehension Skill:</b> Details • GO: Web Map</p> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Concepts of Print</b> • Parts of a Book ** • Role of Author, Illustrator • Directionality: Left to Right</p>	<p><b>Extend Through Media Literacy</b> Identify Media Forms</p> <p><b>Listening and Speaking:</b> Share Ideas</p> <p><b>Study Skills:</b> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers • Parts of a Book: Title Page and Table of Contents</p>	<p><b>Grammar Skill:</b> Proper Nouns for People and Pets</p> <p><b>Writing Mode:</b> Write to Narrate (Personal Narrative) Sentences: Parts of a Message</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>• <i>What Is It?</i></li> <li>• <i>It Is My Cab</i></li> </ul>
<p><b>Comprehension Skill:</b> Conclusions • GO: Inference Map</p> <p><b>Comprehension Strategy:</b> Infer/Predict</p> <p><b>Concepts of Print</b> • Using Pictures and Text • Poetry **</p>	<p><b>Extend Through Research</b> Identify Sources</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p> <p><b>Study Skills:</b> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers • Parts of a Book: Title Page and Table of Contents</p>	<p><b>Grammar Skill:</b> Proper Nouns for Places</p> <p><b>Writing Mode:</b> Write to Narrate (Personal Narrative) Sentences: Parts of a Message</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>• <i>Can You Find It?</i></li> <li>• <i>Gig Pig</i></li> </ul>
<p><b>Comprehension Skill:</b> Author's Purpose • GO: Inference Map</p> <p><b>Comprehension Strategy:</b> Analyze/Evaluate</p> <p><b>Concepts of Print</b> • Letters and Words • Types, Functions of Print Materials: Inform, Entertain **</p>	<p><b>Extend Through Research</b> Record and Publish Research</p> <p><b>Listening and Speaking:</b> Share Information</p> <p><b>Study Skills:</b> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers • Parts of a Book: Title Page and Table of Contents</p>	<p><b>Grammar Skill:</b> Verbs in Future Tense</p> <p><b>Writing Mode:</b> Write to Narrate (Personal Narrative) Sentences: Parts of a Letter (Inside Address)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>• <i>What Will It Be?</i></li> <li>• <i>Rac Is It</i></li> </ul>

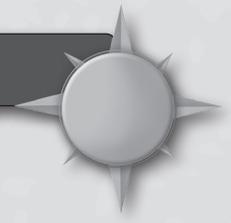
LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
19	<p><b>Big Book:</b> <i>Sheep Take a Hike</i> Genre: Fantasy</p> <p><b>Essential Question:</b> What causes events in a story to happen?</p> <p><b>Read Aloud:</b> <i>Nicky and the Rainy Day</i> Genre: Fantasy</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>• “The Three Billy Goats Gruff”</li> <li>• “The Builder and the Oni”</li> </ul> <p>Genre: Fairy Tale (Traditional Tale)</p> <p><b>Text Focus Skill</b> Storytelling Phrases</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Segment Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: d *</li> <li>• Blending Words</li> </ul> <p><b>Words to Know:</b> go, for</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> bicker (v), compass (n), hiking (adj.), tramp (v)</p> <p><b>Oral Vocabulary:</b> blizzards, boring, cliffs, impossible, jungle, meadow</p> <p><b>Vocabulary Strategy:</b> Antonyms</p>
20	<p><b>Big Book:</b> <i>Curious George’s Dinosaur Discovery</i> Genre: Fantasy</p> <p><b>Essential Question:</b> Why is it important to know when things happen in a story?</p> <p><b>Read Aloud:</b> <i>Duck &amp; Goose</i> Genre: Fantasy</p>	<p><b>Paired Selection:</b> “Exploring Land and Water” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Map</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Segment Phonemes</li> </ul> <p><b>Phonics:</b> Blending Review</p> <p><b>Words to Know:</b> is, how, find, this, will, be, go, for</p> <p><b>Fluency:</b> Reading Rate</p>	<p><b>Selection Vocabulary:</b> expected (v), display (n), museum (n), quarry (n)</p> <p><b>Oral Vocabulary:</b> apologized, attention, confusion, notice, snooze, webbed</p> <p><b>Vocabulary Strategy:</b> Synonyms</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p><b>Comprehension Skill:</b> Cause and Effect</p> <ul style="list-style-type: none"> <li>• GO: T- Map</li> </ul> <p><b>Comprehension Strategy:</b> Question</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Punctuation: Period, Question Mark, Exclamation Point</li> <li>• Directionality: Left to Right</li> <li>• Parts of a Book: Page Numbers **</li> </ul>	<p><b>Extend Through Research</b> Ask Questions</p> <p><b>Listening and Speaking:</b> Share Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguish Fantasy from Realism</li> <li>• Form Questions: Use and Respond to Question Words</li> <li>• Parts of a Book: Front and Back Covers</li> <li>• Parts of a Book: Title Page and Table of Contents</li> </ul>	<p><b>Grammar Skill:</b> Verbs in Past Tense</p> <p><b>Writing Mode:</b> Write to Narrate (Personal Narrative) Story: Exact Nouns</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• <i>Go for It!</i></li> <li>• <i>D Is for Dad</i></li> </ul>
<p><b>Comprehension Skill:</b> Sequence of Events</p> <ul style="list-style-type: none"> <li>• GO: Flow Chart</li> </ul> <p><b>Comprehension Strategy:</b> Visualize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• High-Frequency Words</li> <li>• Role of Author **</li> </ul>	<p><b>Extend Through Media Literacy</b> Identify Media Forms (and Techniques)</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguish Fantasy from Realism</li> <li>• Form Questions: Use and Respond to Question Words</li> <li>• Parts of a Book: Front and Back Covers</li> <li>• Parts of a Book: Title Page and Table of Contents</li> </ul>	<p><b>Grammar Skill:</b> Verbs: Past, Present, Future</p> <p><b>Writing Mode:</b> Write to Narrate (Personal Narrative) Story: Exact Nouns</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• <i>The Big Dig</i></li> <li>• <i>We Fit</i></li> </ul>

## UNIT 5: GROWING AND CHANGING

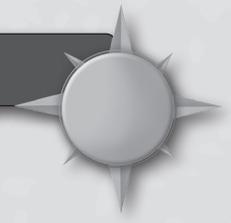
LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
21	<p><b>Big Book:</b> <i>The Best of Friends</i> Genre: Realistic Fiction</p> <p><b>Essential Question:</b> How do characters change in a story?</p> <p><b>Read Aloud:</b> <i>Simon and Molly plus Hester</i> Genre: Realistic Fiction</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>• “My Friend”</li> <li>• “The More We Get Together”</li> <li>• “Make New Friends”</li> </ul> <p>Genre: Poetry</p> <p><b>Text Focus Skill</b> Poetry: Rhyme</p>	<p><b>Phonemic Awareness:</b> Blend and Segment Phonemes</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: Short o *</li> <li>• Adding –s /s/, /z/</li> </ul> <p><b>Words to Know:</b> make, play</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> especially (adv.), market (n), messy (adj.), sometimes (adv.)</p> <p><b>Oral Vocabulary:</b> idea, just, plain, teach, together, until</p> <p><b>Vocabulary Strategy:</b> Multiple-Meaning Words</p>
22	<p><b>Big Book:</b> <i>Leo the Late Bloomer</i> Genre: Fantasy</p> <p><b>Essential Question:</b> How do the parts of a story work together?</p> <p><b>Read Aloud:</b> <i>A Tiger Grows Up</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selection:</b> “What Can a Baby Animal Do?” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Labels</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend and Segment Phonemes</li> <li>• Substitute Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: x *, j *</li> <li>• Blending Words</li> </ul> <p><b>Words to Know:</b> said, good</p> <p><b>Fluency:</b> Reading Rate</p>	<p><b>Selection Vocabulary:</b> bloomer (n), patience (n), signs (n), sloppy (adj.)</p> <p><b>Oral Vocabulary:</b> blend, (tiger) cub, den, pounces, prey, scraps</p> <p><b>Vocabulary Strategy:</b> Antonyms</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p><b><u>Comprehension Skill:</u></b> Understanding Characters</p> <ul style="list-style-type: none"> <li>• GO: T-Map</li> </ul> <p><b><u>Comprehension Strategy:</u></b> Infer/Predict</p> <p><b><u>Concepts of Print</u></b> Directionality: Left to Right **</p>	<p><b><u>Extend Through Media Literacy</u></b> Identify Media Forms</p> <p><b><u>Listening and Speaking:</u></b> Share Ideas</p> <p><b><u>Study Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish Between Print Materials</li> <li>• Know Parts of a Library</li> <li>• Alphabetical Order</li> <li>• Use Newspapers</li> </ul>	<p><b><u>Grammar Skill:</u></b> Pronouns: he, she, we</p> <p><b><u>Writing Mode:</u></b> Write to Inform Lists: Structure of Numbered Lists</p> <p><b><u>Focus Trait:</u></b> Organization</p>	<ul style="list-style-type: none"> <li>• <i>Make It Pop!</i></li> <li>• <i>My Dog Tom</i></li> </ul>
<p><b><u>Comprehension Skill:</u></b> Story Structure</p> <ul style="list-style-type: none"> <li>• GO: Story Map</li> </ul> <p><b><u>Comprehension Strategy:</u></b> Analyze/Evaluate</p> <p><b><u>Concepts of Print</u></b></p> <ul style="list-style-type: none"> <li>• Punctuation: Quotation Marks **</li> <li>• Capitalization: First Word in a Sentence, First Letter in a Name</li> <li>• Role of Author</li> </ul>	<p><b><u>Extend Through Research</u></b> Ask Questions</p> <p><b><u>Listening and Speaking:</u></b> Share Ideas</p> <p><b><u>Study Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish Between Print Materials</li> <li>• Know Parts of a Library</li> <li>• Alphabetical Order</li> <li>• Use Newspapers</li> </ul>	<p><b><u>Grammar Skill:</u></b> Pronouns: they, it, I</p> <p><b><u>Writing Mode:</u></b> Write to Inform Lists: Structure of Numbered Lists</p> <p><b><u>Focus Trait:</u></b> Organization</p>	<ul style="list-style-type: none"> <li>• <i>A Good Job</i></li> <li>• <i>Fix It!</i></li> </ul>

## UNIT 5: GROWING AND CHANGING (CONTINUED)

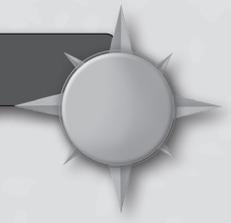
LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
23	<p><b>Big Book:</b> <i>Zinnia's Flower Garden</i> Genre: Informational Text (Social Studies)</p> <p><b>Essential Question:</b> Why is the order of events in a selection important?</p> <p><b>Read Aloud:</b> <i>Oscar and the Frog</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selection:</b> "Growing Sunflowers" Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Directions</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend and Segment Phonemes</li> <li>Substitute Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter/Sound: Short e *</li> <li>Blending Words</li> </ul> <p><b>Words to Know:</b> she, all</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> fragrant (adj.), inspects (v), pesky (adj.), sprinkles (v)</p> <p><b>Oral Vocabulary:</b> tadpole, stared, gills, hatch, shrink, (river) bank</p> <p><b>Vocabulary Strategy:</b> Context Clues</p>
24	<p><b>Big Book:</b> <i>Chameleon, Chameleon</i> Genre: Informational Text (Science)</p> <p><b>Essential Question:</b> What clues help me figure out things the author does not tell me?</p> <p><b>Read Aloud:</b> <i>Red Eyes or Blue Feathers</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selection:</b> "Amazing Animal Bodies" Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Photos</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend and Segment Phonemes</li> <li>Substitute Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter/Sound: h *, k *</li> <li>Blending Words</li> </ul> <p><b>Words to Know:</b> he, no</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> danger (n), juicy (adj.), peaceful (adj.), poisonous (adj.)</p> <p><b>Oral Vocabulary:</b> communicate, mood, scent, sly, survive, temperature</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Describing Words</p>
25	<p><b>Big Book:</b> <i>Pie in the Sky</i> Genre: Realistic Fiction</p> <p><b>Essential Question:</b> How do words and pictures help tell a story?</p> <p><b>Read Aloud:</b> <i>Bread Comes to Life</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selection:</b> "From Apple Tree to Store" Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Chart</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend and Segment Phonemes</li> <li>Substitute Phonemes</li> </ul> <p><b>Phonics:</b> Blending Review Chart</p> <p><b>Words to Know:</b> make, play, said, good, she, all, he, no</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> buds (n), damp (adj.), feast (n), finally (adv.)</p> <p><b>Oral Vocabulary:</b> crop, golden, patch, sprout, sturdy, grind</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Seasons</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p><b>Comprehension Skill:</b> Sequence of Events • GO: Flow Chart</p> <p><b>Comprehension Strategy:</b> Visualize</p> <p><b>Concepts of Print</b> Using Graphics **</p>	<p><b>Extend Through Media Literacy</b> Identify Media Forms (and Techniques)</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguish Between Print Materials</li> <li>• Know Parts of a Library</li> <li>• Alphabetical Order</li> <li>• Use Newspapers</li> </ul>	<p><b>Grammar Skill:</b> Proper Nouns for Days and Months</p> <p><b>Writing Mode:</b> Write to Inform Invitations (Lists, Sentence Fluency)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>• <i>My Pet Dog</i></li> <li>• <i>Ben and Jen</i></li> </ul>
<p><b>Comprehension Skill:</b> Conclusions • GO: Inference Map</p> <p><b>Comprehension Strategy:</b> Monitor/Clarify</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Sound Words</li> <li>• Types, Functions of Print Materials **</li> </ul>	<p><b>Extend Through Media Literacy</b> Identify Media Forms (and Techniques)</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguish Between Print Materials</li> <li>• Know Parts of a Library</li> <li>• Alphabetical Order</li> <li>• Use Newspapers</li> </ul>	<p><b>Grammar Skill:</b> Questions (Capitalization and Punctuation)</p> <p><b>Writing Mode:</b> Write to Inform Report: Dictate Facts</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Hog in a Hat</i></li> <li>• <i>Kid Hid</i></li> </ul>
<p><b>Comprehension Skill:</b> Text and Graphic Features • GO: T-Map</p> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Using Pictures, Text</li> <li>• Types, Functions of Print Materials **</li> </ul>	<p><b>Extend Through Research</b> Identify Sources</p> <p><b>Listening and Speaking:</b> Share Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguish Between Print Materials</li> <li>• Know Parts of a Library</li> <li>• Alphabetical Order</li> <li>• Use Newspapers</li> </ul>	<p><b>Grammar Skill:</b> Exclamations (Capitalization and Punctuation)</p> <p><b>Writing Mode:</b> Write to Inform Report: Dictate Facts</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Six Pigs Hop</i></li> <li>• <i>Play Kid, Play</i></li> </ul>

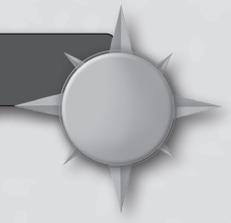
## UNIT 6: LOOK AT US

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
26	<p><b>Big Book:</b> <i>Something Special</i> Genre: Fantasy</p> <p><b>Essential Question:</b> What causes events in a story to happen?</p> <p><b>Read Aloud:</b> <i>Curious George Makes Pancakes</i> Genre: Fantasy</p>	<p><b>Paired Selection:</b> “Jobs People Do” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Photos</p>	<p><b>Phonemic Awareness:</b> Substitute Phonemes</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: Short u *</li> <li>• Blending Words</li> </ul> <p><b>Words to Know:</b> do, down</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> butterfingers (n), magician (n), trophy (n), whiz (n)</p> <p><b>Oral Vocabulary:</b> assistant, enormous, generous, mayor, shocked, volunteers</p> <p><b>Vocabulary Strategy:</b> Antonyms</p>
27	<p><b>Big Book:</b> <i>One of Three</i> Genre: Realistic Fiction</p> <p><b>Essential Question:</b> How can I compare and contrast things from a story?</p> <p><b>Read Aloud:</b> <i>Someone Bigger</i> Genre: Humorous Fiction</p>	<p><b>Paired Selection:</b> “Cross-Country Trip” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Map</p>	<p><b>Phonemic Awareness:</b> Substitute Phonemes</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: l *, w *</li> <li>• Blending Words</li> </ul> <p><b>Words to Know:</b> have, help</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> since (adv.), invited (v), remember (v), triplets (n)</p> <p><b>Oral Vocabulary:</b> creatures, firmly, kite, launched (a kite), light, replied</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Places</p>
28	<p><b>Big Book:</b> <i>You Can Do It, Curious George!</i> Genre: Fantasy</p> <p><b>Essential Question:</b> How do I know what parts of the story are important?</p> <p><b>Read Aloud:</b> <i>The Little Engine That Could</i> Genre: Fantasy</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>• “Whistling”</li> <li>• “Time to Play”</li> <li>• “Look at the Way We Brush Our Teeth”</li> </ul> <p>Genre: Poetry</p> <p><b>Text Focus Skill</b> Poetry: Rhythm</p>	<p><b>Phonemic Awareness:</b> Substitute Phonemes</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: v *, z *</li> <li>• Blending Words</li> </ul> <p><b>Words to Know:</b> look, out</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> prize (n), different (adj.), chef (n), slope (n)</p> <p><b>Oral Vocabulary:</b> bellowed, dingy, rumbled, valley, waiters, weary</p> <p><b>Vocabulary Strategy:</b> Context Clues</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p><b>Comprehension Skill:</b> Cause and Effect • GO: T-Map</p> <p><b>Comprehension Strategy:</b> Visualize</p> <p><b>Concepts of Print</b> Types, Functions of Print Materials **</p>	<p><b>Extend Through Media Literacy</b> Identify Media Forms</p> <p><b>Listening and Speaking:</b> Share Ideas</p> <p><b>Study Skills:</b> • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars</p>	<p><b>Grammar Skill:</b> Nouns: Singular and Plural</p> <p><b>Writing Mode:</b> Write to Express (Response to Literature) Sentence Frames: Expressing an Opinion</p> <p><b>Focus Trait:</b> Voice</p>	<ul style="list-style-type: none"> <li>• <i>All In</i></li> <li>• <i>Bug and Cat</i></li> </ul>
<p><b>Comprehension Skill:</b> Compare and Contrast • GO: Venn Diagram</p> <p><b>Comprehension Strategy:</b> Monitor/Clarify</p> <p><b>Concepts of Print</b> Parts of a Book **</p>	<p><b>Extend Through Media Literacy</b> Identify Media Forms (and Techniques)</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p> <p><b>Study Skills:</b> • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars</p>	<p><b>Grammar Skill:</b> Subject-Verb Agreement (Past, Present, Future)</p> <p><b>Writing Mode:</b> Write to Express (Response to Literature) Sentence Frames: Giving Reasons</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Win a Cup!</i></li> <li>• <i>Wes Can Help</i></li> </ul>
<p><b>Comprehension Skill:</b> Story Structure • GO: Story Map</p> <p><b>Comprehension Strategy:</b> Infer/Predict</p> <p><b>Concepts of Print</b> • Environmental Print ** • Role of Authors</p>	<p><b>Extend Through Media Literacy</b> Identify Media Forms</p> <p><b>Listening and Speaking:</b> Share Ideas</p> <p><b>Study Skills:</b> • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars</p>	<p><b>Grammar Skill:</b> Subject-Verb Agreement (Past, Present, Future)</p> <p><b>Writing Mode:</b> Write to Express (Response to Literature) Sentence Frames: Giving Reasons</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Vet on a Job!</i></li> <li>• <i>Roz the Vet</i></li> </ul>

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
29	<p><b>Big Book:</b> <i>Look at Us</i> Genre: Informational Text (Social Studies)</p> <p><b>Essential Question:</b> How can details help me understand a main idea from a selection?</p> <p><b>Read Aloud:</b> <i>Baby Brains</i> Genre: Humorous Fiction</p>	<p><b>Paired Selection:</b> “The Three Little Pigs” Genre: Fairy Tale (Traditional Tale)</p> <p><b>Text Focus Skill</b> Characteristics of a Fairy Tale</p>	<p><b>Phonemic Awareness:</b> Track Syllables</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: y *, qu *</li> <li>• Blending Words</li> </ul> <p><b>Words to Know:</b> off, take</p> <p><b>Fluency:</b> Reading Rate</p>	<p><b>Selection Vocabulary:</b> projects (n), visitors (n), scared (adj.), proud (n)</p> <p><b>Oral Vocabulary:</b> certainly, embarrassed, languages, mumbled, popular, study</p> <p><b>Vocabulary Strategy:</b> Figurative Language</p>
30	<p><b>Big Book:</b> <i>Miss Bindergarten Celebrates the Last Day of Kindergarten</i> Genre: Fantasy</p> <p><b>Essential Question:</b> What clues tell you what a character is thinking and feeling?</p> <p><b>Read Aloud:</b> <i>Pet Show!</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “Schools Then and Now” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Photos and Captions</p>	<p><b>Phonemic Awareness:</b> Track Syllables</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Review Short Vowel Alphafriends</li> <li>• Blending Review: All Letters</li> </ul> <p><b>Words to Know:</b> do, down, have, help, look, out, off, take</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> attendance (n), balance (v), perfume (n), success (n)</p> <p><b>Oral Vocabulary:</b> announced, entrance, expect, favorite, independent, judge</p> <p><b>Vocabulary Strategy:</b> Environmental Print</p>



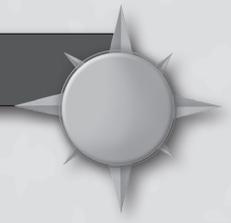
COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p><b>Comprehension Skill:</b> Main Idea and Details</p> <ul style="list-style-type: none"> <li>• GO: Web Map</li> </ul> <p><b>Comprehension Strategy:</b> Question</p> <p><b>Concepts of Print</b> Types, Functions of Print Materials **</p>	<p><b>Extend Through Research</b> Gather and Record Information</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Give an Oral Report</li> <li>• Use Visuals and Props</li> <li>• Use Maps</li> <li>• Use Calendars</li> </ul>	<p><b>Grammar Skill:</b> Prepositions: for, to, with</p> <p><b>Writing Mode:</b> Write to Express Poems</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>• <i>Not Yet</i></li> <li>• <i>Can Not Quit Yet</i></li> </ul>
<p><b>Comprehension Skill:</b> Understanding Characters</p> <ul style="list-style-type: none"> <li>• GO: T-Map</li> </ul> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Letter in a Name</li> <li>• Environmental Print **</li> </ul>	<p><b>Extend Through Research</b> Record and Publish Research</p> <p><b>Listening and Speaking:</b> Share Information</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Give an Oral Report</li> <li>• Use Visuals and Props</li> <li>• Use Maps</li> <li>• Use Calendars</li> </ul>	<p><b>Grammar Skill:</b> Prepositions: in, on, up, out</p> <p><b>Writing Mode:</b> Write to Express Poems</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>• <i>Max Is Down</i></li> <li>• <i>A Fun Job</i></li> </ul>

## BACK TO SCHOOL LESSONS

LESSON	SELECTIONS	CONCEPTS OF PRINT	ALPHABET ROUTINE	PHONEMIC AWARENESS
BACK TO SCHOOL (ONE WEEK)	<b>Big Book</b> <ul style="list-style-type: none"> <li>Jack's Talent</li> <li>Back to School</li> </ul>	<ul style="list-style-type: none"> <li>Print Represents Speech Introductions and Names)</li> <li>Words and Sentences Capitalization and Punctuation)</li> <li>Photo Captions (Names of Countries)</li> <li>Print Represents Speech Comments About Text)</li> <li>Punctuation Marks and Intonation</li> </ul>	<ul style="list-style-type: none"> <li>Identify Letters</li> <li>Alphabet Song</li> <li>Place Names</li> <li>Name and Match Letters</li> <li>Alphabet Sequence</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish Vowel Sounds</li> <li>Blend Phonemes</li> <li>Isolate Phonemes</li> <li>Segment Phonemes</li> <li>Rhyming Words</li> </ul>

## UNIT 1: AROUND THE NEIGHBORHOOD

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
1	<b>Main Selection</b> What is a Pal? <b>Genre:</b> Informational Text  <b>Paired Selection</b> Friends Forever <b>Genre:</b> Poetry  <b>Decodable Reader selections</b> Dan and Nan Nat Cat Nan and Dan Fan, Fan, Fan	<ul style="list-style-type: none"> <li>Beginning Sound</li> <li>Blend Phonemes</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Short <i>a</i></li> <li>Consonants <i>n, d</i></li> <li>Consonants <i>p, f</i></li> </ul> <b>Fluency</b> Accuracy: Word Recognition  <b>Concepts of Print</b> <ul style="list-style-type: none"> <li>Directionality</li> <li>Capitalization</li> </ul>	<i>and</i> <i>be</i> <i>help</i> <i>play</i> <i>with</i> <i>you</i>	<b>Skill</b> Main Idea  <b>Strategy</b> Summarize  <b>Listening, Speaking, Viewing</b> Listen for Enjoyment
2	<b>Main Selection</b> The Storm <b>Genre:</b> Realistic Fiction  <b>Paired Selection</b> Storms <b>Genre:</b> Article  <b>Decodable Reader selections</b> Can It Fit? I Ran Sid Pig Pam	<ul style="list-style-type: none"> <li>Beginning Sound</li> <li>Blend Phonemes</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Short <i>i</i></li> <li>Consonants <i>r, h /z/s</i></li> <li>Consonants <i>b, g</i></li> <li>Phonogram <i>-it</i></li> </ul> <b>Fluency</b> Accuracy: Words Connected in Text  <b>Concepts of Print</b> Match Oral Words to Printed Words	<i>for</i> <i>have</i> <i>he</i> <i>look</i> <i>too</i> <i>what</i>	<b>Skill</b> Understanding Characters  <b>Strategy</b> Infer/Predict  <b>Listening, Speaking, Viewing</b> Discussion: Raise Your Hand



LETTERS AND SOUNDS

HIGH-FREQUENCY WORDS

- Short a
- Consonants *m, s, t, c*
- Phonogram *-at*

*I  
to  
like  
a  
see  
the  
we  
go  
is  
are*

VOCABULARY

SPELLING

GRAMMAR

WRITING

**Vocabulary Strategies**

Classification/  
Categorization of Words: Actions

**Oral Vocabulary**

*beautiful, excellent, invitations, miss, ruin, suddenly*

**Selection Words**

*fun, pal, pet, what*

**Spelling Principle**

Short a

**Spelling Words**

**Basic:**

*am, at, sat, man, dad, mat*

Nouns

- Words that Name People
- Words that Name Animals

**Writing Mode**

Writing About Us: Labels

**Focus Trait**

Ideas

**Vocabulary Strategies**

Context Clues

**Oral Vocabulary**

*bandits, brave, chatter, ears, steady, still*

**Selection Words**

*storm, Pop, come, wet, bed*

**Spelling Principle**

Short i

**Spelling Words**

**Basic:**

*if, is, him, rip, fit, pin*

Nouns

- Words that Name Places
- Words that Name Things

**Writing Mode**

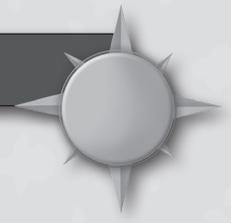
Writing About Us: Captions

**Focus Trait**

Ideas

UNIT 1: AROUND THE NEIGHBORHOOD (CONTINUED)

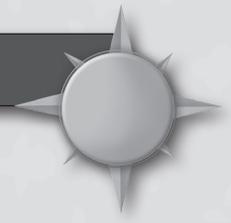
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
3	<p><b>Main Selection</b> Curious George at School <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> School Long Ago <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> Lil and Max Did Dix Dog Do It? Max Fox and Lon Ox Is It Funny?</p>	<ul style="list-style-type: none"> <li>• Beginning Sound</li> <li>• Blend Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Short <i>o</i></li> <li>• Consonants <i>l, x</i></li> <li>• Inflection -s</li> </ul> <p><b>Fluency</b> Phrasing: Punctuation (Period)</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> </ul>	<p><i>do</i> <i>find</i> <i>funny</i> <i>sing</i> <i>no</i> <i>they</i></p>	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Listening, Speaking, Viewing</b> Discussion: Take Turns Talking</p>
4	<p><b>Main Selection</b> Lucia's Neighborhood <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> City Mouse and Country Mouse <b>Genre:</b> Fable</p> <p><b>Decodable Reader selections</b> Pals Ned Ken and Vic My Pets</p>	<ul style="list-style-type: none"> <li>• Beginning Sound</li> <li>• Blend Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Short <i>e</i></li> <li>• Consonants <i>y, w</i></li> <li>• Consonant <i>k, v, j</i></li> <li>• Phonogram -<i>et</i></li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>Concepts of Print</b> Punctuation</p>	<p><i>all</i> <i>does</i> <i>here</i> <i>me</i> <i>my</i> <i>who</i></p>	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Question</p> <p><b>Listening, Speaking, Viewing</b> Conversation: Take Turns</p>
5	<p><b>Main Selection</b> Gus Takes the Train <b>Genre:</b> Fable</p> <p><b>Paired Selection</b> City Zoo <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> Fun in the Sun Yams! Yum Fun, Fun, Fun! Bud</p>	<ul style="list-style-type: none"> <li>• Final Sound</li> <li>• Segment Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Short <i>u</i></li> <li>• Consonants <i>qu, z</i></li> </ul> <p><b>Fluency</b> Accuracy: Self-Correct</p> <p><b>Concepts of Print</b> Punctuation</p>	<p><i>friend</i> <i>full</i> <i>good</i> <i>hold</i> <i>many</i> <i>pull</i></p>	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Listening, Speaking, Viewing</b> Conversation: Listen and Respond</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Vocabulary Strategies</b> Multiple-Meaning Words</p> <p><b>Oral Vocabulary</b> <i>apart, crept, proudly, sneak, snout, worried</i></p> <p><b>Selection Words</b> <i>curious, school, this, George, kids, mess, paints, job</i></p>	<p><b>Spelling Principle</b> Short o</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>log, dot, top, hot, lot, ox</i></p>	<p>Action Verbs</p> <ul style="list-style-type: none"><li>• Words that Show Action</li><li>• More Words that Show Action</li></ul>	<p><b>Writing Mode</b> Writing About Us: Sentences</p> <p><b>Focus Trait</b> Word Choice</p>
<p><b>Vocabulary Strategies</b> Alphabetical Order</p> <p><b>Oral Vocabulary</b> <i>canvas, combinations, eases, important, rhythms, row</i></p> <p><b>Selection Words</b> <i>Lucia, book, car, firefighter's, goal, Hi, home, librarian, neighborhood, pants, plant, street</i></p>	<p><b>Spelling Principle</b> Short e</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>yet, web, pen, wet, leg, hen</i></p>	<p>Adjectives</p> <ul style="list-style-type: none"><li>• Adjectives for Size</li><li>• Adjectives for Shape</li></ul>	<p><b>Writing Mode</b> Writing About Us: Class Story</p> <p><b>Focus Trait</b> Word Choice</p>
<p><b>Vocabulary Strategies</b> Antonyms</p> <p><b>Oral Vocabulary</b> <i>alleys, dash, ferry, space, subways, sealing</i></p> <p><b>Selection Words</b> <i>takes, conductor, train, window</i></p>	<p><b>Spelling Principle</b> Short u</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>up, bug, mud, nut, hug, tub</i></p>	<p>Adjectives</p> <ul style="list-style-type: none"><li>• Adjectives for Color</li><li>• Adjectives for Number</li></ul>	<p><b>Writing Mode</b> Writing About Us: Class Story</p> <p><b>Focus Trait</b> Ideas</p>

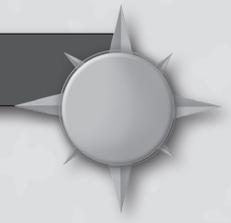
UNIT 2: SHARING TIME

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
6	<p><b>Main Selection</b> Jack and the Wolf <b>Genre:</b> Fable</p> <p><b>Paired Selection</b> The Three Little Pigs <b>Genre:</b> Fairy Tale</p> <p><b>Decodable Reader selections</b> Ann Packs Tess and Jack A Duck in Mud Ducks Quack</p>	<ul style="list-style-type: none"> <li>• Final Sound</li> <li>• Segment Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Review Short <i>a</i></li> <li>• Double Final Consonants and <i>ck</i></li> <li>• Phonogram <i>-ack</i></li> </ul> <p><b>Fluency</b> Expression</p> <p><b>Concepts of Print</b> Directionality</p>	<p><i>away</i> <i>call</i> <i>come</i> <i>every</i> <i>hear</i> <i>said</i></p>	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Summarize</p> <p><b>Listening, Speaking, Viewing</b> Follow Directions</p>
7	<p><b>Main Selection</b> How Animals Communicate <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Insect Messages <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> Brad and Cris What Did Dad Get? The Big Job Crabs</p>	<ul style="list-style-type: none"> <li>• Segment Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Review Short <i>i</i></li> <li>• Clusters with <i>r</i></li> <li>• Phonogram <i>-ip</i></li> </ul> <p><b>Fluency</b> Rate</p> <p><b>Concepts of Print</b> Letters and Words</p>	<p><i>animal</i> <i>how</i> <i>make</i> <i>of</i> <i>some</i> <i>why</i></p>	<p><b>Skill</b> Details</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Listening, Speaking, Viewing</b> Use Nonverbal Cues</p>
8	<p><b>Main Selection</b> A Musical Day <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Drums <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> Our Flag The Plan Our Sled Club The Pet Club</p>	<ul style="list-style-type: none"> <li>• Segment Phonemes</li> <li>• Middle Sound</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Review Short <i>o</i></li> <li>• Clusters with <i>l</i></li> <li>• Phonogram <i>-ock</i></li> </ul> <p><b>Fluency</b> Phrasing: Natural Pauses</p> <p><b>Concepts of Print</b> Letters and Words</p>	<p><i>her</i> <i>now</i> <i>our</i> <i>she</i> <i>today</i> <i>would</i></p>	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Listening, Speaking, Viewing</b> Tell About a Personal Experience</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Vocabulary Strategies</b> Classification/ Categorization of Words: Actions</p> <p><b>Oral Vocabulary</b> <i>clang, fault, figure, jumbled, plenty, tossed</i></p> <p><b>Selection Words</b> <i>sheep, trick, wolf, once upon a time</i></p>	<p><b>Spelling Principle</b> Short a</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>an, bad, can, had, cat, ran</i> <b>Challenge:</b> <i>add, pass</i></p>	<p>Complete Sentences</p> <ul style="list-style-type: none"> <li>• What is a Sentence?</li> <li>• Is it a Sentence?</li> </ul>	<p><b>Writing Mode</b> Write to Describe: Sentences</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Vocabulary Strategies</b> Using a Glossary</p> <p><b>Oral Vocabulary</b> <i>agreement, crowd, discussed, warn, creek, bills</i></p> <p><b>Selection Words</b> <i>baby, bees, bird, dance, down, elephants, food, smell</i></p>	<p><b>Spelling Principle</b> Short i</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>in, will, did, sit, six, big</i> <b>Challenge:</b> <i>trip, grin</i></p>	<p>Sentence Parts</p> <ul style="list-style-type: none"> <li>• The Naming Part</li> <li>• The Action Part</li> </ul>	<p><b>Writing Mode</b> Write to Describe: Poetry</p> <p><b>Focus Trait</b> Word Choice</p>
<p><b>Vocabulary Strategies</b> Classification/ Categorization of Words: Time</p> <p><b>Oral Vocabulary</b> <i>crisp, edges, faraway, peeked, smudge, village</i></p> <p><b>Selection Words</b> <i>aunt, band, guitars, music</i></p>	<p><b>Spelling Principle</b> Short o</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>on, got, fox, pop, not, hop</i> <b>Challenge:</b> <i>block, clock</i></p>	<p>Statements</p> <ul style="list-style-type: none"> <li>• What is a Statement?</li> <li>• Writing Statements</li> </ul>	<p><b>Writing Mode</b> Write to Describe: Thank-You Note</p> <p><b>Focus Trait</b> Word Choice</p>

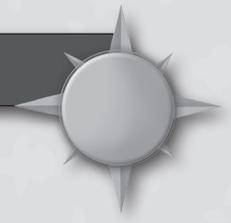
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
9	<p><b>Main Selection:</b> Dr. Seuss <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Two Poems from Dr. Seuss <b>Genre:</b> Poetry</p> <p><b>Decodable Reader selections</b> Step Up! Splat! Splat! Nuts for Ben and Jen Miss Tess Was Still</p>	<ul style="list-style-type: none"> <li>• Segment Phonemes</li> <li>• Middle Sound</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Review Short e</li> <li>• 2- and 3-Letter Clusters with s</li> </ul> <p><b>Fluency</b> Accuracy: Word Recognition</p> <p><b>Concepts of Print</b> Letters and Words</p>	<p><i>after</i> <i>draw</i> <i>pictures</i> <i>read</i> <i>was</i> <i>write</i></p>	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Question</p> <p><b>Listening, Speaking, Viewing</b> Participate in Songs and Chants</p>
10	<p><b>Main Selection</b> A Cupcake Party <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> At the Bakery <b>Genre:</b> Reader's Theater</p> <p><b>Decodable Reader selections</b> Who Likes to Jump? The Lost Cat Flint and Scamp The List</p>	<ul style="list-style-type: none"> <li>• Segment Phonemes</li> <li>• Middle Sound</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Review Short u</li> <li>• Final Clusters</li> <li>• Phonogram -ump</li> </ul> <p><b>Fluency</b> Stress</p> <p><b>Concepts of Print</b> Punctuation</p>	<p><i>eat</i> <i>give</i> <i>one</i> <i>put</i> <i>small</i> <i>take</i></p>	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Visualize</p> <p><b>Listening, Speaking, Viewing</b> Retell a Story</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Vocabulary Strategies</b> Antonyms</p> <p><b>Oral Vocabulary</b> <i>trip, yanking, twice, awake, wonder, try</i></p> <p><b>Selection Words</b> <i>books, Dr., hit, rhymes, wrote</i></p>	<p><b>Spelling Principle</b> Short e</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>yes, let, red, ten, bed, get</i> <b>Challenge:</b> <i>sled, step</i></p>	<p>Singular and Plural Nouns</p> <ul style="list-style-type: none"><li>• One and More Than One</li><li>• Special Plural Nouns</li></ul>	<p><b>Writing Mode</b> Write to Describe: Description</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Vocabulary Strategies</b> Synonyms</p> <p><b>Oral Vocabulary</b> <i>enemies, forests, hibernate, must, pouches, predators</i></p> <p><b>Selection Words</b> <i>baked, cupcake(s), party, tree</i></p>	<p><b>Spelling Principle</b> Short u</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>us, sun, but, fun, bus, run</i> <b>Challenge:</b> <i>jump, must</i></p>	<p>Prepositions and Prepositional Phrases</p> <ul style="list-style-type: none"><li>• Prepositions for Where (<i>on, up, away</i>)</li><li>• Prepositions for When (<i>after, now, today</i>)</li></ul>	<p><b>Writing Mode</b> Write to Describe: Description</p> <p><b>Focus Trait</b> Organization</p>

UNIT 3: NATURE NEAR AND FAR

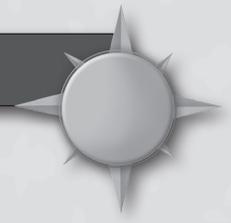
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
11	<p><b>Main Selection</b> Sea Animals <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Water <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> Seth and Beth Zeb Yak The Duck Nest Animal Moms</p>	<ul style="list-style-type: none"> <li>Blend and Segment Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Digraph <i>th</i></li> <li>Base Words and -s, -es, -ed, -ing</li> </ul> <p><b>Fluency</b> Phrasing: Attention to Punctuation (Comma)</p> <p><b>Concepts of Print</b> Capitalization</p>	<p><i>blue</i> <i>cold</i> <i>far</i> <i>little</i> <i>live</i> <i>their</i> <i>water</i> <i>where</i></p>	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Listening, Speaking, Viewing</b> Adapt Spoken Language: Volume</p>
12	<p><b>Main Selection</b> How Leopard Got His Spots <b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> The Rain Forest <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> Scratch, Chomp Rich Gets a Dog Champs Kits, Chicks, and Pups</p>	<ul style="list-style-type: none"> <li>Blend and Segment Phonemes</li> <li>Substitute Phonemes: Initial</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Digraphs <i>ch, tch</i></li> <li>Possessives 's</li> <li>Phonogram -atch</li> <li>Possessives 's</li> </ul> <p><b>Fluency</b> Rate</p> <p><b>Concepts of Print</b> Capitalization</p>	<p><i>been</i> <i>brown</i> <i>know</i> <i>never</i> <i>off</i> <i>out</i> <i>own</i> <i>very</i></p>	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Question</p> <p><b>Listening, Speaking, Viewing</b> Adapt Spoken Language: Rate</p>
13	<p><b>Main Selection</b> Seasons <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Four Seasons <b>Genre:</b> Poetry</p> <p><b>Decodable Reader selections</b> Phil's New Bat In a Rush Ralph Goes to Camp Trish's Gift</p>	<ul style="list-style-type: none"> <li>Blend and Segment Phonemes</li> <li>Substitute Phonemes: Initial</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Digraphs <i>sh, wh, ph</i></li> <li>Contractions with 's, n't</li> </ul> <p><b>Fluency</b> Accuracy: Word Recognition</p> <p><b>Concepts of Print</b> Punctuation</p>	<p><i>down</i> <i>fall</i> <i>goes</i> <i>green</i> <i>grow</i> <i>new</i> <i>open</i> <i>yellow</i></p> <p><b>Spiral Review</b></p>	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Visualize</p> <p><b>Listening, Speaking, Viewing</b> Listen to Compare and Contrast</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Vocabulary Strategies</b> Classification/Categorization of Words: Colors</p> <p><b>Oral Vocabulary</b> <i>companions, exchange, gracefully, portions, practice, strict</i></p> <p><b>Selection Words</b> <i>fish, flippers, home, penguins, pink, sea, sea lions, sea stars, turtle, warm</i></p>	<p><b>Spelling Principle</b> Words with <i>th</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>that, then, this, them, with, bath</i></p> <p><b>Challenge:</b> <i>thick, tenth</i></p>	<p>Proper Nouns</p> <ul style="list-style-type: none"> <li>Names for People and Animals</li> <li>Titles for People</li> </ul>	<p><b>Writing Mode</b> Write to Inform: Sentences</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Vocabulary Strategies</b> Homophones</p> <p><b>Oral Vocabulary</b> <i>adventure, frisky, shivered, spied, tumbled, view</i></p> <p><b>Selection Words</b> <i>danced, flowers, giraffe, hyena, leopard, paint(s)(ed), zebra</i></p>	<p><b>Spelling Principle</b> Words with <i>ch, tch</i></p> <p><b>Spelling Words:</b> <b>Basic:</b> <i>chin, chop, much, chip, rich, chick</i></p> <p><b>Challenge:</b> <i>match, pitch</i></p>	<p>Proper Nouns</p> <ul style="list-style-type: none"> <li>Names of Places</li> <li>More Place Names</li> </ul>	<p><b>Writing Mode</b> Write to Inform: Letter</p> <p><b>Focus Trait</b> Sentence Fluency</p>
<p><b>Vocabulary Strategies</b> Words Ending in -ed, -ing, or -s</p> <p><b>Oral Vocabulary</b> <i>bouquet, burst, glows, plow, shrivel, vines</i></p> <p><b>Selection Words</b> <i>blow, day, leaves, school, seeds, snow, snowman, spring, summer, fall, winter</i></p>	<p><b>Spelling Principle</b> Words with <i>sh, wh, ph</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>ship, shop, which, when, whip, fish</i></p> <p><b>Challenge:</b> <i>shell, graph</i></p>	<p>Subjects and Verbs</p> <ul style="list-style-type: none"> <li>Subject-Verb Agreement</li> <li>Verbs with s</li> </ul>	<p><b>Writing Mode</b> Write to Inform: Sentences</p> <p><b>Focus Trait</b> Ideas</p>

UNIT 3: NATURE NEAR AND FAR (CONTINUED)

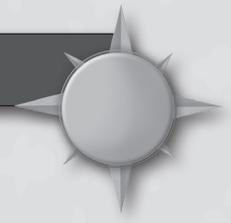
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
14	<p><b>Main Selection</b> The Big Race <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> The Olympic Games <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> Tate's Cakes Dave and the Whales A Safe Lodge The Race</p>	<ul style="list-style-type: none"> <li>Identify Middle Sound</li> <li>Substitute Phonemes: Medial</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Long a (CVCe)</li> <li>Phonogram -ake</li> <li>Soft c, g, dge</li> <li>Phonogram -ace</li> </ul> <p><b>Fluency</b> Expression</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> </ul>	<p>four five into over starts three two watch</p>	<p><b>Skill</b> Conclusions</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Listening, Speaking, Viewing</b> Listen for Story Details</p>
15	<p><b>Main Selection</b> Animal Groups <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Animal Picnic <b>Genre:</b> Reader's Theater</p> <p><b>Decodable Reader selections</b> Mike's Bike The Nest The Nice Vet Kite Time</p>	<ul style="list-style-type: none"> <li>Identify Middle Sound</li> <li>Substitute Phonemes: Medial</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Long i (CVCe)</li> <li>Digraphs kn, wr, gn, mb</li> <li>Phonograms -ine, -ite</li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> </ul>	<p>bird both eyes fly long or those walk</p>	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Listening, Speaking, Viewing</b> Make Introductions</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Vocabulary Strategies</b> Classification/ Categorization of Words: Numbers</p> <p><b>Oral Vocabulary</b> <i>cactus, habitat, mainly, search, stems, howl</i></p> <p><b>Selection Words</b> <i>cottontail, hay, hooray, lizard, race, roadrunner</i></p>	<p><b>Spelling Principle</b> Long a</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>came, make, brave, late, gave, shape</i> <b>Challenge:</b> <i>waves, chases</i></p>	<p>Verbs and Time</p> <ul style="list-style-type: none"><li>• Verbs with <i>ed</i></li><li>• Present and Past Time</li></ul>	<p><b>Writing Mode</b> Write to Inform: Report</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Vocabulary Strategies</b> Suffix -er, -est</p> <p><b>Oral Vocabulary</b> <i>alerts, directions, scale, sensitive, swivel, threatened</i></p> <p><b>Selection Words</b> <i>amphibians, body, breathe, feathers, group, hair, mammals, reptiles, tadpoles, tails, wings</i></p>	<p><b>Spelling Principle</b> Long i</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>time, like, kite, bike, white, drive</i> <b>Challenge:</b> <i>stripe, mice</i></p>	<p>The Verb <i>be</i></p> <ul style="list-style-type: none"><li>• Using <i>is</i> and <i>are</i></li><li>• Using <i>was</i> and <i>were</i></li></ul>	<p><b>Writing Mode</b> Write to Inform: Report</p> <p><b>Focus Trait</b> Word Choice</p>

UNIT 4: EXPLORING TOGETHER

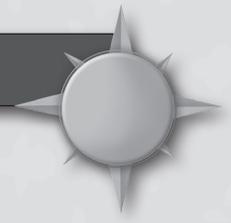
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
16	<p><b>Main Selection</b> Let's Go to the Moon <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Mae Jemison <b>Genre:</b> Biography</p> <p><b>Decodable Reader selections</b> Go, Jones! So Much Fun June's Pictures My Mule, Duke</p>	<ul style="list-style-type: none"> <li>Substitute Phonemes: Medial</li> <li>Substitute Phonemes: Final</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Long o (CV, CVCe)</li> <li>Long u (CVCe)</li> </ul> <p><b>Fluency</b> Stress</p> <p><b>Concepts of Print</b> Chapter Titles and Headings</p>	<p><i>around</i> <i>because</i> <i>before</i> <i>bring</i> <i>carry</i> <i>light</i> <i>show</i> <i>think</i></p>	<p><b>Skill</b> Main Idea and Details</p> <p><b>Strategy</b> Question</p> <p><b>Listening, Speaking, Viewing</b> Tell a Story</p>
17	<p><b>Main Selection</b> The Big Trip <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Lewis and Clark's Big Trip <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> At the Beach Who Will Teach Us? Plunk, Plunk The King's Song</p>	<ul style="list-style-type: none"> <li>Substitute Phonemes: Medial</li> <li>Substitute Phonemes: Final</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Long e (CV, CVCe)</li> <li>Vowel Pairs ee, ea</li> <li>Final ng, nk</li> <li>Phonograms -ean, -ink</li> </ul> <p><b>Fluency</b> Phrasing: Attention to Punctuation (Question Mark)</p>	<p><i>about</i> <i>by</i> <i>car</i> <i>could</i> <i>don't</i> <i>maybe</i> <i>sure</i> <i>there</i></p>	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Dialogue</p> <p><b>Listening, Speaking, Viewing</b> Listen for Information</p>
18	<p><b>Main Selection</b> Where Does Food Come From? <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Jack and the Beanstalk <b>Genre:</b> Fairy Tale</p> <p><b>Decodable Reader selections</b> Rex Trains Dex Sweet Treats What Will We Do? Let's Eat</p>	<ul style="list-style-type: none"> <li>Substitute Phonemes: Medial</li> <li>Substitute Phonemes: Final</li> </ul>	<p><b>Phonics</b></p> <p>D1: Vowel Pairs ai, ay D3: Contractions 'll, 'd D4: Vowel Pairs ai, ay Phonograms -ay, -ain Contractions 'll, 'd</p> <p><b>Fluency</b> Expression</p>	<p><i>first</i> <i>food</i> <i>ground</i> <i>right</i> <i>sometimes</i> <i>these</i> <i>under</i> <i>your</i></p>	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Predictable Text</p> <p><b>Listening, Speaking, Viewing</b> Give Directions</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Vocabulary Strategies</b> Suffix -y, -ful</p> <p><b>Oral Vocabulary</b> <i>atmosphere, decision, landscape, miniature, surface, vast</i></p> <p><b>Selection Words</b> <i>crater, footprints, gravity, lunar, rocket, rover</i></p>	<p><b>Spelling Principle</b> Long o</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>so, go, home, hole, no, rope, joke, bone, stove, poke</i> <b>Challenge:</b> <i>chose, wrote</i></p>	<p>Questions</p> <ul style="list-style-type: none"> <li>• What is a Question?</li> <li>• Writing Questions</li> </ul>	<p><b>Writing Mode</b> Write to Narrate: Sentences</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Vocabulary Strategies</b> Classification/Categorization of Words: Transportation</p> <p><b>Oral Vocabulary</b> <i>complained, delighted, horizon, lonely, pleaded, shelter</i></p> <p><b>Selection Words</b> <i>desert, engine, exclaimed, island, jumpy, parachute, stubborn, travel, troubles, tunnel</i></p>	<p><b>Spelling Principle</b> Long e</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>me, be, read, feet, tree, keep, eat, mean, sea, these</i> <b>Challenge:</b> <i>street, please</i></p>	<p>Kinds of Sentences</p> <ul style="list-style-type: none"> <li>• Statement or Question?</li> <li>• Writing Statements and Questions</li> </ul>	<p><b>Writing Mode</b> Write to Narrate: Sentences</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Vocabulary Strategies</b> Multiple-Meaning Words</p> <p><b>Oral Vocabulary</b> <i>disappointed, eagerly, fancy, scampered, slippery, spotted</i></p> <p><b>Selection Words</b> <i>chocolate, favorite, paddies, vegetables</i></p>	<p><b>Spelling Principle</b> Vowel Pairs <i>ai, ay</i> (long <i>a</i>)</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>play, grain, sail, mail, may, rain, way, day, stay, pain</i> <b>Challenge:</b> <i>paint, spray</i></p>	<p>Names of Months, Days, Holidays</p> <ul style="list-style-type: none"> <li>• Months, Days, Holidays</li> <li>• Commas in Dates</li> </ul>	<p><b>Writing Mode</b> Write to Narrate: Friendly Letter</p> <p><b>Focus Trait</b> Sentence Fluency</p>

UNIT 4: EXPLORING TOGETHER (CONTINUED)

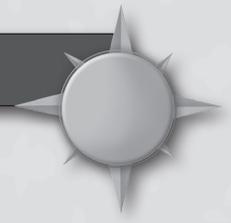
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
19	<p><b>Main Selection</b> Tomás Rivera <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Life Then and Now <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> It Was Snow Fun Boat Rides Fun with Gram Rex Knows</p>	<ul style="list-style-type: none"> <li>Substitute Phonemes: Medial</li> <li>Combine, Segment Syllables</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Vowel Pairs <i>oa, ow</i></li> <li>Contractions <i>'ve, 're</i></li> <li>Phonograms <i>-ow, -oat</i></li> <li>Contractions <i>'ve, 're</i></li> </ul> <p><b>Fluency</b> Intonation</p>	<p><i>done</i> <i>great</i> <i>laugh</i> <i>paper</i> <i>soon</i> <i>talk</i> <i>were</i> <i>work</i></p>	<p><b>Skill</b> Conclusions</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Word Choice: Descriptive Details</p> <p><b>Listening, Speaking, Viewing</b> Gather Information</p>
20	<p><b>Main Selection</b> Little Rabbit's Tale <b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> Silly Poems <b>Genre:</b> Reader's Theater</p> <p><b>Decodable Reader selections</b> Bedtime for Ray Pancake Ran A Springtime Rain Rosebud</p>	<ul style="list-style-type: none"> <li>Combine, Segment Syllables</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Compound Words</li> <li>Short Vowel <i>/e/ea</i></li> </ul> <p><b>Fluency</b> Rate</p>	<p><i>door</i> <i>more</i> <i>mother</i> <i>old</i> <i>try</i> <i>use</i> <i>want</i> <i>wash</i></p>	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Patterned Text</p> <p><b>Listening, Speaking, Viewing</b> Use Description Language</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Vocabulary Strategies</b> Synonyms</p> <p><b>Oral Vocabulary</b> <i>author, exactly, incomplete, permission, signature, welcomed</i></p> <p><b>Selection Words</b> <i>Tomás Rivera, Texas, born, library, people, stories, family, teacher</i></p>	<p><b>Spelling Principle:</b> Vowel Pairs <i>oa, ow</i></p> <p><b>Spelling Words:</b> <b>Basic:</b> <i>show, row, grow, low, blow, snow, boat, coat, road, toad</i></p> <p><b>Challenge:</b> <i>flown, toast</i></p>	<p>Future Tense</p> <ul style="list-style-type: none"> <li>• Future Using <i>will</i></li> <li>• Future Using <i>going to</i></li> </ul>	<p><b>Writing Mode</b> Write to Narrate: Personal Narrative</p> <p><b>Focus Trait</b> Organization</p>
<p><b>Vocabulary Strategies</b> Compound Words</p> <p><b>Oral Vocabulary</b> <i>calf, flooded, meadow, ripple, swarms, wade</i></p> <p><b>Selection Words</b> <i>apple, Beaver, Goose, happily ever after, oh, Rabbit, says, sky, told</i></p>	<p><b>Spelling Principle:</b> Compound Words</p> <p><b>Spelling Words:</b> <b>Basic:</b> <i>bedtime, sunset, bathtub, flagpole, backpack, playpen, raincoat, inside, himself</i></p> <p><b>Challenge:</b> <i>rowboat, homemade</i></p>	<p>Prepositions and Prepositional Phrases</p> <ul style="list-style-type: none"> <li>• Prepositions That Tell Where</li> <li>• Prepositions That Tell When</li> </ul>	<p><b>Writing Mode</b> Write to Narrate: Personal</p> <p><b>Focus Trait</b> Word Choice</p>

UNIT 5: WATCH US GROW

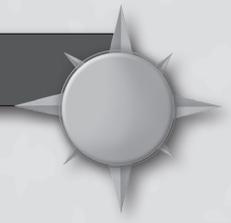
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
21	<p><b>Main Selection</b> The Tree <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> It Comes from Trees <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> Mark Shark Clark's Part At the Shore More Fun for Jake</p>	<ul style="list-style-type: none"> <li>Substitute Vowel Sounds</li> <li>Segment Syllables</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>R-Controlled Vowel <i>ar</i></li> <li>R-Controlled Vowels <i>or, ore</i></li> <li>Phonograms <i>-ar, -ore</i></li> </ul> <p><b>Fluency</b> Phrasing: Natural Pauses</p>	<p><i>better</i> <i>night</i> <i>pretty</i> <i>saw</i> <i>thought</i> <i>told</i> <i>turned</i> <i>window</i></p>	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Repetition</p> <p><b>Listening, Speaking, Viewing</b> Monitor Understanding and Ask Questions</p>
22	<p><b>Main Selection</b> Amazing Animals <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Ugly Duckling <b>Genre:</b> Fairy Tale</p> <p><b>Decodable Reader selections</b> See the Birds A Bath for Mert Fox and Crow Meet Gert</p>	<ul style="list-style-type: none"> <li>Substitute Vowel Sounds</li> <li>Segment Syllables</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>R-Controlled Vowels <i>er, ir, ur</i></li> </ul> <p><b>Fluency</b> Accuracy: Connected Text</p>	<p><i>baby</i> <i>begins</i> <i>eight</i> <i>follow</i> <i>learning</i> <i>until</i> <i>years</i> <i>young</i></p>	<p><b>Skill</b> Conclusions</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Word Choice: Names of Animals, Body Parts</p> <p><b>Listening, Speaking, Viewing</b> Participate in a Group Discussion</p>
23	<p><b>Main Selection</b> Whistle for Willie <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Pet Poems <b>Genre:</b> Poetry</p> <p><b>Decodable Reader selections</b> Look at This! Two Good Cooks Good Homes Big Problems</p>	<ul style="list-style-type: none"> <li>Substitute Vowel Sounds</li> <li>Segment Syllables</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Vowel Digraph <i>oo</i> (sound in <i>book</i>)</li> <li>Syllable Pattern (CVC)</li> </ul> <p><b>Fluency</b> Stress</p>	<p><i>again</i> <i>along</i> <i>began</i> <i>boy</i> <i>father</i> <i>(cont.)</i> <i>house</i> <i>nothing</i> <i>together</i></p>	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Figurative Language</p> <p><b>Listening, Speaking, Viewing</b> Giving Important Information</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Vocabulary Strategies</b> Prefix re-</p> <p><b>Oral Vocabulary</b> <i>clever, clues, detectives, poked, sneaky, whispered</i></p> <p><b>Selection Words</b> <i>awful, delivery, drooped, lemonade, llama, pleased, staked, stroked</i></p>	<p><b>Spelling Principle</b> R-Controlled Vowel ar</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>far, arm, yard, art, jar, bar, barn, bark, card, yarn</i></p> <p><b>Challenge:</b> <i>smart, chart</i></p>	<p>Subject Pronouns</p> <ul style="list-style-type: none"> <li>• Pronouns That Name One</li> <li>• Pronouns That Name More Than One</li> </ul>	<p><b>Writing Mode</b> Write to Express: Sentences</p> <p><b>Focus Trait</b> Voice</p>
<p><b>Vocabulary Strategies</b> Using a Dictionary Entry</p> <p><b>Oral Vocabulary</b> <i>misty, promise, receives, roam, slender, sparkling</i></p> <p><b>Selection Words</b> <i>amazing, camel, color, dolphin, polar bear, porcupine, toes</i></p>	<p><b>Spelling Principle</b> R-Controlled Vowels er, ir, ur</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>her, fern, girl, sir, stir, bird, fur, hurt, turn, third</i></p> <p><b>Challenge:</b> <i>curl, first</i></p>	<p>The Pronoun I</p> <ul style="list-style-type: none"> <li>• Naming Yourself Last</li> <li>• Naming Yourself with I</li> </ul>	<p><b>Writing Mode</b> Write to Express: Sentences</p> <p><b>Focus Trait</b> Word Choice</p>
<p><b>Vocabulary Strategies</b> Classification/Categorization of Words: Family</p> <p><b>Oral Vocabulary</b> <i>accent, behave, gooey, siesta, sizzling, translates</i></p> <p><b>Selection Words</b> <i>carton, empty, errand, grocery, happened, pocket, shadow, whirled</i></p>	<p><b>Spelling Principle</b> Vowel Digraph oo</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>look, book, good, hook, brook, took, foot, shook, wood, hood</i></p> <p><b>Challenge:</b> <i>crook, hoof</i></p>	<p>Possessive Pronouns</p> <ul style="list-style-type: none"> <li>• Using <i>my, your, his, and her</i></li> <li>• Using <i>mine, yours, his, and hers</i></li> </ul>	<p><b>Writing Mode</b> Write to Express: Summary</p> <p><b>Focus Trait</b> Organization</p>

UNIT 5: WATCH US GROW (CONTINUED)

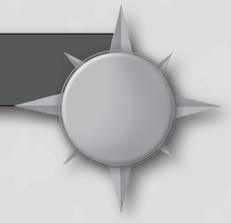
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
24	<p><b>Main Selection</b> A Butterfly Grows <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Best Friends <b>Genre:</b> Reader's Theater</p> <p><b>Decodable Reader selections</b> Moose's Tooth Moon News Boot's Clues Red Zed and Blue Stu</p>	<ul style="list-style-type: none"> <li>Substitute Vowel Sounds</li> <li>Segment Syllables</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Vowel Digraphs</li> <li>Spelling Patterns: oo, ou, ew</li> <li>More Spellings for /ōō/: ue, u, u_e</li> </ul> <p><b>Fluency</b> Expression</p>	<p><i>also</i> <i>anything</i> <i>flower</i> <i>kind</i> <i>places</i> <i>ready</i> <i>upon</i> <i>warm</i></p>	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Descriptive Details (Exact Adjectives, Verbs)</p> <p><b>Listening, Speaking, Viewing</b> Make Connections</p>
25	<p><b>Main Selection</b> The New Friend <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Neighborhoods <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> Down on the Farm Scout and Count Dawn's Voice Shawn's Toys</p>	<ul style="list-style-type: none"> <li>Substitute Vowel Sounds</li> <li>Segment Syllables</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Vowel Combinations ou, ow</li> <li>Vowel Combinations oi, oy, au, aw</li> </ul> <p><b>Fluency</b> Phrasing: Attention to Punctuation</p>	<p><i>buy</i> <i>city</i> <i>family</i> <i>myself</i> <i>party</i> <i>please</i> <i>school</i> <i>seven</i></p>	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Word Choice: Signal Words</p> <p><b>Listening, Speaking, Viewing</b> Main Idea and Details</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Vocabulary Strategies</b> Multiple-Meaning Words</p> <p><b>Oral Vocabulary</b> <i>completely, gentle, lonely, recognized, reflection, settled</i></p> <p><b>Selection Words</b> <i>beautiful, butterfly, caterpillar, chrysalis, milkweed</i></p>	<p><b>Spelling Principle</b> Vowel Digraphs <i>oo, ou, ew</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>soon, new, noon, zoo, boot, too, moon, blew, soup, you</i> <b>Challenge:</b> <i>grew, scoop</i></p>	<p>Pronouns and Verbs</p> <ul style="list-style-type: none"><li>• Pronouns and Action Verbs</li><li>• Pronouns and <i>be</i></li></ul>	<p><b>Writing Mode</b> Write to Express: Story</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Vocabulary Strategies</b> Synonyms with Introduction to Thesaurus</p> <p><b>Oral Vocabulary</b> <i>blossom, ledges, lugged, shady, shallow, caverns</i></p> <p><b>Selection Words</b> <i>brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack</i></p>	<p><b>Spelling Principle</b> Vowel Combinations <i>ou, ow</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>how, now, cow, owl, ouch, house, found, out, gown, town</i> <b>Challenge:</b> <i>shout, power</i></p>	<p>Contractions</p> <ul style="list-style-type: none"><li>• Contractions with <i>not</i></li><li>• Contractions with Pronouns</li></ul>	<p><b>Writing Mode</b> Write to Express: Story</p> <p><b>Focus Trait</b> Sentence Fluency</p>

UNIT 6: THREE CHEERS FOR US!

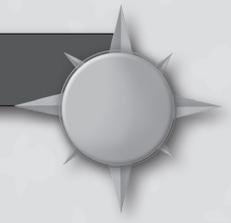
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
26	<p><b>Main Selection</b> The Dot <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Artists Create Art! <b>Genre:</b> Biography</p> <p><b>Decodable Reader selections</b> Bears Hiding and Seeking Henry and Dad Go Camping Speedy and Chase</p>	<ul style="list-style-type: none"> <li>Substitute Vowel Sounds</li> <li>Segment Syllables</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Base Words/ Inflections <i>-ed, -ing</i> (CVCe, CVC)</li> <li>Long e Spelling Patterns <i>y, ie</i></li> </ul> <p><b>Fluency</b> Accuracy: Self-Correct</p>	<p><i>above</i> <i>bear</i> <i>even</i> <i>pushed</i> <i>studied</i> <i>surprised</i> <i>teacher</i> <i>toward</i></p>	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Word Choice: Descriptive Details</p> <p><b>Listening, Speaking, Viewing</b> Describe Visuals</p>
27	<p><b>Main Selection</b> What Can You Do? <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Wind and the Sun <b>Genre:</b> Fable</p> <p><b>Decodable Reader selections</b> The Three Races Seed Sisters The Fox and the Grapes Jingle, Jangle, and Jiggle</p>	<ul style="list-style-type: none"> <li>Segment Syllables</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Base Words/ Inflections <i>-er, -est</i>; change <i>y</i> to <i>i</i></li> <li>Syllable <i>-le</i></li> </ul> <p><b>Fluency</b> Intonation</p>	<p><i>always</i> <i>different</i> <i>enough</i> <i>happy</i> <i>high</i> <i>near</i> <i>once</i> <i>stories</i></p>	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Word Choice: Comparisons</p> <p><b>Listening, Speaking, Viewing</b> Listen Critically</p>
28	<p><b>Main Selection</b> The Kite <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Measuring Weather <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> Sally Jane and Beth Ann Ty and Big Gilly Bird Watching Benches</p>	<ul style="list-style-type: none"> <li>Segment Syllables</li> <li>Delete a Phoneme</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Long <i>i</i> Spelling Patterns <i>igh, y, ie</i></li> <li>Base Words/ Inflections <i>-ed, -ing, -er, -est, -es</i></li> <li>Phonograms <i>-ight, -y</i></li> </ul> <p><b>Fluency</b> Phrasing: Natural Pauses</p>	<p><i>across</i> <i>ball</i> <i>cried</i> <i>head</i> <i>heard</i> <i>large</i> <i>second</i> <i>should</i></p>	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Word Choice: Emphasis</p> <p><b>Listening, Speaking, Viewing</b> Listen to Summarize</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Vocabulary Strategies</b> Figurative Language (Idioms)</p> <p><b>Oral Vocabulary</b> <i>fields, magical, shrubbery, softly, universe, wondrous</i></p> <p><b>Selection Words</b> <i>blank, gazing, noticed, squiggle, straight, swirly</i></p>	<p><b>Spelling Principle:</b> Base Words ending in <i>-ed, -ing</i></p> <p><b>Spelling Words:</b> <b>Basic:</b> <i>mix, mixed, hop, hopped, hope, hoping, run, running, use, used</i> <b>Challenge:</b> <i>writing, grabbed</i></p>	<p>Exclamations</p> <ul style="list-style-type: none"> <li>• What is an Exclamation?</li> <li>• Writing Exclamations</li> </ul>	<p><b>Writing Mode</b> Write to Respond: Opinion Sentences</p> <p><b>Focus Trait</b> Voice</p>
<p><b>Vocabulary Strategies</b> Classification/ Categorization of Words: Emotions</p> <p><b>Oral Vocabulary</b> <i>cobweb, demanded, dreadful, grumbled, panted, terrifying</i></p> <p><b>Selection Words</b> <i>binoculars, captain, computers, float, something</i></p>	<p><b>Spelling Principle:</b> Base Words ending in <i>-er, -est</i></p> <p><b>Spelling Words:</b> <b>Basic:</b> <i>hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner</i> <b>Challenge:</b> <i>shorter, shortest</i></p>	<p>Kinds of Sentences</p> <ul style="list-style-type: none"> <li>• Question or Exclamation?</li> <li>• Three Kinds of Sentences</li> </ul>	<p><b>Writing Mode</b> Write to Respond: Opinion Sentences</p> <p><b>Focus Trait</b> Sentence Fluency</p>
<p><b>Vocabulary Strategies</b> Homographs</p> <p><b>Oral Vocabulary</b> <i>assured, audience, chorus, determined, enthusiasm, stomped</i></p> <p><b>Selection Words</b> <i>junk, laughter, perhaps</i></p>	<p><b>Spelling Principle:</b> Spelling Patterns <i>igh, y, ie</i> (long <i>i</i>)</p> <p><b>Spelling Words:</b> <b>Basic:</b> <i>my, try, sky, fly, by, dry, pie, cried, night, light</i> <b>Challenge:</b> <i>myself, brighter</i></p>	<p>Adjectives</p> <ul style="list-style-type: none"> <li>• Adjectives for Taste and Smell</li> <li>• Adjectives for Sound and Texture</li> </ul>	<p><b>Writing Mode</b> Write to Respond: Opinion Sentences</p> <p><b>Focus Trait</b> Word Choice</p>

UNIT 6: THREE CHEERS FOR US! (CONTINUED)

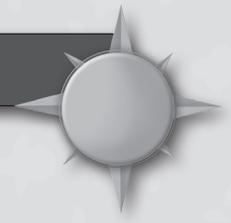
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
29	<p><b>Main Selection</b> A Boat Disappears <b>Genre:</b> Mystery</p> <p><b>Paired Selection</b> Busy Bugs <b>Genre:</b> Poetry</p> <p><b>Decodable Reader selections</b> Quiz Game Jack and the Beans Ruth's Day Stew for Peg</p>	<ul style="list-style-type: none"> <li>• Segment Syllables</li> <li>• Delete a Phoneme</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Suffixes <i>-ful, -ly, -y</i></li> <li>• Long Vowel Spelling Patterns: <i>a, e, i, o, u</i></li> </ul> <p><b>Fluency</b> Expression</p>	<p><i>almost</i> <i>any</i> <i>behind</i> <i>gone</i> <i>happened</i> <i>hello</i> <i>idea</i> <i>leaves</i> <i>should</i></p>	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Dialogue</p> <p><b>Listening, Speaking, Viewing</b> Give a Report</p>
30	<p><b>Main Selection</b> Winners Never Quit! <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Be a Team Player <b>Genre:</b> Informational Text</p> <p><b>Decodable Reader selections</b> Amy Ant Julie and Jason Home at Last Soccer</p>	<ul style="list-style-type: none"> <li>• Segment Syllables</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Syllabication (CV)</li> <li>• Prefixes <i>un-, re-</i></li> <li>• Syllabication (VCCV, CV)</li> </ul> <p><b>Fluency</b> Rate: Adjust Reading Rate to Purpose</p>	<p><i>brothers</i> <i>everyone</i> <i>field</i> <i>loved</i> <i>most</i> <i>only</i> <i>people</i> <i>sorry</i></p>	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Onomatopoeia</p> <p><b>Listening, Speaking, Viewing</b> Give Information</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Vocabulary Strategies</b> Prefix <i>un-</i></p> <p><b>Oral Vocabulary</b> <i>corner, disguise, mysteries, serious, signs, solve</i></p> <p><b>Selection Words</b> <i>anyway, disappeared, helpful, inspector, sailed, solved, yummy</i></p>	<p><b>Spelling Principle</b> Suffixes <i>-ly, -y, -ful</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful</i></p> <p><b>Challenge:</b> <i>quickly, hopeful</i></p>	<p>Adverbs</p> <ul style="list-style-type: none"> <li>• Adverbs for How and Where</li> <li>• Adverbs for When and How</li> </ul> <p>Much</p>	<p><b>Writing Mode</b> Write to Respond: Opinion Paragraph</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Vocabulary Strategies</b> Suffix <i>-ly</i></p> <p><b>Oral Vocabulary</b> <i>mighty, show-off, waste, wild, wobbled, careful</i></p> <p><b>Selection Words</b> <i>already, dribbled, goalie, rather</i></p>	<p><b>Spelling Principle</b> Syllable Pattern CV</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>even, open, begin, baby, tiger, music, paper, zero, table, below</i></p> <p><b>Challenge:</b> <i>because, silent</i></p>	<p>Adjectives That Compare</p> <ul style="list-style-type: none"> <li>• Adjectives with <i>er</i> and <i>est</i></li> <li>• Using the Right Adjective</li> </ul>	<p><b>Writing Mode</b> Write to Respond: Opinion Paragraph</p> <p><b>Focus Trait</b> Organization</p>

UNIT 1: NEIGHBORHOOD VISIT

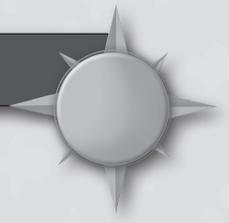
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
1	<p><b>Main Selection</b> Henry and Mudge <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> All in the Family <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• We Camp</li> <li>• The Picnic Ants</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Phonemes</li> <li>• Syllables in Spoken Words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Short Vowels <i>a, i</i></li> <li>• CVC Syllable Pattern</li> </ul> <p><b>Fluency</b> Accuracy: Word Recognition</p>	<p><i>around, be, five, help, next, or, pull, take, until, walked</i></p>	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Word Choice</p> <p><b>Listening, Speaking, Viewing</b> Listen for a Purpose</p>
2	<p><b>Main Selection</b> My Family <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Family Poetry <b>Genre:</b> Poetry</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Bud, Ben, and Roz</li> <li>• The Funny Hat Contest</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Phonemes</li> <li>• Syllables in Spoken Words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Short Vowels <i>o, u, e</i></li> <li>• CVC Syllable Pattern</li> </ul> <p><b>Fluency</b> Accuracy: Words Connected in Text</p>	<p><i>bring, children, comes, do, family, like, make, those, use, with</i></p>	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Word Choice: Descriptive Details</p> <p><b>Listening, Speaking, Viewing</b> Interpret Poems</p>
3	<p><b>Main Selection</b> Henry and Mudge Under the Yellow Moon <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Outdoor Adventures <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• City Ride</li> <li>• Mice Can Race</li> </ul>	<ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Sort Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Long Vowels <i>a, i</i></li> <li>• Sounds for <i>c</i></li> </ul> <p><b>Fluency</b> Accuracy: Self-correct</p>	<p><i>city, full no, think, other, places, put, school, sing, think, this_</i></p>	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Word Choice</p> <p><b>Listening, Speaking, Viewing</b> Hold a Conversation or Discussion</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>curly</i>  <i>straight</i>  <i>floppy</i>  <i>drooled</i>  <i>weighed</i>  <i>stood</i>  <i>collars</i>  <i>row</i></p> <p><b>Vocabulary Strategies</b>            Alphabetical Order</p>	<p><b>Spelling Principle</b>            Short Vowels <i>a, i</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask</i>  <b>Review:</b> <i>as, his</i>  <b>Challenge:</b> <i>sandwich, picnic</i></p>	<p><b>Grammar Skill</b>            Subjects and Predicates</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Sentences That Tell a True Story</p> <p><b>Focus Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>remembered</i>  <i>porch</i>  <i>crown</i>  <i>spend</i>  <i>stuck</i>  <i>visit</i>  <i>cousin</i>  <i>piano</i></p> <p><b>Vocabulary Strategies</b>            Using a Glossary</p>	<p><b>Spelling Principle</b>            Short Vowels <i>o, u, e</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot</i>  <b>Review:</b> <i>get, not</i>  <b>Challenge:</b> <i>lunch, spend</i></p>	<p><b>Grammar Skill</b>            Complete Sentences</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Friendly Letter</p> <p><b>Focus Trait</b>            Voice</p>
<p><b>Target Vocabulary</b>  <i>woods</i>  <i>turned</i>  <i>tops</i>  <i>chipmunks</i>  <i>busy</i>  <i>picked</i>  <i>south</i>  <i>grew</i></p> <p><b>Vocabulary Strategies</b>            Multiple-Meaning Words</p>	<p><b>Spelling Principle</b>            Long Vowels <i>a, i</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake</i>  <b>Review:</b> <i>gave, bike</i>  <b>Challenge:</b> <i>mistake, while</i></p>	<p><b>Grammar Skill</b>            Statements and Questions</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Sentences That Describe</p> <p><b>Focus Trait</b>            Word Choice</p>

UNIT 1: NEIGHBORHOOD VISIT (CONTINUED)

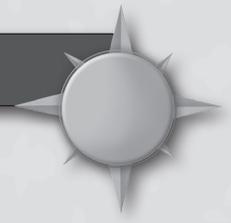
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
4	<p><b>Main Selection</b> Diary of a Spider <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> A Swallow and a Spider <b>Genre:</b> Fable</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• A Bed of Roses</li> <li>• Swim Like a Frog</li> </ul>	<ul style="list-style-type: none"> <li>• Segment, Substitute Phonemes</li> <li>• Sort Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Long Vowels o, u, e</li> <li>• Sounds for g</li> </ul> <p><b>Fluency</b> Intonation</p>	<p><i>mind, could, today, play, cheer, hello, read, see, by, hundred</i></p>	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Personification</p> <p><b>Listening, Speaking, Viewing</b> Retell a Story</p>
5	<p><b>Main Selection</b> Teacher's Pets <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> See Westburg by Bus! <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Flint Cove Clambake</li> <li>• The Stop and Spend Sale</li> </ul>	<ul style="list-style-type: none"> <li>• Segment Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Consonant Blends with r, l, s,</li> </ul> <p><b>Fluency</b> Phrasing: Punctuation</p>	<p><i>table, says, little, find, both, cold, long, green, we, eat</i></p>	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Repetition</p> <p><b>Listening, Speaking, Viewing</b> Follow and Give Directions</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>rotten</i>  <i>sticky</i>  <i>insects</i>  <i>scare</i>  <i>judge</i>  <i>screaming</i>  <i>dangerous</i>  <i>breeze</i></p> <p><b>Vocabulary Strategies</b>            Context Clues</p>	<p><b>Spelling Principle</b>            Long Vowels <i>o, u</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune</i>  <b>Review:</b> <i>home, joke</i>  <b>Challenge:</b> <i>wrote, ice cube</i></p>	<p><b>Grammar Skill</b>            What Is a Noun?</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            True Story</p> <p><b>Focus Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>share</i>  <i>noticed</i>  <i>suddenly</i>  <i>bursting</i>  <i>noises</i>  <i>wonderful</i>  <i>quiet</i>  <i>sprinkled</i></p> <p><b>Vocabulary Strategies</b>            Base Words and Endings <i>-ed, -ing</i></p>	<p><b>Spelling Principle</b> Consonant            Blends with <i>r, l, s,</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage</i>  <b>Review:</b> <i>slip, drive</i>  <b>Challenge:</b> <i>climb, price</i></p>	<p><b>Grammar Skill</b>            Singular and Plural Nouns</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            True Story</p> <p><b>Focus Trait</b>            Sentence Fluency</p>

UNIT 2: NATURE WATCH

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
6	<p><b>Main Selection</b> Animals Building Homes <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Hiding at the Pond <b>Genre:</b> Play</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• A Job for Bob</li> <li>• Baby Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i></li> </ul> <p><b>Fluency</b> Expression</p>	<p><i>bear, work, animals, know, most, myself, sleep, second, three, she</i></p>	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Word Choice</p> <p><b>Listening, Speaking, Viewing</b> Nonverbal Cues</p>
7	<p><b>Main Selection</b> The Ugly Vegetables <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> They Really Are GIANT! <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Jill and Mack</li> <li>• Rabbit's Muffins</li> </ul>	<ul style="list-style-type: none"> <li>• Sort Phonemes</li> <li>• Identify Medial Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Double Consonants and <i>ck</i></li> <li>• Double Consonants (CVC)</li> </ul> <p><b>Fluency</b> Accuracy: Connected Text</p>	<p><i>pictures, air, pretty, told, window, funny, try, he, cried, car</i></p>	<p><b>Skill</b> Conclusions</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Personification</p> <p><b>Listening, Speaking, Viewing</b> Monitor Understanding and Ask Questions</p>
8	<p><b>Main Selection</b> Super Storms <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Weather Poems <b>Genre:</b> Poetry</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Splish! Splash! Whales</li> <li>• Drifting Up, Up, Up</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute Phonemes</li> <li>• Syllables in Spoken Words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i></li> <li>• Base Words and Endings <i>-s, -ed, -ing</i></li> </ul> <p><b>Fluency</b> Rate</p>	<p><i>few, people, eye, high, my, open, yellow, happy, starts, before</i></p>	<p><b>Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Word Choice: Sensory Words</p> <p><b>Listening, Speaking, Viewing</b> Computer Basics</p>

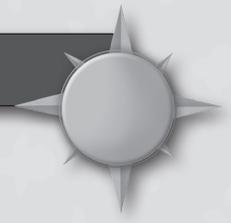


VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>beaks</i>  <i>break</i>  <i>deepest</i>  <i>hang</i>  <i>pond</i>  <i>shaped</i>  <i>winding</i>  <i>branches</i></p> <p><b>Vocabulary Strategies</b>            Base Words and Prefixes <i>un-</i>, <i>re-</i></p>	<p><b>Spelling Principle</b> Common            Final Blends <i>nd, ng, nt, ft, xt, mp, nk</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring</i>  <b>Review:</b> <i>jump, left</i>  <b>Challenge:</b> <i>young, friend</i></p>	<p><b>Grammar Skill</b>            More Plural Nouns</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Informational Paragraph</p> <p><b>Focus Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>blooming</i>  <i>muscles</i>  <i>nodded</i>  <i>plain</i>  <i>scent</i>  <i>shovels</i>  <i>tough</i>  <i>wrinkled</i></p> <p><b>Vocabulary Strategies</b>            Homophones</p>	<p><b>Spelling Principle</b>            Double Consonants and <i>ck</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll</i>  <b>Review:</b> <i>will, off</i>  <b>Challenge:</b> <i>across, pocket</i></p>	<p><b>Grammar Skill</b>            Proper Nouns</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Summary Paragraph</p> <p><b>Focus Trait</b>            Organization</p>
<p><b>Target Vocabulary</b>  <i>flash</i>  <i>equal</i>  <i>damage</i>  <i>reach</i>  <i>pounding</i>  <i>prevent</i>  <i>beware</i>  <i>bend</i></p> <p><b>Vocabulary Strategies</b>            Compound Words</p>	<p><b>Spelling Principle</b> Words            with <i>th, sh, wh, ch, tch,</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>dish, than, chest, such, thin, push, shine, chase, white, while, these, flash</i>  <b>Review:</b> <i>which, then</i>  <b>Challenge:</b> <i>catch, thumb</i></p>	<p><b>Grammar Skill</b>            What Is a Verb?</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Informational Paragraph</p> <p><b>Focus Trait</b>            Voice</p>

UNIT 2: NATURE WATCH

(CONTINUED)

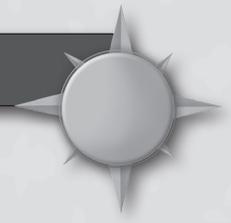
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
9	<p><b>Main Selection</b> How Chipmunk Got His Stripes <b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> Why Rabbits Have Short Tails <b>Genre:</b> Traditional Tale</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Maybe So</li> <li>• Racing Away!</li> </ul>	<ul style="list-style-type: none"> <li>• Add Phonemes</li> <li>• Syllables in Spoken Words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Base Words and Endings <i>-ed, -ing</i></li> <li>• CV Syllable Pattern</li> </ul> <p><b>Fluency</b></p> <p>Phrasing: Punctuation</p>	<p><i>kept, would, afraid, own, show, might, why, many, for, dark</i></p>	<p><b>Skill</b></p> <p>Understanding Characters</p> <p><b>Strategy</b></p> <p>Summarize</p> <p><b>Author's Craft</b></p> <p>Repetition</p> <p><b>Listening, Speaking, Viewing</b></p> <p>Listen to Compare and Contrast</p>
10	<p><b>Main Selection</b> Jellies <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Meet Norbert Wu <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Let's Have Fun</li> <li>• I'm Going to Win</li> </ul>	<ul style="list-style-type: none"> <li>• Add and Delete Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Contractions</li> </ul> <p><b>Fluency</b></p> <p>Stress</p>	<p><i>really, you, because, right, go, they, was, me, old, better</i></p>	<p><b>Skill</b></p> <p>Fact and Opinion</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b></p> <p>Word Choice: Comparisons</p> <p><b>Listening, Speaking, Viewing</b></p> <p>Computer: Dictionary</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b> <i>curled</i> <i>direction</i> <i>healed</i> <i>height</i> <i>toward</i> <i>tunnel</i> <i>tease</i> <i>brag</i></p> <p><b>Vocabulary Strategies</b> Synonyms</p>	<p><b>Spelling Principle</b> <i>-ed</i>, and <i>-ing</i> Endings</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked</i> <b>Review:</b> <i>mixed, sleeping</i> <b>Challenge:</b> <i>teasing, knocking</i></p>	<p><b>Grammar Skill</b> Verbs in the Present</p>	<p><b>Writing Mode</b> Write to Inform</p> <p><b>Writing Form</b> Instructions</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Target Vocabulary</b> <i>decide</i> <i>disgusting</i> <i>drift</i> <i>millions</i> <i>simple</i> <i>wrapped</i> <i>choices</i> <i>weaker</i></p> <p><b>Vocabulary Strategies</b> Base Words and Suffixes <i>-er, -est</i></p>	<p><b>Spelling Principle</b> Contractions</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>I'm, don't, isn't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've</i> <b>Review:</b> <i>us, them</i> <b>Challenge:</b> <i>they're, wouldn't</i></p>	<p><b>Grammar Skill</b> Verbs in the Present, Past, and Future</p>	<p><b>Writing Mode</b> Write to Inform</p> <p><b>Writing Form</b> Instructions</p> <p><b>Focus Trait</b> Word Choice</p>

UNIT 3: TELL ME ABOUT IT

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
11	<p><b>Main Selection</b> Click, Clack, Moo Cows That Type <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> Talk About Smart Animals! <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Jess Makes Gifts</li> <li>• Cooking with Mom Fox</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables in Spoken Words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Base Words and Endings -s, -es</li> </ul> <p><b>Fluency</b> Expression</p>	<p><i>another, heard, some, kind, light, hard, more, grow, far, to</i></p>	<p><b>Skill</b> Conclusions</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Onomatopoeia</p> <p><b>Listening, Speaking, Viewing</b> Computer: Encyclopedia</p>
12	<p><b>Main Selection</b> Violet's Music <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Wolfgang Mozart, Child Superstar <b>Genre:</b> Biography</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Trains</li> <li>• The Waiting Game</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Vowel Digraphs ai, ay</li> </ul> <p><b>Fluency</b> Intonation</p>	<p><i>along, against, someone, night, part, morning, hold, bird, different, girl</i></p>	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Alliteration</p> <p><b>Listening, Speaking, Viewing</b> Interview</p>
13	<p><b>Main Selection</b> Schools Around the World <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> School Poems <b>Genre:</b> Poetry</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• The Shell Sheep</li> <li>• Reef Sees the Wide World</li> </ul>	<ul style="list-style-type: none"> <li>• Match Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Vowel Digraphs ee, ea</li> </ul> <p><b>Fluency</b> Stress</p>	<p><i>story, world, about, everything, first, store, her, two, slowly, of</i></p>	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Word Choice: Descriptive Details</p> <p><b>Listening, Speaking, Viewing</b> Listen for and Retell Main Ideas</p>

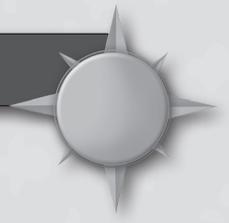


VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>problem</i>  <i>impossible</i>  <i>understand</i>  <i>impatient</i>  <i>furious</i>  <i>demand</i>  <i>gathered</i>  <i>believe</i></p> <p><b>Vocabulary Strategies</b>            Prefixes <i>pre-</i> and <i>mis-</i></p>	<p><b>Spelling Principle</b>            Base Words with Endings            -s, -es</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes</i>  <b>Review:</b> <i>jets, frogs</i>  <b>Challenge:</b> <i>stitches, fences</i></p>	<p><b>Grammar Skill</b>            Kinds of Sentences</p>	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Persuasive Letter</p> <p><b>Focus Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>nursery</i>  <i>shake</i>  <i>smooth</i>  <i>whenever</i>  <i>hours</i>  <i>alone</i>  <i>real</i>  <i>museum</i></p> <p><b>Vocabulary Strategies</b>            Idioms</p>	<p><b>Spelling Principle</b>            Words with <i>ai, ay</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>pay, wait, paint, train, pail, clay, tray, plain, stain, hay, gray, away</i>  <b>Review:</b> <i>stay, day</i>  <b>Challenge:</b> <i>raisin, birthday</i></p>	<p><b>Grammar Skill</b>            Kinds of Sentences</p>	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Opinion Paragraph</p> <p><b>Focus Trait</b>            Voice</p>
<p><b>Target Vocabulary</b>  <i>culture</i>  <i>community</i>  <i>languages</i>  <i>transportation</i>  <i>subjects</i>  <i>lessons</i>  <i>special</i>  <i>wear</i></p> <p><b>Vocabulary Strategies</b>            Using a Dictionary</p>	<p><b>Spelling Principle</b>            Words with <i>ee, ea</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave</i>  <b>Review:</b> <i>eat, read</i>  <b>Challenge:</b> <i>between, reason</i></p>	<p><b>Grammar Skill</b>            Quotation Marks</p>	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Persuasive Paragraph</p> <p><b>Focus Trait</b>            Word Choice</p>

UNIT 3: TELL ME ABOUT IT

(CONTINUED)

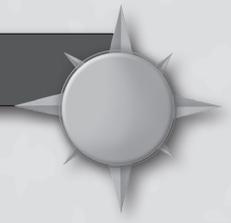
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
14	<p><b>Main Selection</b> Helen Keller <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Talking Tools <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Bill E. Goat and Wise Crow</li> <li>• Mud Bugs</li> </ul>	<ul style="list-style-type: none"> <li>• Segment Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Long o (o, oa, ow)</li> </ul> <p><b>Fluency</b> Natural Pauses</p>	<p><i>front, hair, warm, started, stories, never, all, food, sky, party</i></p>	<p><b>Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Word Choice: Figurative Language</p> <p><b>Listening, Speaking, Viewing</b> Computer/Internet: Navigating a Website</p>
15	<p><b>Main Selection</b> Officer Buckle and Gloria <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> Safety at Home <b>Genre:</b> Play</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• What Does It Say?</li> <li>• In the Grove</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables in Spoken Words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Compound Words</li> <li>• Schwa Vowel Sound</li> </ul> <p><b>Fluency</b> Accuracy: Connected Text</p>	<p><i>ever, care, thought, over, off, small, new, book, live, after</i></p>	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Word Choice: Emphasis</p> <p><b>Listening, Speaking, Viewing</b> Summarize Important Information</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>curious</i>  <i>imitated</i>  <i>knowledge</i>  <i>motion</i>  <i>silence</i>  <i>illness</i>  <i>darkness</i>  <i>behavior</i></p> <p><b>Vocabulary Strategy</b>            Suffix -ly</p>	<p><b>Spelling Principle</b>            Long o (o, oa, ow)</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach</i>  <b>Review:</b> <i>so, grow</i>  <b>Challenge:</b> <i>swallow, ocean</i></p>	<p><b>Grammar Skill</b>            Using Proper Nouns</p>	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Persuasive Essay</p> <p><b>Focus Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>attention</i>  <i>buddy</i>  <i>obeys</i>  <i>speech</i>  <i>enormous</i>  <i>safety</i>  <i>shocked</i>  <i>station</i></p> <p><b>Vocabulary Strategy</b>            Dictionary Entry</p>	<p><b>Spelling Principle</b>            Compound Words</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing</i>  <b>Review:</b> <i>into, inside</i>  <b>Challenge:</b> <i>nobody, everywhere</i></p>	<p><b>Grammar Skill</b>            Abbreviations</p>	<p><b>Writing Mode:</b>            Write to Persuade</p> <p><b>Writing Form</b>            Persuasive Essay</p> <p><b>Focus Trait</b>            Organization</p>

UNIT 4: HEROES AND HELPERS

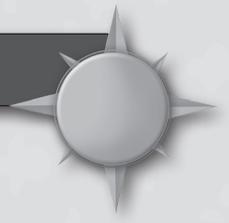
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
16	<p><b>Main Selection</b> Mr. Tanen's Tie Trouble <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Playground Fun! <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Beep! Beep!</li> <li>• We Helped</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables in Spoken Words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Base Words and Endings <i>-ed, -ing</i>,</li> </ul> <p><b>Fluency</b> Rate</p>	<p><i>gone, said, something, fly, also, saw, look, horse, river, have</i></p>	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Figurative Language</p> <p><b>Listening, Speaking, Viewing</b> Listen Critically</p>
17	<p><b>Main Selection</b> Luke Goes to Bat <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Jackie Robinson <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Bright Lights</li> <li>• Wild Cats</li> </ul>	<ul style="list-style-type: none"> <li>• Segment Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Long <i>i</i> (i, igh, ie, y)</li> </ul> <p><b>Fluency</b> Stress</p>	<p><i>doing, sure, else, turned, blue, room, teacher, any, studied, carry</i></p>	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Word Choice: Specialized Language</p> <p><b>Listening, Speaking, Viewing</b> Computer/Internet: Online Newspaper or Magazine</p>
18	<p><b>Main Selection</b> My Name Is Gabriela <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Poems About Reading and Writing <b>Genre:</b> Poetry</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Bunny and the Penny</li> <li>• Puppies</li> </ul>	<ul style="list-style-type: none"> <li>• Blending Phonemes</li> <li>• Identify Sound Placement</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Long <i>e</i> Sound for <i>y</i></li> <li>• Changing <i>y</i> to <i>i</i></li> </ul> <p><b>Fluency</b> Expression</p>	<p><i>words, mother, friends, under, draw, watch, always, soon, anything, been</i></p>	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Word Choice: Sensory Words</p> <p><b>Listening, Speaking, Viewing</b> Listen to Make Connections</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>received</i>  <i>account</i>  <i>budget</i>  <i>disappointed</i>  <i>chuckled</i>  <i>staring</i>  <i>repeated</i>  <i>fund</i></p> <p><b>Vocabulary Strategies</b>            Homographs</p>	<p><b>Spelling Principle</b>            Base Words with Endings            -ed,            -ing</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed</i>  <b>Review:</b> <i>mixed, going</i>  <b>Challenge:</b> <i>wrapped, swelling</i></p>	<p><b>Grammar Skill</b>            Pronouns</p>	<p><b>Writing Mode</b>            Write to Express</p> <p><b>Writing form</b>            Fictional Narrative Paragraph</p> <p><b>Focus Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>practice</i>  <i>hurried</i>  <i>position</i>  <i>roared</i>  <i>extra</i>  <i>curb</i>  <i>cheered</i>  <i>final</i></p> <p><b>Vocabulary Strategies</b>            Antonyms</p>	<p><b>Spelling Principle</b>            Long i (i, igh, y)</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>night, kind, spy, child, light, find, right, high, wild, July, fry, sigh</i>  <b>Review:</b> <i>by, why</i>  <b>Challenge:</b> <i>behind, lightning</i></p>	<p><b>Grammar Skill</b>            Subject-Verb Agreement</p>	<p><b>Writing Mode</b>            Write to Express</p> <p><b>Writing form</b>            Fictional Narrative Paragraph</p> <p><b>Focus Trait</b>            Voice</p>
<p><b>Target Vocabulary</b>  <i>accepted</i>  <i>express</i>  <i>fluttering</i>  <i>grand</i>  <i>pretend</i>  <i>prize</i>  <i>wonder</i>  <i>taught</i></p> <p><b>Vocabulary Strategies</b>            Suffixes -y and -ful</p>	<p><b>Spelling Principle</b>            Long e Spelled y</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city</i>  <b>Review:</b> <i>tiny, many</i>  <b>Challenge:</b> <i>sorry, noisy</i></p>	<p><b>Grammar Skill</b>            The Verb <i>be</i></p>	<p><b>Writing Mode</b>            Write to Express</p> <p><b>Writing form</b>            Descriptive Paragraph</p> <p><b>Focus Trait</b>            Word Choice</p>

UNIT 4: HEROES AND HELPERS (CONTINUED)

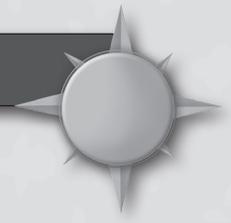
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
19	<p><b>Main Selection</b> The Signmaker's Assistant <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> The Trouble with Signs <b>Genre:</b> Play</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>Darling Starling</li> <li>Going to the Farm</li> </ul>	<ul style="list-style-type: none"> <li>Substitute Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Words with ar</li> </ul> <p><b>Fluency</b> Phrasing: Punctuation</p>	<p><i>didn't, I'll, please, talk, good, is, are, baby, too, sound</i></p>	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Ideas in Symbols</p> <p><b>Listening, Speaking, Viewing</b> Respond to Questions</p>
20	<p><b>Main Selection</b> Dex: The Heart of a Hero <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Heroes Then and Now <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>A Sporty Game</li> <li>My Story</li> </ul>	<ul style="list-style-type: none"> <li>Substitute Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>R-Controlled Vowels <i>or, ore</i></li> </ul> <p><b>Fluency</b> Intonation</p>	<p><i>being, ready, I've, tall, stood, very, ground, laugh, begins, flower</i></p>	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Word Choice: Figurative Language</p> <p><b>Listening, Speaking, Viewing</b> Compare and Contrast Media Messages</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b> assistant agreed polite failed tearing wisdom trouble cleared</p> <p><b>Vocabulary Strategies</b> Synonyms</p>	<p><b>Spelling Principle</b> Words with ar</p> <p><b>Spelling Words</b> <b>Basic:</b> car, dark, arm, star, park, yard, party, hard, farm, start, part, spark <b>Review:</b> art, jar <b>Challenge:</b> carpet, apartment</p>	<p><b>Grammar Skill</b> Commas in Dates and Places</p>	<p><b>Writing Mode</b> Write to Express</p> <p><b>Writing Form</b> Fictional Story</p> <p><b>Focus Trait</b> Organization</p>
<p><b>Target Vocabulary</b> depended overlooked sprang studied gazing hero exercise sore</p> <p><b>Vocabulary Strategies</b> Prefix over-</p>	<p><b>Spelling Principle</b> R-Controlled Vowels or, ore</p> <p><b>Spelling Words</b> <b>Basic:</b> horn, story, fork, score, store, corn, morning, shore, short, born, tore, forget <b>Review:</b> for, more <b>Challenge:</b> report, force</p>	<p><b>Grammar Skill</b> Commas in a Series</p>	<p><b>Writing Mode</b> Write to Express</p> <p><b>Writing Form</b> Fictional Story</p> <p><b>Focus Trait</b> Organization</p>

UNIT 5: CHANGES, CHANGES EVERYWHERE

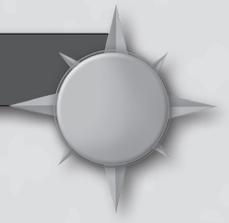
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
21	<p><b>Main Selection</b> Penguin Chick <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Animal Poems <b>Genre:</b> Poetry</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Mustangs</li> <li>• Time to Move</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Words with <i>er</i></li> <li>• Words with <i>ir, ur</i></li> </ul> <p><b>Fluency</b> Phrasing: Natural Pauses</p>	<p><i>nothing, move, across, took, house, voice, behind, one, how, out</i></p>	<p><b>Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Word Choice: Sensory Words</p> <p><b>Listening, Speaking, Viewing</b> Organize Ideas for a Speech</p>
22	<p><b>Main Selection</b> Gloria Who Might Be My Best Friend <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> How to Make a Kite <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• What's That?</li> <li>• Get Smarter!</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyme and Meaning</li> <li>• Syllables in Spoken Words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Homophones</li> <li>• Base Words and Endings <i>-er, -est</i></li> </ul> <p><b>Fluency</b> Accuracy: Self-Correct</p>	<p><i>floor, toward, what's, found, boy, everyone, field, does, their, into</i></p>	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Similes</p> <p><b>Listening, Speaking, Viewing</b> Explain a Process</p>
23	<p><b>Main Selection</b> The Goat in the Rug <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Basket Weaving <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Fraidy Cat</li> <li>• Bugs in Action</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables in Spoken Words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Suffixes <i>-y, -ly, -ful</i></li> <li>• Final Stable Syllables <i>-tion, -ture</i></li> </ul> <p><b>Fluency:</b> Rate: Adjust Rate to Purpose</p>	<p><i>knew, idea, though, down, four, give, great, large, write, coming</i></p>	<p><b>Skill</b> Conclusions</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Repetition</p> <p><b>Listening, Speaking, Viewing</b> Computer: Using Visuals</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>finally</i>  <i>junior</i>  <i>otherwise</i>  <i>slippery</i>  <i>steer</i>  <i>waterproof</i>  <i>webbed</i>  <i>whistle</i></p> <p><b>Vocabulary Strategies</b>            Dictionary Entry</p>	<p><b>Spelling Principle</b>            Words with er</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master</i>  <b>Review:</b> <i>fern, ever</i>  <b>Challenge:</b> <i>remember, feather</i></p>	<p><b>Grammar Skill</b>            What Is an Adjective?</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Problem-Solution Paragraph</p> <p><b>Focus Trait</b>            Word Choice</p>
<p><b>Target Vocabulary</b>  <i>lonely</i>  <i>seriously</i>  <i>copy</i>  <i>heavily</i>  <i>planning</i>  <i>answered</i>  <i>guessed</i>  <i>knot</i></p> <p><b>Vocabulary Strategies</b>            Figurative Language/Idioms</p>	<p><b>Spelling Principle</b>            Homophones</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two</i>  <b>Review:</b> <i>sea, see</i>  <b>Challenge:</b> <i>threw, through</i></p>	<p><b>Grammar Skill</b>            Using Adjectives</p>	<p><b>Writing Mode</b>            Write Inform</p> <p><b>Writing Form</b>            Compare and Contrast Paragraph</p> <p><b>Focus Trait</b>            Organization</p>
<p><b>Target Vocabulary</b>  <i>sharpening</i>  <i>spinning</i>  <i>strands</i>  <i>weave</i>  <i>yarn</i>  <i>dye</i>  <i>duplicated</i>  <i>delicious</i></p> <p><b>Vocabulary Strategies</b>            Multiple-Meaning Words</p>	<p><b>Spelling Principle</b>            Suffixes -y, -ly, -ful</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly</i>  <b>Review:</b> <i>jumped, saying</i>  <b>Challenge:</b> <i>quickly, wonderful</i></p>	<p><b>Grammar Skill</b>            Irregular Verbs</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Informational Paragraph</p> <p><b>Focus Trait</b>            Word Choice</p>

UNIT 5: CHANGES, CHANGES EVERYWHERE (CONTINUED)

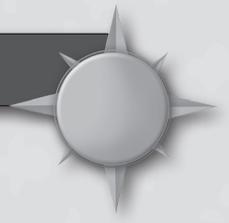
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
24	<p><b>Main Selection</b> Half-Chicken <b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> The Lion and the Mouse <b>Genre:</b> Traditional Tales</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• The Unreal Party</li> <li>• Knick and Knack</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables in Spoken Words</li> <li>• Segment Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Prefixes <i>re-</i>, <i>un-</i>, <i>over-</i>, <i>pre-</i>, <i>mis-</i></li> <li>• Silent Consonants</li> </ul> <p><b>Fluency</b> Expression</p>	<p><i>Earth, away, brothers, brown, without, here, learning, began, surprised, there</i></p>	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Word Choice: Sensory Words</p> <p><b>Listening, Speaking, Viewing</b> Give a Speech</p>
25	<p><b>Main Selection</b> How Groundhog's Garden Grew <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Super Soil <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• A Spring Walk</li> <li>• The Softball Game</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Words with /aw/: <i>au</i>, <i>aw</i>, <i>al</i>, <i>o</i>, <i>a</i></li> </ul> <p><b>Fluency</b> Phrasing: Punctuation</p>	<p><i>through, young, leaves, ball, our, done, hear, learn, were, only</i></p>	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Dialogue</p> <p><b>Listening, Speaking, Viewing</b> Presenting a Report</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>tumbling</i>  <i>flung</i>  <i>tangled</i>  <i>empty</i>  <i>peacefully</i>  <i>stream</i>  <i>blazed</i>  <i>swift</i></p> <p><b>Vocabulary Strategies</b>            Antonyms</p>	<p><b>Spelling Principle</b>            Suffixes -y, -ly, -ful</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>unhappy, retell, untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay</i>  <b>Review:</b> <i>read, happy</i>  <b>Challenge:</b> <i>rewrite, overheard</i></p>	<p><b>Grammar Skill</b>            Irregular Action Verbs</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Research Report</p> <p><b>Focus Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>sprouting</i>  <i>crops</i>  <i>blossomed</i>  <i>underneath</i>  <i>fortunate</i>  <i>drooping</i>  <i>promised</i>  <i>harmful</i></p> <p><b>Vocabulary Strategies</b>            Using Context</p>	<p><b>Spelling Principle</b>            Words with <i>aw, al, o</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small</i>  <b>Review:</b> <i>all, walk</i>  <b>Challenge:</b> <i>awful, wallpaper</i></p>	<p><b>Grammar Skill</b>            More Irregular Action Verbs</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Research Report</p> <p><b>Focus Trait</b>            Voice</p>

UNIT 6: WHAT A SURPRISE!

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
26	<p><b>Main Selection</b> The Mysterious Tadpole <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> From Eggs to Frogs <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• The New Moose</li> <li>• Follow the Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Segment Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Words with <i>oo, ew, ue, ou</i></li> </ul> <p><b>Fluency</b> Accuracy: Connected Text</p>	<p><i>every, ago, won't, now, follow, head, don't, goes, again, alone</i></p>	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Humor</p> <p><b>Listening, Speaking, Viewing</b> Listen and Respond</p>
27	<p><b>Main Selection</b> The Dog That Dug for Dinosaurs <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> La Brea Tar Pits <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Woody Woodchuck and the Mysterious Ball</li> <li>• One or More</li> </ul>	<ul style="list-style-type: none"> <li>• Match Phonemes</li> <li>• Add a Phoneme</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Words with <i>oo</i></li> <li>• Possessive Nouns</li> </ul> <p><b>Fluency</b> Intonation</p>	<p><i>buy, father, called, town, even, maybe, where, water, outside, tomorrow</i></p>	<p><b>Skill</b> Fact and Opinion</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Word Choice: Descriptive Details</p> <p><b>Listening, Speaking, Viewing</b> Create a Newsletter</p>
28	<p><b>Main Selection</b> Working in Space <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Space Poems <b>Genre:</b> Poetry</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Howie's Big Brown Box</li> <li>• What a Surprise!</li> </ul>	<ul style="list-style-type: none"> <li>• Blend Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Vowel Diphthongs <i>ow, ou</i></li> </ul> <p><b>Fluency</b> Phrasing: Natural Pauses</p>	<p><i>want, while, falling, enough, lived, loved, should, happened, sorry, above</i></p>	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Word Choice: Specialized Language</p> <p><b>Listening, Speaking, Viewing</b> Holding a Literature Discussion</p>

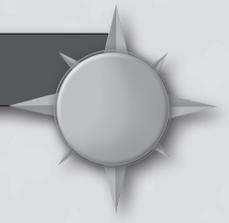


VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>confused</i>  <i>ordinary</i>  <i>control</i>  <i>sensible</i>  <i>suspiciously</i>  <i>training</i>  <i>cage</i>  <i>upset</i></p> <p><b>Vocabulary Strategies</b>            Multiple-Meaning Words</p>	<p><b>Spelling Principle</b>            Words with oo</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew</i>  <b>Review:</b> <i>zoo, noon</i>  <b>Challenge:</b> <i>shampoo, balloon</i></p>	<p><b>Grammar Skill</b>            Contractions</p>	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Response Poem</p> <p><b>Focus Trait</b>            Word Choice</p>
<p><b>Target Vocabulary</b>  <i>discovered</i>  <i>guard</i>  <i>remove</i>  <i>souvenirs</i>  <i>amazed</i>  <i>explained</i>  <i>exact</i>  <i>growled</i></p> <p><b>Vocabulary Strategies</b>            Synonyms</p>	<p><b>Spelling Principle</b>            Words with oo (book)</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook</i>  <b>Review:</b> <i>look, good</i>  <b>Challenge:</b> <i>crooked, bookcase</i></p>	<p><b>Grammar Skill</b>            What Is an Adverb?</p>	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Opinion Paragraph</p> <p><b>Focus Trait</b>            Word Choice</p>
<p><b>Target Vocabulary</b>  <i>astronomy</i>  <i>force</i>  <i>orbit</i>  <i>repair</i>  <i>explored</i>  <i>future</i>  <i>space</i>  <i>float</i></p> <p><b>Vocabulary Strategies</b>            Classify/Categorize</p>	<p><b>Spelling Principle</b>            Words with ow, ou</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower</i>  <b>Review:</b> <i>out, now</i>  <b>Challenge:</b> <i>towel, pounce</i></p>	<p><b>Grammar Skill</b>            Possessive Nouns</p>	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Response Paragraph</p> <p><b>Focus Trait</b>            Ideas</p>

UNIT 6: WHAT A SURPRISE!

(CONTINUED)

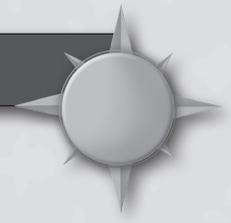
LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING
29	<p><b>Main Selection</b> Two of Everything <b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> Stone Soup <b>Genre:</b> Traditional Tale</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• Not So Alike</li> <li>• Corduroy and Will</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables in Spoken Words</li> <li>• Substitute Phonemes</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Reading Longer Words with Long Vowels <i>a</i> and <i>i</i></li> <li>• Vowel Diphthongs <i>oi, oy</i></li> </ul> <p><b>Fluency</b> Expression</p>	<p><i>once, woman, upon, eight, seven, near, wash, paper, who, your</i></p>	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft:</b> Narrator</p> <p><b>Listening, Speaking, Viewing</b> Retell Stories</p>
30	<p><b>Main Selection</b> Now &amp; Ben <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> A Model Citizen <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b></p> <ul style="list-style-type: none"> <li>• A Picnic Problem</li> <li>• Polly Poodle</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables in Spoken Words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Reading Longer Words)</li> <li>• Final Stable Syllable <i>-le</i></li> </ul> <p><b>Fluency</b> Rate: Adjust Rate to Purpose</p>	<p><i>almost, from, money, door, years, together, sometimes, pushed, remember, dear</i></p>	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Figurative Language</p> <p><b>Listening, Speaking, Viewing</b> Brainstorming Problems and Solutions</p>



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>contained</i>  <i>grateful</i>  <i>startled</i>  <i>odd</i>  <i>search</i>  <i>leaned</i>  <i>tossed</i>  <i>village</i></p> <p><b>Vocabulary Strategies</b>            Antonyms</p>	<p><b>Spelling Principle</b>            Spelling Patterns <i>ai, ay, igh, -y</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright</i>  <b>Review:</b> <i>tray, try</i>  <b>Challenge:</b> <i>contain, thigh</i></p>	<p><b>Grammar Skill</b>            Possessive Pronouns</p>	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Response Essay</p> <p><b>Focus Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>accomplishments</i>  <i>inventions</i>  <i>result</i>  <i>designed</i>  <i>achieve</i>  <i>composed</i>  <i>remarkable</i>  <i>amounts</i></p> <p><b>Vocabulary Strategies</b>            Dictionary</p>	<p><b>Spelling Principle</b>            Words with <i>oa, ow, ee, ea</i></p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>seated, keeps, speed, seen, means, clean, groan, roast, bowls, crow, owe, grown</i>  <b>Review:</b> <i>green, snow</i>  <b>Challenge:</b> <i>peace, below</i></p>	<p><b>Grammar Skill</b>            What Is a Preposition?</p>	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Response to Literature</p> <p><b>Focus Trait</b>            Word Choice</p>

UNIT 1: GOOD CITIZENS

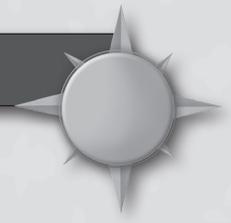
LESSON	SELECTIONS	PHONICS	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
1	<p><b>Main Selection</b> A Fine, Fine School <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> One-Room Schoolhouses <b>Genre:</b> Informational Text</p>	<p>Short vowels <i>a, e, i, o, u</i></p> <p>Words with the VCCV Pattern</p>	Accuracy: Word Recognition	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Repetition</p>	Listen for a Purpose
2	<p><b>Main Selection</b> The Trial of Cardigan Jones <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Jury Duty <b>Genre:</b> Readers' Theater</p>	<p>Long <i>a, e, i, o, u</i></p> <p>Words with the VCE Pattern</p>	Phrasing: Punctuation	<p><b>Skill</b> Conclusions</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Word Choice</p>	Use Nonverbal Cues
3	<p><b>Main Selection</b> Destiny's Gift <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Kids Making a Difference <b>Genre:</b> Informational Text</p>	Common Vowel Pairs <i>ai, ay, ee, ea</i>	Accuracy: Words in Connected Text	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Analyze/ Evaluate</p> <p><b>Author's Craft</b> Mood</p>	Hold a Conversation or Discussion
4	<p><b>Main Selection</b> Pop's Bridge <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Bridges <b>Genre:</b> Informational Text</p>	Long o Spelled <i>oa, ow</i>	Expression	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Simile</p>	Follow and Give Directions
5	<p><b>Main Selection</b> Roberto Clemente, Pride of the Pittsburgh Pirates <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Baseball Poems <b>Genre:</b> Poetry</p>	Long i spelled <i>i, ie, igh</i>	Intonation	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Word Choice</p>	Computers: Review of the Basics



VOCABULARY		SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>principal strolled</i>  <i>proud worried</i>  <i>soared announced</i>  <i>fine</i>  <i>certainly</i></p> <p><b>Vocabulary Strategies</b>            Multiple-Meaning Words</p>		<p><b>Spelling Principle</b>            Short Vowels</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>crop, plan, thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing</i>  <b>Review:</b> <i>next, hug</i>  <b>Challenge:</b> <i>hospital, fantastic</i></p>	Subjects and Predicates	<p><b>Writing Mode</b>            Write to Narrate: Descriptive Paragraph</p> <p><b>Focus Trait</b>            Word Choice: Exact Words</p>
<p><b>Target Vocabulary</b>  <i>convinced trial</i>  <i>jury guilty</i>  <i>pointed honest</i>  <i>murmur</i>  <i>stand</i></p> <p><b>Vocabulary Strategies</b>            Compound Words</p>		<p><b>Spelling Principle</b>            VCe Spellings</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, life, rule</i>  <b>Review:</b> <i>these, those</i>  <b>Challenge:</b> <i>surprise, decide</i></p>	Kinds of Sentences	<p><b>Writing Mode</b>            Write to Narrate: Friendly Letter</p> <p><b>Focus Trait</b>            Ideas: Audience and Purpose</p>
<p><b>Target Vocabulary</b>  <i>raise spreading</i>  <i>earn figure</i>  <i>contacted block</i>  <i>afford customers</i></p> <p><b>Vocabulary Strategies</b>            Antonyms</p>		<p><b>Spelling Principle</b>            More Long a and Long e Spellings</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>lay, real, trail, sweet, today, dream, seem, tea, treat, afraid, leave, bait, screen, speed</i>  <b>Review:</b> <i>paint, please</i>  <b>Challenge:</b> <i>yesterday, explain</i></p>	Sentence Fragments and Run-Ons	<p><b>Writing Mode</b>            Write to Narrate: Personal Narrative Paragraph</p> <p><b>Focus Trait</b>            Voice: Express Thoughts and Feelings</p>
<p><b>Target Vocabulary</b>  <i>balancing tide</i>  <i>crew disappears</i>  <i>foggy stretch</i>  <i>excitement</i>  <i>cling</i></p> <p><b>Vocabulary Strategies</b>            Base Words and Endings -s, -es, -ed, -ing</p>		<p><b>Spelling Principle</b>            More Long o Spellings</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat</i>  <b>Review:</b> <i>cold, most</i>  <b>Challenge:</b> <i>tomorrow, sailboats</i></p>	Common and Proper Nouns	<p><b>Writing Mode</b>            Write to Narrate: Personal Narrative</p> <p><b>Focus Trait</b>            Ideas: Important, Interesting Details</p>
<p><b>Target Vocabulary</b>  <i>stand score</i>  <i>fans league</i>  <i>slammed pronounced</i>  <i>style polish</i></p> <p><b>Vocabulary Strategies</b>            Prefix mis-</p>		<p><b>Spelling Principle</b>            Spelling Long i</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, die, midnight</i>  <b>Review:</b> <i>find, night</i>  <b>Challenge:</b> <i>silent, frightening</i></p>	Plural Nouns with -s and -es	<p><b>Writing Mode</b>            Write to Narrate: Personal Narrative</p> <p><b>Focus Trait</b>            Sentence Fluency: Time-Order (Transition) Words</p>

UNIT 2: EXPRESS YOURSELF

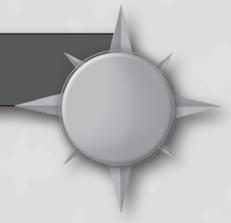
LESSON	SELECTIONS	PHONICS	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
6	<p><b>Main Selection</b> Max's Words <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> Poems That Slither, Walk, and Fly <b>Genre:</b> Poetry</p>	Words with the VCV Pattern	Rate	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Onomatopoeia</p>	Interpret Poems
7	<p><b>Main Selection</b> What Do Illustrators Do? <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Jack Draws a Beanstalk <b>Genre:</b> Fairy Tale</p>	Three-Letter Clusters ( <i>scr-, spr, str-, thr-</i> )	Expression	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Analyze/ Evaluate</p> <p><b>Author's Craft</b> Organization</p>	Monitor Understanding and Ask Questions
8	<p><b>Main Selection</b> The Harvest Birds <b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> The Farmer and the Dream <b>Genre:</b> Readers' Theater</p>	Silent Letters <i>kn, wr</i>	Stress	<p><b>Skill</b> Conclusions</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Figurative Language</p>	Retell a Story
9	<p><b>Main Selection</b> Kamishibai Man <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> The True Story of Kamishibai <b>Genre:</b> Informational Text</p>	Vowel Diphthongs <i>ow, ou</i>	Intonation	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Flashback</p>	Respond to Questions
10	<p><b>Main Selection</b> Young Thomas Edison <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Moving Pictures <b>Genre:</b> Informational Text</p>	Words with <i>au, aw, al, o</i>	Accuracy: Self-Correct	<p><b>Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Figurative Language</p>	Computers: Dictionaries, Encyclopedias, and Databases



VOCABULARY		SPELLING		GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>collect</i>                <i>scrambled</i>  <i>orders</i>                 <i>sorted</i>  <i>ragged</i>                 <i>rapidly</i>  <i>continued</i>             <i>darted</i></p> <p><b>Vocabulary Strategies</b>            Suffixes –er, –or</p>		<p><b>Spelling Principle</b>            More Short and Long Vowels</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>math, toast, easy, socks, Friday, stuff, paid, cheese, June, elbow, program, shiny, piles, sticky</i>  <b>Review Words:</b> <i>each, both,</i>  <b>Challenge Words:</b> <i>comb, holiday</i></p>		What is a Verb?	<p><b>Writing Mode</b>            Write to Respond:            Response Paragraph</p> <p><b>Focus Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>tracing</i>                 <i>imagine</i>  <i>illustrate</i>             <i>scribbles</i>  <i>sketches</i>              <i>research</i>  <i>textures</i>                <i>tools</i></p> <p><b>Vocabulary Strategies</b>            Synonyms</p>		<p><b>Spelling Principle</b>            Three-Letter Clusters</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>three, scrap, street, spring, thrill, scream, strange, throw, string, scrape, spray, threw, strong, scratch</i>  <b>Review Words:</b> <i>think, they</i>  <b>Challenge Words:</b> <i>straight, scramble</i></p>		Verb Tenses	<p><b>Writing Mode</b>            Write to Respond:            Compare/ Contrast Paragraph</p> <p><b>Focus Trait</b>            Organization: Topic Sentence for Each Paragraph</p>
<p><b>Target Vocabulary</b>  <i>harvest</i>                 <i>separate</i>  <i>ashamed</i>               <i>borders</i>  <i>advice</i>                 <i>borrow</i>  <i>patch</i>                   <i>serious</i></p> <p><b>Vocabulary Strategies</b>            Multiple-Meaning Words</p>		<p><b>Spelling Principle</b>            Unexpected Consonant Spellings</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>itch, wreck, knee, patch, wrap, knot, watch, knife, stretch, write, knew, knock, match, wrong</i>  <b>Review Words:</b> <i>know, catch</i>  <b>Challenge Words:</b> <i>wrinkle, knuckle</i></p>		Commas in a Series	<p><b>Writing Mode</b>            Write to Respond:            Summary Paragraph</p> <p><b>Focus Trait</b>            Word Choice</p>
<p><b>Target Vocabulary</b>  <i>familiar</i>                 <i>jerky</i>  <i>vacant</i>                 <i>rickety</i>  <i>blurry</i>                 <i>rude</i>  <i>blasted</i>                <i>applause</i></p> <p><b>Vocabulary Strategies</b>            Dictionary/Glossary Entry</p>		<p><b>Spelling Principle</b>            Vowel Sound in <i>town</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound</i>  <b>Review Words:</b> <i>house, found</i>  <b>Challenge Words:</b> <i>mountain, coward</i></p>		Simple Subjects and Simple Predicates	<p><b>Writing Mode</b>            Write to Respond: Response to Literature</p> <p><b>Focus Trait</b>            Organization: Opinion Statement</p>
<p><b>Target Vocabulary</b>  <i>signal</i>                   <i>genius</i>  <i>gadget</i>                 <i>invention</i>  <i>laboratory</i>             <i>experiment</i>  <i>occasional</i>  <i>electric</i></p> <p><b>Vocabulary Strategies</b>            Categorize and Classify</p>		<p><b>Spelling Principle</b>            Vowel Sound in <i>talk</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always</i>  <b>Review Words:</b> <i>soft, small</i>  <b>Challenge Words:</b> <i>often, strawberry</i></p>		Pronouns	<p><b>Writing Mode</b>            Write to Respond: Response to Literature</p> <p><b>Focus Trait</b>            Sentence Fluency: Avoiding Redundancy</p>

UNIT 3: LEARNING LESSONS

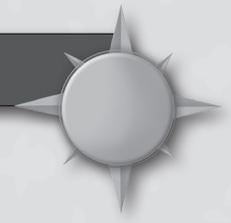
LESSON	SELECTIONS	PHONICS	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/VIEWING
11	<p><b>Main Selection</b> Jump! <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Science for Sports Fans <b>Genre:</b> Informational Text</p>	Vowel Diphthongs <i>oi, oy</i>	Phrasing: Natural Pauses	<p><b>Skill</b> Fact and Opinion</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Alliteration</p>	Computers: Introduce the Internet
12	<p><b>Main Selection</b> The Science Fair <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Science Poems <b>Genre:</b> Poetry</p>	Homophones  Words Ending in -er, -le	Stress	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Dialogue</p>	Interview
13	<p><b>Main Selection</b> Yonder Mountain: A Cherokee Legend <b>Genre:</b> Legend</p> <p><b>Paired Selection</b> The Trail of Tears <b>Genre:</b> Informational Text</p>	Contractions with <i>n't, 'd, 've</i>	Rate	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Analyze/ Evaluate</p> <p><b>Author's Craft</b> Imagery/ Symbols</p>	Listen for and Retell (Paraphrase) Main Ideas
14	<p><b>Main Selection</b> Aero and Officer Mike <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Kids and Critters <b>Genre:</b> Informational Text</p>	Words with <i>ar, or, ore</i>	Accuracy	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Word Choice: Technical Jargon</p>	Computer: Internet Strategy
15	<p><b>Main Selection</b> The Extra-good Sunday <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> Tía Luisa's Fruit Salad <b>Genre:</b> Readers' Theater</p>	Words with <i>er, ir, ur, or</i>	Expression	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Metaphor</p>	Listen to Make Connections



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>  <i>championship power</i>  <i>professional athlete</i>  <i>rooting court</i>  <i>competitor</i>  <i>entire</i></p> <p><b>Vocabulary Strategies</b>            Suffixes -y, -ful, -ous</p>		<p><b>Spelling Principle</b>            Vowel Sound in joy</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil</i>  <b>Review Words:</b> <i>come, are</i>  <b>Challenge Words:</b> <i>poison, destroy</i></p>		More Plural Nouns		<p><b>Writing Mode</b>            Write to Narrate:            Descriptive Paragraph</p> <p><b>Focus Trait</b>            Word Choice: Sensory Words and Details</p>	
<p><b>Target Vocabulary</b>  <i>report erupt</i>  <i>presentation creative</i>  <i>educational certificate</i>  <i>impressive charts</i></p> <p><b>Vocabulary Strategies</b>            Idioms</p>		<p><b>Spelling Principle</b>            Homophones</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>hole, whole, its, it's, hear, here, won, one, our, hour, their, there, fur, fir</i>  <b>Review Words:</b> <i>road, rode</i>  <b>Challenge Words:</b> <i>peace, piece</i></p>		More Proper Nouns		<p><b>Writing Mode</b>            Write to Narrate:            Humorous Poem</p> <p><b>Focus Trait</b>            Word Choice: Onomatopoeia</p>	
<p><b>Target Vocabulary</b>  <i>peak examined</i>  <i>fondly steep</i>  <i>rugged pausing</i>  <i>mist pleaded</i></p> <p><b>Vocabulary Strategies</b>            Homophones/ Homographs</p>		<p><b>Spelling Principle</b>            Contractions</p> <p><b>Spelling Words</b>  <b>Basic:</b> <i>I'd, he's, haven't, doesn't, let's, there's wouldn't, what's, she's, aren't, hasn't, couldn't, he'd, they're</i>  <b>Review:</b> <i>can't, isn't</i>  <b>Challenge:</b> <i>we're, weren't</i></p>		Subject-Verb Agreement		<p><b>Writing Mode</b>            Write to Narrate:            Narrative Poem</p> <p><b>Focus Trait</b>            Organization</p>	
<p><b>Target Vocabulary</b>  <i>lying loyal</i>  <i>partners shift</i>  <i>quiver patrol</i>  <i>ability snap</i></p> <p><b>Vocabulary Strategies</b>            Prefixes in-, im-</p>		<p><b>Spelling Principle</b>            Vowel + /r/ Sounds</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>horse, mark, storm, market, acorn, artist, March, north, barking, stork, thorn, forest, chore, restore</i>  <b>Review Words:</b> <i>dark, story</i>  <b>Challenge Words:</b> <i>partner, fortune</i></p>		Pronouns and Verbs		<p><b>Writing Mode</b>            Autobiography: Prewrite</p> <p><b>Focus Trait</b>            Ideas</p>	
<p><b>Target Vocabulary</b>  <i>anxiously degrees</i>  <i>tense ingredients</i>  <i>recommended remarked</i>  <i>festive</i>  <i>cross</i></p> <p><b>Vocabulary Strategies</b>            Using a Thesaurus</p>		<p><b>Spelling Principle</b>            Vowel + /r/ Sounds</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm</i>  <b>Review Words:</b> <i>her, girl</i>  <b>Challenge Words:</b> <i>perfect, hamburger</i></p>		Forming the Past Tense		<p><b>Writing Mode</b>            Autobiography: Draft/Edit</p> <p><b>Focus Trait</b>            Voice</p>	

UNIT 4: EXTREME NATURE

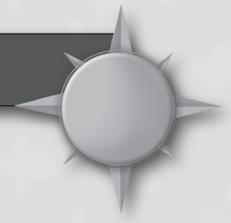
LESSON	SELECTIONS	PHONICS	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/VIEWING
16	<p><b>Main Selection</b> A Mr. Rubbish Mood <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> Save the Rainforest <b>Genre:</b> Informational Text</p>	Words with <i>air, ear, are</i>	Intonation	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Onomatopoeia</p>	Listen Critically
17	<p><b>Main Selection</b> The Albertosaurus Mystery: Philip Currie's Hunt in the Badlands <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Finding Fossils for Fun <b>Genre:</b> Informational Text</p>	Words with /j/ and /s/ Words with the VCCCV Pattern	Stress	<p><b>Skill</b> Conclusions</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Word Choice</p>	Computer: Use the Internet
18	<p><b>Main Selection</b> A Tree is Growing <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Poems About Nature <b>Genre:</b> Poetry</p>	Words with /k/ and /kw/	Expression	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Sensory Language/ Word Choice</p>	Listen to Compare and Contrast
19	<p><b>Main Selection</b> Dogzilla <b>Genre:</b> Animal Fantasy</p> <p><b>Paired Selection</b> Whose Land Is It? <b>Genre:</b> Informational Text</p>	Vowel Sounds in spoon and wood	Rate: Adjust Reading Rate To Purpose	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Humor</p>	Compare and Contrast Media Messages
20	<p><b>Main Selection</b> Life on the Ice <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Raven: An Inuit Myth <b>Genre:</b> Myth/ Readers' Theater</p>	Compound Words	Phrasing: Natural Pauses	<p><b>Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Simile</p>	Media: Evaluate Internet Information



VOCABULARY		SPELLING		GRAMMAR	WRITING
<b>Target Vocabulary</b> <i>recycle</i> <i>project</i> <i>dripping</i> <i>carton</i> <i>complicated</i> <i>global</i> <i>rubbish</i> <i>hardly</i> <i>shade</i> <i>pollution</i>		<b>Spelling Principle</b> Vowel + /r/ Sounds in <i>air</i> and <i>fear</i>		What Is an Adjective?	<b>Writing Mode</b> Write to Persuade: Persuasive Letter
<b>Vocabulary Strategies</b> Context Clues		<b>Spelling Words</b> <b>Basic Words:</b> <i>air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard</i> <b>Review Words:</b> <i>buy, year</i> <b>Challenge Words:</b> <i>earring, compare</i>			<b>Focus Trait</b> Ideas: Stating a Clear Purpose and Goal
<b>Target Vocabulary</b> <i>clues</i> <i>remains</i> <i>evidence</i> <i>prove</i> <i>fossils</i> <i>skeletons</i> <i>uncovering</i> <i>buried</i> <i>fierce</i> <i>location</i>		<b>Spelling Principle</b> Words with /j/ and /s/		Adjectives and Articles	<b>Writing Mode</b> Write to Persuade: Opinion Paragraph
<b>Vocabulary Strategies</b> Suffix -ly		<b>Spelling Words</b> <b>Basic Words:</b> <i>age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge</i> <b>Review Words:</b> <i>nice, place</i> <b>Challenge Words:</b> <i>excited, gigantic</i>			<b>Focus Trait</b> Voice
<b>Target Vocabulary</b> <i>pollen</i> <i>store</i> <i>clumps</i> <i>passages</i> <i>absorb</i> <i>throughout</i> <i>coverings</i> <i>spines</i> <i>tropical</i> <i>dissolve</i>		<b>Spelling Principle</b> Spelling the /k/ and /kw/ Sounds		Using the Verb <i>be</i> and Helping Verbs	<b>Writing Mode</b> Write to Persuade: Problem-Solution Paragraph
<b>Vocabulary Strategies</b> Categorize and Classify		<b>Spelling Words</b> <b>Basic Words:</b> <i>shark, check, queen, circus, flake, crack, second, squeeze, quart, squeak, quick, coldest, Africa, Mexico</i> <b>Review Words:</b> <i>black, thank</i> <b>Challenge Words:</b> <i>correct, question</i>			<b>Focus Trait</b> Word Choice: Exact Words
<b>Target Vocabulary</b> <i>fiery</i> <i>within</i> <i>scientific</i> <i>ancient</i> <i>mysterious</i> <i>emergency</i> <i>panicking</i> <i>horrifying</i> <i>prehistoric</i> <i>immediately</i>		<b>Spelling Principle</b> Vowel Sounds in <i>spoon</i> and <i>wood</i>		Irregular Verbs	<b>Writing Mode</b> Persuasive Essay: Prewrite
<b>Vocabulary Strategies</b> Prefixes <i>pre-</i> , <i>re-</i> , <i>bi-</i>		<b>Spelling Words</b> <b>Basic Words:</b> <i>mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, food, pooch</i> <b>Review Words:</b> <i>blew, foot</i> <b>Challenge Words:</b> <i>loose, jewel</i>			<b>Focus Trait</b> Ideas
<b>Target Vocabulary</b> <i>shelter</i> <i>layer</i> <i>constant</i> <i>climate</i> <i>wilderness</i> <i>region</i> <i>unexpected</i> <i>gliding</i> <i>overheated</i> <i>colony</i>		<b>Spelling Principle</b> Compound Words		Contractions	<b>Writing Mode</b> Persuasive Essay: Draft/Revise
<b>Vocabulary Strategies</b> Dictionary/Glossary		<b>Spelling Words</b> <b>Basic Words:</b> <i>birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight</i> <b>Review Words:</b> <i>someone, cannot</i> <b>Challenge Words:</b> <i>scorekeeper, everybody</i>			<b>Focus Trait</b> Organization: Paragraphs

UNIT 5: GOING PLACES

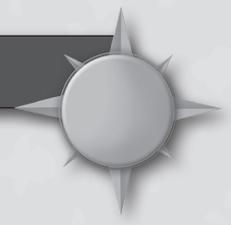
LESSON	SELECTIONS	PHONICS	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
21	<p><b>Main Selection</b> Two Bad Ants <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Poems about Bugs <b>Genre:</b> Poetry</p>	<p>Base Words and -ed, -ing</p>	<p>Intonation</p>	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Point of View</p>	<p>Organize Ideas for a Speech</p>
22	<p><b>Main Selection</b> The Journey: Stories of Migration <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Grasshopper and the Ant <b>Genre:</b> Fable</p>	<p>Spelling Changes: -s, -es, -ed, -ing</p> <p>Less Common Plurals</p>	<p>Phrasing: Attention to Punctuation</p>	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Word Choice: Technical Jargon</p>	<p>Computers: Using Visuals</p>
23	<p><b>Main Selection</b> The Journey of Oliver K. Woodman <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Moving the U.S. Mail <b>Genre:</b> Informational Text</p>	<p>Suffixes -ful, -y, -ous, -ly, -er</p>	<p>Rate</p>	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Analyze/ Evaluate</p> <p><b>Author's Craft</b> Tone</p>	<p>Give a Speech</p>
24	<p><b>Main Selection</b> Dog-of-the-Sea-Waves <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> The Land Volcanoes Built <b>Genre:</b> Informational Text</p>	<p>Prefixes un-, pre-, re-, bi-</p>	<p>Accuracy</p>	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Metaphor</p>	<p>Review Internet Strategy</p>
25	<p><b>Main Selection</b> Mountains: Surviving on Mt. Everest <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Big Cleanup <b>Genre:</b> Play</p>	<p>Suffixes -less, -ness, -able</p>	<p>Expression</p>	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Mood/Tone</p>	<p>Presenting a Report</p>



VOCABULARY		SPELLING		GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>scout</i>                <i>narrow</i>  <i>surrounded</i>        <i>underground</i>  <i>puzzling</i>            <i>glassy</i>  <i>violently</i>            <i>liquid</i>  <i>soggy</i>  <i>unaware</i></p> <p><b>Vocabulary Strategies</b>            Base Words and Prefix non-</p>		<p><b>Spelling Principle</b>            Words with <i>-ed</i> and <i>-ing</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted</i>  <b>Review Words:</b> <i>making, stopped</i>  <b>Challenge Words:</b> <i>freezing, scared</i></p>		Possessive Nouns	<p><b>Writing Mode</b>            Write to Express: Fictional Narrative</p> <p><b>Focus Trait</b>            Ideas: Suspense</p>
<p><b>Target Vocabulary</b>  <i>survival</i>              <i>migrate</i>  <i>plenty</i>                <i>frightening</i>  <i>accidents</i>           <i>solid</i>  <i>chilly</i>                <i>landscape</i>  <i>thunderous</i>        <i>dramatic</i></p> <p><b>Vocabulary Strategies</b>            Prefixes <i>in-</i>, <i>im-</i></p>		<p><b>Spelling Principle</b>            Changing Final <i>y</i> to <i>i</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied</i>  <b>Review Words:</b> <i>pretty, very</i>  <b>Challenge Words:</b> <i>countries, libraries</i></p>		Using Proper Nouns	<p><b>Writing Mode</b>            Write to Express            Descriptive Paragraph</p> <p><b>Focus Trait</b>            Word Choice: Simile</p>
<p><b>Target Vocabulary</b>  <i>sincere</i>              <i>conversations</i>  <i>managed</i>            <i>inspired</i>  <i>loaded</i>                <i>reunion</i>  <i>loveliest</i>            <i>currently</i>  <i>terror</i>                <i>pleasure</i></p> <p><b>Vocabulary Strategies</b>            Suffixes <i>-er</i>, <i>-est</i></p>		<p><b>Spelling Principle</b>            The Suffixes <i>-ful</i>, <i>-ly</i>, and <i>-er</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly</i>  <b>Review Words:</b> <i>hopeful, safely</i>  <b>Challenge Words:</b> <i>listener, calmly</i></p>		Abbreviations	<p><b>Writing Mode</b>            Write to Express:            Dialogue</p> <p><b>Focus Trait</b>            Voice: Characters' Feelings</p>
<p><b>Target Vocabulary</b>  <i>guided</i>                <i>rippled</i>  <i>arrival</i>                <i>voyage</i>  <i>twisted</i>               <i>aboard</i>  <i>anchor</i>                <i>spotted</i>  <i>bay</i>                    <i>lava</i></p> <p><b>Vocabulary Strategies</b>            Words from Other Languages</p>		<p><b>Spelling Principle</b>            The Prefixes <i>re-</i> and <i>un-</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>unfold, rejoin, untie, reheat, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure</i>  <b>Review Words:</b> <i>reread, unsafe</i>  <b>Challenge Words:</b> <i>unbuckle, unknown</i></p>		What Is an Adverb?	<p><b>Writing Mode</b>            Story: Prewrite</p> <p><b>Focus Trait</b>            Ideas: Vivid Details</p>
<p><b>Target Vocabulary</b>  <i>approached</i>        <i>section</i>  <i>avalanches</i>        <i>increases</i>  <i>equipment</i>         <i>tanks</i>  <i>slopes</i>                <i>altitude</i>  <i>succeed</i>             <i>halt</i></p> <p><b>Vocabulary Strategies</b>            Analogies</p>		<p><b>Spelling Principle</b>            The Suffixes <i>-less</i> and <i>-ness</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>painless, sickness, sadness, helpless, thankless, kindness, hopeless, darkness, fearless, thickness, careless, goodness, spotless, softness</i>  <b>Review Words:</b> <i>useful, weakly</i>  <b>Challenge Words:</b> <i>breathless, eagerness</i></p>		What Is a Preposition?	<p><b>Writing Mode</b>            Story: Draft/Edit</p> <p><b>Focus Trait</b>            Word Choice: Powerful Words</p>

UNIT 6: MAKE YOUR MARK

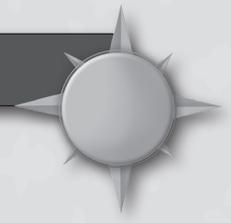
LESSON	SELECTIONS	PHONICS	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
26	<p><b>Long Article</b> The Foot Race Across America <b>Genre:</b> Informational Text</p> <p><b>Short Article</b> Paca and the Beetle: A Folktale from Brazil <b>Genre:</b> Traditional Tale</p>	Common Final Syllables (-ion, -tion, -sion, -ture)	Accuracy: Self-Correct	<p><b>Skill</b> Main Idea and Details</p> <p><b>Strategy</b> Analyze and Evaluate</p>	Brainstorm Problems and Solutions
27	<p><b>Long Article</b> The Power of Magnets <b>Genre:</b> Informational Text</p> <p><b>Short Article</b> Electromagnets and You <b>Genre:</b> Informational Text</p>	Double Consonants	Intonation	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Summarize</p>	Computers: Create a Newsletter
28	<p><b>Long Article</b> Becoming Anything He Wants to Be <b>Genre:</b> Informational Text</p> <p><b>Short Article</b> My Blue Belt Day! <b>Genre:</b> Journal Entry</p>	Words with <i>ough</i> , <i>ough</i>	Phrasing: Natural Pauses	<p><b>Skill</b> Fact and Opinion</p> <p><b>Strategy</b> Visualize</p>	Make a Descriptive Presentation
29	<p><b>Long Article</b> A New Team of Heroes <b>Genre:</b> Play</p> <p><b>Short Article</b> C-H-A-M-P-I-O-N <b>Genre:</b> Informational Text</p>	Words Ending in -er, -le	Expression	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Monitor/Clarify</p>	Dramatize a Story
30	<p><b>Long Article</b> Saving Buster <b>Genre:</b> Fiction</p> <p><b>Short Article</b> Acting Across Generations <b>Genre:</b> Informational Text</p>	Schwa Sound	Rate: Adjust Reading Rate to Purpose	<p><b>Skill</b> Conclusions/Generalizations</p> <p><b>Strategy</b> Question</p>	Make a Visual Presentation



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Review Vocabulary</b> <i>principal, proud, announced, advice, loyal, collect, ability, absorb, ancient, loveliest</i></p> <p><b>Vocabulary Strategies</b> Suffix <i>-ion</i></p>	<p><b>Spelling Principle</b> VCCV Words</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>person, helmet, until, carpet, Monday, enjoy, forget, problem, Sunday, garden, order, mistake, umpire, herself</i> <b>Review Words:</b> <i>after, under</i> <b>Challenge Words:</b> <i>expect, wisdom</i></p>	<p>Quotations</p>	<p><b>Writing Mode</b> Write to Inform: Compare/Contrast Paragraph</p> <p><b>Focus Trait</b> Organization</p>
<p><b>Review Vocabulary</b> <i>research, tools, familiar, gadget, invention, experiment, electric, power, prove, scientific</i></p> <p><b>Vocabulary Strategies</b> Homographs/ Homophones</p>	<p><b>Spelling Principle</b> Double Consonants</p> <p><b>Spelling Words</b> <b>Basis Words:</b> <i>jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, hello, rabbit, letter, button</i> <b>Review Words:</b> <i>funny, better</i> <b>Challenge Words:</b> <i>stubborn, mirror</i></p>	<p>Commas in Sentences</p>	<p><b>Writing Mode</b> Write to Inform: Problem/Solution Paragraph</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Review Vocabulary</b> <i>throughout, textures, peak, steep, tropical, report, educational, landscape, slopes, altitude</i></p> <p><b>Vocabulary Strategies</b> Word Roots</p>	<p><b>Spelling Principle</b> <i>ough</i> and <i>ugh</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>taught, thought, rough, laugh, bought, cough, ought, caught, fought, daughter, tough, though, enough, brought</i> <b>Review Words:</b> <i>was, draw</i> <b>Challenge Words:</b> <i>sought, naughty</i></p>	<p>Commas in Sentences</p>	<p><b>Writing Mode</b> Write to Inform: Instructions</p> <p><b>Focus Trait</b> Word Choice</p>
<p><b>Review Vocabulary</b> <i>excitement, score, darted, championship, athlete, rooting, competitor, tense, creative, succeed</i></p> <p><b>Vocabulary Strategies</b> Prefixes <i>-un, -dis</i></p>	<p><b>Spelling Principle</b> Words that end with <i>er</i> or <i>le</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double</i> <b>Review Words:</b> <i>flower, people</i> <b>Challenge Words:</b> <i>whistle, character</i></p>	<p>Possessive Pronouns</p>	<p><b>Writing Mode</b> Research Report: Prewrite</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Review Vocabulary</b> <i>worried, certainly, raise, afford, applause, impressive anxiously, emergency, dramatic, guided</i></p> <p><b>Vocabulary Strategies</b> Compound Words</p>	<p><b>Spelling Principle</b> Words that Begin with <i>a</i> or <i>be</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>below, about, belong, around, again, alone, because, above, between, alive, behind, begin, along, before</i> <b>Review Words:</b> <i>away, want</i> <b>Challenge Words:</b> <i>awhile, beyond</i></p>	<p>Correct Pronouns</p>	<p><b>Writing Mode</b> Research Report: Draft and Revise</p> <p><b>Focus Trait</b> Organization</p>

UNIT 1: REACHING OUT

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
1	<p><b>Main Selection</b> Because of Winn-Dixie <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Because of BookEnds <b>Genre:</b> Informational Text</p>	The VCV Syllable Pattern	Rate	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Flashback</p>	Retell a Story
2	<p><b>Main Selection</b> My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr. <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Langston Hughes: A Poet and a Dreamer <b>Genre:</b> Poetry</p>	Open and Closed Syllables	Phrasing: Pauses	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Point of View</p>	Listen for a Purpose
3	<p><b>Main Selection</b> How Tía Lola Came to Stay <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Pizza Pizzazz <b>Genre:</b> Informational Text</p>	The VCCV Syllable Pattern	Accuracy	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Metaphor</p>	Give and Follow Directions

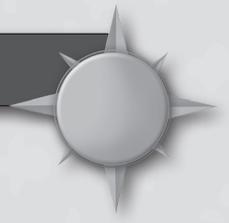


VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>  <i>comfort</i>  <i>mention</i>  <i>mood</i>  <i>properly</i>  <i>intends</i>  <i>consisted</i>  <i>positive</i>  <i>advanced</i>  <i>peculiar</i>  <i>talent</i></p> <p><b>Vocabulary Strategies</b>            Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i></p>	<p><b>Spelling Principle</b>            Short <i>a</i> and Long <i>a</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stale, steak</i>  <b>Review Words:</b> <i>skate, plan, chain, today, erase</i>  <b>Challenge Words:</b> <i>fraction, trait, champion, activity, graceful</i></p>	<p>Complete Sentences</p>	<p><b>Writing Mode</b>            Write to Express</p> <p><b>Writing Form</b>            Descriptive Paragraph</p> <p><b>Focus Trait</b>            Ideas</p>				
<p><b>Target Vocabulary</b>  <i>injustice</i>  <i>numerous</i>  <i>segregation</i>  <i>nourishing</i>  <i>captured</i>  <i>dream</i>  <i>encounters</i>  <i>preferred</i>  <i>recall</i>  <i>example</i></p> <p><b>Vocabulary Strategies</b>            Prefixes <i>in-</i>, <i>im-</i>, <i>il-</i>, <i>ir-</i></p>	<p><b>Spelling Principle</b>            Short <i>e</i> and Long <i>e</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>west, steep, member, gleam, fresh, freedom, speed, steam, beast, believe, speck, kept, cheap, pretend, greed, shelf, least, eager, reason, chief</i>  <b>Review Words:</b> <i>sweet, smell, spent, treat, leave</i>  <b>Challenge Words:</b> <i>echo, menu, creature, reveal, restaurant</i></p>	<p>Subjects and Predicates</p>	<p><b>Writing Mode</b>            Write to Express</p> <p><b>Writing Form</b>            Narrative Composition</p> <p><b>Writing Trait</b>            Word Choice</p>				
<p><b>Target Vocabulary</b>  <i>welcomed</i>  <i>sensitive</i>  <i>observes</i>  <i>unspoiled</i>  <i>prepared</i>  <i>negative</i>  <i>honor</i>  <i>included</i>  <i>glances</i>  <i>encouragement</i></p> <p><b>Vocabulary Strategies</b>            Context Clues</p>	<p><b>Spelling Principle</b>            Short <i>i</i> and Long <i>i</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>skill, crime, grind, tonight, brick, flight, live, chill, delight, build, ditch, decide, witness, wind, district, inch, sigh, fright, remind, split</i>  <b>Review Words:</b> <i>gift, tight, sight, blind, shiny</i>  <b>Challenge Words:</b> <i>ignorant, recognize, advice, twilight, rigid</i></p>	<p>Kinds of Sentences</p>	<p><b>Writing Mode</b>            Write to Express</p> <p><b>Writing Form</b>            Dialogue</p> <p><b>Writing Trait</b>            Voice</p>				

UNIT 1: REACHING OUT

(CONTINUED)

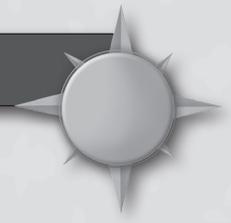
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
4	<p><b>Main Selection</b> The Power of W.O.W. <b>Genre:</b> Play</p> <p><b>Paired Selection</b> Knowing Noses: Search-and-Rescue Dogs <b>Genre:</b> Informational Text</p>	VCV and VCCV Syllable Patterns	Intonation	<p><b>Skill</b> Theme</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Elements of Drama</p>	Summarize a Spoken Message
5	<p><b>Main Selection</b> Stormalong <b>Genre:</b> Tall Tale</p> <p><b>Paired Selection</b> Hoderi the Fisherman <b>Genre:</b> Play/Folk Tale</p>	Homophones	Expression	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Hyperbole</p>	Interpret Literature



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>  <i>assist</i>  <i>burglaries</i>  <i>innocent</i>  <i>scheme</i>  <i>regretfully</i>  <i>misjudged</i>  <i>suspect</i>  <i>favor</i>  <i>speculated</i>  <i>prior</i></p> <p><b>Vocabulary Strategies</b>            Prefixes <i>non-</i>, <i>mis-</i></p>		<p><b>Spelling Principle</b>            Short o and Long oo</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope, throat, host, online, shock, solve, known, remote, stock, boast, globe</i>  <b>Review Words:</b> <i>foam, shadow, clock, glow, coach</i>  <b>Challenge Words:</b> <i>bonus, approach, motion, continent, accomplish</i></p>		<p>Simple and Compound Sentences</p>		<p><b>Writing Mode</b>            Write to Express</p> <p><b>Writing Form</b>            Fictional Narrative: Prewrite</p> <p><b>Writing Trait</b>            Ideas</p>	
<p><b>Target Vocabulary</b>  <i>yearning</i>  <i>memorable</i>  <i>betrayed</i>  <i>condition</i>  <i>seafaring</i>  <i>shortage</i>  <i>tidal</i>  <i>outcast</i>  <i>foaming</i>  <i>horrified</i></p> <p><b>Vocabulary Strategies</b>            Use a Dictionary</p>		<p><b>Spelling Principle</b> Homophones</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>wait, weight, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, scent, feet, feat, vain, vane, vein, miner, minor</i>  <b>Review Words:</b> <i>it's, its, their, there, they're</i>  <b>Challenge Words:</b> <i>raise, raze, rays, principal, principle</i></p>		<p>Nouns</p>		<p><b>Writing Mode</b>            Write to Express</p> <p><b>Writing Form</b>            Imaginative Story: Draft, Revise, Edit, Publish</p> <p><b>Writing Trait</b>            Organization</p>	

UNIT 2: DO YOU KNOW WHAT I MEAN?

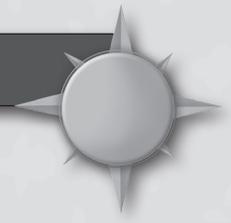
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
6	<p><b>Main Selection</b> Once Upon a Cool Motorcycle Dude <b>Genre:</b> Fairy Tale</p> <p><b>Paired Selection</b> Storyteller Diane Ferlatte <b>Genre:</b> Informational Text</p>	Common Consonant Patterns: Digraphs	Expression	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Hyperbole</p>	Ask and Answer Questions
7	<p><b>Main Selection</b> Coming Distractions: Questioning Movies <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Wonder of Animation <b>Genre:</b> Informational Text</p>	Common Consonant Patterns: Clusters	Phrasing: Punctuation	<p><b>Skill</b> Fact and Opinion</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Jargon</p>	Compare Print and Nonprint Information
8	<p><b>Main Selection</b> Me and Uncle Romie <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Sidewalk Artists <b>Genre:</b> Readers' Theater</p>	Stressed and Unstressed Syllables	Stress	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Point of View</p>	Hold a Literature Discussion



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>  <i>rescue</i>  <i>hideous</i>  <i>exploding</i>  <i>battle</i>  <i>wealthy</i>  <i>refused</i>  <i>invisible</i>  <i>hired</i>  <i>immense</i>  <i>warrior</i></p> <p><b>Vocabulary Strategies</b>            Suffixes -y, -ous</p>	<p><b>Spelling Principle</b>            Vowel Sounds: Short u and Long u / yoo/, /oo/</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, trust, dew, stuck, rescue, brush</i>  <b>Review Words:</b> <i>drew, true, cube, Sunday, stuff</i>  <b>Challenge Words:</b> <i>computer, mustard, tissue, customer, attitude</i></p>	Verbs	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Response to Literature</p> <p><b>Focus Trait</b>            Organization</p>				
<p><b>Target Vocabulary</b>  <i>entertaining</i>  <i>promote</i>  <i>focus</i>  <i>advertise</i>  <i>jolts</i>  <i>critics</i>  <i>target</i>  <i>thrilling</i>  <i>angles</i>  <i>generated</i></p> <p><b>Vocabulary Strategies</b>            Greek and Latin Word Parts</p>	<p><b>Spelling Principle</b>            Vowel Sounds: /oo/ (macron), /oo/ (breve)</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>bloom, cookbook, tool, shampoo, put, wool, stool, proof, prove, group, brook, foolish, bush, crooked, booth, raccoon, hook, groom, roof, soup</i>  <b>Review Words:</b> <i>stood, spoon, shook, balloon, tooth</i>  <b>Challenge Words:</b> <i>bulletin, cocoon, cushion, proofread, marooned</i></p>	Simple Verb Tenses	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Opinion Paragraph</p> <p><b>Focus Trait</b>            Voice</p>				
<p><b>Target Vocabulary</b>  <i>glorious</i>  <i>studio</i>  <i>concerned</i>  <i>model</i>  <i>smeared</i>  <i>ruined</i>  <i>yanked</i>  <i>streak</i>  <i>schedule</i>  <i>feast</i></p> <p><b>Vocabulary Strategies</b>            Figurative Language (Idioms)</p>	<p><b>Spelling Principle</b>            Vowel Sounds: /ou/, /ô/</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>aloud, bald, hawk, south, faucet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier</i>  <b>Review Words:</b> <i>awful, power, sound, almost, thousand</i>  <b>Challenge Words:</b> <i>applaud, foul, browse, gnaw, doubt</i></p>	Conjunctions	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Poem</p> <p><b>Writing Trait</b>            Word Choice</p>				

UNIT 2: DO YOU KNOW WHAT I MEAN? (CONTINUED)

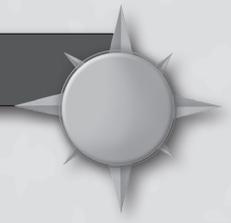
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
9	<p><b>Main Selection</b> Dear Mr. Winston <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Field Guide to Snakes of the Southwest <b>Genre:</b> Informational Text</p>	Common Beginning Syllables	Accuracy	<p><b>Skill</b> Conclusions and Generalizations</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Repetition</p>	Listen and Respond
10	<p><b>Main Selection</b> Jose! Born to Dance <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Dance to the Beat <b>Genre:</b> Poetry</p>	Vowel + r in Multi-Syllable Words	Intonation	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Analyze/ Evaluate</p> <p><b>Author's Craft</b> Metaphor</p>	Listen to distinguish fact from opinion



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>fault</i>  <i>borrow</i>  <i>reference</i>  <i>fainted</i>  <i>genuine</i>  <i>local</i>  <i>apologize</i>  <i>proof</i>  <i>slimy</i>  <i>insisted</i></p> <p><b>Vocabulary Strategies</b>            Antonyms</p>	<p><b>Spelling Principle</b>            Vowel +/r/ Sounds</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>spark, prepare, cheer, tear, scarf, scare, repair, earring, scarce, weird, sharp, rear, spare, gear, hairy, compare, alarm, harsh, upstairs, square</i>  <b>Review Words:</b> <i>air, clear, large, pair, chair</i>  <b>Challenge Words:</b> <i>weary, startle, appear, barnacle, awareness</i></p>	<p>Commas</p>	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Response to Literature Essay:            Prewrite</p> <p><b>Writing Trait</b>            Organization</p>
<p><b>Target Vocabulary</b>  <i>debut</i>  <i>stubborn</i>  <i>permission</i>  <i>hauling</i>  <i>mournful</i>  <i>towered</i>  <i>triumph</i>  <i>discouraged</i>  <i>toured</i>  <i>border</i></p> <p><b>Vocabulary Strategies</b>            Analogies</p>	<p><b>Spelling Principle</b>            More Vowel +/r/ Sounds</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>learn, dirty, worn, sore, thirst, burn, record, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current</i>  <b>Review Words:</b> <i>first, hurt, work, third, storm</i>  <b>Challenge Words:</b> <i>curious, thorough, earnest, portion, foreign</i></p>	<p>Pronouns</p>	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Response to Literature Essay:            Draft, Revise, Edit, Publish</p> <p><b>Writing Trait</b>            Organization</p>

UNIT 3: NATURAL ENCOUNTERS

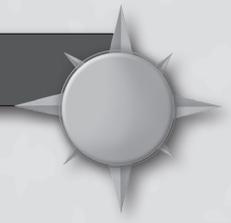
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/ SPEAKING/ VIEWING
11	<p><b>Main Selection</b> The Screech Owl Who Liked Television <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> In the Wild <b>Genre:</b> Readers' Theater</p>	Compound Words	Phrasing: Punctuation	<p><b>Skill</b> Fact and Opinion</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Simile</p>	Prepare Interview Questions
12	<p><b>Main Selection</b> The Earth Dragon Awakes <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Texas Twisters <b>Genre:</b> Informational Text</p>	Base Words and Endings	Adjust Rate to Purpose	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Point of View</p>	Conduct an Interview
13	<p><b>Main Selection</b> Antarctic Journal: Four Months at the Bottom of the World <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> The Coolest Marathon <b>Genre:</b> Informational Text</p>	Recognizing Common Word Parts	Phrasing: Pauses	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Metaphor</p>	Viewing Nonprint Media Sources



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>  <i>presence</i>  <i>disbelief</i>  <i>tempted</i>  <i>biological</i>  <i>endeared</i>  <i>arrangement</i>  <i>pounced</i>  <i>utter</i>  <i>hastened</i>  <i>incident</i></p> <p><b>Vocabulary Strategies</b>            Suffixes <i>-ful</i>, <i>-less</i>, <i>-ness</i>, <i>-ment</i></p>	<p><b>Spelling Principle</b>            Compound Words</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>somebody</i>, <i>fireplace</i>, <i>nearby</i>, <i>toothbrush</i>, <i>homesick</i>, <i>make-believe</i>, <i>anything</i>, <i>all right</i>, <i>goodbye</i>, <i>forehead</i>, <i>classmate</i>, <i>flashlight</i>, <i>haircut</i>, <i>twenty-two</i>, <i>driveway</i>, <i>alarm clock</i>, <i>baby-sit</i>, <i>airport</i>, <i>forever</i>, <i>mailbox</i>  <b>Review Words:</b> <i>birthday</i>, <i>anyone</i>, <i>everything</i>, <i>without</i>, <i>sometimes</i>  <b>Challenge Words:</b> <i>field trip</i>, <i>absent-minded</i>, <i>life jacket</i>, <i>skyscraper</i>, <i>nevertheless</i></p>	<p>Proper Nouns</p>	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Persuasive Paragraph</p> <p><b>Writing Trait</b>            Ideas</p>				
<p><b>Target Vocabulary</b>  <i>trembles</i>  <i>wreckage</i>  <i>slab</i>  <i>possessions</i>  <i>tenement</i>  <i>crushing</i>  <i>rubble</i>  <i>debris</i>  <i>timbers</i>  <i>constructed</i></p> <p><b>Vocabulary Strategies</b>            Synonyms</p>	<p><b>Spelling Principle</b>            Words with <i>-ed</i>, or <i>-ing</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>rising</i>, <i>traced</i>, <i>stripped</i>, <i>slammed</i>, <i>dancing</i>, <i>striped</i>, <i>winning</i>, <i>snapping</i>, <i>bragging</i>, <i>handled</i>, <i>dripped</i>, <i>begged</i>, <i>dared</i>, <i>skipped</i>, <i>hitting</i>, <i>spotted</i>, <i>raced</i>, <i>dimmed</i>, <i>spinning</i>, <i>escaped</i>  <b>Review Words:</b> <i>changing</i>, <i>joking</i>, <i>swimming</i>, <i>wrapped</i>, <i>tapping</i>  <b>Challenge Words:</b> <i>urged</i>, <i>striving</i>, <i>whipped</i>, <i>breathing</i>, <i>quizzed</i></p>	<p>Possessive Nouns</p>	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Problem-Solution Composition</p> <p><b>Writing Trait</b>            Ideas</p>				
<p><b>Target Vocabulary</b>  <i>display</i>  <i>alert</i>  <i>weariness</i>  <i>fractured</i>  <i>standards</i>  <i>vision</i>  <i>huddle</i>  <i>graceful</i>  <i>stranded</i>  <i>concluded</i></p> <p><b>Vocabulary Strategies</b> Greek and Latin Word Parts <i>spect</i>, <i>struct</i>, <i>tele</i>, <i>vis</i></p>	<p><b>Spelling Principle</b>            More Words with <i>-ed</i> or <i>-ing</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>wiped</i>, <i>covered</i>, <i>mapped</i>, <i>pleasing</i>, <i>slipped</i>, <i>putting</i>, <i>traveled</i>, <i>seeking</i>, <i>visiting</i>, <i>mixed</i>, <i>shipped</i>, <i>phoning</i>, <i>offered</i>, <i>smelling</i>, <i>hiking</i>, <i>checking</i>, <i>fainted</i>, <i>landed</i>, <i>becoming</i>, <i>wandering</i>  <b>Review Words:</b> <i>fixing</i>, <i>saving</i>, <i>stared</i>, <i>dropped</i>, <i>grinning</i>  <b>Challenge Words:</b> <i>amusing</i>, <i>entertained</i>, <i>admitted</i>, <i>stunning</i>, <i>starving</i></p>	<p>Regular Verbs</p>	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Persuasive Letter</p> <p><b>Writing Trait</b>            Voice</p>				

UNIT 3: NATURAL ENCOUNTERS (CONTINUED)

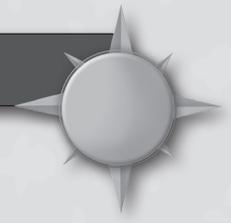
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
14	<p><b>Main Selection</b> The Life and Times of the Ant <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Dove and the Ant <b>Genre:</b> Fable/Traditional Tale</p>	Recognizing Suffixes	Stress	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Imagery</p>	Listen to Make Connections
15	<p><b>Main Selection</b> Ecology for Kids <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Wonderful Weather <b>Genre:</b> Poetry</p>	Three-Syllable Words	Expression	<p><b>Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Word Choice</p>	Listen to Summarize Ideas



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>social</i>  <i>exchanges</i>  <i>excess</i>  <i>reinforce</i>  <i>storage</i>  <i>transport</i>  <i>chamber</i>  <i>scarce</i>  <i>obstacles</i>  <i>transfers</i></p> <p><b>Vocabulary Strategies</b> Suffixes  <i>-able, -ible</i></p>	<p><b>Spelling Principle</b>            Final Long e</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>turkey, lonely, colony, steady, hungry, valley, hockey, starry, melody, movie, duty, drowsy, chimney, plenty, daily, alley, fifty, empty, injury, prairie</i>  <b>Review Words:</b> <i>cherry, jelly, sticky, worry, curly</i>  <b>Challenge Words:</b> <i>envy, fiery, mercy, discovery, mystery</i></p>	<p>Participles</p>	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Persuasive Essay: Prewrite</p> <p><b>Writing Trait</b>            Organization</p>
<p><b>Target Vocabulary</b>  <i>organisms</i>  <i>directly</i>  <i>affect</i>  <i>traces</i>  <i>vast</i>  <i>habitats</i>  <i>variety</i>  <i>species</i>  <i>banned</i>  <i>radiation</i></p> <p><b>Vocabulary Strategies</b>            Multiple-Meaning Words</p>	<p><b>Spelling Principle</b> Changing Final y to i</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>tiniest, hobbies, copied, countries, pitied, easier, laziest, families, spied, happiest, ladies, friendlier, studied, busier, breezier, prettiest, noisier, healthier, butterflies, funniest</i>  <b>Review Words:</b> <i>hurried, stories, carried, pennies, babies</i>  <b>Challenge Words:</b> <i>heaviest, categories, communities, multiplied, qualities</i></p>	<p>Irregular Verbs</p>	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Persuasive Essay:            Draft, Revise, Edit, Publish</p> <p><b>Writing Trait</b>            Ideas</p>

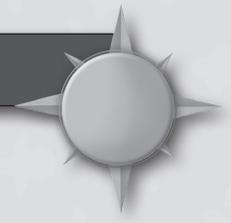
UNIT 4: NEVER GIVE UP!

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
16	<p><b>Main Selection</b> Riding Freedom <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Spindletop <b>Genre:</b> Informational Text</p>	Sound/Spelling Changes	Rate	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Personification</p>	Evaluate Media Sources
17	<p><b>Main Selection</b> The Right Dog for the Job: Ira's Path from Service Dog to Guide Dog <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> The Sticky Coyote <b>Genre:</b> Readers' Theater/Trickster Tale/Traditional Tale</p>	More Sound/Spelling Changes	Intonation	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Word Choice</p>	Adapt Spoken Language
18	<p><b>Main Selection</b> Moon Runner <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> A Day for the Moon <b>Genre:</b> Informational Text</p>	Recognizing Prefixes <i>re-, un-, dis-</i>	Accuracy and Self-Correction	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Point of View</p>	Prepare for Oral Summaries



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>  <i>escorted</i>  <i>swelled</i>  <i>relied</i>  <i>reputation</i>  <i>worthy</i>  <i>churning</i>  <i>situation</i>  <i>deserve</i>  <i>defended</i>  <i>satisfied</i></p> <p><b>Vocabulary Strategies</b> Context            Clues</p>	<p><b>Spelling Principle</b>            Spelling /k/, /ngk/, and /kw/</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck, earthquake, picnic, banker, electric, blanket, mistake, stomach</i>  <b>Review Words:</b> <i>quick, squeeze, shark, second, circus</i>  <b>Challenge Words:</b> <i>request, skeleton, peculiar, attic, reckless</i></p>	Adjectives		<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Descriptive Paragraph</p> <p><b>Writing Trait</b>            Ideas</p>			
<p><b>Target Vocabulary</b>  <i>reward</i>  <i>graduate</i>  <i>symbol</i>  <i>foster</i>  <i>disobey</i>  <i>confidence</i>  <i>patiently</i>  <i>confesses</i>  <i>ceremony</i>  <i>performs</i></p> <p><b>Vocabulary Strategies</b>            Suffixes <i>-ion, -ation, -ition</i></p>	<p><b>Spelling Principle</b>            Spelling Final /j/ and /s/</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage</i>  <b>Review Words:</b> <i>once, dance, change, age, bounce</i>  <b>Challenge Words:</b> <i>fringe, average, fleece, fragrance, excellence</i></p>	Adverbs		<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Friendly Letter</p> <p><b>Writing Trait</b>            Voice</p>			
<p><b>Target Vocabulary</b>  <i>gigantic</i>  <i>miniature</i>  <i>especially</i>  <i>lapped</i>  <i>vanished</i>  <i>jealous</i>  <i>haze</i>  <i>lure</i>  <i>deliberately</i>  <i>crisp</i></p> <p><b>Vocabulary Strategies</b>            Homophones, Homonyms, Homographs</p>	<p><b>Spelling Principle</b> Prefixes: <i>re-, un-, dis-</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displeasure, uneven, rebuild, restart, uncover, untidy, discolor</i>  <b>Review Words:</b> <i>reuse, unfair, rewrite, unclear, untie</i>  <b>Challenge Words:</b> <i>disband, rearrange, discontinue, refund, unusual</i></p>	Prepositions and Prepositional Phrases		<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Narrative Composition</p> <p><b>Writing Trait</b>            Word Choice</p>			

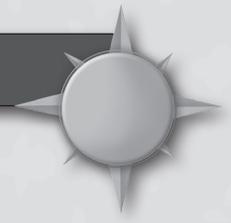
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
19	<p><b>Main Selection</b> Harvesting Hope: The Story of Cesar Chavez <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> The Edible Schoolyard <b>Genre:</b> Informational Text</p>	More Common Suffixes	Stress	<p><b>Skill</b> Persuasion</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Idioms</p>	Deliver Oral Summaries
20	<p><b>Main Selection</b> Sacagawea <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Native American Nature Poetry <b>Genre:</b> Poetry</p>	VCCV Pattern and Word Parts	Phrasing: Punctuation	<p><b>Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Onomatopoeia</p>	Interpret Poetry



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>overcome</i>  <i>association</i>  <i>capitol</i>  <i>drought</i>  <i>dedicate</i>  <i>publicity</i>  <i>violence</i>  <i>conflicts</i>  <i>horizon</i>  <i>brilliant</i></p> <p><b>Vocabulary Strategies</b>            Use a Dictionary</p>	<p><b>Spelling Principle</b> Suffixes:  <i>-ful, -less, -ness, -ment</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment</i>  <b>Review Words:</b> <i>kindness, careful, sickness, helpless, fearful</i>  <b>Challenge Words:</b> <i>numbness, ailment, resourceful, cleanliness, appointment</i></p>	<p>Transitions</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Personal Narrative: Prewrite</p> <p><b>Writing Trait</b>            Organization</p>
<p><b>Target Vocabulary</b>  <i>territory</i>  <i>accompany</i>  <i>proposed</i>  <i>interpreter</i>  <i>duty</i>  <i>supplies</i>  <i>route</i>  <i>corps</i>  <i>clumsy</i>  <i>landmark</i></p> <p><b>Vocabulary Strategies</b>            Compound Words</p>	<p><b>Spelling Principle</b>            VCCV Pattern</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>million, collect, lumber, pepper, plastic, borrow, support, thirty, perfect, attend, canyon, traffic, fortune, danger, soccer, engine, picture, survive, seldom, effort</i>  <b>Review Words:</b> <i>until, invite, happen, forget, letter</i>  <b>Challenge Words:</b> <i>occur, venture, challenge, rascal, splendid</i></p>	<p>Abbreviations</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Personal Narrative: Draft, Revise, Edit, Publish</p> <p><b>Writing Trait:</b>            Ideas</p>

UNIT 5: CHANGE IS ALL AROUND

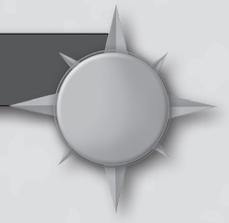
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
21	<p><b>Main Selection</b> The World According to Humphrey <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Make the Switch <b>Genre:</b> Advertisement</p>	VCV Pattern and Word Parts	Accuracy	<p><b>Skill</b> Theme</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Idioms</p>	Listen Critically: Persuasive Techniques
22	<p><b>Main Selection</b> I Could Do That! Esther Morris Gets Women the Vote <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Working for the Vote <b>Genre:</b> Play</p>	Syllable Patterns and Word Parts	Phrasing: Pauses	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Idioms</p>	Computer/Internet: Create and use Visuals
23	<p><b>Main Selection</b> The Ever-Living Tree: The Life and Times of a Coast Redwood <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Towering Trees <b>Genre:</b> Poetry</p>	Difficult VCCV Patterns	Stress	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Similes</p>	Organize Ideas for a Speech



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>appreciate</i>  <i>blaring</i>  <i>combination</i>  <i>promptly</i>  <i>introduce</i>  <i>nocturnal</i>  <i>feats</i>  <i>effort</i>  <i>suggest</i>  <i>racket</i></p> <p><b>Vocabulary Strategies</b> Multiple-Meaning Words</p>	<p><b>Spelling Principle</b>            VCV Pattern</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>event, humor, rapid, music, relief, planet, detail, unite, frozen, figure, siren, polite, hotel, protest, punish, defend, relay, habit, student</i>  <b>Review Words:</b> <i>alive, open, orange, begin, forest</i>  <b>Challenge Words:</b> <i>rumor, jealous, license, image, rival</i></p>	<p>Comparative and Superlative Adjectives and Adverbs</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Summary</p> <p><b>Writing Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>politics</i>  <i>intelligent</i>  <i>disorderly</i>  <i>approve</i>  <i>polls</i>  <i>legislature</i>  <i>amendment</i>  <i>candidates</i>  <i>informed</i>  <i>denied</i></p> <p><b>Vocabulary Strategies</b>            Use a Dictionary</p>	<p><b>Spelling Principle</b>            VCCV and VCV Patterns</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>dentist, final, finish, narrow, shelter, ahead, corner, hollow, divide, famous, recent, silver, capture, cabin, dinner, minus, minute, value, reward, broken</i>  <b>Review Words:</b> <i>again, enough, market, pencil, powder</i>  <b>Challenge Words:</b> <i>decent, secure, standard, frontier, stampede</i></p>	<p>Negatives</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Cause-and-Effect Paragraph</p> <p><b>Writing Trait</b>            Sentence Fluency</p>
<p><b>Target Vocabulary</b>  <i>resources</i>  <i>dense</i>  <i>evaporate</i>  <i>shallow</i>  <i>moisture</i>  <i>civilized</i>  <i>continent</i>  <i>opportunities</i>  <i>customs</i>  <i>independent</i></p> <p><b>Vocabulary Strategies</b> Prefixes  <i>pre-, inter-, ex-</i></p>	<p><b>Spelling Principle</b>            VCCV Pattern</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>poster, secret, whether, author, rocket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whiskers, degree, gather, achieve, rather, bracket, machine</i>  <b>Review Words:</b> <i>person, basket, between, artist, jacket</i>  <b>Challenge Words:</b> <i>regret, nephew, method, decline, vibrate</i></p>	<p>Quotations</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Procedural Composition</p> <p><b>Writing Trait</b>            Organization</p>

UNIT 5: CHANGE IS ALL AROUND (CONTINUED)

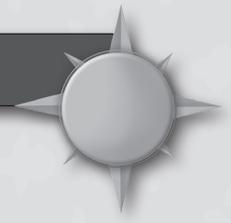
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
24	<p><b>Main Selection</b> Owen and Mzee: The True Story of a Remarkable Friendship <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Sea Sanctuary <b>Genre:</b> Informational Text</p>	VCCCV Pattern	Intonation	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Word Choice</p>	Give a Narrative Speech
25	<p><b>Main Selection</b> The Fun They Had <b>Genre:</b> Science Fiction</p> <p><b>Paired Selection</b> Technology for All Learners <b>Genre:</b> Informational Text</p>	VV Pattern	Adjust Rate to Purpose	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Tone</p>	Present Research Report



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>bond</i>  <i>suffered</i>  <i>intruder</i>  <i>companion</i>  <i>enclosure</i>  <i>inseparable</i>  <i>charged</i>  <i>chief</i>  <i>exhausted</i>  <i>affection</i></p> <p><b>Vocabulary Strategies</b>            Suffixes <i>-ed, -ly</i></p>	<p><b>Spelling Principle</b>            VCCCV Pattern</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom</i>  <b>Review Words:</b> <i>daughter, neighbor, children, pumpkin, uncle</i>  <b>Challenge Words:</b> <i>fortress, instant, exclaim, mattress, sculptor</i></p>	<p>More Commas</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Research Report: Prewrite</p> <p><b>Writing Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>progress</i>  <i>calculated</i>  <i>dispute</i>  <i>centuries</i>  <i>superior</i>  <i>insert</i>  <i>waste</i>  <i>inspector</i>  <i>mechanical</i>  <i>average</i></p> <p><b>Vocabulary Strategies</b>            Greek and Latin Word Parts <i>meter, therm, aud, fac</i></p>	<p><b>Spelling Principle</b>            VV Pattern</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>idea, lion, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin, period, February, cereal, video, meteor, rodeo</i>  <b>Review Words:</b> <i>giant, lesson, program, quart, problem</i>  <b>Challenge Words:</b> <i>variety, gradual, geography, diagram, punctuate</i></p>	<p>Proper Mechanics</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Research Report:            Draft, Revise, Edit, Publish</p> <p><b>Writing Trait</b>            Word Choice</p>

UNIT 6: PATHS TO DISCOVERY

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
26	<p><b>Long Article</b> The Girl Who Loved Spiders <b>Genre:</b> Realistic Fiction</p> <p><b>Short Article</b> Web Wise <b>Genre:</b> Expository Nonfiction</p> <p><b>Poetry</b> The Spider, Spider Ropes</p> <p><b>Below Level</b> <b>Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>On Level</b> <b>Trade Book</b> Phineas L. MacGuire...Gets Slimed! <b>Author:</b> Frances O’Roark Dowell <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced</b> <b>Trade Book</b> Sea Turtles: Ocean Nomads <b>Author:</b> Mary M. Cerullo <b>Genre:</b> Informational Text</p>	Common Final Syllables	Expression	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Visualize</p> <p><b>Author’s Craft</b> Point of View</p>	Presenting/Viewing a Dramatic Performance
27	<p><b>Long Article</b> Amphibian Alert! <b>Genre:</b> Expository Nonfiction</p> <p><b>Short Article</b> The Frog in the Milk Pail <b>Genre:</b> Fable</p> <p><b>Poetry</b> Toad by the Road, The Poison-Dart Frogs</p> <p><b>Below Level</b> <b>Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>On Level</b> <b>Trade Book</b> Phineas L. MacGuire...Gets Slimed! <b>Author:</b> Frances O’Roark Dowell <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced</b> <b>Trade Book</b> Sea Turtles: Ocean Nomads <b>Author:</b> Mary M. Cerullo <b>Genre:</b> Informational Text</p>	More Final Syllables: Consonant plus <i>-le -al, -el</i>	Phrasing	<p><b>Skill</b> Main Ideas/ Supporting Details</p> <p><b>Strategy</b> Question</p> <p><b>Author’s Craft</b> Wrd Choice</p>	Make an Informational Presentation

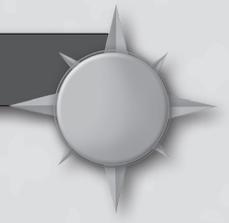


VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>peculiar</i>  <i>intends</i>  <i>captured</i>  <i>nourishing</i>  <i>glances</i>  <i>observes</i>  <i>assist</i>  <i>favor</i>  <i>condition</i>  <i>memorable</i></p> <p><b>Vocabulary Strategies</b>            Greek and Latin Roots</p>	<p><b>Spelling Principle</b>            Final Schwa + /r/ Sounds</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>enter, banner, sugar, shower, motor, collar, labor, finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever</i>  <b>Review Words:</b> <i>river, summer, dollar, center, number</i>  <b>Challenge Words:</b> <i>calendar, error, popular, barrier, director</i></p>	<p>Making Comparisons</p>	<p><b>Writing Mode</b>            Multigenre Writing</p> <p><b>Writing Form</b>            Poem</p> <p><b>Writing Trait</b>            Word Choice</p>
<p><b>Target Vocabulary</b>  <i>betrayed</i>  <i>shortage</i>  <i>species</i>  <i>continent</i>  <i>scarce</i>  <i>focus</i>  <i>included</i>  <i>alert</i>  <i>introduce</i>  <i>opportunities</i></p> <p><b>Vocabulary Strategies</b>            Analogies</p>	<p><b>Spelling Principle</b>            Final Schwa + /l/ Sounds</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>title, towel, battle, pedal, metal, simple, eagle, special, total, trouble, nickel, gentle, barrel, model, tangle, ankle, marvel, juggle, squirrel, riddle</i>  <b>Review Words:</b> <i>circle, travel, apple, little, purple</i>  <b>Challenge Words:</b> <i>cancel, decimal, material, pretzel, triangle</i></p>	<p>More Comparisons</p>	<p><b>Writing Mode</b>            Multigenre Writing</p> <p><b>Writing Form</b>            Journal Entry</p> <p><b>Writing Trait</b>            Voice</p>

UNIT 6: PATHS TO DISCOVERY (CONTINUED)

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
28	<p><b>Long Article</b> Museums: Worlds of Wonder <b>Genre:</b> Expository Nonfiction</p> <p><b>Short Article</b> Making the Most from Trash <b>Genre:</b> Photo Essay</p> <p><b>Poetry</b> Dinosaur Bone, Museum Farewell</p> <p><b>Below Level</b> <b>Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>On Level</b> <b>Trade Book</b> Phineas L. MacGuire...Gets Slimed! <b>Author:</b> Frances O’Roark Dowell <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced</b> <b>Trade Book</b> Sea Turtles: Ocean Nomads <b>Author:</b> Mary M. Cerullo <b>Genre:</b> Informational Text</p>	Stress in Multi-Syllable Words	Rate	<p><b>Skill</b> Fact and Opinion</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author’s Craft</b> Tone</p>	Make an Informal Presentation

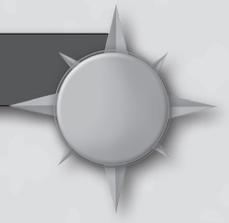
\*Penmanship addressed with Phonics skill on Day 1.  
\*\*Formal lesson for Concepts of Print skill on Day 2.



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b> <i>apologize</i> <i>genuine</i> <i>triumph</i> <i>arrangement</i> <i>biological</i> <i>display</i> <i>concluded</i> <i>obstacles</i> <i>affect</i> <i>vast</i></p> <p><b>Vocabulary Strategies</b> Prefixes <i>con-</i>, <i>com-</i>, <i>in-</i>, <i>im-</i></p>	<p><b>Spelling Principle</b> Three Syllable Words</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>library, another, hospital, example, deliver, history, however, several, vacation, important, victory, imagine, camera, potato, remember, together, memory, favorite, continue, president</i></p> <p><b>Review Words:</b> <i>unlucky, powerful, grandmother, November</i></p> <p><b>Challenge Words:</b> <i>internal, ornament, interview, universe, article</i></p>	<p>Possessive Pronouns</p>	<p><b>Writing Mode</b> Multigenre Writing</p> <p><b>Writing Form</b> Public Service Announcement</p> <p><b>Writing Trait</b> Organization</p>

UNIT 6: PATHS TO DISCOVERY (CONTINUED)

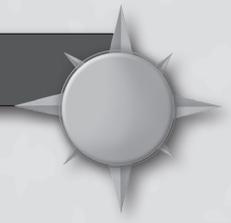
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
29	<p><b>Long Article</b> Save Timber Woods! <b>Genre:</b> Play</p> <p><b>Short Article</b>, John Muir: A Persuasive Essay <b>Genre:</b> Persuasive Essay</p> <p><b>Poetry</b> The Comb of Trees, Enjoy the Earth</p> <p><b>Below Level</b> <b>Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>On Level</b> <b>Trade Book</b> Phineas L. MacGuire...Gets Slimed! <b>Author:</b> Frances O’Roark Dowell <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced</b> <b>Trade Book</b> Sea Turtles: Ocean Nomads <b>Author:</b> Mary M. Cerullo <b>Genre:</b> Informational Text</p>	Silent Consonants	Phrasing: Pauses	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author’s Craft</b> Mood</p>	Discuss Symbols and Images in Media
30	<p><b>Long Article</b> Mystery at Reed’s Pond <b>Genre:</b> Mystery</p> <p><b>Short Article</b> A Big Python Problem <b>Genre:</b> Informational Text</p> <p><b>Poetry</b> Naming the Turtle, Greater Flamingo</p> <p><b>Below Level</b> <b>Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>On Level</b> <b>Trade Book</b> Phineas L. MacGuire...Gets Slimed! <b>Author:</b> Frances O’Roark Dowell <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced</b> <b>Trade Book</b> Sea Turtles: Ocean Nomads <b>Author:</b> Mary M. Cerullo <b>Genre:</b> Informational Text</p>	Unusual Spellings	Accuracy and Self-Correction	<p><b>Skill</b> Conclusions/Generalizations</p> <p><b>Strategy</b> Summarize</p> <p><b>Author’s Craft</b> Word Choice</p>	Dramatize a Story



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b> <i>defended</i> <i>satisfied</i> <i>confidence</i> <i>symbol</i> <i>vanished</i> <i>deliberately</i> <i>brilliant</i> <i>publicity</i> <i>territory</i> <i>proposed</i></p> <p><b>Vocabulary Strategies</b> Word Origins</p>	<p><b>Spelling Principle</b> Words with Silent Consonants</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>half, comb, mortgage, honor, fasten, kneel, wreath, calm, answer, handsome, wrinkle, listen, fetch, yolk, climb, honest, knuckle, plumber, limb, folktale</i> <b>Review Words:</b> <i>talk, knife, wrong, knock, hour</i> <b>Challenge Words:</b> <i>tomb, glisten, design, hasten, wrestle</i></p>	<p>Correct Pronouns</p>	<p><b>Writing Mode</b> Multigenre Writing</p> <p><b>Writing Form</b> Multigenre Collage: Prewrite</p> <p><b>Writing Trait</b> Ideas</p>
<p><b>Target Vocabulary</b> <i>appreciate</i> <i>effort</i> <i>denied</i> <i>informed</i> <i>shallow</i> <i>resources</i> <i>average</i> <i>suffered</i> <i>inspector</i> <i>progress</i></p> <p><b>Vocabulary Strategies</b> Suffixes <i>-er, -or, -ist</i></p>	<p><b>Spelling Principle</b> Unusual Spellings</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>meant, routine, style, flood, month, pleasant, guess, women, either, against, disguise, sweat, magazine, guard, receive, wonder, league, type, ceiling, money</i> <b>Review Words:</b> <i>front, head, elbow, shoe, mind</i> <b>Challenge Words:</b> <i>plaid, onion, guarantee, rhyme, submarine</i></p>	<p>Pronoun Contractions</p>	<p><b>Writing Mode</b> Multigenre Writing</p> <p><b>Writing Form</b> Multigenre Collage: Draft, Revise, Edit, Publish</p> <p><b>Writing Trait</b> Sentence Fluency</p>

UNIT 1: SCHOOL SPIRIT!

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
1	<p><b>Main Selection</b> A Package for Mrs. Jewls <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> Questioning Gravity <b>Genre:</b> Readers' Theater</p>	VCV Syllable Pattern	Expression	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Third-Person Omniscient Point of View</p>	Ask and Answer Questions
2	<p><b>Main Selection</b> Ultimate Field Trip 5: Blasting Off to Space Academy! <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Profile of a Spacewalker <b>Genre:</b> Informational Text</p>	Vowel Sounds in VCV Syllable Patterns	Accuracy	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Author's Purpose</p>	Conduct an Interview
3	<p><b>Main Selection</b> Off and Running <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Vote for Me! <b>Genre:</b> Persuasive Text</p>	VCCV Pattern	Intonation	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Idiom</p>	Listen for a Purpose

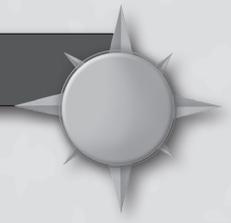


VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>  <i>disturbing</i>  <i>interrupted</i>  <i>squashing</i>  <i>specialty</i>  <i>struggled</i>  <i>staggered</i>  <i>wobbled</i>  <i>collapsed</i>  <i>numb</i>  <i>shifted</i></p> <p><b>Vocabulary Strategies</b>            Using Context</p>	<p><b>Spelling Principle</b>            Short Vowels</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>breath, wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy</i>  <b>Review Words:</b> <i>bunch, district, track, pleasant, odd</i>  <b>Challenge Words:</b> <i>instruct, distress, summit, massive, physical</i></p>	<p>Complete Sentences</p>	<p><b>Writing Mode</b>            Write to Express</p> <p><b>Writing Form</b>            Narrative Paragraph</p> <p><b>Focus Trait</b>            Ideas</p>				
<p><b>Target Vocabulary</b>  <i>function</i>  <i>delicate</i>  <i>adjusted</i>  <i>operator</i>  <i>flawed</i>  <i>acute</i>  <i>version</i>  <i>axis</i>  <i>simulate</i>  <i>tethered</i></p> <p><b>Vocabulary Strategies</b>            Prefixes <i>non-</i>, <i>un-</i>, <i>dis-</i>, <i>mis-</i></p>	<p><b>Spelling Principle</b>            Long a and Long e</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>awake, feast, stray, greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, waist, beneath, sheepish, release, remain, sway, training, niece</i>  <b>Review Words:</b> <i>stale, afraid, freedom, eager, explain</i>  <b>Challenge Words:</b> <i>terrain, succeed, betray, motivate, upheaval</i></p>	<p>Kinds of Sentences</p>	<p><b>Writing Mode</b>            Write to Express</p> <p><b>Writing Form</b>            Descriptive Narrative</p> <p><b>Focus Trait</b>            Voice</p>				
<p><b>Target Vocabulary</b>  <i>debate</i>  <i>inflated</i>  <i>shaken</i>  <i>decorated</i>  <i>gradually</i>  <i>hesitated</i>  <i>scanned</i>  <i>stalled</i>  <i>beckoned</i>  <i>prodded</i></p> <p><b>Vocabulary Strategies</b>            Multiple-Meaning Words</p>	<p><b>Spelling Principle</b>            Long i and Long o</p> <p><b>Spelling Words</b>  <b>Basic Words:</b>  <i>sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approach</i>  <b>Review Words:</b> <i>sigh, twice, shown, tonight, remote</i>  <b>Challenge Words:</b> <i>require, reproach, defy, plight, opponent</i></p>	<p>Compound Sentences</p>	<p><b>Writing Mode</b>            Write to Express</p> <p><b>Writing Form</b>            Dialogue</p> <p><b>Focus Trait</b>            Word Choice</p>				

UNIT 1: SCHOOL SPIRIT!

(CONTINUED)

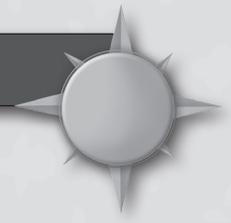
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
4	<p><b>Main Selection</b> Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Score! <b>Genre:</b> Poetry</p>	Digraphs in Multisyllable Words	Phrasing: Pauses	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Rhyme &amp; Rhythm</p>	Interpret Poetry
5	<p><b>Main Selection</b> Elisa's Diary <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> From Tragedy to Triumph <b>Genre:</b> Informational Text</p>	Stressed and Unstressed Syllables	Stress	<p><b>Skill</b> Theme</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Idioms</p>	Give, Restate, and Follow Directions



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b> <i>unison</i> <i>uniform</i> <i>mastered</i> <i>competition</i> <i>identical</i> <i>element</i> <i>routine</i> <i>intimidated</i> <i>recite</i> <i>qualifying</i></p> <p><b>Vocabulary Strategies</b> Suffixes <i>-ion, -tion</i></p>	<p><b>Spelling Principle</b> Vowel Sounds: /oo/, /yoo/</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view, confuse, cruise, jewel, execute, route, cartoon, avenue, include, assume, souvenir</i></p> <p><b>Review Words:</b> <i>fruit, group, refuse, argue, foolish</i></p> <p><b>Challenge Words:</b> <i>conclude, pursuit, intrude, subdue, presume</i></p>	Common and Proper Nouns	<p><b>Writing Mode</b> Write to Express</p> <p><b>Writing Form</b> Fictional Narrative: Prewrite</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Target Vocabulary</b> <i>officially</i> <i>preliminary</i> <i>opponents</i> <i>brutal</i> <i>embarrassed</i> <i>typically</i> <i>gorgeous</i> <i>supposedly</i> <i>sweeping</i> <i>obvious</i></p> <p><b>Vocabulary Strategies</b> Suffixes <i>-ly, -ful</i></p>	<p><b>Spelling Principle</b> Vowel Sounds: /ou/, /ô/, /oi/</p> <p><b>Spelling Words</b></p> <p><b>Basic Words:</b> <i>ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter</i></p> <p><b>Review Words:</b> <i>cause, faucet, tower, false, amount</i></p> <p><b>Challenge Words:</b> <i>poise, loiter, exhaust, assault, alternate</i></p>	Singular and Plural Nouns	<p><b>Writing Mode</b> Write to Express</p> <p><b>Writing Form</b> Fictional Narrative: Revise</p> <p><b>Focus Trait</b> Voice</p>

UNIT 2: WILD ENCOUNTERS

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
6	<p><b>Main Selection</b> Interrupted Journey: Saving Endangered Sea Turtles <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Skywoman and Turtle <b>Genre:</b> Myth</p>	Common Beginning Syllables	Expression	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Word Choice</p>	Hold a Literature Discussion
7	<p><b>Main Selection</b> Old Yeller <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> What Makes It Good? <b>Genre:</b> Persuasive Text</p>	Vowel + /r/ Sounds	Intonation	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Sensory Details</p>	Compare Print and Nonprint Information
8	<p><b>Main Selection</b> Everglades Forever: Restoring America's Great Wetland <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> National Parks of the West <b>Genre:</b> Informational Text</p>	Homophones	Adjust Rate to Purpose	<p><b>Skill</b> Persuasion</p> <p><b>Strategy</b> Analyze/ Evaluate</p> <p><b>Author's Craft</b> Word Choice (Shaping Perceptions)</p>	Listen for Information

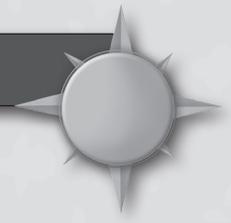


VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>basking</i>  <i>analyzing</i>  <i>juvenile</i>  <i>stunned</i>  <i>fatal</i>  <i>treating</i>  <i>calling</i>  <i>ordeal</i>  <i>marine</i>  <i>intensive</i></p> <p><b>Vocabulary Strategies</b>            Antonyms</p>	<p><b>Spelling Principle</b>            Vowel + /r/ Sounds</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform, former</i>  <b>Review Words:</b> <i>board, repair, sharp, square, compare</i>  <b>Challenge Words:</b> <i>discard, forfeit, orchestra, rarity, hoard</i></p>	Verbs	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Cause and Effect Paragraphs</p> <p><b>Focus Trait</b>            Organization</p>
<p><b>Target Vocabulary</b>  <i>frantic</i>  <i>lunging</i>  <i>stride</i>  <i>checking</i>  <i>wheeled</i>  <i>bounding</i>  <i>shouldered</i>  <i>strained</i>  <i>romp</i>  <i>picturing</i></p> <p><b>Vocabulary Strategies</b>            Idioms</p>	<p><b>Spelling Principle</b>            More Vowel + /r/ Sounds</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>earth, peer, twirl, burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, thirsty, reverse, worship, career, research, volunteer</i>  <b>Review Words:</b> <i>early, world, rear, current, cheer</i>  <b>Challenge Words:</b> <i>yearn, engineer, interpret, dreary, external</i></p>	Direct and Indirect Objects	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Poem</p> <p><b>Focus Trait</b>            Word Choice</p>
<p><b>Target Vocabulary</b>  <i>endangered</i>  <i>unique</i>  <i>adapted</i>  <i>vegetation</i>  <i>conserving</i>  <i>restore</i>  <i>guardians</i>  <i>attracted</i>  <i>regulate</i>  <i>responsibility</i></p> <p><b>Vocabulary Strategies</b>            Prefixes <i>en-, re-, pre-, pro-</i></p>	<p><b>Spelling Principle</b> Homophones</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>steel, steal, aloud, allowed, ring, wring, lesson, lessen, who's, whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue</i>  <b>Review Words:</b> <i>wait, weight, vain, vane, vein</i>  <b>Challenge Words:</b> <i>canvass, canvas, site, sight, cite</i></p>	Conjunctions	<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Persuasive Paragraph</p> <p><b>Focus Trait</b>            Ideas</p>

UNIT 2: WILD ENCOUNTERS

(CONTINUED)

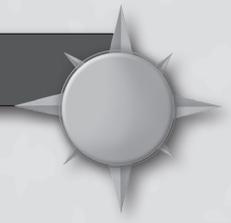
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
9	<p><b>Main Selection</b> Storm Warriors <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Pea Island's Forgotten Heroes <b>Genre:</b> Informational Text</p>	Compound Words	Phrasing: Punctuation	<p><b>Skill</b> Conclusions and Generalizations</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> First-Person Point of View</p>	Expand A Literature Discussion
10	<p><b>Main Selection</b> Cougars <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Purr-fection <b>Genre:</b> Poetry</p>	Recognizing Schwa + /r/ Sounds	Stress	<p><b>Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Author's Purpose</p>	Summarize a Spoken Message



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>  <i>critical</i>  <i>secured</i>  <i>realization</i>  <i>annoyance</i>  <i>bundle</i>  <i>clammy</i>  <i>squalling</i>  <i>commotion</i>  <i>demolished</i>  <i>elite</i></p> <p><b>Vocabulary Strategies</b>            Greek and Latin Roots</p>	<p><b>Spelling Principle</b> Compound Words</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>wildlife, uproar, home run, headache, top-secret, teammate, wheelchair, light bulb, well-known, throughout, life preserver, barefoot, part-time, warehouse, overboard, post office, outspoken, up-to-date, awestruck, newscast</i>  <b>Review Words:</b> <i>goodbye, all right, forever, twenty-two, somebody</i>  <b>Challenge Words:</b> <i>motorcycle, overseas, quick-witted, stomachache, bulletin board</i></p>	Complex Sentences		<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Response Essay: Prewrite</p> <p><b>Focus Trait</b>            Ideas</p>			
<p><b>Target Vocabulary</b>  <i>unobserved</i>  <i>available</i>  <i>detecting</i>  <i>mature</i>  <i>ferocious</i>  <i>resemble</i>  <i>particular</i>  <i>vary</i>  <i>contentment</i>  <i>keen</i></p> <p><b>Vocabulary Strategies</b>            Analogies</p>	<p><b>Spelling Principle</b>            Final Schwa + /r/ Sounds</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter</i>  <b>Review Words:</b> <i>collar, honor, doctor, enter, answer</i>  <b>Challenge Words:</b> <i>stellar, clamor, tremor, circular, adviser</i></p>	Quotations		<p><b>Writing Mode</b>            Write to Respond</p> <p><b>Writing Form</b>            Response Essay: Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b>            Sentence Fluency</p>			

UNIT 3: REVOLUTION!

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
11	<p><b>Main Selection</b> Dangerous Crossing <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Preparing for Hurricanes <b>Genre:</b> Informational Text</p>	Vowel Sounds in Stressed Syllables	Accuracy and Self-Correction	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Flashback</p>	Give, Restate, and Follow Directions
12	<p><b>Main Selection</b> Can't You Make Them Behave, King George? <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Zeus and the Titans <b>Genre:</b> Myth</p>	Open and Closed Syllables: VCV Pattern	Rate	<p><b>Skill</b> Fact and Opinion</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Common Sayings</p>	Listen to Distinguish Fact from Opinion
13	<p><b>Main Selection</b> They Called Her Molly Pitcher <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> A Spy for Freedom <b>Genre:</b> Play</p>	Recognizing Initial and Medial Digraphs	Phrasing: Pauses	<p><b>Skill</b> Conclusions and Generalizations</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Characterization</p>	Dramatize a Story

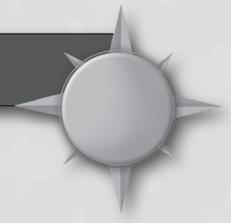


VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>cramped</i>  <i>distracted</i>  <i>viewpoint</i>  <i>shattered</i>  <i>surveyed</i>  <i>pressing</i>  <i>representatives</i>  <i>embark</i>  <i>bracing</i>  <i>conduct</i></p> <p><b>Vocabulary Strategies</b>            Using Reference Sources</p>	<p><b>Spelling Principle</b>            VCCV Pattern</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors</i>  <b>Review Words:</b> <i>perfect, danger, narrow, survive, valley</i>  <b>Challenge Words:</b> <i>narrate, mentor, attempt, collide, ignore</i></p>	Subject and Object Pronouns	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Opinion Paragraph</p> <p><b>Focus Trait</b>            Voice</p>
<p><b>Target Vocabulary</b>  <i>benefit</i>  <i>repeal</i>  <i>advantages</i>  <i>temporary</i>  <i>contrary</i>  <i>prohibit</i>  <i>previously</i>  <i>midst</i>  <i>objected</i>  <i>rebellious</i></p> <p><b>Vocabulary Strategies</b>            Using Context</p>	<p><b>Spelling Principle</b>            VCV Pattern</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve</i>  <b>Review Words:</b> <i>figure, total, model, equal, amaze</i>  <b>Challenge Words:</b> <i>autumn, nuisance, logic, column, laser</i></p>	Verb Tenses	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Problem-Solution Paragraph</p> <p><b>Focus Trait</b>            Organization</p>
<p><b>Target Vocabulary</b>  <i>legendary</i>  <i>formal</i>  <i>gushed</i>  <i>strategy, retreat</i>  <i>foes</i>  <i>shimmering</i>  <i>magnificent</i>  <i>revolution</i>  <i>plunged</i></p> <p><b>Vocabulary Strategies</b>            Thesaurus</p>	<p><b>Spelling Principle</b>            VCCCCV Pattern</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble</i>  <b>Review Words:</b> <i>hundred, example, although, supply, empty</i>  <b>Challenge Words:</b> <i>anthem, illustrate, function, conscience, apostrophe</i></p>	Regular and Irregular Verbs	<p><b>Writing Mode</b>            Write to Persuade</p> <p><b>Writing Form</b>            Persuasive Letter</p> <p><b>Focus Trait</b>            Ideas</p>

UNIT 3: REVOLUTION!

(CONTINUED)

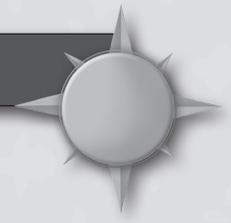
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
14	<p><b>Main Selection</b> James Forten <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Modern Minute Man <b>Genre:</b> Informational Text</p>	VV Syllable Pattern	Expression	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Foreshadowing</p>	Listen to Summarize Ideas
15	<p><b>Main Selection</b> We Were There, Too! Joseph Plumb Martin and Sybil Ludington <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Patriotic Poetry <b>Genre:</b> Poetry</p>	Vowel + /l/ Sounds in Unstressed Final Syllable	Intonation	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Objective Tone</p>	Analyze Media Functions



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b> <i>persuade</i> <i>apprentice</i> <i>contributions</i> <i>influential</i> <i>aspects</i> <i>authorities</i> <i>bondage</i> <i>provisions</i> <i>dexterity</i> <i>tentative</i></p> <p><b>Vocabulary Strategies</b> Greek and Latin Roots</p>	<p><b>Spelling Principle</b> VV pattern</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot</i> <b>Review Words:</b> <i>video, science, February, period, usual</i> <b>Challenge Words:</b> <i>diagnose, media, appreciate, society, prior</i></p>	<p>Active Voice and Passive Voice</p>	<p><b>Writing Mode</b> Write to Persuade</p> <p><b>Writing Form</b> Persuasive Essay: Prewrite</p> <p><b>Focus Trait</b> Organization</p>
<p><b>Target Vocabulary</b> <i>mimic</i> <i>mocking</i> <i>efficient</i> <i>personally</i> <i>lacked</i> <i>rural</i> <i>tedious</i> <i>organize</i> <i>summons</i> <i>peal</i></p> <p><b>Vocabulary Strategies</b> Prefixes <i>in-, im-, il-, ir-</i></p>	<p><b>Spelling Principle</b> Final Schwa + /l/ Sounds</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil</i> <b>Review Words:</b> <i>title, nickel, special trouble, simple</i> <b>Challenge Words:</b> <i>identical, vehicle, mineral, colonel, artificial</i></p>	<p>Easily Confused Verbs</p>	<p><b>Writing Mode</b> Write to Persuade</p> <p><b>Writing Form</b> Persuasive Essay: Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b> Word Choice</p>

UNIT 4: WHAT'S YOUR STORY

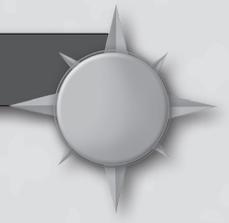
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
16	<p><b>Main Selection</b> Lunch Money <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Zap! Pow!: A History of the Comics <b>Genre:</b> Informational Text</p>	Word Parts and Inflectional Endings	Rate	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Repetition</p>	Analyze Media Messages
17	<p><b>Main Selection</b> LAFFF <b>Genre:</b> Science Fiction</p> <p><b>Paired Selection</b> From Dreams to Reality <b>Genre:</b> Informational Text</p>	Recognizing Common Word Parts	Intonation	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Onomatopoeia</p>	Prepare an Oral Summary
18	<p><b>Main Selection</b> The Dog Newspaper <b>Genre:</b> Autobiography</p> <p><b>Paired Selection</b> Poetry About Poetry <b>Genre:</b> Poetry</p>	Recognizing Suffixes	Phrasing: Punctuation	<p><b>Skill</b> Fact and Opinion</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Flashback</p>	Deliver Oral Summaries



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>record</i>  <i>mental</i>  <i>launch</i>  <i>assuming</i>  <i>episodes</i>  <i>developed</i>  <i>feature</i>  <i>incredibly</i>  <i>villains</i>  <i>thumbed</i></p> <p><b>Vocabulary Strategies</b>            Foreign Words Used in English/            Word Origins</p>	<p><b>Spelling Principle</b>            Words with -ed or -ing</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting</i>  <b>Review Words:</b> <i>wandering, dimmed, stripped, ordered, snapping</i>  <b>Challenge Words:</b> <i>compelling, deposited, occurred, threatening, canceled</i></p>	Adjectives	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Friendly Letter</p> <p><b>Writing Trait</b>            Voice</p>
<p><b>Target Vocabulary</b>  <i>impressed</i>  <i>admitted</i>  <i>produced</i>  <i>destination</i>  <i>original</i>  <i>concentrate</i>  <i>collected</i>  <i>rumor</i>  <i>suspense</i>  <i>compliment</i></p> <p><b>Vocabulary Strategies</b>            Using Reference Sources</p>	<p><b>Spelling Principle</b>            More Words with -ed or -ing</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated</i>  <b>Review Words:</b> <i>pleasing, dared, traveled, checking, landed</i>  <b>Challenge Words:</b> <i>assigned, entertaining, operated, rehearsing, donated</i></p>	Adverbs	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Character Description</p> <p><b>Focus Trait</b>            Word Choice</p>
<p><b>Target Vocabulary</b>  <i>career, publication, household, edition, required, formula, background, insights, uneventful, destruction</i></p> <p><b>Vocabulary Strategies</b>            Analogies</p>	<p><b>Spelling Principle</b>            Changing Final y to i</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies</i>  <b>Review Words:</b> <i>easier, families, studied, countries, happiest</i>  <b>Challenge Words:</b> <i>unified, dictionaries, boundaries, satisfied, tragedies</i></p>	Prepositions and Prepositional Phrases	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Personal Narrative Paragraph</p> <p><b>Focus Trait</b>            Voice</p>

UNIT 4: WHAT'S YOUR STORY (CONTINUED)

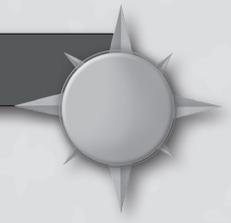
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
19	<p><b>Main Selection</b> Darnell Rock Reporting <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> De Zavala: A Voice for Texas <b>Genre:</b> Persuasive Speech</p>	More Common Suffixes	Stress	<p><b>Skill</b> Persuasion</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Dialogue</p>	Listen Critically: Persuasive Techniques
20	<p><b>Main Selection</b> Don Quixote and the Windmills <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> LitBeat: Live from La Mancha <b>Genre:</b> Play</p>	Stress in Three-Syllable Words	Accuracy	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Imagery</p>	View Symbols and Images



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>  <i>issue</i>  <i>deteriorating</i>  <i>dependent</i>  <i>exception</i>  <i>granted</i>  <i>effective</i>  <i>urge</i>  <i>violations</i>  <i>ordinance</i>  <i>minimum</i></p> <p><b>Vocabulary Strategies</b>            Greek and Latin Suffixes <i>-ism</i>,  <i>-ist</i>, <i>-able</i>, <i>-ible</i></p>	<p><b>Spelling Principle</b>            Suffixes: <i>-ful</i>, <i>-ly</i>, <i>-ness</i>, <i>-less</i>, <i>-ment</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>lately</i>, <i>settlement</i>,  <i>watchful</i>, <i>countless</i>, <i>steadily</i>,  <i>closeness</i>, <i>calmly</i>, <i>government</i>,  <i>agreement</i>, <i>cloudiness</i>, <i>delightful</i>,  <i>noisily</i>, <i>tardiness</i>, <i>forgetful</i>,  <i>forgiveness</i>, <i>harmless</i>, <i>enjoyment</i>,  <i>appointment</i>, <i>effortless</i>, <i>plentiful</i>  <b>Review Words:</b> <i>clumsiness</i>,  <i>movement</i>, <i>pavement</i>, <i>lonely</i>,  <i>penniless</i>  <b>Challenge Words:</b> <i>suspenseful</i>,  <i>merciless</i>, <i>seriousness</i>, <i>contentment</i>,  <i>suspiciously</i></p>	<p>More Kinds of Pronouns</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Personal Narrative: Prewrite</p> <p><b>Focus Trait</b>            Ideas</p>				
<p><b>Target Vocabulary</b>  <i>antique</i>  <i>plagued</i>  <i>pierced</i>  <i>thrust</i>  <i>transformed</i>  <i>quests</i>  <i>noble</i>  <i>ignorance</i>  <i>faithful</i>  <i>exploits</i></p> <p><b>Vocabulary Strategies</b>            Idioms</p>	<p><b>Spelling Principle</b>            Words from Other Languages</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>salsa</i>, <i>mattress</i>, <i>tycoon</i>,  <i>burrito</i>, <i>bandanna</i>, <i>tomato</i>, <i>poncho</i>,  <i>dungarees</i>, <i>lasso</i>, <i>patio</i>, <i>siesta</i>,  <i>cargo</i>, <i>vanilla</i>, <i>tsunami</i>, <i>iguana</i>, <i>plaza</i>,  <i>caravan</i>, <i>hammock</i>, <i>pajamas</i>, <i>gallant</i>  <b>Review Words:</b> <i>canyon</i>, <i>mirror</i>,  <i>magazine</i>, <i>rodeo</i>, <i>monkey</i>  <b>Challenge Words:</b> <i>mosquito</i>,  <i>cathedral</i>, <i>alligator</i>, <i>tambourine</i>,  <i>sombrero</i></p>	<p>Contractions</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Personal Narrative:            Draft, Revise, Edit, Publish</p> <p><b>Focus Trait:</b>            Voice</p>				

UNIT 5: UNDER WESTERN SKIES

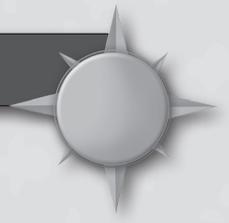
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
21	<p><b>Main Selection</b> Tucket's Travels <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Desert Survival: Adapting to Extremes <b>Genre:</b> Informational Text</p>	Common Final Syllables	Phrasing: Pauses	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Metaphor</p>	Give, Restate, and Follow Directions
22	<p><b>Main Selection</b> The Birchbark House <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Four Seasons of Food <b>Genre:</b> Informational Text</p>	More Final Syllables	Rate	<p><b>Skill</b> Theme</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Sensory Details</p>	Computer/Internet: Create Visuals
23	<p><b>Main Selection</b> Vaqueros: America's First Cowboys <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Rhyme on the Range <b>Genre:</b> Poetry</p>	Unstressed Syllables	Expression	<p><b>Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Word Choice: Spanish</p>	Organize Ideas for a Speech



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>  <i>undoubtedly</i>  <i>salvation</i>  <i>shuffled</i>  <i>stunted</i>  <i>evident</i>  <i>pace</i>  <i>seep</i>  <i>vain</i>  <i>mirages</i>  <i>factor</i></p> <p><b>Vocabulary Strategies</b>            Synonyms</p>	<p><b>Spelling Principle</b>            Final /n/ or /ð n/, /ch ə r/, /zh ə r/</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure</i>  <b>Review Words:</b> <i>picture, capture, surprise, receive, idea</i>  <b>Challenge Words:</b> <i>leisure, sculpture, architecture, chieftain, enclosure</i></p>	<p>The Verbs <i>be</i> and <i>have</i></p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Procedural Paragraph</p> <p><b>Focus Trait</b>            Organization</p>
<p><b>Target Vocabulary</b>  <i>reasoned, margins, envy, upright, bared, spared, nerve, banish, astonished, deserted</i></p> <p><b>Vocabulary Strategies</b>            Using Reference Sources</p>	<p><b>Spelling Principle</b>            Final /ij/, /iv/, /is/</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language</i>  <b>Review Words:</b> <i>notice, marriage, package, office, manage</i>  <b>Challenge Words:</b> <i>prejudice, cooperative, beverage, heritage, apprentice</i></p>	<p>Perfect Tenses</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Compare-Contrast Paragraphs</p> <p><b>Focus Trait</b>            Ideas</p>
<p><b>Target Vocabulary</b>  <i>extending</i>  <i>dominated</i>  <i>residents</i>  <i>flourished</i>  <i>acquainted</i>  <i>prospered</i>  <i>hostile</i>  <i>acknowledged</i>  <i>sprawling</i>  <i>decline</i></p> <p><b>Vocabulary Strategies</b>            Word Families</p>	<p><b>Spelling Principle</b>            Unstressed Syllables</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge</i>  <b>Review Words:</b> <i>honest, instead, whether, event, attend</i>  <b>Challenge Words:</b> <i>adapt, refuge, distribute, industry, somber</i></p>	<p>Transitions</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Cause-and-Effect Paragraph</p> <p><b>Focus Trait</b>            Organization</p>

UNIT 5: UNDER WESTERN SKIES (CONTINUED)

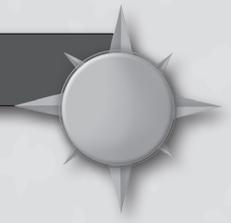
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
24	<p><b>Main Selection</b> Rachel's Journal: The Story of a Pioneer Girl <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Westward to Freedom <b>Genre:</b> Informational Text</p>	Simple Prefixes	Accuracy and Self-Correction	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Hyperbole</p>	Give a Narrative Speech
25	<p><b>Main Selection</b> Lewis and Clark <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> A Surprise Reunion <b>Genre:</b> Play</p>	Consonant Alternations	Phrasing: Punctuation	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Primary Source</p>	Present a Research Report



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>  <i>rustling</i>  <i>balked</i>  <i>lectured</i>  <i>disadvantage</i>  <i>quaking</i>  <i>beacon</i>  <i>mishap</i>  <i>surged</i>  <i>torment</i>  <i>fared</i></p> <p><b>Vocabulary Strategies</b>            Using Context</p>	<p><b>Spelling Principle</b>            Prefixes: <i>in-</i>, <i>un-</i>, <i>dis-</i>, <i>mis-</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>mislead</i>, <i>dismiss</i>,  <i>insincere</i>, <i>unable</i>, <i>indirect</i>, <i>mistreat</i>,  <i>disaster</i>, <i>dishonest</i>, <i>insecure</i>,  <i>unknown</i>, <i>incomplete</i>, <i>unequal</i>,  <i>unstable</i>, <i>misspell</i>, <i>disagree</i>,  <i>informal</i>, <i>discover</i>, <i>unwise</i>, <i>mislaid</i>,  <i>disgrace</i>  <b>Review Words:</b> <i>untidy</i>, <i>disorder</i>,  <i>mistake</i>, <i>uneven</i>, <i>dislike</i>  <b>Challenge Words:</b> <i>invisible</i>,  <i>mishap</i>, <i>unfortunate</i>, <i>discourage</i>,  <i>unnecessary</i></p>	Making Comparisons		<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Research Report: Prewrite</p> <p><b>Focus Trait</b>            Organization</p>			
<p><b>Target Vocabulary</b>  <i>expedition</i>  <i>barrier</i>  <i>despite</i>  <i>fulfilled</i>  <i>range</i>  <i>techniques</i>  <i>resumed</i>  <i>edible</i>  <i>tributaries</i>  <i>trek</i></p> <p><b>Vocabulary Strategies</b>            Analogies</p>	<p><b>Spelling Principle</b>            Suffix: <i>-ion</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> <i>elect</i>, <i>election</i>, <i>tense</i>,  <i>tension</i>, <i>react</i>, <i>reaction</i>, <i>confess</i>,  <i>confession</i>, <i>decorate</i>, <i>decoration</i>,  <i>contribute</i>, <i>contribution</i>, <i>express</i>,  <i>expression</i>, <i>imitate</i>, <i>imitation</i>,  <i>connect</i>, <i>connection</i>, <i>admire</i>,  <i>admiration</i>  <b>Review Words:</b> <i>camera</i>, <i>famous</i>,  <i>question</i>, <i>movie</i>, <i>minute</i>  <b>Challenge Words:</b> <i>fascinate</i>,  <i>fascination</i>, <i>construct</i>, <i>construction</i></p>	Proper Mechanics		<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Research Report:            Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b>            Word Choice</p>			

UNIT 6: JOURNEY TO DISCOVERY

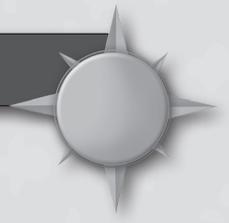
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
26	<p><b>Long Article</b> Skywoman's Rescue <b>Genre:</b> Play</p> <p><b>Short Article</b> Animals on the Move <b>Genre:</b> Informational Text</p> <p><b>Poetry</b> The Whale, Wild Geese</p>	Prefixes and Word Roots	Phrasing: Pauses	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Visualize</p>	Presenting a Dramatization
27	<p><b>Long Article</b> Mysteries at Cliff Palace <b>Genre:</b> Reader's Theater</p> <p><b>Short Article</b> Cave of the Crystals <b>Genre:</b> Reader's Theater</p> <p><b>Poetry</b> Places and Names: A Traveler's Guide, Los libros / Books</p>	More Familiar Suffixes	Adjust Rate to Purpose	<p><b>Skill</b> Theme</p> <p><b>Strategy</b> Analyze/Evaluate</p>	Give a Persuasive Speech
28	<p><b>Long Article</b> Fossils: A Peek Into the Past <b>Genre:</b> Informational Text</p> <p><b>Short Article</b> Trapped in Tar! <b>Genre:</b> Informational Text</p> <p><b>Poetry</b> Journey of the Woolly Mammoth, Fossils</p>	Greek Word Roots	Expression	<p><b>Skill</b> Fact and Opinion</p> <p><b>Strategy</b> Question</p>	Participate in a Debate



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Review Vocabulary</b>  <i>disturbing, struggled, function, flawed, gradually, scanned, identical, routine, gorgeous, sweeping</i></p> <p><b>Vocabulary Strategies</b>            Multiple-Meaning Words</p>	<p><b>Spelling Principle</b>            Prefixes: com-, con-, pre-, pro-</p> <p><b>Spelling Words</b>  <b>Basic Words:</b>  <i>produce, company, protect, preview, contain, combat, prejudice, commotion, contest, prefix, progress, computer, confide, convince, prospect, confirm, preflight, provide, propose, promotion</i></p> <p><b>Review Words:</b>  <i>continue, protest, pretend, prepare</i></p> <p><b>Challenge Words:</b> <i>concurrent, conscious, commercial, complete, conversation</i></p>	Possessive Nouns		<p><b>Writing Mode</b>            Multigenre Writing</p> <p><b>Writing Form</b>            Poem</p> <p><b>Focus Trait</b>            Word Choice</p>			
<p><b>Review Vocabulary</b>  <i>stunned, analyzing, ordeal, checking, adapted, conserving, critical, realization, available, resemble</i></p> <p><b>Vocabulary Strategies</b>            Suffixes -ness, -less, -ment</p>	<p><b>Spelling Principle</b>            Suffixes -ant, -ent, -able, -ible, -ism, -ist</p> <p><b>Spelling Words</b>  <b>Basic Words:</b>  <i>vacant, insistent, reversible, patriotism, finalist, honorable, contestant, observant, urgent, pessimist, comfortable, absorbent, optimism, journalism, novelist, terrible, frequent, laughable, radiant, collectible</i></p> <p><b>Review Words:</b>  <i>president, important, becoming, cheerful, illness</i></p> <p><b>Challenge Words:</b>  <i>evident, triumphant, occupant, digestible, curable</i></p>	Abbreviations		<p><b>Writing Mode</b>            Multigenre Writing</p> <p><b>Writing Form</b>            Journal Entry</p> <p><b>Focus Trait</b>            Voice</p>			
<p><b>Review Vocabulary</b>  <i>viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize</i></p> <p><b>Vocabulary Strategies</b>            Idioms</p>	<p><b>Spelling Principle</b>            Greek Word Parts</p> <p><b>Spelling Words</b>  <b>Basic Words:</b>  <i>telephone, autograph, microscope, photograph, televise, biology, microphone, paragraph, symphony, telegraph, megaphone, microwave, photocopy, biography, saxophone, telescope, calligraphy, xylophone, homophone, homograph</i></p> <p><b>Review Words:</b>  <i>athlete, history, melody, type, topic</i></p> <p><b>Challenge Words:</b>  <i>telecommute, bibliography, phonetic, microbe, autobiography</i></p>	Commas in Sentences		<p><b>Writing Mode</b>            Multigenre Writing</p> <p><b>Writing Form</b>            Summary</p> <p><b>Focus Trait</b>            Ideas</p>			

UNIT 6: JOURNEY TO DISCOVERY (CONTINUED)

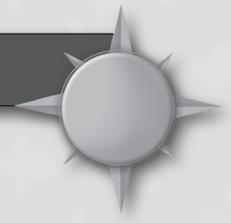
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
29	<p><b>Long Article</b> The Case of the Missing Deer <b>Genre:</b> Realistic Fiction</p> <p><b>Short Article</b> Fossil Fish Found! <b>Genre:</b> Informational Text</p> <p><b>Poetry</b> Encounter, Deep in the Forest</p>	Latin Word Roots	Stress	<p><b>Skill</b> Conclusions and Generalizations</p> <p><b>Strategy</b> Infer/Predict</p>	Oral Presentation
30	<p><b>Long Article</b> Get Lost! The Puzzle of Mazes <b>Genre:</b> Informational Text</p> <p><b>Short Article</b> Journey to Cuzco <b>Genre:</b> Myth</p> <p><b>Poetry</b> The Best Paths, Compass</p>	Identifying VCV, VCCV, and VCCCV Syllable Patterns	Accuracy	<p><b>Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Summarize</p>	Using Multimedia in an Oral Report



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Review Vocabulary</b>  <i>record, incredibly, destination, suspense, required, insights, dependent, effective, plagued, noble</i></p> <p><b>Vocabulary Strategies</b>            Greek and Latin Roots</p>	<p><b>Spelling Principle</b>            Latin Word Parts</p> <p><b>Spelling Words</b>  <b>Basic Words:</b>  <i>inspect, export, erupt, predict, respect, bankrupt, dictate, porter, report, spectacle, deport, interrupt, dictator, import, disrupt, portable, transport, spectator, verdict, dictionary</i></p> <p><b>Review Words:</b>  <i>support, hospital, polite, recent, memory</i></p> <p><b>Challenge Words:</b>  <i>spectacular, contradict, corrupt, retrospect, rupture</i></p>	More Commas		<p><b>Writing Mode</b>            Multigenre Writing</p> <p><b>Writing Form</b>            Multigenre Collage: Prewrite</p> <p><b>Focus Trait</b>            Organization</p>			
<p><b>Review Vocabulary</b>  <i>undoubtedly, pace, reasoned, nerve, underestimated, extending, residents, balked, techniques, barrier</i></p> <p><b>Vocabulary Strategies</b>            Word Origins</p>	<p><b>Spelling Principle</b>            Words from Other Languages</p> <p><b>Spelling Words</b>  <b>Basic Words:</b>  <i>ballet, echo, bouquet, cassette, coupon, safari, portrait, barrette, depot, courtesy, petite, denim, brunette, buffet, garage, khaki, crochet, chorus, essay, alphabet</i></p> <p><b>Review Words:</b>  <i>routine, rescue, crayon, amuse, reason</i></p> <p><b>Challenge Words:</b>  <i>encore, collage, matinee, premiere, embarrass</i></p>	Other Punctuation		<p><b>Writing Mode</b>            Multigenre Writing</p> <p><b>Writing Form</b>            Multigenre Collage:            Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b>            Ideas</p>			

UNIT 1: FINDING YOUR VOICE

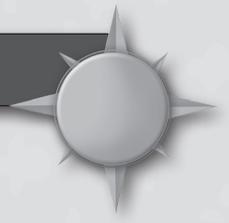
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
1	<p><b>Main Selection</b> The School Story <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> History of the Book <b>Genre:</b> Informational Text</p>	VCCV Syllable Pattern	Accuracy	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Onomatopoeia</p>	Compare Print and Nonprint Information
2	<p><b>Main Selection</b> Knots in My Yo-yo String <b>Genre:</b> Autobiography</p> <p><b>Paired Selection</b> Sporty Poetry <b>Genre:</b> Poetry</p>	VCV Syllable Pattern	Phrasing: Pauses	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Point of View</p>	Listen for a Purpose
3	<p><b>Main Selection</b> The Fruit Bowl Project <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Portraying Portraits <b>Genre:</b> Informational Text</p>	Stressed and Unstressed Syllables	Intonation	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Word Choice</p>	Hold a Literature Discussion



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b> literary revisions manuscript wry editorial muted maze publishing pressuring disclose</p> <p><b>Vocabulary Strategies</b> Prefixes <i>dis-</i>, <i>ex-</i>, <i>inter-</i>, <i>non-</i></p>	<p><b>Spelling Principle</b> Short Vowels</p> <p><b>Spelling Words</b> <b>Basic Words:</b> batch, reject, vanish, sloppy, rhythm, blunder, strict, meadow, recover, cleanse, text, mystery, expand, bluff, promptly, initials, statue, polish, somehow, dreadful <b>Review Words:</b> swift, tense, modern, grasp, bundle <b>Challenge Words:</b> salary, quintet, magnetic, tepid, intact</p>	<p>Complete Sentences</p>	<p><b>Writing Mode</b> Write to Express</p> <p><b>Writing Form</b> Dialogue</p> <p><b>Focus Trait</b> Voice</p>
<p><b>Target Vocabulary</b> contested pursuit scholastic grimly employed tumult mentor culprit deprived miraculous</p> <p><b>Vocabulary Strategies</b> Suffixes <i>-er</i>, <i>-or</i>, <i>-ar</i>, <i>-ist</i>, <i>-ian</i>, <i>-ent</i></p>	<p><b>Spelling Principle</b> Long Vowels</p> <p><b>Spelling Words</b> <b>Basic Words:</b> scene, bracelet, mute, strive, faithful, devote, rhyme, succeed, coax, rely, conceal, forgave, lonesome, delete, confine, exceed, terrain, reproach, abuse, defeat <b>Review Words:</b> disagree, compose, awake, unwise, release <b>Challenge Words:</b> ratify, serene, refute, appraise, humane</p>	<p>Kinds of Sentences</p>	<p><b>Writing Mode</b> Write to Express</p> <p><b>Writing Form</b> Story Scene</p> <p><b>Focus Trait</b> Voice</p>
<p><b>Target Vocabulary</b> menace resolve manipulated precisely conclusion emphatically agony demeanor vigorously revolting</p> <p><b>Vocabulary Strategies</b> Multiple-Meaning Words</p>	<p><b>Spelling Principle</b> <i>Vowel Sounds:</i> <i>/ou/, /ool/, /ô/, /oil/</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> mound, gloomy, caution, annoy, dawdle, counter, haughty, rejoice, devour, thoughtful, flawless, maroon, droop, doubt, bamboo, hoist, oyster, exhausted, scoundrel, boundary <b>Review Words:</b> royal, naughty, avoid, announce, cartoon <b>Challenge Words:</b> bountiful, aloof, adjoin, taut, turquoise</p>	<p>Subjects and Predicates</p>	<p><b>Writing Mode</b> Write to Express</p> <p><b>Writing Form</b> Descriptive Paragraph</p> <p><b>Focus Trait</b> Word Choice</p>

UNIT 1: FINDING YOUR VOICE (CONTINUED)

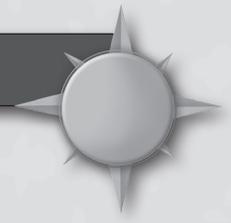
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
4	<p><b>Main Selection</b> The ACES Phone <b>Genre:</b> Science Fiction</p> <p><b>Paired Selection</b> Silent Noise <b>Genre:</b> Informational Text</p>	VCCV Syllable Pattern	Rate	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Alliteration</p>	Listen and Respond
5	<p><b>Main Selection</b> The Myers Family <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Sound Check <b>Genre:</b> Readers' Theater</p>	Homophones	Expression	<p><b>Skill</b> Fact and Opinion</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Foreshadowing</p>	Give and Follow Directions



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>  clamor  torrent  clustered  doleful  swiveled  coaxed  transmissions  accustomed  urgent  void</p> <p><b>Vocabulary Strategies</b>  Prefixes <i>de-</i>, <i>trans-</i></p>	<p><b>Spelling Principle</b>  Vowel + /r/ Sounds</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> source, flirt, hurdle, parka, frontier, forward, radar, earnest, afford, urban, discard, smirk, rehearse, mourn, surface, parcel, yearn, fierce, starch, formula  <b>Review Words:</b> earth, further, squirm, pardon, perform  <b>Challenge Words:</b> horizontal, circuit, reimburse, formidable, monarchy</p>	<p>Common and Proper Nouns</p>	<p><b>Writing Mode</b>  Write to Express</p> <p><b>Writing Form</b>  Fictional Narrative: Prewrite</p> <p><b>Focus Trait</b>  Organization</p>				
<p><b>Target Vocabulary</b>  predominantly  tendency  welfare  credit  aspect  aptly  tension  parallel  innovation  genuinely</p> <p><b>Vocabulary Strategies</b>  Dictionary/Glossary</p>	<p><b>Spelling Principle</b>  Homophones</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> waist, waste, patience, patients, rite, right, write, muscle, mussel, principal, principle, summary, summery, sight, cite, site, stationary, stationery, coward, cowered  <b>Review Words:</b> berry, bury, hangar, hanger  <b>Challenge Words:</b> barren, baron, burrow, burro, borough</p>	<p>Other Kinds of Nouns</p>	<p><b>Writing Mode</b>  Write to Express</p> <p><b>Writing Form</b>  Fictional Narrative: Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b>  Word Choice</p>				

UNIT 2: COMMON GROUND

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
6	<p><b>Main Selection</b> The Boy Who Saved Baseball <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Persuading the Public <b>Genre:</b> Informational Text</p>	Silent Consonants in Multisyllable Words	Adjust Rate to Purpose	<p><b>Skill</b> Conclusions and Generalizations</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Symbolism</p>	Ask and Answer Questions
7	<p><b>Main Selection</b> Dancing Kane <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Time Trek: Mexico <b>Genre:</b> Reader's Theater</p>	<i>Schwa</i> in Unstressed Syllables	Stress	<p><b>Skill</b> Persuasion</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Flashback</p>	Prepare Interview Questions

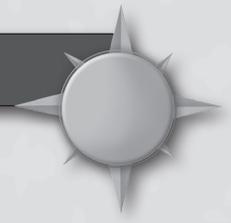


VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b> phenomenal showdown fundamental flair lingered savor gloat berate reserve brainwashed</p> <p><b>Vocabulary Strategies</b> Using Context</p>	<p><b>Spelling Principle</b> Words with <i>ie</i> or <i>ei</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> brief, field, reign, review, fiery, receipt, relieve, conceited, neither, foreign, grief, veil, freight, belief, deceive, yield, beige, perceive, seize, leisure <b>Review Words:</b> thief, view, niece, pier, height <b>Challenge Words:</b> reprieve, wield, feign, conceive, retrieve</p>	<p>Kinds of Verbs</p>	<p><b>Writing Mode</b> Write to Respond</p> <p><b>Writing Form</b> Opinion Paragraph</p> <p><b>Focus Trait</b> Voice</p>
<p><b>Target Vocabulary</b> jubilant commemorates initially recollects customary reflect multitude intense originated agility</p> <p><b>Vocabulary Strategies</b> Idioms</p>	<p><b>Spelling Principle</b> Final /<i>ər</i>/</p> <p><b>Spelling Words</b> <b>Basic Words:</b> fiber, similar, regular, barrier, superior, grammar, rumor, character, director, acre, consider, junior, senior, solar, scholar, razor, surrender, particular, familiar, laser <b>Review Words:</b> calendar, weather, mayor, laughter, popular <b>Challenge Words:</b> escalator, cursor, geyser, perpendicular, maneuver</p>	<p>Verbs and Objects</p>	<p><b>Writing Mode</b> Write to Respond</p> <p><b>Writing Form</b> Summary Paragraph</p> <p><b>Focus Trait</b> Organization</p>

UNIT 2: COMMON GROUND

(CONTINUED)

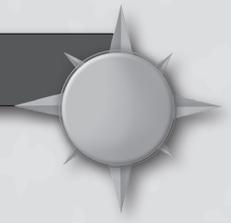
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
8	<p><b>Main Selection</b> Science Friction <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Growing Mold <b>Genre:</b> Informational Text</p>	Common Final Syllables	Phrasing: Punctuation	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Metaphor</p>	Brainstorm Problems and Solutions
9	<p><b>Main Selection</b> Kensuke's Kingdom <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Exploring Islands <b>Genre:</b> Informational Text</p>	Base Words and Inflectional Endings	Accuracy	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Alliteration</p>	Summarize Problems and Solutions
10	<p><b>Main Selection</b> Children of the Midnight Sun: Young Native Voices of Alaska <b>Genre:</b> Narrative Nonfiction</p> <p><b>Main Selection</b> Native American Poetry <b>Genre:</b> Poetry</p>	Recognizing Common Suffixes	Intonation	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Simile</p>	Interpret Poetry



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b> detached principle decomposition specimens reluctant elegant equations complex compromise shriveled</p> <p><b>Vocabulary Strategies</b> Latin Roots and Affixes</p>	<p><b>Spelling Principle</b> Final /ən/, /əl/, and /ər/</p> <p><b>Spelling Words</b> <b>Basic Words:</b> triangle, mental, error, panel, litter, pollen, gallon, cancel, abandon, rival, soldier, recycle, salmon, counsel, rural, vehicle, citizen, monitor, physical, oxygen <b>Review Words:</b> common, dozen, quarrel, proper, loyal <b>Challenge Words:</b> punctual, endeavor, abdomen, kilometer, dandelion</p>	<p>Coordinating Conjunctions</p>	<p><b>Writing Mode</b> Write to Respond</p> <p><b>Writing Form</b> Book Review</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Target Vocabulary</b> venture defy consequences permeated poised rigid rudimentary sparsely array immaculately</p> <p><b>Vocabulary Strategies</b> Denotation and Connotation</p>	<p><b>Spelling Principle</b> Words with <i>-ed</i> or <i>-ing</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> happening, limited, forgetting, equaled, fitting, reasoning, labored, permitting, scrapped, tutoring, admitted, honored, skidding, pardoned, modeling, preferred, scarred, favored, glistening, shuddered <b>Review Words:</b> delivered, scanned, bothering, listening, upsetting <b>Challenge Words:</b> omitted, merited, tapered, equipped, recurring</p>	<p>Subordinating Conjunctions</p>	<p><b>Writing Mode</b> Write to Respond</p> <p><b>Writing Form</b> Opinion Essay: Prewrite</p> <p><b>Focus Trait</b> Ideas</p>
<p><b>Target Vocabulary</b> lore abundance lush teeming altered sophisticated retains concept cultural heritage</p> <p><b>Vocabulary Strategies</b> Synonyms</p>	<p><b>Spelling Principle</b> Endings and Suffixes</p> <p><b>Spelling Words</b> <b>Basic Words:</b> reserved, unlikely, purposeful, adorable, amazement, gentleness, sparkling, homeless, excitement, mileage, graceful, sincerely, advanced, usable, amusement, entirely, wireless, excluding, scarcely, changeable <b>Review Words:</b> freezing, lately, forgiveness, settlement, damaged <b>Challenge Words:</b> inspiring, idleness, achievement</p>	<p>Longer Sentences</p>	<p><b>Writing Mode</b> Write to Respond</p> <p><b>Writing Form</b> Opinion Essay: Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b> Sentence Fluency</p>

UNIT 3: GOING THE DISTANCE

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
11	<p><b>Main Selection</b> Star in the Storm <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Finding the Titanic <b>Genre:</b> Informational Text</p>	Recognizing Common Word Parts	Phrasing: Pauses	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Figurative Language</p>	Conduct an Interview
12	<p><b>Main Selection</b> Airborn <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Riding on Air <b>Genre:</b> Informational Text</p>	Recognizing Common Prefixes	Expression	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Personification</p>	Compare Print and Non-Print Information
13	<p><b>Main Selection</b> Onward: A Photobiography of African-American Polar Explorer Matthew Henson <b>Genre:</b> Biography</p> <p><b>Main Selection</b> Poetic Geography <b>Genre:</b> Poetry</p>	Consonant Alternations	Stress	<p><b>Skill</b> Main Idea and Details</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Jargon</p>	Listen for Information

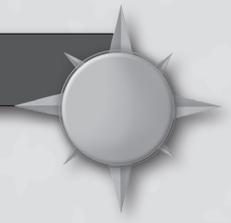


VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>            eerie            frothing            mounting            stabilize            dismay            looming            receded            desperation            collided            juttied</p> <p><b>Vocabulary Strategies</b>            Suffixes <i>-ion, -ation</i></p>	<p><b>Spelling Principle</b>            Suffixes: <i>-ion or -ation</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> correct, correction, explore, exploration, admire, admiration, subtract, subtraction, examine, examination, separate, separation, alter, alteration, preserve, preservation, reflect, reflection, substitute, substitution  <b>Review Words:</b> confess, confession, contribute, contribution  <b>Challenge Words:</b> irritate, irritation, coordinate, coordination</p>	<p>Subject and Object Pronouns</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Descriptive Paragraph</p> <p><b>Focus Trait</b>            Word Choice</p>				
<p><b>Target Vocabulary</b>            jostled            careening            relishing            falter            supple            taut            frail            engulf            frayed            undulating</p> <p><b>Vocabulary Strategies</b>            Prefixes <i>en-, ad-</i></p>	<p><b>Spelling Principle</b>            Prefix: <i>in-, im-, ir-, il-</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> illegal, indent, imperfect, irregular, inability, immobile, inaudible, impatient, individual, insecure, impolite, illegible, irresistible, impartial, illogical, inappropriate, improper, ineffective, immovable, irrational  <b>Review Words:</b> informal, indirect, improve, incomplete, impress  <b>Challenge Words:</b> inadequate, influx, inexcusable, illuminate, irrelevant</p>	<p>Possessive Pronouns</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Personal Narrative Paragraph</p> <p><b>Focus Trait</b>            Voice</p>				
<p><b>Target Vocabulary</b>            sacrificed            frigid            equivalent            participants            durable            expanse            deduced            affirmed            culmination            prime</p> <p><b>Vocabulary Strategies</b>            Suffixes <i>-ent, -ant, -ence, -ance</i></p>	<p><b>Spelling Principle</b>            More Words with <i>-ion</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> circulate, circulation, conclude, conclusion, instruct, instruction, possess, possession, introduce, introduction, except, exception, discuss, discussion, collide, collision, oppose, opposition, estimate, estimation  <b>Review Words:</b> educate, education, elect, election  <b>Challenge Words:</b> detect, detection, procrastinate, procrastination</p>	<p>Simple and Perfect Verb Tenses</p>	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Friendly Letter</p> <p><b>Focus Trait</b>            Organization</p>				

UNIT 3: GOING THE DISTANCE

(CONTINUED)

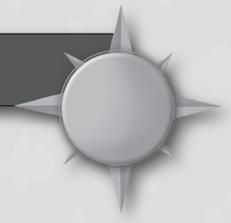
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
14	<p><b>Main Selection</b> Any Small Goodness <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> The Ball is in Their Court <b>Genre:</b> Narrative Nonfiction</p>	Prefixes and Word Roots	Accuracy	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Hyperbole</p>	Listen to Summarize Ideas
15	<p><b>Main Selection</b> Team Moon: How 400,000 People Landed Apollo 11 on the Moon <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> The Woman in the Moon <b>Genre:</b> Readers' Theater/ Folktale</p>	Common Final Syllables <i>-ise, -ize, -ive, -age</i>	Intonation	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Mood</p>	Dramatize a Story



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b> veered anonymous bland motive skeptical reception understatement emulate aim fanatic</p> <p><b>Vocabulary Strategies</b> Analogies</p>	<p><b>Spelling Principle</b> Word Parts: <i>com-</i>, <i>con-</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> contrast, contact, compound, concentrate, combine, comment, conference, compete, community, convert, conversation, commute, constitution, conduct, consumer, continent, composition, communicate, compliment, condition <b>Review Words:</b> combat, commotion, complex, contain, connect <b>Challenge Words:</b> confidential, commission, compatible, combustion, comprehension</p>	Subject-Verb Agreement		<p><b>Writing Mode</b> Write to Narrate</p> <p><b>Writing Form</b> Personal Narrative: Prewrite</p> <p><b>Focus Trait</b> Ideas</p>			
<p><b>Target Vocabulary</b> lunar hovering ascent likelihood impending perilous option presumably unpredictability random</p> <p><b>Vocabulary Strategies</b> Suffixes <i>-ous</i>, <i>-ic</i>, <i>-ure</i></p>	<p><b>Spelling Principle</b> Final <i>/iz/</i>, <i>/iv/</i>, <i>/ij/</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> revise, advantage, memorize, active, organize, criticize, shortage, advertise, attractive, college, explosive, exercise, encourage, summarize, wreckage, recognize, positive, percentage, sensitive, heritage <b>Review Words:</b> storage, relative, average, language, televise <b>Challenge Words:</b> utilize, mortgage, merchandise, aggressive, compromise</p>	Regular and Irregular Verbs		<p><b>Writing Mode</b> Write to Narrate</p> <p><b>Writing Form</b> Personal Narrative: Draft, Revise, Edit, Publish <b>Focus Trait</b> Voice</p>			

UNIT 4: TREASURES OF THE ANCIENT WORLD

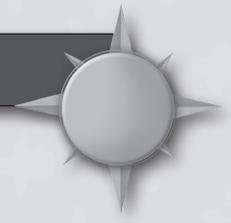
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
16	<p><b>Main Selection</b> The Real Vikings: Craftsmen, Traders and Fearsome <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Poems That Boast <b>Genre:</b> Poetry</p>	Comparing Related Words	Phrasing: Punctuation	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Point of View</p>	Deliver Oral Summaries
17	<p><b>Main Selection</b> The Emperor's Silent Army <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Ancient China: Visual Arts <b>Genre:</b> Informational Text</p>	More Common Suffixes	Accuracy	<p><b>Skill</b> Fact and Opinion</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Flashback</p>	Listen Critically: Persuasive Techniques
18	<p><b>Main Selection</b> The Hero and the Minotaur <b>Genre:</b> Myth</p> <p><b>Paired Selection</b> The Amazing Algorithm <b>Genre:</b> Readers' Theater</p>	The /sh/ and /zh/ in Final Syllables	Expression	<p><b>Skill</b> Story Structure</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Mood</p>	Retell a Story



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b>            majestic            ruthless            ancestral            saga            destiny            recreational            artistry            unearthed            forge            embodied</p> <p><b>Vocabulary Strategies</b>            Word Origins</p>	<p><b>Spelling Principle</b>            Suffixes: <i>-ent, -ant</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> confident, confidence, fragrant, fragrance, excellent, excellence, decent, decency, truant, truancy, brilliant, brilliance, resident, residence, evident, evidence, occupant, occupancy, reluctant, reluctance  <b>Review Words:</b> distant, distance, frequent, frequency  <b>Challenge Words:</b> inconvenient, inconvenience, buoyant, buoyancy</p>	Principal Parts of Verbs	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Compare-Contrast Paragraph</p> <p><b>Focus Trait</b>            Ideas</p>				
<p><b>Target Vocabulary</b>            archaeologists            dignified            mythical            precede            elaborate            replicas            temperaments            distinct            lustrous            excavate</p> <p><b>Vocabulary Strategies</b>            Word Families</p>	<p><b>Spelling Principle</b>            Suffixes: <i>-able/-ible, -ate</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> visible, enjoyable, celebrate, incredible, horrible, desperate, cooperate, valuable, appreciate, considerate, audible, delicate, washable, graduate, capable, miserable, sensible, fortunate, noticeable, responsible  <b>Review Words:</b> terrible, portable, possible, dictate, honorable  <b>Challenge Words:</b> evacuate, irritable, exaggerate, improbable, elaborate</p>	More Kinds of Pronouns	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Problem-Solution Paragraph</p> <p><b>Focus Trait</b>            Organization8</p>				
<p><b>Target Vocabulary</b>            steadfast            somber            labyrinth            rash            unravels            fury            bitterly            massive            embrace            abandon</p> <p><b>Vocabulary Strategies</b>            Suffixes <i>-ful, -less, -ly, -ness, -ment, -ship</i></p>	<p><b>Spelling Principle</b>            Spelling /sh/</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> section, shallow, direction, musician, rash, position, astonish, pressure, attention, impression, crucial, official, emotion, bashful, delicious, establish, ancient, situation, suspicion, permission  <b>Review Words:</b> nation, expression, connection, ashamed, imitation  <b>Challenge Words:</b> diminish, beneficial, efficient, potential, compassion</p>	Adjectives and Adverbs	<p><b>Writing Mode</b>            Write to Narrate</p> <p><b>Writing Form</b>            Cause-Effect Paragraph</p> <p><b>Focus Trait</b>            Sentence Fluency</p>				

UNIT 4: TREASURES OF THE ANCIENT WORLD (CONTINUED)

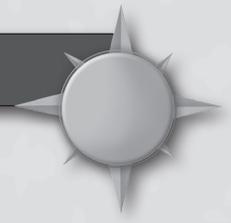
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
19	<p><b>Main Selection</b> The Princess Who Became a King <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Kush <b>Genre:</b> Informational Text</p>	VV Syllable Pattern	Adjust Rate to Purpose	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Foreshadowing</p>	Analyze Media Sources and Message
20	<p><b>Main Selection</b> Bodies from the Ash: Life and Death in Ancient Pompeii <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Since Vesuvius <b>Genre:</b> Informational Text</p>	More Common Prefixes <i>dis-</i> , <i>ex-</i> , <i>inter-</i>	Intonation	<p><b>Skill</b> Main Idea and Details</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Word Choice</p>	View Symbols and Images



VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Target Vocabulary</b>            fragments            pondered            ceremonial            divine            supportive            erected            mission            prosperity            emerge            depicted</p> <p><b>Vocabulary Strategies</b>            Greek Roots and Affixes</p>	<p><b>Spelling Principle</b>            Plurals</p> <p><b>Spelling Words</b>  <b>Basic Words:</b> echoes, halves, solos, leaves, heroes, cliffs, scarves, potatoes, pianos, volcanoes, sheriffs, calves, tomatoes, cellos, wolves, ratios, stereos, yourselves, studios, bookshelves  <b>Review Words:</b> abilities, duties, scissors, memories, strategies  <b>Challenge Words:</b> vetoes, mosquitoes, avocados, wharves, sopranos</p>	<p>Prepositions; Prepositional Phrases</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Informational Essay: Prewrite</p> <p><b>Focus Trait</b>            Organization</p>
<p><b>Target Vocabulary</b>            tremors            subjected            dormant            outlying            salvage            unaffected            opulent            meager            luxurious            imprints</p> <p><b>Vocabulary Strategies</b>            Prefixes <i>un-</i>, <i>re-</i>, <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>il-</i></p>	<p><b>Spelling Principle</b>            Prefixes: <i>dis-</i>, <i>ex-</i>, <i>inter-</i></p> <p><b>Spelling Words</b>  <b>Basic Words:</b> disobey, explosion, dislike, interview, disapprove, interoffice, Internet, disallow, disappear, international, disrespect, exchange, exclaim, dissolve, disconnect, interact, distaste, export, disappoint, interstate  <b>Review Words:</b> disrupt, excite, dishonest, disturb, expected  <b>Challenge Words:</b> exterminate, interrupt, intermediate, intercept, disproportion</p>	<p>More Prepositional Phrases</p>	<p><b>Writing Mode</b>            Write to Inform</p> <p><b>Writing Form</b>            Informational Essay: Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b>            Ideas</p>

UNIT 5: TAKING CHARGE OF CHANGE

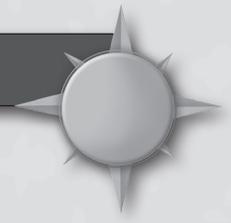
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
21	<p><b>Main Selection</b> All Alone in the Universe <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> DNA Detectives <b>Genre:</b> Narrative Nonfiction</p>	The Prefixes <i>per-</i> , <i>pre-</i> , <i>pro-</i>	Phrasing: Punctuation	<p><b>Skill</b> Compare and Contrast</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Author's Craft</b> Symbolism</p>	Create Visuals for Oral Presentations
22	<p><b>Main Selection</b> First to Fly: How Wilbur and Orville Wright Invented the Airplane <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Young Pilot Sets Records <b>Genre:</b> Narrative Nonfiction</p>	The Prefixes <i>ad-</i> , <i>ob-</i> , <i>af-</i> , <i>ap-</i> , <i>as-</i>	Stress	<p><b>Skill</b> Conclusions and Generalizations</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Personification</p>	Organize Ideas for a Speech
23	<p><b>Main Selection</b> Number the Stars <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Book Review: Number the Stars <b>Genre:</b> Opinion Essay</p>	Recognizing More Suffixes <i>-ic</i> , <i>-ure</i> , <i>-ous</i>	Phrasing: Pauses	<p><b>Skill</b> Cause and Effect</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Figurative Language</p>	Describe a Personal Experience



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b> blurted spiteful scrounged eventually comprehension abrupt exhilaration oracle stable jeopardy</p> <p><b>Vocabulary Strategies</b> Multiple-Meaning Words</p>	<p><b>Spelling Principle</b> Prefixes: <i>pre-</i>, <i>pro-</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> prediction, project, prevent, prepaid, prevail, proclaim, prehistoric, prejudge, preapprove, pregame, precaution, preorder, prescreen, preshow, pretreat, prolong, process, protrude, provision, production <b>Review Words:</b> prefer, prospect, preview, performing, protect <b>Challenge Words:</b> prologue, proportion, prorate, preseason, prearrange</p>	Progressive Forms		<p><b>Writing Mode</b> Write to Persuade</p> <p><b>Writing Form</b> Opinion Paragraph</p> <p><b>Focus Trait</b> Voice</p>			
<p><b>Target Vocabulary</b> decepit instinct lurched frustration vertical barren arose harsh conditions elusive</p> <p><b>Vocabulary Strategies</b> Denotation and Connotation</p>	<p><b>Spelling Principle</b> Words with Silent Letters</p> <p><b>Spelling Words</b> <b>Basic Words:</b> aisle, align, island, crumbs, gnaw, design, knotty, bustle, shepherd, soften, sword, thistle, knock, wrestle, column, autumn, knowledge, debt, numb, raspberry <b>Review Words:</b> half, answer, wreath, comb, wrinkle <b>Challenge Words:</b> campaign, coup, solemn, yacht, pneumonia</p>	Punctuation and Quotations		<p><b>Writing Mode</b> Write to Persuade</p> <p><b>Writing Form</b> Problem- Solution Paragraph</p> <p><b>Focus Trait</b> Word Choice</p>			
<p><b>Target Vocabulary</b> subsided strident intently implored scornfully warily confronting exasperated contempt occupying</p> <p><b>Vocabulary Strategies</b> Using Context</p>	<p><b>Spelling Principle</b> Suffixes: <i>-ic</i>, <i>-ure</i>, <i>-ous</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> fantastic, culture, curious, nervous, posture, jealous, scientific, generous, signature, dangerous, tragic, gigantic, sculpture, precious, lecture, serious, specific, fracture, romantic, ambitious <b>Review Words:</b> panic, future, comic, furniture, frantic <b>Challenge Words:</b> symbolic, unanimous, authentic, nutritious, legislature</p>	Contractions		<p><b>Writing Mode</b> Write to Persuade</p> <p><b>Writing Form</b> Persuasive Letter</p> <p><b>Focus Trait</b> Ideas</p>			

UNIT 5: TAKING CHARGE OF CHANGE (CONTINUED)

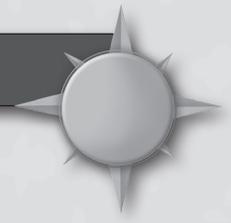
LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
24	<p><b>Main Selection</b> The Voice that Challenged a Nation—Marian Anderson and the Struggle for Equal Rights <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Lines to Courage <b>Genre:</b> Narrative Poetry</p>	<p>Recognizing Common Prefixes <i>de-</i> and <i>trans-</i></p>	<p>Expression</p>	<p><b>Skill</b> Author's Purpose</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Metaphor</p>	<p>Give a Persuasive Speech</p>
25	<p><b>Main Selection</b> Robotics <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Dr. Sneed's Best Friend <b>Genre:</b> Play</p>	<p><i>Common Word Parts</i></p>	<p>Accuracy</p>	<p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Jargon</p>	<p>Research Report</p>



VOCABULARY		SPELLING		GRAMMAR		WRITING	
<p><b>Target Vocabulary</b> conceive controversy inclined significance agitation serene distinguished regal ecstasy prejudice</p> <p><b>Vocabulary Strategies</b> Prefixes <i>con-</i>, <i>com-</i>, <i>pre-</i>, <i>pro-</i></p>	<p><b>Spelling Principle</b> Prefixes: <i>de-</i>, <i>trans-</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> transform, deject, destruct, detour, transmit, default, describe, defend, transplant, descend, derail, defrost, transcript, deploy, dethrone, deodorize, transatlantic, decompose, decrease, transaction <b>Review Words:</b> deserve, detective, transport, define, departure <b>Challenge Words:</b> degenerate, transition, dehydrate, transfusion, translucent</p>	Making Comparisons		<p><b>Writing Mode</b> Write to Persuade</p> <p><b>Writing Form</b> Persuasive Essay: Prewrite</p> <p><b>Focus Trait</b> Ideas</p>			
<p><b>Target Vocabulary</b> inaccessible literally interaction stimulus uncanny ultimate data sensors domestic artificial</p> <p><b>Vocabulary Strategies</b> Suffixes <i>-able</i>, <i>-ible</i></p>	<p><b>Spelling Principle</b> Word Parts</p> <p><b>Spelling Words</b> <b>Basic Words:</b> existence, refreshment, convention, intermission, uneventful, perfectly, completion, improvement, information, attendance, reversible, invention, development, respectful, unhappiness, preparation, irrigate, disagreement, unbelievable, concentration <b>Review Words:</b> decoration, promotion, comfortable, appointment, reaction <b>Challenge Words:</b> acquaintance, prosecution, precision, immeasurable, reputation</p>	Proper Mechanics		<p><b>Writing Mode</b> Write to Persuade</p> <p><b>Writing Form</b> Persuasive Essay: Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b> Word Choice</p>			

UNIT 6: RESPECT AND PROTECT

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
26	<p><b>Main Selection</b> Space Trash <b>Genre:</b> Expository Nonfiction</p> <p><b>Short Article</b> How the Milky Way Came To Be: A Cherokee Tale <b>Genre:</b> Folktale</p> <p><b>Poetry</b> Moon, Satellites</p> <p><b>Below Level Trade Book</b> Esperanza Rising <b>Author:</b> Pam Muñoz Ryan <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Brian's Winter <b>Author:</b> Gary Paulsen <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Tracking Trash <b>Author:</b> Loree Griffin Burns <b>Genre:</b> Nonfiction</p>	Spelling Patterns in Words from Other Languages	Stress	<p><b>Skill</b> Main Idea and Details</p> <p><b>Strategy</b> Question</p> <p><b>Author's Craft</b> Word Choice</p>	Compare Two Folktales
27	<p><b>Long Article</b> Denali Dog Sled Journal <b>Genre:</b> Journal</p> <p><b>Short Article</b> A Harsh Land of Beauty <b>Genre:</b> Photo Essay</p> <p><b>Poetry</b> Twelve Below, Desert Day</p> <p><b>Below Level Trade Book</b> Esperanza Rising <b>Author:</b> Pam Muñoz Ryan <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Brian's Winter <b>Author:</b> Gary Paulsen <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Tracking Trash <b>Author:</b> Loree Griffin Burns <b>Genre:</b> Nonfiction</p>	Recognizing Word Parts	Rate	<p><b>Skill</b> Conclusions and Generalizations</p> <p><b>Strategy</b> Summarize</p> <p><b>Author's Craft</b> Simile</p>	Analyze and Evaluate Presentations

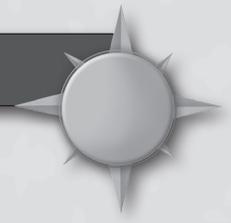


VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Review Vocabulary</b> pressuring, employed, miraculous menace, conclusion, urgent, void tendency, tension, innovation</p> <p><b>Vocabulary Strategies</b> Analogies</p>	<p><b>Spelling Principle</b> Words from Other Languages</p> <p><b>Spelling Words</b> <b>Basic Words:</b> opera, vague, antique, drama, tornado, debut, stampede, gourmet, unique, academy, sonnet, brochure, cocoon, fatigue, mosquito, diploma, fiesta, debris, cafeteria, quartet <b>Review Words:</b> ballet, echo, essay, petite, bouquet <b>Challenge Words:</b> bonanza, rendezvous, et cetera, battalion, engage</p>	<p>Titles and Abbreviations</p>	<p><b>Writing Mode</b> Multigenre Writing</p> <p><b>Writing Form</b> Poem</p> <p><b>Focus Trait</b> Word Choice</p>
<p><b>Review Vocabulary</b> frigid, savor, reflect, intense, venture, consequences, sparsely, lore, retains, heritage</p> <p><b>Vocabulary Strategies</b> Homophones, Homographs, and Homonyms</p>	<p><b>Spelling Principle</b> Greek Word Parts</p> <p><b>Spelling Words</b> <b>Basic Words:</b> geography democracy, microbiology, technology, thermos, automatic, mythology, democratic, thermometer, chronology, automobile, aristocrat, thermal, geology, aristocracy, geometry, anthology, apology, thermostat, psychology <b>Review Words:</b> biology, telephone, photograph, biography, autograph <b>Challenge Words:</b> archaeology, geographic, bureaucracy, etymology, autocrat</p>	<p>More Quotations</p>	<p><b>Writing Mode</b> Multigenre Writing</p> <p><b>Writing Form</b> Fieldnotes</p> <p><b>Focus Trait</b> Ideas</p>

UNIT 6: RESPECT AND PROTECT

(CONTINUED)

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
28	<p><b>Long Article</b> Vanishing Act <b>Genre:</b> Mystery</p> <p><b>Short Article</b> The Smart Swarm <b>Genre:</b> Narrative Nonfiction</p> <p><b>Poetry</b> Bee, I'm Expecting You; Straight Talk</p> <p><b>Below Level</b> <b>Trade Book</b> Esperanza Rising <b>Author:</b> Pam Muñoz Ryan <b>Genre:</b> Realistic Fiction</p> <p><b>On Level</b> <b>Trade Book</b> Brian's Winter <b>Author:</b> Gary Paulsen <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced</b> <b>Trade Book</b> Tracking Trash <b>Author:</b> Loree Griffin Burns <b>Genre:</b> Nonfiction</p>	Recognizing Word Roots	Accuracy	<p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Analyze/Evaluate</p> <p><b>Author's Craft</b> Point of View</p>	Hold a Debate
29	<p><b>Long Article</b> Elephants on the Savannah <b>Genre:</b> Readers' Theater</p> <p><b>Short Article</b> A Colossal Catch <b>Genre:</b> Expository Nonfiction</p> <p><b>Poetry</b> The Elephant, Whale</p> <p><b>Below Level</b> <b>Trade Book</b> Esperanza Rising <b>Author:</b> Pam Muñoz Ryan <b>Genre:</b> Realistic Fiction</p> <p><b>On Level</b> <b>Trade Book</b> Brian's Winter <b>Author:</b> Gary Paulsen <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced</b> <b>Trade Book</b> Tracking Trash <b>Author:</b> Loree Griffin Burns <b>Genre:</b> Nonfiction</p>	Recognizing Prefix Forms	Expression	<p><b>Skill</b> Persuasion</p> <p><b>Strategy</b> Monitor/Clarify</p> <p><b>Author's Craft</b> Mood</p>	Prepare a Storyboard

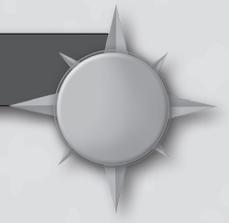


VOCABULARY	SPELLING	GRAMMAR	WRITING
<p><b>Review Vocabulary</b> mounting, dismay, taut, frayed, educed, affirmed, motive, perilous, unpredictability, random</p> <p><b>Vocabulary Strategies</b> Words Often Confused</p>	<p><b>Spelling Principle</b> Latin Word Roots</p> <p><b>Spelling Words</b> <b>Basic Words:</b> prescribe, contract, manufacture, progression, vocal, manual, audience, eject, impose, management, Congress, expose, inject, audition, manuscript, vocabulary, objection, manicure, proposal, extract <b>Review Words:</b> subject, audio, tractor, object, suppose <b>Challenge Words:</b> manipulate, protractor, inscription, auditory, advocate</p>	<p>Commas in Sentences</p>	<p><b>Writing Mode</b> Multigenre Writing</p> <p><b>Writing Form</b> Commercial Script</p> <p><b>Focus Trait</b> Voice</p>
<p><b>Review Vocabulary</b> majestic, destiny, temperaments, fury, massive, embrace, supportive, prosperity, outlying, unaffected</p> <p><b>Vocabulary Strategies</b> Greek and Latin Word Roots</p>	<p><b>Spelling Principle</b> Greek and Latin Word Parts</p> <p><b>Spelling Words</b> <b>Basic Words:</b> Basic Words: pedal, peddler, pedestrian, pedestal, centipede, dental, dentist, dentures, vocalize, vocalist, vocation, memoir, memorial, tripod, podium, memorable, manager, manifest, mortal, mortified <b>Review Words:</b> democracy, geology, thermostat, automatic, technology <b>Challenge Words:</b> impede, pediatrician, pedometer, mannequin, memorabilia</p>	<p>More Commas</p>	<p><b>Writing Mode</b> Multigenre Writing</p> <p><b>Writing Form</b> Multigenre Research Report: Prewrite</p> <p><b>Focus Trait</b> Ideas</p>

UNIT 6: RESPECT AND PROTECT

(CONTINUED)

LESSON	SELECTIONS	DECODING	FLUENCY	COMPREHENSION	LISTENING/SPEAKING/ VIEWING
30	<p><b>Long Article</b> Storm Chasers <b>Genre:</b> Informational Text</p> <p><b>Short Article</b> Whiteout! The Great Blizzard of 1888 <b>Genre:</b> Informational Article</p> <p><b>Poetry</b> Weather, In the Night, Snow, The Wind</p> <p><b>Below Level Trade Book</b> Esperanza Rising <b>Author:</b> Pam Muñoz Ryan <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Brian's Winter <b>Author:</b> Gary Paulsen <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Tracking Trash <b>Author:</b> Loree Griffin Burns <b>Genre:</b> Nonfiction</p>	Confusing Words	Phrasing: Pauses	<p><b>Skill</b> Text and Graphic Features</p> <p><b>Strategy</b> Visualize</p> <p><b>Author's Craft</b> Flashback</p>	Give an Oral Multimedia Presentation

**VOCABULARY****SPELLING****GRAMMAR****WRITING****Review Vocabulary**

eventually, jeopardy, vertical, conditions, subsided, intently, warily, stimulus, data, sensors

**Vocabulary Strategies**

Suffixes *-ize, -ify, -ive, -ity*

**Spelling Principle**

Words Often Confused

**Spelling Words**

**Basic Words:** desert, dessert, hardy, hearty, moral, morale, laying, lying, personal, personnel, formally, formerly, healthy, healthful, precede, proceed, conscious, conscience, immigrate, emigrate

**Review Words:** loose, lose, homophone, homograph

**Challenge Words:** sympathy, empathy, imminent, eminent

Other Punctuation

**Writing Mode**

Multigenre Writing

**Writing Form**

Multigenre Research Report: Draft, Revise, Edit

**Focus Trait**

Organization

# JOURNEYS

YOUR READING ADVENTURE AWAITS!



HOUGHTON MIFFLIN HARCOURT

© Houghton Mifflin Harcourt Publishing Company. All rights reserved. Printed in the U.S.A. 03/10 ADV-3053