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JOURNEYS

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SCOPE AND SEQUENCE

GRADES K-5

JOURNEYS

SCOPE AND SEQUENCE

GRADES K–5

TABLE OF CONTENTS

KINDERGARTEN	2
GRADE 1	32
GRADE 2	56
GRADE 3	80
GRADE 4	110
GRADE 5	144

Week	Selections	Concepts of Print	Phonological Awareness	Letter Names
1	<p>Listen to Rhymes Jack and Jill “One, Two, Three, Four, Five” “Pease Porridge Hot” “Colors” “To Market, To Market”</p>	<p>Concepts of Print Recognize Names Distinguish Letters, Numbers Book Handling Environmental Print</p>	<p>Phonological Awareness Rhyming Words Blend Syllables</p>	<p>Letter Names Letters: <i>Aa, Bb, Cc, Dd, Ee</i></p>
2	<p>Listen to Rhymes “I Went Upstairs” “Mix a Pancake” “Sing a Song of Sixpence” “Little Arabella Stiller”</p> <p>Listen to Songs “Quack! Quack! Quack!”</p>	<p>Concepts of Print Book Handling Distinguish Letters, Numbers Environmental Print Recognize First and Last Names</p>	<p>Phonological Awareness Rhyming Words Blend and Segment Syllables</p>	<p>Letter Names Letters: <i>Ff, Gg, Hh, Ii, Jj</i></p>

GRADE K • Unit 1

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
1	<p>Read Aloud Book Building with Dad Genre: Realistic Fiction</p> <p>Big Book What Makes a Family? Genre: Informational Text</p> <p>Paired Selections “Frère Jacques” “Everybody Says” “Tortillas for Mommy” “My Little Sister” Genre: for “Frère Jacques” Poetry and Lullaby Genre: for Remaining Paired Selections Poetry</p>	<p>Target Skill Main Ideas</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Genre</p>	<p>Phonological Awareness Rhyming Words Single Sounds</p> <p>Letter Names Letters <i>Kk, Ll, Mm, Nn, Oo</i></p> <p>Student Book See What We Can Do We Can Make It</p>	<p>Concepts of Print Directionality: Left to Right Book Parts</p> <p>Words to Know (High-Frequency Words) /</p> <p>Fluency Read with Expression</p>	<p>Enrich Vocabulary Talk About Families</p>

ELD - Language Workshop Lessons

<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer <i>wh-</i> Questions</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Write a Recount</p> <p>How English Works: Expand Sentences with Prepositions</p> <p>Vocabulary Network</p>
<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions Using Open Responses</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Plan a Presentation</p> <p>How English Works: Expand Noun Phrases to Add Details</p> <p>Vocabulary Network</p>

LANGUAGE		WRITING	
Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary <i>cranes, crew, gleaming, mechanic, outlining, solid</i></p> <p>Selection Vocabulary <i>celebrate (v), family (n), memories (n), include (v)</i></p> <p>Domain-Specific Vocabulary <i>parent, sibling, ancestor, relation</i></p> <p>Vocabulary Strategy Classify and Categorize Family Words</p>	<p>Grammar Skill Nouns</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions</p> <p>Interpret: Describe Ideas/Text Elements</p> <p>Produce: Recount Experiences</p> <p>How English Works: Common Nouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Names</p> <p>Focus Trait Conventions</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
2	<p>Read Aloud Book Friends at School Genre: Informational Text</p> <p>Big Book How Do Dinosaurs Go to School? Genre: Fantasy</p> <p>Paired Selection “My School Bus” Genre: Informational Text</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Author’s Purpose</p>	<p>Phonological Awareness Beginning Sounds</p> <p>Letter Names Letters <i>Pp, Qq, Rr, Ss, Tt</i></p> <p>Student Book We Go to School I Like</p>	<p>Concepts of Print Directionality: Follow Words Left to Right, Top to Bottom Book Handling</p> <p>Words to Know (High-Frequency Words) <i>like</i></p> <p>Fluency Pause for Punctuation</p>	<p>Enrich Vocabulary Talk About School</p>
3	<p>Read Aloud Book I Have a Pet! Genre: Realistic Fiction</p> <p>Big Book Please, Puppy, Please Genre: Realistic Fiction</p> <p>Paired Selection “Different Kinds of Dogs” Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Conclusions</p>	<p>Phonological Awareness Beginning Sounds Words in Oral Sentences</p> <p>Letter Names Letters <i>Uu, Vv, Ww, Xx, Yy, Zz</i></p> <p>Student Book Baby Bear’s Family The Party</p>	<p>Concepts of Print Letters and Words: First, Last Letters, Distinguish Letters from Words The Alphabet</p> <p>Words to Know (High-Frequency Words) <i>the</i></p> <p>Fluency Reading Rate</p>	<p>Enrich Vocabulary Talk About Pets</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Language

**ELD
Language Workshop
Lessons**

Writing

<p>Oral Vocabulary <i>busy, company, container, job, scoop, tortoises</i></p> <p>Selection Vocabulary <i>bullying, tidies, fidget, interrupt</i></p> <p>Domain-Specific Vocabulary <i>behave, member, respect, community</i></p> <p>Vocabulary Strategy Antonyms</p>	<p>Grammar Skill Nouns for Places</p> <p>How English Works Verb Types (being)</p>	<p>Language Skills and Strategies Collaborate: Question; Take Turns Interpret: Listen Actively Produce: Use Technology; Give Presentations; Support Opinions How English Works: Proper Nouns Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Labels</p> <p>Focus Trait Elaboration</p>
<p>Oral Vocabulary <i>cooperate, curious, interesting, slimy, smooth, vet</i></p> <p>Selection Vocabulary <i>fetch, inside, outside, please</i></p> <p>Domain-Specific Vocabulary <i>responsibility, groom, train, nurture</i></p> <p>Vocabulary Strategy Synonyms</p>	<p>Grammar Skill Nouns for Animals and Things</p> <p>How English Works Verb Types (doing)</p>	<p>Language Skills and Strategies Collaborate: Agree/Disagree; Affirm Interpret: Describe Ideas/Text Elements Produce: Write Stories How English Works: Comprehend/Compose Texts Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Captions</p> <p>Focus Trait Purpose</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
4	<p>Read Aloud Book Pizza at Sally's Genre: Realistic Fiction</p> <p>Big Book Everybody Works Genre: Informational Text</p> <p>Paired Selections "The Elves and the Shoemaker" Genre: Fairy Tale "The Lion and the Mouse" Genre: Fable</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Genre</p>	<p>Phonological Awareness Beginning Sounds Words in Oral Sentences</p> <p>Phonics Letters <i>Mm</i></p> <p>Student Book <i>Mm</i> <i>I Like Mm</i></p>	<p>Concepts of Print Spaces Between Words Environmental Print</p> <p>Words to Know (High-Frequency Words) <i>and</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Talk About Jobs</p>
5	<p>Read Aloud Book The Little Red Hen Genre: Folk Tale and Fable</p> <p>Big Book The Handiest Things in the World Genre: Informational Text</p> <p>Paired Selection Stone Soup Genre: Folk Tale</p>	<p>Target Skill Details</p> <p>Target Strategy Question</p> <p>Second Read Skill Cause and Effect</p>	<p>Phonological Awareness Beginning Sounds Words in Oral Sentences</p> <p>Phonics Letters <i>Ss</i> Review <i>m, s</i></p> <p>Student Book <i>Ss</i> <i>I Like Ss</i></p>	<p>Concepts of Print Capitalization: First Word in a Sentence Punctuation: Period, Question Mark</p> <p>Words to Know High-Frequency Words Review: <i>I, like, the, and</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Discuss Tools, Ask a Question About Tools, Discuss Answers</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Language

ELD Language Workshop Lessons

Writing

<p>Oral Vocabulary <i>customers, dough, famous, perfect, sprinkled, stretchy</i></p> <p>Selection Vocabulary <i>creating, delivering, hobby, protecting</i></p> <p>Domain-Specific Vocabulary <i>volunteer, worker, job, goods, services</i></p> <p>Vocabulary Strategy Classify and Categorize Words for Jobs</p> <p>Enrich Vocabulary Words with Endings <i>-ed, -ing</i></p>	<p>Grammar Skill Action Verbs in the Present Tense</p> <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Describe Author's Language Produce: Use Technology; Give Presentations; Add Details How English Works: Comprehend/Compose Texts Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences</p> <p>Focus Trait Development</p>
<p>Oral Vocabulary <i>admired, delicious, delight, doubt, fable, sigh</i></p> <p>Selection Vocabulary <i>appears, future, handy, stray</i></p> <p>Domain-Specific Vocabulary <i>invention, utensil, aid, purpose</i></p> <p>Vocabulary Strategy Synonyms</p> <p>Enrich Vocabulary Asking Questions</p>	<p>Grammar Skill Action Verbs in the Present Tense</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies Collaborate: Offer Opinions Interpret: Analyze Language Choice Produce: Use Technology; Write Drama How English Works: Prepositions Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Class Story</p> <p>Focus Trait Development</p> <p>Research/Media Literacy Research a Tool</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
6	<p>Read Aloud Book Listen, Listen Genre: Informational Text</p> <p>Big Book My Five Senses Genre: Informational Text</p> <p>Paired Selections “Picnic Day” “Here Are My Eyes” “The Storm” “Five Wonderful Senses” Genre: Poetry</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Text and Graphic Features</p>	<p>Phonological Awareness Blend Onset and Rime</p> <p>Phonics Letters Aa (Short a) Vowels and Consonants</p> <p>Student Book Aa I See</p>	<p>Concepts of Print Book Parts Reading a Chart</p> <p>Words to Know High-Frequency Words see</p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Discuss Daily Activities</p>
7	<p>Read Aloud Book Amelia’s Show-and-Tell Fiesta Genre: Realistic Fiction</p> <p>Big Book Mice Squeak, We Speak Genre: Realistic Fiction</p> <p>Paired Selection “The Fort Worth Zoo” Genre: Informational Text</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Author’s Word Choice</p>	<p>Phonological Awareness Blend Onset and Rime Segment Onset and Rime</p> <p>Phonics Letters Tt Short a, Long a</p> <p>Student Book Tt We Like Toys</p>	<p>Concepts of Print Punctuation: Period, Question Mark, Exclamation Point</p> <p>Words to Know High-Frequency Words we</p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Have a Conversation</p>
8	<p>Read Aloud Book Jonathan and His Mommy Genre: Realistic Fiction</p> <p>Big Book Move! Genre: Informational Text</p> <p>Paired Selection “The Hare and the Tortoise” Genre: Fable</p>	<p>Target Skill Details</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Compare and Contrast</p>	<p>Phonological Awareness Blend Onset and Rime Segment Onset and Rime</p> <p>Phonics Letters Cc (/k/)</p> <p>Student Book Cc I Can See</p>	<p>Concepts of Print Spaces Between Words Directionality</p> <p>Words to Know High-Frequency Words a</p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Discuss Animals, Research and Share</p>

LANGUAGE		WRITING	
Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary <i>drift, ripen, scurry, sizzle, whisper, whistle</i></p> <p>Selection Vocabulary <i>aware, senses, sight, touch</i></p> <p>Domain-Specific Vocabulary <i>vision, sound, flavor, texture, scent</i></p> <p>Vocabulary Strategy Context Clues</p> <p>Enrich Vocabulary Sentences with Opposites</p>	<p>Grammar Skill Sensory Words</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Give Presentations</p> <p>How English Works: Connect Ideas</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Descriptive Sentences</p> <p>Focus Trait Purpose</p>
<p>Oral Vocabulary <i>foolish, frowns, ruffled, special, treasures, tropical</i></p> <p>Selection Vocabulary <i>chatter, coo, snore, squawk</i></p> <p>Domain-Specific Vocabulary <i>communicate, respond, language, conversation</i></p> <p>Vocabulary Strategy Classify and Categorize Sensory Words</p> <p>Enrich Vocabulary Words for Sounds</p>	<p>Grammar Skill Sensory Words</p> <p>How English Works Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions; Elaborate</p> <p>Interpret: Describe Ideas/Text Elements</p> <p>Produce: Write Explanations</p> <p>How English Works: Comprehend/ Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Descriptive Sentences</p> <p>Focus Trait Conventions</p>
<p>Oral Vocabulary <i>backward, beat, leap, strange, wiggle, zigzag</i></p> <p>Selection Vocabulary <i>colony, rustling, slithers, startled</i></p> <p>Domain-Specific Vocabulary <i>dive, swim, climb, fly</i></p> <p>Vocabulary Strategy Classify and Categorize Action Words</p> <p>Enrich Vocabulary Movement Words</p>	<p>Grammar Skill Adjectives for Color</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Express Likes and Dislikes; Offer Opinions</p> <p>Interpret: Listen Actively</p> <p>Produce: Use Technology; Give Presentations; Recount Experiences</p> <p>How English Works: Nouns/Noun Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Captions</p> <p>Focus Trait Purpose</p> <p>Research/Media Literacy Research an Animal</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
9	<p>Read Aloud Book Good Morning, Digger Genre: Realistic Fiction</p> <p>Big Book What Do Wheels Do All Day? Genre: Informational Text</p> <p>Paired Selection “Wheels Long Ago and Today” Genre: Informational Text</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Second Read Skill Conclusions</p>	<p>Phonological Awareness Blend Phonemes</p> <p>Phonics Letters <i>Pp</i></p> <p>Student Book <i>Pp</i> I Like Animals</p>	<p>Concepts of Print Letters in Words</p> <p>Words to Know High-Frequency Words <i>to</i></p> <p>Fluency Reading Rate</p>	<p>Speaking and Listening Ask Questions, Research, Share</p>
10	<p>Read Aloud Book David’s Drawings Genre: Realistic Fiction</p> <p>Big Book Mouse Shapes Genre: Fiction</p> <p>Paired Selection “Signs and Shapes” Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Understanding Characters</p>	<p>Phonological Awareness Blend Phonemes</p> <p>Phonics Review Letters <i>Aa</i> (Short <i>a</i>), <i>Tt</i>, <i>Cc</i> (<i>/k/</i>), <i>Pp</i></p> <p>Student Book <i>Mmmm</i>, Good! The Playground</p>	<p>Concepts of Print Capitalization: First Letter of a Sentence Spaces Between Words</p> <p>Words to Know High-Frequency Words Review: <i>see, we, a, to</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Talk About Characters</p>

LANGUAGE		WRITING	
Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary <i>early, weeds, community, cement, vacant, welding</i></p> <p>Selection Vocabulary <i>sputter, travelers, swirl, patrol</i></p> <p>Domain-Specific Vocabulary <i>push, pull, roll, spin</i></p> <p>Vocabulary Strategy Synonyms</p> <p>Enrich Vocabulary Talk About Vehicles</p>	<p>Grammar Skill Adjectives for Numbers</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies Collaborate: Offer Opinions Interpret: Describe Ideas/Text Elements Produce: Write Stories; Retell Texts How English Works: Verbs/Verb Phrases Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Description</p> <p>Focus Trait Elaboration</p> <p>Research/Media Literacy Answer Questions About Vehicles</p>
<p>Oral Vocabulary <i>add, fluffy, fresh, grinned, moment, shyly</i></p> <p>Selection Vocabulary <i>hurry, pounced, sneaky, tricky</i></p> <p>Domain-Specific Vocabulary <i>rectangle, triangle, diamond, circle, oval, square</i></p> <p>Vocabulary Strategy Classify and Categorize Shape Words</p> <p>Enrich Vocabulary Words with Suffixes <i>-ly, -ful</i></p>	<p>Grammar Skill Adjectives for Size and Shape</p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies Collaborate: Offer Opinions Interpret: Describe Author's Language Produce: Give Presentations; Support Opinions How English Works: Prepositional Phrases Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Description</p> <p>Focus Trait Evidence</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
11	<p>Read Aloud Book Every Season Genre: Informational Text</p> <p>Big Book Jump into January Genre: Informational Text</p> <p>Paired Selection “Holidays All Year Long” Genre: Informational Text</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Question</p> <p>Second Read Skill Text and Graphic Features</p>	<p>Phonological Awareness Blend Phonemes Final Sound</p> <p>Phonics Review Letters <i>Aa</i> (Short <i>a</i>) Words with <i>a</i> (Short <i>a</i>) Blending Words Word Building</p> <p>Student Book Pat Cat, Sam Cat, Pam Cat,</p>	<p>Concepts of Print Letters in Words Spaces Between Words</p> <p>Words to Know High-Frequency Words <i>come, me</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Talk About the Weather</p>
12	<p>Read Aloud Book Storm Is Coming! Genre: Fantasy</p> <p>Big Book Snow Genre: Fantasy</p> <p>Paired Selection “How Water Changes” Genre: Informational Text</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Understanding Characters</p>	<p>Phonological Awareness Blend Phonemes Final Sound</p> <p>Phonics Letters <i>Nn</i> Words with <i>n</i> Blending Words Word Building</p> <p>Student Book I Can Nap Tap with Me</p>	<p>Concepts of Print Letters and Words Spaces Between Words</p> <p>Words to Know High-Frequency Words <i>with, my</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Compare Texts</p>
13	<p>Read Aloud Book A Zebra’s World Genre: Informational Text</p> <p>Big Book What Do You Do With a Tail Like This? Genre: Informational Text</p> <p>Paired Selections Wings Dragonfly Tails On Our Way Genre: Poetry</p>	<p>Target Skill Author’s Purpose</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Text and Graphic Features</p>	<p>Phonological Awareness Blend Phonemes Final Sound</p> <p>Phonics Letters <i>Ff</i> Words with <i>f</i> Blending Words Word Building</p> <p>Student Book Cam, Pam, Fan, and Mac Fat Cat</p>	<p>Concepts of Print Directionality High-Frequency Word Hunt</p> <p>Words to Know High-Frequency Words <i>you, what</i></p> <p>Fluency Reading Rate</p>	<p>Speaking and Listening Discuss Animals, Present</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary <i>bloom, peck, scatter, speckled, store, tracks</i></p> <p>Selection Vocabulary <i>glistens, jive, local, orchard</i></p> <p>Domain-Specific Vocabulary <i>wind, weather, season, evaporate, air</i></p> <p>Vocabulary Strategy Figurative Language</p> <p>Enrich Vocabulary Multiple-Meaning Words</p>	<p>Grammar Skill Sentence Parts: Subject</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies Collaborate: Respond; Listen Attentively Interpret: Analyze Language Choices Produce: Use Technology; Write Exposition How English Works: Compound and Complex Sentences Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences</p> <p>Focus Trait Elaboration</p> <p>Research/Media Literacy Chart the Weather</p>
<p>Oral Vocabulary <i>guard, huddle, nodded, pasture, silent, stampede</i></p> <p>Selection Vocabulary <i>drifted, gathering, swirled, wisely</i></p> <p>Domain-Specific Vocabulary <i>hibernate, adapt, temperature, melt</i></p> <p>Vocabulary Strategy Classify and Categorize Sensory Words</p> <p>Enrich Vocabulary Words with Endings <i>-ed, -ing</i></p>	<p>Grammar Skill Sentence Parts: Verb</p> <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies Collaborate: Ask for Assistance; Take Turns Interpret: Analyze Language Choices Produce: Give Presentations How English Works: Use Verbs/Verb Phrases Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences</p> <p>Focus Trait Development</p>
<p>Oral Vocabulary <i>daily, herd, muscles, pattern, several, usually</i></p> <p>Selection Vocabulary <i>belongs, capture, nasty, sensitive</i></p> <p>Domain-Specific Vocabulary <i>insect, mammal, fish, reptile, bird</i></p> <p>Vocabulary Strategy Context Clues</p> <p>Enrich Vocabulary Words with Prefixes <i>un-, re-</i></p>	<p>Grammar Skill Complete Sentences: Capitalization and Punctuation</p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies Collaborate: Listen Attentively Interpret: Describe Ideas/Text Elements Produce: Retelling; Add Details How English Works: Comprehend/Compose Texts Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences</p> <p>Focus Trait Development</p> <p>Research/Media Literacy Animal Fun Facts</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
14	<p>Read Aloud Book Home for a Tiger, Home for a Bear Genre: Informational Text</p> <p>Big Book Turtle Splash! Genre: Informational Text</p> <p>Paired Selection “Where Animals Live” Genre: Informational Text</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Author’s Purpose</p>	<p>Phonological Awareness Blend Phonemes Isolate Middle Sound</p> <p>Phonics Letters <i>Bb</i> Words with <i>b</i> Blending Words</p> <p>Student Book What Now? Bab at Bat</p>	<p>Concepts of Print High-Frequency Word Hunt</p> <p>Words to Know High-Frequency Words <i>are, now</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Discuss Animal Habitats, Research, Share</p>
15	<p>Read Aloud Book How Many Stars in the Sky? Genre: Realistic Fiction</p> <p>Big Book What a Beautiful Sky! Genre: Informational Text</p> <p>Paired Selection “What Will the Weather Be Like?” Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Author’s Word Choice</p>	<p>Phonological Awareness Blend Phonemes Isolate Middle Sound</p> <p>Phonics Review Letters <i>Aa</i> (Short <i>a</i>), <i>Nn, Ff, Bb</i> Words with <i>a</i> (Short <i>a</i>), <i>n, f, b</i> Blending Review Word Building Long Vowel /ā/a_e</p> <p>Student Book Mac and Pam Cat Come with Me</p>	<p>Concepts of Print Letters, Words, and Sentences</p> <p>Words to Know High-Frequency Words Review: <i>come, me, with, my, you, what, are, now</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Talk About the Night Sky</p>

LANGUAGE		WRITING	
Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary <i>burrow, desert, (beaver's) lodge, patient, shade, soaring</i></p> <p>Selection Vocabulary <i>idle, lounging, scampers, timid</i></p> <p>Domain-Specific Vocabulary <i>habitat, environment, woodland, grassland, wetland</i></p> <p>Vocabulary Strategy Classify and Categorize Number Words</p> <p>Enrich Vocabulary Number Words and Ordinals</p>	<p>Grammar Skill Verbs in the the Past Tense</p> <p>How English Works Noun Phrases</p>	<p>Language Skills and Strategies Collaborate: Express Feelings; Ask Questions Interpret: Listen Actively Produce: Use Technology; Give Presentations How English Works: Use Verbs/Verb Phrases Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p> <p>Focus Trait Development</p> <p>Research/Media Literacy Research an Animal Habitat</p>
<p>Oral Vocabulary <i>dazzling, distance, gazing, leaned, planet, tunnel</i></p> <p>Selection Vocabulary <i>fireball, thinner, beautiful, misty</i></p> <p>Domain-Specific Vocabulary <i>star, sun, moon, galaxy</i></p> <p>Vocabulary Strategy Figurative Language: Simile</p> <p>Enrich Vocabulary Words with Endings <i>-ed, -ing</i></p>	<p>Grammar Skill Statements</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Describe Ideas/Text Elements Produce: Use Technology; Write Procedures How English Works: Adjectives Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p> <p>Focus Trait Organization</p>

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
16	<p>Read Aloud Book Dear Mr. Blueberry Genre: Fantasy</p> <p>Big Book What Is Science? Genre: Poetry</p> <p>Paired Selection "Benjamin Franklin, Inventor" Genre: Biography</p>	<p>Target Skill Details</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Main Ideas</p>	<p>Phonological Awareness Blend Phonemes Isolate Middle Sound</p> <p>Phonics Letters <i>li</i> Words with (Short <i>i</i>) Blending Words Long <i>i</i>, Short <i>i</i></p> <p>Student Book What Is It? Fit in My Cab</p>	<p>Concepts of Print High-Frequency Word Hunt</p> <p>Words to Know High-Frequency Words <i>is, how, of, so many, where</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Share Ideas About Science</p>
17	<p>Read Aloud Book It Is the Wind Genre: Realistic Fiction</p> <p>Big Book From Caterpillar to Butterfly Genre: Informational Text</p> <p>Paired Selection "Anansi and Grasshopper" Genre: Trickster Tale</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Author's Word Choice</p>	<p>Phonological Awareness Blend Phonemes Segment Phonemes</p> <p>Phonics Letters <i>Gg</i> Words with <i>g</i> Blending Words</p> <p>Student Book Can You Find It? Pam Pig</p>	<p>Concepts of Print Letters in Words Spaces Between Words</p> <p>Words to Know High-Frequency Words <i>find, this, from, came, but, on</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Share Information and Ideas</p> <p>Discuss Butterflies, Share Posters</p>
18	<p>Read Aloud Book One-Dog Canoe Genre: Fiction</p> <p>Big Book Atlantic Genre: Informational Text</p> <p>Paired Selections "If You Ever" "A Sailor Went to Sea, Sea, Sea" "Ten Little Fishes" "Undersea" Genre: Poetry</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Figurative Language</p>	<p>Phonological Awareness Blend Phonemes Segment Phonemes</p> <p>Phonics Letters <i>Rr</i> Words with <i>r</i> Blending Words Word Building</p> <p>Student Book Nat, Tim, and Tan Sam Rip Is It</p>	<p>Concepts of Print Directionality</p> <p>Words to Know High-Frequency Words <i>will, be, into, that, your, who</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Share Information and Ask Questions</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary <i>information, perhaps, pleased, pond, spurt, travel</i></p> <p>Selection Vocabulary <i>fossils, geodes, geysers, glaciers</i></p> <p>Domain-Specific Vocabulary <i>experiment, life science, earth and space science, physical science</i></p> <p>Vocabulary Strategy Classify and Categorize Science Words</p> <p>Enrich Vocabulary Talk About Science and Scientists</p>	<p>Grammar Skill Questions</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Apologize; Add Information; Build on Responses</p> <p>Interpret: Describe Author's Language</p> <p>Produce: Give Presentations; Support Opinions</p> <p>How English Works: Prepositional Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Message</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
<p>Oral Vocabulary <i>creaks, hare, hinge, howling, path, sways</i></p> <p>Selection Vocabulary <i>ever, pumps, rush, tiny</i></p> <p>Domain-Specific Vocabulary <i>metamorphosis, molt, chrysalis, larva</i></p> <p>Vocabulary Strategy Multiple-Meaning Words</p> <p>Enrich Vocabulary Words for Sounds</p>	<p>Grammar Skill Proper Nouns for Places, People, and Pets</p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions; Listen Attentively</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Write Reports; Recount Experiences</p> <p>How English Works: Compound Sentences</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Thank-You Note</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Make a Poster</p>
<p>Oral Vocabulary <i>canoe, dew, glided, paddle, peered, crew</i></p> <p>Selection Vocabulary <i>conquered, lapping, relatives, scraping</i></p> <p>Domain-Specific Vocabulary <i>inlet, iceberg, gulf, wave, tide</i></p> <p>Vocabulary Strategy Context Clues</p> <p>Enrich Vocabulary Ask Questions About Words</p>	<p>Grammar Skill Verbs in the Future Tense</p> <p>How English Works Verb Types (doing)</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Give Presentations; Recount Experiences</p> <p>How English Works: Common Nouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Friendly Letter</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Compare Bodies of Water</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
19	<p>Read Aloud Book Nicky and the Rainy Day Genre: Fantasy</p> <p>Big Book Sheep Take a Hike Genre: Fantasy</p> <p>Paired Selections "The Three Billy Goats Gruff" "The Builder and the Oni" Genre: Fairy Tales</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Question</p> <p>Second Read Skill Sequence of Events</p>	<p>Phonological Awareness Blend Phonemes Segment Phonemes</p> <p>Phonics Letters <i>Dd</i> Words with <i>d</i> Blending Words Word Building</p> <p>Student Book Go for It! D Is for Dad</p>	<p>Concepts of Print Punctuation Directionality</p> <p>Words to Know High-Frequency Words <i>go, for, here, they, soon, up</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Tell a Story Together</p>
20	<p>Read Aloud Book Duck & Goose Genre: Fantasy</p> <p>Big Book Curious George's Dinosaur Discovery Genre: Fantasy</p> <p>Paired Selection "Exploring Land and Water" Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Conclusions</p>	<p>Phonological Awareness Blend Phonemes Add Phonemes</p> <p>Phonics Review Letters <i>li</i> (Short <i>i</i>), <i>Gg</i>, <i>Dd</i>, <i>Rr</i> Review words with <i>i</i> (Short <i>i</i>), <i>g</i>, <i>d</i>, <i>r</i> Blending Review Adding -s (<i>/s/</i>, <i>/z/</i>; no formal lesson)</p> <p>Student Book The Big Dig We Fit</p>	<p>Concepts of Print High-Frequency Word Hunt</p> <p>Words to Know High-Frequency Words Review: <i>is, how, of, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up</i></p> <p>Fluency Reading Rate</p>	<p>Speaking and Listening Discuss Curiosity</p>

LANGUAGE		WRITING	
Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary <i>blizzards, boring, cliffs, impossible, jungle, meadow</i></p> <p>Selection Vocabulary <i>bicker, compass, hiking, tramp</i></p> <p>Domain-Specific Vocabulary <i>trail, gear, supplies, pack</i></p> <p>Vocabulary Strategy Antonyms</p> <p>Enrich Vocabulary Words for Walking and Hiking</p>	<p>Grammar Skill Verbs in the Past Tense</p> <p>How English Works Verb Types (being)</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Describe Ideas/Text Elements</p> <p>Produce: Write Descriptions; Retell Texts</p> <p>How English Works: Text Structure</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Sentences</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
<p>Oral Vocabulary <i>apologized, attention, confusion, notice, snooze, webbed</i></p> <p>Selection Vocabulary <i>expected, display, museum, quarry</i></p> <p>Domain-Specific Vocabulary <i>discover, examine, experiment, verify</i></p> <p>Vocabulary Strategy Synonyms</p> <p>Enrich Vocabulary Multiple-Meaning Words</p>	<p>Grammar Skill Verbs: Past, Present, Future</p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions; Elaborate; Negotiate with Others</p> <p>Interpret: Listen Actively</p> <p>Produce: Use Technology; Give Presentations</p> <p>How English Works: Comprehend/Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Sentences</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
21	<p>Read Aloud Book Simon and Molly plus Hester Genre: Realistic Fiction</p> <p>Big Book Zin! Zin! Zin! a Violin Genre: Poetry</p> <p>Paired Selections Celebration The Lobsters and the Fiddler Crab The More We Get Together Genre: Poetry/Song</p>	<p>Target Skill Details</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Author's Word Choice</p>	<p>Phonological Awareness Blend Phonemes Segment Phonemes</p> <p>Phonics Letters <i>Oo</i> (Short <i>o</i>) Words with <i>o</i> (Short <i>o</i>) Adding -s (<i>/s/</i>, <i>/z/</i>; no formal lesson) Blending Words Long <i>o</i>, Short <i>o</i></p> <p>Student Book Make It Pop! My Dog Tom</p>	<p>Concepts of Print Directionality</p> <p>Words to Know High-Frequency Words <i>make, play, them, give, say, new</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Discuss Musical Instruments, Share</p>
22	<p>Read Aloud Book A Tiger Grows Up Genre: Informational Text</p> <p>Big Book Leo the Late Bloomer Genre: Fantasy</p> <p>Paired Selection "What Can a Baby Animal Do?" Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Sequence of Events</p>	<p>Phonological Awareness Blend and Segment Phonemes Substitute Phonemes</p> <p>Phonics Letters <i>Xx, Jj</i> Words with <i>x, j</i> Blending Words Word Building</p> <p>Student Book A Good Job Fix It!</p>	<p>Concepts of Print Punctuation</p> <p>Words to Know High-Frequency Words <i>said, good, was, then, ate, could</i></p> <p>Fluency Reading Rate</p>	<p>Speaking and Listening Talk About Fiction and Informational Texts</p>
23	<p>Read Aloud Book Oscar and the Frog Genre: Informational Text</p> <p>Big Book Zinnia's Flower Garden Genre: Informational Text</p> <p>Paired Selection "Growing Sunflowers" Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Text and Graphic Features</p>	<p>Phonological Awareness Blend and Segment Phonemes Substitute Phonemes</p> <p>Phonics Letters <i>Ee</i> (Short <i>e</i>) Words with <i>e</i> (Short <i>e</i>) Blending Words Long <i>e</i>, Short <i>e</i></p> <p>Student Book My Pet Dog Ben and Jen</p>	<p>Concepts of Print Diagrams and Labels</p> <p>Words to Know High-Frequency Words <i>she, all, over, her, when, some</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Share Information and Ideas Discuss, Research, Share</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary <i>idea, just, plain, teach, together, until</i></p> <p>Selection Vocabulary <i>adore, eager, gleeful, hesitate</i></p> <p>Domain-Specific Vocabulary <i>practice, rehearsal, perform, applause</i></p> <p>Vocabulary Strategy Multiple-Meaning Words</p> <p>Enrich Vocabulary Words with Suffixes <i>-ful, -ly</i></p>	<p>Grammar Skill Pronouns: <i>he, she, we</i></p> <p>How English Works Verb Types (feeling)</p>	<p>Language Skills and Strategies Collaborate: Offer Opinions Interpret: Describe Ideas/Text Elements Produce: Write Stories; Add Details How English Works: Past Tense Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Lists</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Research Musical Instruments</p>
<p>Oral Vocabulary <i>blend, cub, den, pounces, prey, scraps</i></p> <p>Selection Vocabulary <i>bloomer, patience, signs, sloppy</i></p> <p>Oral Vocabulary <i>blend, cub, den, pounces, prey, scraps</i></p> <p>Domain-Specific Vocabulary <i>mature, develop, height, ability</i></p> <p>Vocabulary Strategy Antonyms</p> <p>Enrich Vocabulary Words with Suffix <i>-less</i></p>	<p>Grammar Skill Pronouns: <i>they, it, I</i></p> <p>How English Works Noun Phrases</p>	<p>Language Skills and Strategies Collaborate: Greet; Offer Opinions Interpret: Describe Author's Language Produce: Give Presentations; Support Opinions How English Works: Noun Phrases Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Lists</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
<p>Oral Vocabulary <i>tadpole, stared, gills, hatch, shrink, (river) bank</i></p> <p>Selection Vocabulary <i>fragrant, inspects, pesky, sprinkles</i></p> <p>Domain-Specific Vocabulary <i>nutrients, sprout, sunlight, soil, water</i></p> <p>Vocabulary Strategy Context Clues</p> <p>Enrich Vocabulary Words for Growing</p>	<p>Grammar Skill Proper Nouns for Days and Months</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies Collaborate: Ask and Answer Questions; Take Turns Interpret: Analyze Language Choices Produce: Write Responses How English Works: Prepositional Phrases Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Invitations</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy How Living Things Grow</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
24	<p>Read Aloud Book Red Eyes or Blue Feathers Genre: Informational Text</p> <p>Big Book Chameleon, Chameleon Genre: Informational Text</p> <p>Paired Selection "Amazing Animal Bodies" Genre: Informational Text</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Author's Purpose</p>	<p>Phonological Awareness Blend and Segment Phonemes Substitute Phonemes</p> <p>Phonics Letters <i>Hh, Kk</i> Words with <i>h, k</i> Blending Words Word Building</p> <p>Student Book Hog in a Hat Kid Hid</p>	<p>Concepts of Print Book Parts</p> <p>Words to Know High-Frequency Words <i>he, no, away, must, by, there</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Play a Guessing Game</p>
25	<p>Read Aloud Book Bread Comes to Life Genre: Informational Text</p> <p>Big Book Pie in the Sky Genre: Realistic Fiction</p> <p>Paired Selection "From Apple Tree to Store" Genre: Informational Text</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Sequence of Events</p>	<p>Phonological Awareness Blend and Segment Phonemes Substitute Phonemes</p> <p>Phonics Review Letters <i>Oo</i> (Short <i>o</i>), <i>Xx, Jj, Ee</i> (short <i>e</i>), <i>Hh, Kk</i> Words with <i>o</i> (Short <i>o</i>), <i>x, j, e</i> (Short <i>e</i>), <i>h, k</i> Blending Review Vowels <i>Oo, Ee</i></p> <p>Student Book Six Pigs Hop Play It, Kid</p>	<p>Concepts of Print Types, Functions of Print Materials</p> <p>Words to Know High-Frequency Words Review: <i>make, play, them, give, say, new, said, good, was, then, ate, could, she, all, over, her, when, some, no, he, away, must, by, there</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Discuss Recipes, Share Recipes</p>

LANGUAGE		WRITING	
Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary <i>communicate, mood, scent, sly, survive, temperature</i></p> <p>Selection Vocabulary <i>danger, juicy, peaceful, poisonous</i></p> <p>Domain-Specific Vocabulary <i>adapt, disguise, predator, prey, blend</i></p> <p>Vocabulary Strategy Classify and Categorize Describing Words</p> <p>Enrich Vocabulary Words with Suffixes <i>-ful, -ly</i></p>	<p>Grammar Skill Questions</p> <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Use Technology; Give Presentations</p> <p>How English Works: Compound Sentences</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Report</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>
<p>Oral Vocabulary <i>crop, golden, patch, sprout, sturdy, grind</i></p> <p>Selection Vocabulary <i>buds, damp, feast, finally</i></p> <p>Domain-Specific Vocabulary <i>crop, harvest, fruit, grains, vegetables</i></p> <p>Vocabulary Strategy Classify and Categorize Seasons</p> <p>Enrich Vocabulary Words for Eating and Foods</p>	<p>Grammar Skill Exclamations</p> <p>How English Works Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions</p> <p>Interpret: Describe Ideas/Text Elements</p> <p>Produce: Retelling</p> <p>How English Works: Adjectives</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Report</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Favorite Recipes</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phon	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
26	<p>Read Aloud Book Curious George Makes Pancakes Genre: Fantasy</p> <p>Big Book Kitten's First Full Moon Genre: Fiction</p> <p>Paired Selections Drinking Fountain The Puppy Chased the Sunbeam Silverly Moon Boat Genre: Poetry</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Genre</p>	<p>Phonological Awareness Substitute Phonemes</p> <p>Phonics Letters <i>Uu</i> (Short <i>u</i>) Words with <i>u</i> (Short <i>u</i>) Blending Words Long <i>u</i>, Short <i>u</i></p> <p>Student Book Fun, Fun, Fun Bug and Cat</p>	<p>Concepts of Print High-Frequency Word Hunt</p> <p>Words to Know High-Frequency Words <i>do, down, went, only, little, just</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Talk About Trying Your Best</p>
27	<p>Read Aloud Book Someone Bigger Genre: Fiction</p> <p>Big Book One of Three Genre: Realistic Fiction</p> <p>Paired Selection "Cross-Country Trip" Genre: Informational Text</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Understanding Characters</p>	<p>Phonological Awareness Substitute Phonemes</p> <p>Phonics Letters <i>Ll, Ww</i> Words with <i>l, w</i> Blending Words</p> <p>Student Book Win a Cup! Wes Can Help</p>	<p>Concepts of Print Directionality</p> <p>Words to Know High-Frequency Words <i>have, help, one, every, ask, walk</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Talk About a Trip</p>
28	<p>Read Aloud Book The Little Engine That Could Genre: Fantasy</p> <p>Big Book You Can Do It, Curious George! Genre: Fantasy</p> <p>Paired Selections "Whistling" "Time to Play" "By Myself" Genre: Poetry</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Genre: Fantasy</p>	<p>Phonological Awareness Substitute Phonemes</p> <p>Phonics Letters <i>Vv, Zz</i> Words with <i>v, z</i> Blending Words Vowel <i>Uu</i></p> <p>Student Book Vet on a Job! Roz the Vet</p>	<p>Concepts of Print Environmental Print</p> <p>Words to Know High-Frequency Words <i>look, out, very, their, saw, put</i></p> <p>Fluency Pause for Punctuation</p>	<p>Speaking and Listening Share Ideas Retell Stories, Discuss Books, Share</p>

LANGUAGE		WRITING	
Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary <i>assistant, enormous, generous, mayor, shocked, volunteers</i></p> <p>Selection Vocabulary <i>seemed, sprang, stretched, tumbled</i></p> <p>Domain-Specific Vocabulary <i>persistence, effort, attempt, accomplishment</i></p> <p>Vocabulary Strategy Antonyms</p> <p>Enrich Vocabulary Words with Prefix re-</p>	<p>Grammar Skill Nouns: Singular and Plural</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies Collaborate: Respond; Take Turns Interpret: Listen Actively Produce: Give Presentations; Add Details How English Works: Text Structure Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response to Literature</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>
<p>Oral Vocabulary <i>creatures, firmly, kite, launched, light, replied</i></p> <p>Selection Vocabulary <i>since, invited, remember, triplets</i></p> <p>Domain-Specific Vocabulary <i>luggage, tourist, journey, landmark</i></p> <p>Vocabulary Strategy Classify and Categorize Places</p> <p>Enrich Vocabulary Words with Prefix un-</p>	<p>Grammar Skill Subject-Verb Agreement</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies Collaborate: Ask and Answer Questions; Listen Attentively Interpret: Describe Ideas/Text Elements Produce: Use Technology; Write Exposition How English Works: Comprehend/Compose Texts Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response to Literature</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>
<p>Oral Vocabulary <i>bellowed, dingy, rumbled, valley, waiters, weary</i></p> <p>Selection Vocabulary <i>prize, different, chef, slope</i></p> <p>Domain-Specific Vocabulary <i>considerate, kind, loyal, thoughtful</i></p> <p>Vocabulary Strategy Context Clues</p> <p>Enrich Vocabulary Multiple-Meaning Words</p>	<p>Grammar Skill Subject-Verb Agreement</p> <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies Collaborate: Offer Opinions Interpret: Describe Author's Language Produce: Give Presentations; Support Opinions How English Works: Verbs/Verb Types Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response to Literature</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Write About Curious George</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phon	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
29	<p>Read Aloud Book Baby Brains Genre: Fiction</p> <p>Big Book Look at Us Genre: Informational Text</p> <p>Paired Selection "The Three Little Pigs" Genre: Fairy Tale</p>	<p>Target Skill Main Idea and Details</p> <p>Target Strategy Question</p> <p>Second Read Skill Author's Purpose</p>	<p>Phonological Awareness Track Syllables</p> <p>Phonics Letters Yy, Qq (qu) Words with y, q (qu) Blending Words Word Building</p> <p>Student Book Not Yet Can Not Quit Yet</p>	<p>Concepts of Print Types, Functions of Print Materials</p> <p>Words to Know High-Frequency Words <i>off, take, our, day, too, show</i></p> <p>Fluency Reading Rate</p>	<p>Speaking and Listening Share Information and Ideas Retell Simon James Stories, Discuss Books, Share</p>
30	<p>Read Aloud Book Pet Show! Genre: Realistic Fiction</p> <p>Big Book Miss Bindergarten Celebrates the Last Day of Kindergarten Genre: Fantasy</p> <p>Paired Selection "Schools Then and Now" Genre: Informational Text</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Genre</p>	<p>Phonological Awareness Track Syllables</p> <p>Phonics Review Letters Aa (short a), Ee (Short e), Ii (Short i), Oo (Short o), Uu (Short u) Words with -s, -ing Word Building Long Vowel /yōō/u_e</p> <p>Student Book Max Is Up A Fun Job</p>	<p>Concepts of Print Environmental Print</p> <p>Words to Know High-Frequency Words Review: <i>down, do, went, only, little, just, have, help, one, every, ask, walk, look, out, very, their, saw, put, off, take, our, day, too, show</i></p> <p>Fluency Read with Expression</p>	<p>Speaking and Listening Good Neighbors and Good Friends</p>

LANGUAGE		WRITING	
Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary <i>certainly, embarrassed, languages, mumbled, popular, study</i></p> <p>Selection Vocabulary <i>projects, visitors, scared, proud</i></p> <p>Domain-Specific Vocabulary <i>develop, accomplish, knowledge</i></p> <p>Vocabulary Strategy Figurative Language</p> <p>Enrich Vocabulary Words for Feelings</p>	<p>Grammar Skill Prepositions: <i>for, to, with, from, of</i></p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Write Drama</p> <p>How English Works: Nouns/Noun Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Journal</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Simon James Books</p>
<p>Oral Vocabulary <i>announced, entrance, expect, favorite, independent, judge</i></p> <p>Selection Vocabulary <i>attendance, balance, perfume, success</i></p> <p>Domain-Specific Vocabulary <i>concern, kindness, neighborly, generous</i></p> <p>Vocabulary Strategy Synonyms</p> <p>Enrich Vocabulary Prepositions in Sentences</p>	<p>Grammar Skill Prepositions: <i>in, on, out, off, by</i></p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions; Elaborate</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Use Technology; Give Presentations; Support Opinions</p> <p>How English Works: Use Prepositions</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Journal</p> <p>Write About Reading Development</p> <p>Focus Trait Respond to Texts</p>

GRADE K • Review and Extend

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phon	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
31	<p>Read Aloud Books Oscar and the Frog Every Season</p> <p>Big Books From Caterpillar to Butterfly The Handiest Things in the World What Do You Do With a Tail Like This?</p>	<p>Genre Study: Informational Text Read and Discuss Discuss Genre List Genre Features</p>	<p>Phonological Awareness Middle Sounds Long and Short Vowel Sounds</p> <p>Phonics Review Letters e, i, o (CV pattern)</p> <p>Student Book How Can We Go?</p>	<p>Words to Know High-Frequency Words Review: <i>many, them, new, when, soon, them, give, say, how, where</i></p>	<p>Read and Discuss Think Through the Text</p>
32	<p>Read Aloud Books Simon and Molly plus Hester Amelia's Show-and-Tell-Fiesta Pet Show! Pizza at Sally's</p> <p>Big Book Kitten's First Full Moon</p>	<p>Genre Study: Realistic Fiction Read and Discuss Discuss Genre List Genre Features</p>	<p>Phonological Awareness Middle Sounds Long and Short Vowel Sounds</p> <p>Phonics Long Vowels e, i, o (CV pattern)</p> <p>Student Book Can I Play?</p>	<p>Words to Know High-Frequency Words Review: <i>I, be, go, he, me, no, so, we</i></p>	<p>Read and Discuss Think Through the Text</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
<p>Oral Vocabulary Review: <i>certainly, curious, interesting, notice, patient, usually</i></p>	<p>Warm Up With Wordplay</p> <ul style="list-style-type: none"> • Rhyming Simon • Share a Riddle • Put Words in the Right Place • Give Two-Word Clues • Lunch with a Story Friend 	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions and Ideas; Provide Counter-arguments</p> <p>Interpret: Describe Phenomena</p> <p>Produce: Write a Report</p> <p>How English Works: Connect Ideas</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Description</p> <p>Write About Reading Respond to Texts</p>
<p>Oral Vocabulary Review: <i>admired, several, perhaps, generous, blend, treasures</i></p>	<p>Warm Up With Wordplay</p> <ul style="list-style-type: none"> • Friends! • Birthdays Around the World • What Do You Think? • Word Categories • New Meanings 	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions and Ideas</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Give a Speech</p> <p>How English Works: Use Connecting Words</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p> <p>Write About Reading Respond to Texts</p>

GRADE K • Review and Extend

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phon	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening
33	<p>Read Aloud Books The Little Engine That Could Curious George Makes Pancakes One-Dog Canoe Nicky and the Rainy Day</p> <p>Big Book How Do Dinosaurs Go to School?</p>	<p>Genre Study: Fantasy Read and Discuss Discuss Genre List Genre Features</p>	<p>Phonological Awareness Middle Sounds Long and Short Vowel Sounds</p> <p>Phonics Long Vowels <i>a, i</i> (CVCe pattern)</p> <p>Student Book Get Set! Dive!</p>	<p>Words to Know High-Frequency Words Review: <i>them, then, how, now, where, there, day, away, you, your</i></p>	<p>Read and Discuss Think Through the Text</p>
34	<p>Big Books What Is Science? Zin! Zin! Zin! a Violin “Wings” in What Do You Do With a Tail Like This? “Drinking Fountain” in Kitten’s First Full Moon</p> <p>Instructional Flip Chart C Neighbors</p>	<p>Genre Study: Poetry Read and Discuss Discuss Genre List Genre Features</p>	<p>Phonological Awareness Middle Sounds Long and Short Vowel Sounds</p> <p>Phonics Long Vowels <i>o, u</i> (CVCe pattern)</p> <p>Student Book Luke, June, and Rose</p>	<p>Words to Know High-Frequency Words Review: <i>of, off, that, this, take, make, come, some, very, every</i></p>	<p>Read and Discuss Think Through the Text</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Language

ELD
Language Workshop
Lessons

Writing

<p>Oral Vocabulary Review: <i>enormous, delight, dazzling, golden, independent, impossible</i></p>	<p>Warm Up With Wordplay</p> <ul style="list-style-type: none"> • Guess the Transportation Word • Categorize • Food Clues • Rhyme Circle • Mystery Bag 	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions and Ideas</p> <p>Interpret: Describe Text Elements</p> <p>Produce: Write a Story</p> <p>How English Works: Use Verbs and Verb Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Fantasy Story</p> <p>Write About Reading Respond to Texts</p>
<p>Oral Vocabulary Review: <i>doubt, gleaming, mood, pattern, pleased, strange</i></p>	<p>Warm Up With Wordplay</p> <ul style="list-style-type: none"> • Word Families • Opposites • Mystery Vowel • Share a Riddle • Two Words 	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer <i>wh</i>-Questions</p> <p>Interpret: Evaluate Language Choices</p> <p>Produce: Prepare a Presentation</p> <p>How English Works: Use Nouns and Noun Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Poem</p> <p>Write About Reading Respond to Texts</p>

Lesson	Selections	Concepts of Print	Alphabet Routine	Phonemic Awareness
Back to School (one week)	<p>Big Books</p> <ul style="list-style-type: none"> Jack's Talent Back to School 	<ul style="list-style-type: none"> Print Represents Speech (Introductions and Names) Letters, Words, and Sentences Photo Captions (Names of Countries) Environmental Print Punctuation Marks and Intonation 	<ul style="list-style-type: none"> Identify Letters Alphabet Song Place Names Name and Match Letters Alphabet Sequence Print Uppercase and Lowercase Letters of the Alphabet 	<ul style="list-style-type: none"> Distinguish Vowel Sounds Blend Phonemes Isolate Phonemes Segment Phonemes Rhyming Words

GRADE 1 • Unit 1

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
1	<p>Anchor Text What Is a Pal? Genre: Informational Text</p> <p>Paired Selection Friends Forever Genre: Poetry</p> <p>Decodable Reader Selections Dan and Nan Nat Cat Nan and Dan Fan, Fan, Fan</p>	<p>Target Skill Main Idea</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Genre: Informational Text</p>	<p>Phonemic Awareness Beginning Sound Blend Phonemes</p> <p>Phonics Short <i>a</i> Consonants <i>n, d</i> Consonants <i>p, f</i></p>	<p>Fluency Accuracy: Word Recognition</p> <p>High-Frequency Words <i>and, be, help, play, with, you</i></p>	<p>Read Aloud The Lion and the Mouse</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill How to Have a Good Discussion</p>
2	<p>Anchor Text The Storm Genre: Realistic Fiction</p> <p>Paired Selection Storms! Genre: Informational Text</p> <p>Decodable Reader Selections Can It Fit? I Ran Sid Pig Pam</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Genre: Realistic Fiction</p>	<p>Phonemic Awareness Beginning Sound Blend Phonemes</p> <p>Phonics Short <i>i</i> Consonants <i>r, h /z/s</i> Consonants <i>b, g</i> Phonogram <i>-it</i></p>	<p>Fluency Accuracy: Words Connected in Text</p> <p>High-Frequency Words <i>for, have, he, look, too, what</i></p>	<p>Read Aloud Susie and the Bandits</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Ask and Answer Questions</p>

Letters and Sounds

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

High-Frequency Words

I
to
like
a
see
the
we
go
is
are

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD Language Workshop Lessons

Writing

Selection Vocabulary

fun, pal, pet, what

Oral Vocabulary

beautiful, excellent, invitation, miss, ruin, suddenly

Domain-Specific Vocabulary

ally, relative, aid

Vocabulary Strategies

Classify and Categorize Words

Spelling Principle

Words with Short *a*

Spelling Words

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

Grammar Skill

Nouns

How English Works

Noun Phrases

Language Skills and Strategies

Collaborate: Ask and Answer Questions

Interpret: Author's Central Message

Produce: Recount Experiences

How English Works: Common Nouns

Vocabulary Network

Writing Mode

Narrative Writing

Writing Form

Labels

Focus Trait

Elaboration

Write About Reading

Performance Task

Selection Vocabulary

storm, Pop, come, wet, bed

Oral Vocabulary

bandits, brave, chattered, ears, steady, still

Domain-Specific Vocabulary

precipitation, thermometer, lightning

Vocabulary Strategies

Context Clues

Spelling Principle

Words with Short *i*

Spelling Words

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

Grammar Skill

Possessives

How English Works

Noun Phrases

Language Skills and Strategies

Collaborate: Ask and Answer Questions; Follow Rules

Interpret: Ask and Answer Questions

Produce: Use Technology; Presentations

How English Works: Proper Nouns

Vocabulary Network

Writing Mode

Narrative Writing

Writing Form

Captions

Focus Trait

Elaboration

Write About Reading

Performance Task

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
3	<p>Anchor Text Curious George at School Genre: Fantasy</p> <p>Paired Selection School Long Ago Genre: Informational Text</p> <p>Decodable Reader Selections Lil and Max Did Dix Dog Do It? Max Fox and Lon Ox Is It Funny?</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Author's Word Choice</p>	<p>Phonemic Awareness Beginning Sound Blend Phonemes</p> <p>Phonics Short <i>o</i> Consonants <i>l, x</i> Inflection <i>-s</i></p>	<p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>do, find, funny, sing, no, they</i></p>	<p>Read Aloud Stone Stew</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Using Visuals</p>
4	<p>Anchor Text Lucia's Neighborhood Genre: Informational Text</p> <p>Paired Selection City Mouse and Country Mouse Genre: Fable</p> <p>Decodable Reader Selections Pals Ned Ken and Vic My Pets</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Supporting Skills Author's Word Choice</p>	<p>Phonemic Awareness Beginning Sound Blend Phonemes</p> <p>Phonics Short <i>e</i> Consonants <i>y, w</i> Consonants <i>k, v, j</i> Phonogram <i>-et</i></p>	<p>Fluency Intonation</p> <p>High-Frequency Words <i>all, does, here, me, my, who</i></p>	<p>Read Aloud Painting Word Pictures</p> <p>Listening/Speaking: Listening Comprehension</p>
5	<p>Anchor Text Gus Takes the Train Genre: Fantasy</p> <p>Paired Selection City Zoo Genre: Informational Text</p> <p>Decodable Reader Selections Fun in the Sun Yams! Yum! Fun, Fun, Fun! Bud</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Genre: Fantasy</p>	<p>Phonemic Awareness Final Sound Segment Phonemes</p> <p>Phonics Short <i>u</i> Consonants <i>qu, z</i></p>	<p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words <i>friend, full, good, hold, many, pull</i></p>	<p>Read Aloud Training Around the Town</p> <p>Listening/Speaking: Listening Comprehension</p>
Performance Task	<p>Anchor Text Lucia's Neighborhood Genre: Informational Text</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Selection Vocabulary <i>curious, school, this, George, kids, mess, paints, job</i></p> <p>Oral Vocabulary <i>apart, crept, proud, sneaked, snout, worried</i></p> <p>Domain-Specific Vocabulary <i>mascot, educator, principal</i></p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Words with Short o</p> <p>Spelling Words Basic: <i>log, dot, top, hot, lot, ox</i></p>	<p>Grammar Skill Action Verbs • Present Tense</p> <p>How English Works Verb Types</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Agree and Disagree</p> <p>Interpret: Author's Central Message</p> <p>Produce: Write Literary Texts</p> <p>How English Works: Understand/Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>
<p>Selection Vocabulary <i>Lucia, book, car, firefighter's, goal, hi, home, librarian, neighborhood, pants, plant, street</i></p> <p>Oral Vocabulary <i>canvas, combinations, ease, important, rhythm, row</i></p> <p>Domain-Specific Vocabulary <i>urban, citizen, services</i></p> <p>Vocabulary Strategies Alphabetical Order</p>	<p>Spelling Principle Words with Short e</p> <p>Spelling Words Basic: <i>yet, web, pen, wet, leg, hen</i></p>	<p>Grammar Skill Adjectives • Size and Shape</p> <p>How English Works Verb Types</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Give Instructions; Ask and Answer Questions</p> <p>Interpret: Author's Central Message</p> <p>Produce: Use Technology; Presentations</p> <p>How English Works: Comprehend/Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Class Story</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Using Text Features</p>
<p>Selection Vocabulary <i>takes, conductor, train, window</i></p> <p>Oral Vocabulary <i>alleys, dash, ferry, space, subways, sealed</i></p> <p>Domain-Specific Vocabulary <i>habitat, diet, conservation</i></p> <p>Vocabulary Strategies Synonyms</p>	<p>Spelling Principle Words with Short u</p> <p>Spelling Words Basic: <i>up, bug, mud, nut, hug, tub</i></p>	<p>Grammar Skill Adjectives • Color and Number</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions/Ideas</p> <p>Interpret: Analyze Language</p> <p>Produce: Use Technology; Write Literary Texts</p> <p>How English Works: Details</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Class Story</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Class Report</p>
		<p>Grammar Review Action Verbs, Adjectives, Sentences</p>		<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
6	<p>Anchor Text Jack and the Wolf Genre: Fable</p> <p>Paired Selection The Three Little Pigs Genre: Fairy Tale</p> <p>Decodable Reader Selections Ann Packs Tess and Jack A Duck in Mud Ducks Quack</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Story Message</p>	<p>Phonemic Awareness Final Sound Segment Phonemes</p> <p>Phonics Review Short <i>a</i> Double Final Consonants and <i>ck</i> Phonogram <i>-ack</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>away, call, come, every, hear, said</i></p>	<p>Read Aloud Night of the Wolf</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Ask and Answer Questions About Stories</p>
7	<p>Anchor Text How Animals Communicate Genre: Informational Text</p> <p>Paired Selection Insect Messages Genre: Informational Text</p> <p>Decodable Reader Selections Brad and Cris What Did Dad Get? Crabs The Big Job</p>	<p>Target Skill Main Idea and Details</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Text and Graphic Features</p>	<p>Phonemic Awareness Segment Phonemes Blend Phonemes</p> <p>Phonics Review Short <i>i</i> Blends with <i>r</i> Phonogram <i>-ip</i></p>	<p>Fluency Rate</p> <p>High-Frequency Words <i>animal, how, make, of, some, why</i></p>	<p>Read Aloud Prairie Dogs</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Discuss Informational Text: Compare and Contrast</p>
8	<p>Anchor Text A Musical Day Genre: Realistic Fiction</p> <p>Paired Selection Drums Genre: Informational Text</p> <p>Decodable Reader Selections Our Flag The Plan Our Sled Club The Pet Club</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Narrator</p>	<p>Phonemic Awareness Segment Phonemes Middle Sound</p> <p>Phonics Review Short <i>o</i> Blends with <i>l</i> Phonogram <i>-ock</i></p>	<p>Fluency Phrasing: Natural Pauses</p> <p>High-Frequency Words <i>her, now, our, she, today, would</i></p>	<p>Read Aloud The Neighbors</p> <p>Listening/Speaking: Listening Comprehension</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Selection Vocabulary <i>sheep, trick, wolf, once upon a time</i></p> <p>Oral Vocabulary <i>clang, fault, figure, jumbled, plenty, tossed</i></p> <p>Domain-Specific Vocabulary <i>moral, consequence, tradition</i></p> <p>Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle Words with Short <i>a</i></p> <p>Spelling Words Basic: <i>an, bad, can, had, cat, ran</i> Challenge: <i>add, pass</i></p>	<p>Grammar Skill Complete Sentences</p> <p>How English Works Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Analyze Language</p> <p>Produce: Give Presentations; Compose Literary Texts</p> <p>How English Works: Compound Sentences</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Sentences That Describe</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
<p>Selection Vocabulary <i>baby, bees, bird, dance, down, elephants, food, smell</i></p> <p>Oral Vocabulary <i>agreement, crowd, discussed, warn, creek, bills</i></p> <p>Domain-Specific Vocabulary <i>behavior, instinct, senses</i></p> <p>Vocabulary Strategies Using a Glossary</p>	<p>Spelling Principle Words with Short <i>i</i></p> <p>Spelling Words Basic: <i>in, will, did, sit, six, big</i> Challenge: <i>trip, grin</i></p>	<p>Grammar Skill Commas in a Series</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Author's Central Message</p> <p>Produce: Recount Experiences</p> <p>How English Works: Comprehend/Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Poetry</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
<p>Selection Vocabulary <i>aunt, band, guitars, music</i></p> <p>Oral Vocabulary <i>crisp, edges, faraway, peeked, smudge, village</i></p> <p>Domain-Specific Vocabulary <i>percussion, composer, rehearse</i></p> <p>Vocabulary Strategies Define Words</p>	<p>Spelling Principle Words with Short <i>o</i></p> <p>Spelling Words Basic: <i>on, got, fox, pop, not, hop</i> Challenge: <i>block, clock</i></p>	<p>Grammar Skill Statements</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Use Technology; Give Presentations; Recount Experiences</p> <p>How English Works: Details</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Thank-You Note</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy How to Make a Musical Instrument</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
9	<p>Anchor Text Dr. Seuss Genre: Biography</p> <p>Paired Selection Let's Laugh!</p> <p>Genre: Poetry</p> <p>Decodable Reader Selections Step Up! Splat! Splat! Nuts for Ben and Jen Miss Tess Was Still</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Supporting Skills Genre: Biography</p>	<p>Phonemic Awareness Segment Phonemes Middle Sound</p> <p>Phonics Review Short e Blends with s</p>	<p>Fluency Accuracy: Word Recognition</p> <p>High-Frequency Words <i>after, draw, pictures, read, was, write</i></p>	<p>Read Aloud The Little Red Hen</p> <p>Listening/Speaking: Listening Comprehension</p>
10	<p>Anchor Text A Cupcake Party Genre: Fantasy</p> <p>Paired Selection Happy Times Genre: Poetry</p> <p>Decodable Reader Selections Who Likes to Jump? The Lost Cat Flint and Scamp The List</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Dialogue</p>	<p>Phonemic Awareness Segment Phonemes Middle Sound</p> <p>Phonics Review Short u Final Blends Phonogram <i>-ump</i></p>	<p>Fluency Stress</p> <p>High-Frequency Words <i>eat, give, one, put, small, take</i></p>	<p>Read Aloud Chipper Chips In</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Discuss Sensory Words and Words About Feelings</p>
Performance Task	<p>Anchor Text A Musical Day Genre: Realistic Fiction</p>				
Extended Reading	<p>Trade Book From Seed to Pumpkin Genre: Informational Text</p>	<p>Target Strategies Summarize Monitor/Clarify</p>		<p>Fluency Accuracy, Self-Correction</p>	<p>Read Aloud Trucks on the Move</p> <p>Collaborative Project From Farm to Table Big Book: Present, Reflect</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Selection Vocabulary <i>books, Dr., hit, rhymes, wrote</i></p> <p>Oral Vocabulary <i>trip, yanking, twice, awake, wonder, try</i></p> <p>Domain-Specific Vocabulary <i>literature, verse, paragraph</i></p> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Words with Short e</p> <p>Spelling Words Basic: <i>yes, let, red, ten, bed, get</i> Challenge: <i>sled, step</i></p>	<p>Grammar Skill Singular and Plural Nouns</p> <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions Interpret: Author's Central Message Produce: Write Literary Texts; Retell Texts How English Works: Verbs Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Description</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Ask and Answer Questions Using Information from Media</p>
<p>Selection Vocabulary <i>baked, cupcakes, party, tree</i></p> <p>Oral Vocabulary <i>enemies, forest, hibernate, must, pouches, predators</i></p> <p>Domain-Specific Vocabulary <i>emotion, esteem, zeal</i></p> <p>Vocabulary Strategies Synonyms</p>	<p>Spelling Principle Words with Short u</p> <p>Spelling Words Basic: <i>us, sun, but, fun, bus, run</i> Challenge: <i>jump, must</i></p>	<p>Grammar Skill Using <i>a, an, and the</i></p> <p>How English Works Verb Types</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions Interpret: Author's Central Message Produce: Give Presentations; Support Opinions How English Works: Details Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Description</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Adjectives, Verbs, Commas in a Series, Sentences</p>		<p>Writing Mode Informative Writing</p> <p>Writing Form Description</p>
<p>Content Vocabulary Words <i>moist, travels, reach, energy, prickly, tends, attract, wither, bare, remain</i></p> <p>Domain-Specific Vocabulary <i>agriculture, gardens, crops, harvest</i></p>	<p>Integrated Language Arts Review Spelling Principles Review</p>	<p>Integrated Language Arts Review Complete Sentences, Action Verbs, Nouns, Adjectives, Commas in a Series</p>		<p>Collaborative Project From Farm to Table Big Book</p> <p>Write About Media</p> <p>Write About Reading</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
11	<p>Anchor Text At Home in the Ocean Genre: Informational Text</p> <p>Paired Selection Water Genre: Informational Text</p> <p>Decodable Reader Selections Seth and Beth Zeb Yak The Duck Nest Animal Moms</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Details</p>	<p>Phonemic Awareness Blend Phonemes Segment Phonemes</p> <p>Phonics Digraph <i>th</i> Base Words and <i>-s, -es, -ed, -ing</i> Endings</p>	<p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>blue, cold, far, little, live, their, water, where</i></p>	<p>Read Aloud The Piano Lessons</p> <p>Listening/Speaking: Listening Comprehension</p>
12	<p>Anchor Text How Leopard Got His Spots Genre: Folktales</p> <p>Paired Selection The Rain Forest Genre: Informational Text</p> <p>Decodable Reader Selections Scratch, Chomp Rich Gets a Dog Champs Kits, Chicks, and Pups</p>	<p>Target Skill Sequence of Events</p> <p>Strategy Question</p> <p>Supporting Skills Story Lesson</p>	<p>Phonemic Awareness Blend and Segment Phonemes Substitute Initial Phonemes</p> <p>Phonics Digraphs <i>ch, tch</i> Possessives with <i>'s</i> Phonogram <i>-atch</i></p>	<p>Fluency Rate</p> <p>High-Frequency Words <i>been, brown, know, never, off, out, own, very</i></p>	<p>Read Aloud Turtle, Frog, and Rat</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Giving Clear Descriptions</p>
13	<p>Anchor Text Seasons Genre: Informational Text</p> <p>Paired Selection Four Seasons for Animals Genre: Informational Text</p> <p>Decodable Reader Selections Phil's New Bat In a Rush Ralph Goes to Camp Trish's Gift</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Sound Words</p>	<p>Phonemic Awareness Blend and Segment Phonemes</p> <p>Substitute Initial Phonemes</p> <p>Phonics Digraphs <i>sh, wh, ph</i> Contractions with <i>'s, n't</i></p>	<p>Fluency Accuracy: Word Recognition</p> <p>High-Frequency Words <i>down, fall, goes, green, grow, new, open, yellow</i></p>	<p>Read Aloud The Prickly Pride of Texas</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Discuss Informational Text: Compare and Contrast</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Selection Vocabulary <i>biggest, feet, grow, manatees, ocean, penguins, sea otters, turtle, warm, whales</i></p> <p>Oral Vocabulary <i>companions, exchange, gracefully, portions, practice, strict</i></p> <p>Domain-Specific Vocabulary <i>arctic, current, tidal</i></p> <p>Vocabulary Strategies Classify and Categorize Color Words</p>	<p>Spelling Principle Words with <i>th</i></p> <p>Spelling Words Basic: <i>that, then, this, them, with, bath</i> Challenge: <i>thick, tenth</i></p>	<p>Grammar Skill Proper Nouns</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Listen Actively</p> <p>Interpret: Analyze Language</p> <p>Produce: Use Technology; Recount Experiences</p> <p>How English Works: Compound Sentences</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Sentences That Inform</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Facts About an Ocean Animal and Its Habitat</p>
<p>Selection Vocabulary <i>danced, flowers, giraffe, hyena, leopard, paint, zebra</i></p> <p>Oral Vocabulary <i>adventure, frisky, shivered, spied, tumbled, view</i></p> <p>Domain-Specific Vocabulary <i>predator, primate, jungle</i></p> <p>Vocabulary Strategies Homophones</p>	<p>Spelling Principle Words with <i>ch, tch</i></p> <p>Spelling Words Basic: <i>chin, chop, much, chip, rich, chick</i> Challenge: <i>match, pitch</i></p>	<p>Grammar Skill Commands</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask Permission; Follow Rules</p> <p>Interpret: Analyze Language</p> <p>Produce: Give Presentations</p> <p>How English Works: Condense Clauses</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Instructions</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
<p>Selection Vocabulary <i>blow, day, leaves, school, seeds, snow, snowman, spring, summer, fall, winter</i></p> <p>Oral Vocabulary <i>bouquet, burst, glows, plow, shrivel, vines</i></p> <p>Domain-Specific Vocabulary <i>weather, cycle, sunlight</i></p> <p>Vocabulary Strategies Word Endings <i>-ed, -ing, or -s</i></p>	<p>Spelling Principle Words with <i>sh, wh, ph</i></p> <p>Spelling Words Basic: <i>ship, shop, which, when, whip, fish</i> Challenge: <i>shell, graph</i></p>	<p>Grammar Skill Subjects and Verbs • Subject-Verb Agreement</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Listen Actively</p> <p>Interpret: Author's Central Message</p> <p>Produce: Recount Experiences; Add Details</p> <p>How English Works: Comprehend/Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Sentences That Inform</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
14	<p>Anchor Text The Big Race Genre: Fantasy</p> <p>Paired Selection Rules and Laws Genre: Informational Text</p> <p>Decodable Reader Selections Tate's Cakes Dave and the Whales A Safe Lodge The Race</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Cause and Effect</p>	<p>Phonemic Awareness Middle Sound Substitute Medial Phonemes</p> <p>Phonics Long <i>a</i> (CVCe) Phonogram <i>-ake</i> Soft <i>c, g, dge</i> Phonogram <i>-ace</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>four, five, into, over, starts, three, two, watch</i></p>	<p>Read Aloud The Tortoise and the Hare</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Speaking About a Topic</p>
15	<p>Anchor Text Animal Groups Genre: Informational Text</p> <p>Paired Selection Animal Picnic Genre: Play</p> <p>Decodable Reader Selections Mike's Bike The Nest The Nice Vet Kite Time</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Text and Graphic Features</p>	<p>Phonemic Awareness Middle Sound Substitute Medial Phonemes</p> <p>Phonics Long <i>i</i> (CVCe) Digraphs <i>kn, wr, gn, mb</i> Phonograms <i>-ine, -ite</i></p>	<p>Fluency Intonation</p> <p>High-Frequency Words <i>bird, both, eyes, fly, long, or, those, walk</i></p>	<p>Read Aloud The Dancing Wolves</p> <p>Listening/Speaking: Listening Comprehension</p>
Performance Task	<p>Anchor Text At Home in the Ocean Genre: Informational Text</p> <p>Anchor Text Animal Groups Genre: Informational Text</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Selection Vocabulary <i>cottontail, hay, hooray, lizard, race, roadrunner</i></p> <p>Oral Vocabulary <i>cactus, habitat, mainly, search, stems, howl</i></p> <p>Domain-Specific Vocabulary <i>legal, rule, duty</i></p> <p>Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle Words with Long <i>a</i></p> <p>Spelling Words Basic: <i>came, make, brave, late, gave, shape</i> Challenge: <i>waves, chases</i></p>	<p>Grammar Skill Verbs and Time • Present and Past Tense</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Express Feelings</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Use Technology; Give Presentations</p> <p>How English Works: Present Tense</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Report</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>
<p>Selection Vocabulary <i>amphibians, body, breathe, feathers, group, hair, mammals, reptiles, tadpoles, tails, wings</i></p> <p>Oral Vocabulary <i>alert, directions, scale, sensitive, swivel, threatened</i></p> <p>Domain-Specific Vocabulary <i>trait, adapt, survive</i></p> <p>Vocabulary Strategies Suffixes <i>-er, -est</i></p>	<p>Spelling Principle Words with Long <i>i</i></p> <p>Spelling Words Basic: <i>time, like, kite, bike, white, drive</i> Challenge: <i>stripe, mice</i></p>	<p>Grammar Skill The Verb <i>be</i> • Using <i>is, are, was</i> and <i>were</i></p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions</p> <p>Interpret: Author's Central Message</p> <p>Produce: Use Technology; Recount Experiences</p> <p>How English Works: Adjectives</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Report</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Ask and Answer Questions: Using Information from Media</p>
		<p>Grammar Review Sentences, Subject-Verb Agreement</p>		<p>Writing Mode Informative Writing</p> <p>Writing Form Report</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
16	<p>Anchor Text Let's Go to the Moon! Genre: Informational Text</p> <p>Paired Selection Mae Jemison Genre: Biography</p> <p>Decodable Reader Selections Go, Jones! So Much Fun June's Pictures My Mule, Duke</p>	<p>Target Skill Main Idea and Details</p> <p>Target Strategy Question</p> <p>Supporting Skills Author's Purpose</p>	<p>Phonemic Awareness Substitute Phonemes: Medial Substitute Phonemes: Final Distinguish Vowel Sounds</p> <p>Phonics Long <i>o</i> (CV, CVCe) Long <i>u</i> (CVCe)</p>	<p>Fluency Stress</p> <p>High-Frequency Words <i>around, because, before, bring, carry, light, show, think</i></p>	<p>Read Aloud One Giant Leap</p> <p>Listening/Speaking: Listening Comprehension</p>
17	<p>Anchor Text The Big Trip Genre: Fantasy</p> <p>Paired Selection Lewis and Clark's Big Trip Genre: Informational Text</p> <p>Decodable Reader Selections At the Beach Who Will Teach Us? Plunk, Plunk The King's Song</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Dialogue</p>	<p>Phonemic Awareness Substitute Phonemes: Medial Substitute Phonemes: Final Blend Phonemes Identify Final Phonemes</p> <p>Phonics Long <i>e</i> (CV, CVCe) Vowel Pairs <i>ee, ea</i> Final <i>ng, nk</i> Phonogram <i>-ink</i></p>	<p>Fluency Phrasing: Attention to Punctuation (Question Mark)</p> <p>High-Frequency Words <i>about, by, car, could, don't, maybe, sure, there</i></p>	<p>Read Aloud The Rainy Trip</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Speaking to Persuade</p>
18	<p>Anchor Text Where Does Food Come From? Genre: Informational Text</p> <p>Paired Selection Jack and the Beanstalk Genre: Fairy Tale</p> <p>Decodable Reader Selections Ray Trains Dex Sweet Treats What Will We Do? Let's Eat</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Conclusions</p>	<p>Phonemic Awareness Substitute Phonemes: Medial Substitute Phonemes: Final</p> <p>Phonics Vowel Pairs <i>ai, ay</i> Contractions <i>'ll, 'd</i> Phonograms <i>-ay, -ain</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>first, food, ground, right, sometimes, these, under, your</i></p>	<p>Read Aloud The Three Wishes</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Using Visuals</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Selection Vocabulary <i>crater, footprints, gravity, lunar, rocket, rover</i></p> <p>Oral Vocabulary <i>atmosphere, decision, landscape, miniature, surface, vast</i></p> <p>Domain-Specific Vocabulary <i>star, orbit, planet</i></p> <p>Vocabulary Strategies Suffixes -y, -ful</p>	<p>Spelling Principle Words with Long o</p> <p>Spelling Words Basic: <i>so, go, home, hole, no, rope, joke, bone, stove, poke</i> Challenge: <i>chose, wrote</i></p>	<p>Grammar Skill Questions • What Is a Question? • Writing Questions</p> <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Apologize</p> <p>Interpret: Author's Central Message</p> <p>Produce: Give Presentations; Opinions</p> <p>How English Works: Prepositional Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences About Yourself (main idea)</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Using Text Features</p>
<p>Selection Vocabulary <i>desert, engine, exclaimed, island, jumpy, parachute, stubborn, travel, troubles, tunnel</i></p> <p>Oral Vocabulary <i>complain, delighted, horizon, lonely, pleaded, shelter</i></p> <p>Domain-Specific Vocabulary <i>railroad, pilot, motion</i></p> <p>Vocabulary Strategies Define Words</p>	<p>Spelling Principle Words with Long e</p> <p>Spelling Words Basic: <i>me, be, read, feet, tree, keep, eat, mean, sea, these</i> Challenge: <i>street, please</i></p>	<p>Grammar Skill Compound Sentences • Produce and Expand Compound Sentences</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions</p> <p>Interpret: Analyze Language</p> <p>Produce: Recount Experiences</p> <p>How English Works: Conjunctions</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences About Yourself (details)</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p>
<p>Selection Vocabulary <i>chocolate, favorite, paddies, vegetables</i></p> <p>Oral Vocabulary <i>disappointed, eagerly, fancy, scampered, slippery, spotted</i></p> <p>Domain-Specific Vocabulary <i>crop, livestock, orchard</i></p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Vowel Pairs <i>ai, ay</i></p> <p>Spelling Words Basic: <i>play, grain, sail, mail, may, rain, way, day, stay, pain</i> Challenge: <i>paint, spray</i></p>	<p>Grammar Skill Names of Months, Days, and Holidays • Commas in Dates</p> <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Analyze Language</p> <p>Produce: Give Presentations; Recount Experiences</p> <p>How English Works: Condense Clauses</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Friendly Letter</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
19	<p>Anchor Text Tomás Rivera Genre: Biography</p> <p>Paired Selection Life Then and Now Genre: Informational Text</p> <p>Decodable Reader Selections It Was Snow Fun Boat Rides Fun with Gram Rex Knows</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Using Context</p>	<p>Phonemic Awareness Substitute Phonemes: Medial Distinguish Vowel Sounds Combine, Segment Syllables</p> <p>Phonics Vowel Pairs <i>oa, ow</i> Contractions <i>'ve, 're</i> Phonograms <i>-ow, -oat</i></p>	<p>Fluency Intonation</p> <p>High-Frequency Words <i>done, great, laugh, paper, soon, talk, were, work</i></p>	<p>Read Aloud Christina's Work</p> <p>Listening/Speaking: Listening Comprehension</p>
20	<p>Anchor Text Little Rabbit's Tale Genre: Folktale</p> <p>Paired Selection Silly Poems Genre: Poetry</p> <p>Decodable Reader Selections Bedtime for Ray Pancake Ran A Springtime Rain Rosebud</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Story Lesson</p>	<p>Phonemic Awareness Combine, Segment Syllables Recognize Syllables Identify Phonemes: Medial</p> <p>Phonics Compound Words Short Vowel /<i>ē/ea</i></p>	<p>Fluency Rate</p> <p>High-Frequency Words <i>door, more, mother, old, try, use, want, wash</i></p>	<p>Read Aloud Chicken Little</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Use Sensory Words and Words About Feelings</p>
Performance Task	<p>Anchor Text The Big Trip Genre: Fantasy</p>				
Extended Reading	<p>Trade Book Amazing Whales Genre: Informational Text</p>	<p>Target Strategies Visualize Monitor/Clarify Analyze/Evaluate</p>		<p>Fluency Expression, Accuracy</p>	<p>Read Aloud Amazing Animals!</p> <p>Collaborative Project Amazing Animals Class Chapter Book: Discuss, Present, Reflect</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Selection Vocabulary <i>Tomás Rivera, Texas, born, library, people, stories, family, teacher</i></p> <p>Oral Vocabulary <i>author, exactly, incomplete, permission, signature, welcomed</i></p> <p>Domain-Specific Vocabulary <i>invention, artifact, country</i></p> <p>Vocabulary Strategies Synonyms</p>	<p>Spelling Principle Vowel Pairs <i>oa, ow</i></p> <p>Spelling Words: Basic: <i>show, row, grow, low, blow, snow, boat, coat, road, toad</i> Challenge: <i>flown, toast</i></p>	<p>Grammar Skill Future Tense • Future Tense Using <i>will</i> • Future Tense Using <i>going to</i></p> <p>How English Works Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Author's Central Message</p> <p>Produce: Recount Experiences; Retell Texts</p> <p>How English Works: Comprehend/Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Personal Narrative</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Report About a Famous American</p>
<p>Selection Vocabulary <i>apple, Beaver, Goose, happily ever after, oh, says, sky, told</i></p> <p>Oral Vocabulary <i>calf, flooded, meadow, rippled, swarm, wade</i></p> <p>Domain-Specific Vocabulary <i>respect, opinion, kindness</i></p> <p>Vocabulary Strategies Compound Words</p>	<p>Spelling Principle: Compound Words</p> <p>Spelling Words: Basic: <i>bedtime, sunset, bathtub, sailboat, flagpole, backpack, playpen, raincoat, inside, himself</i> Challenge: <i>rowboat, homemade</i></p>	<p>Grammar Skill Prepositions and Prepositional Phrases • Prepositional Phrases for <i>where</i> • Prepositional Phrases for <i>when</i></p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Use Technology; Presentations</p> <p>How English Works: Comprehend/Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Personal Narrative</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Sentences, Compound Sentences, End Marks</p>		<p>Writing Mode Opinion Writing</p> <p>Writing Form Book Report</p>
<p>Content Vocabulary Words <i>blue whale, basketball court, softballs, mammal, sperm whale, mile, giant squid, baleen, humpback whale, right whale, destroy, scientists</i></p> <p>Domain-Specific Vocabulary <i>habitat, migration, trapped, wildlife</i></p>	<p>Integrated Language Arts Review Spelling Principles Review</p>	<p>Integrated Language Arts Review Compound Sentences, Prepositions, Verb Tenses, Subjects and Verbs, Proper Nouns</p>		<p>Collaborative Project Amazing Animals Class Chapter Book</p> <p>Write About Media</p> <p>Write About Reading</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
21	<p>Anchor Text The Garden Genre: Fantasy</p> <p>Paired Selection Garden Good Guys Genre: Informational Text</p> <p>Decodable Reader Selections Mark Shark Clark's Part At the Shore More Fun for Jake</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Repetition</p>	<p>Phonemic Awareness Substitute Vowel Sounds Segment Syllables Blend Syllables Add Phonemes</p> <p>Phonics <i>r</i>-Controlled Vowel <i>ar</i> <i>r</i>-Controlled Vowels <i>or, ore</i> Phonograms <i>-ar, -ore</i></p>	<p>Fluency Phrasing: Natural Pauses</p> <p>High-Frequency Words <i>few, night, loudly, window, noise, story, shall, world</i></p>	<p>Read Aloud Grandpa's Tree</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Giving Clear Explanations</p>
22	<p>Anchor Text Amazing Animals Genre: Informational Text</p> <p>Paired Selection The Ugly Duckling Genre: Folktale</p> <p>Decodable Reader Selections See the Birds A Bath for Mert Fox and Crow Meet Gert</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Using Context</p>	<p>Phonemic Awareness Substitute Vowel Sounds Segment Syllables Blend Syllables</p> <p>Phonics <i>r</i>-Controlled Vowels <i>er, ir, ur</i></p>	<p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>baby, begins, eight, follow, learning, until, years, young</i></p>	<p>Read Aloud How Bat Learned to Fly</p> <p>Listening/Speaking: Listening Comprehension</p>
23	<p>Anchor Text Whistle for Willie Genre: Realistic Fiction</p> <p>Paired Selection Pet Poems Genre: Poetry</p> <p>Decodable Reader Selections Look at This! Two Good Cooks Good Homes Big Problems</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Figurative Language</p>	<p>Phonemic Awareness Substitute Vowel Sounds Segment Syllables</p> <p>Phonics Vowel Digraph /<i>oo</i>/ <i>oo</i> Syllable Pattern CVC</p>	<p>Fluency Stress</p> <p>High-Frequency Words <i>again, along, began, boy, father, house, nothing, together</i></p>	<p>Read Aloud Around the World in a Day</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Speaking to Express Opinions</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Selection Vocabulary <i>candles, frightened, poems, shouted, of course</i></p> <p>Oral Vocabulary <i>clever, clues, detectives, poked, sneaky, whispered</i></p> <p>Domain-Specific Vocabulary <i>prune, flower, pollen</i></p> <p>Vocabulary Strategies Prefix <i>re-</i></p>	<p>Spelling Principle <i>r</i>-Controlled Vowel <i>ar</i></p> <p>Spelling Words Basic: <i>far, arm, yard, art, jar, bar, barn, bark, card, yarn</i> Challenge: <i>smart, chart</i></p>	<p>Grammar Skill Subject Pronouns • Pronouns That Name One • Pronouns That Name More Than One</p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Author's Central Message</p> <p>Produce: Write Literary Texts; Add Details</p> <p>How English Works: Past Tense</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences (dialogue)</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p>
<p>Selection Vocabulary <i>amazing, camel, color, dolphin, polar bear, porcupine, toes</i></p> <p>Oral Vocabulary <i>misty, promised, receive, roamed, slender, sparkling</i></p> <p>Domain-Specific Vocabulary <i>gills, skeleton, organ</i></p> <p>Vocabulary Strategies Using a Dictionary Entry</p>	<p>Spelling Principle <i>r</i>-Controlled Vowels <i>er, ir, ur</i></p> <p>Spelling Words Basic: <i>her, fern, girl, sir, stir, bird, fur, hurt, turn, third</i> Challenge: <i>curl, first</i></p>	<p>Grammar Skill The Pronouns <i>I</i> and <i>me</i></p> <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Present/Support Ideas</p> <p>Produce: Give Presentations; Support Opinions</p> <p>How English Works: Noun Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Using Text Features</p>
<p>Selection Vocabulary <i>carton, empty, errand, grocery, happened, pocket, shadow, whirled</i></p> <p>Oral Vocabulary <i>accent, behave, gooey, siesta, sizzling, translated</i></p> <p>Domain-Specific Vocabulary <i>shelter, caregiver, exercise</i></p> <p>Vocabulary Strategies Define Words</p>	<p>Spelling Principle Vowel Digraph <i>oo</i></p> <p>Spelling Words Basic: <i>look, book, good, hook, brook, took, foot, shook, wood, hood</i> Challenge: <i>crook, hoof</i></p>	<p>Grammar Skill Possessive Pronouns • Using <i>my, your, his,</i> and <i>her</i> • Using <i>mine, yours, his,</i> and <i>hers</i></p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions; Follow Rules</p> <p>Interpret: Analyze Language</p> <p>Produce: Write Literary Texts</p> <p>How English Works: Prepositional Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Summary</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
24	<p>Anchor Text A Tree Is a Plant Genre: Informational Text</p> <p>Paired Selection Grow, Apples, Grow! Genre: Informational Text</p> <p>Decodable Reader Selections Moose's Tooth Moon News Boot's Clues Red Zed and Blue Stu</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Question</p> <p>Supporting Skills Figurative Language</p>	<p>Phonemic Awareness Substitute Vowel Sounds Segment Syllables</p> <p>Phonics Vowel Digraphs/Spelling Patterns: <i>oo, ou, ew</i> More Spellings for /oo/: <i>ue, u, u_e</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>ready, country, soil, kinds, earth, almost, covers, warms</i></p>	<p>Read Aloud Visiting Butterflies</p> <p>Listening/Speaking: Listening Comprehension</p>
25	<p>Anchor Text The New Friend Genre: Realistic Fiction</p> <p>Paired Selection Symbols of Our Country Genre: Informational Text</p> <p>Decodable Reader Selections Down on the Farm Scout and Count Dawn's Voice Shawn's Toys</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Narrator</p>	<p>Phonemic Awareness Substitute Vowel Sounds Identify Syllables Segment Syllables Add Phonemes</p> <p>Phonics Vowel Combinations <i>ou, ow</i> Vowel Combinations <i>oi, oy, au, aw</i></p>	<p>Fluency Phrasing: Attention to Punctuation</p> <p>High-Frequency Words <i>buy, city, family, myself, party, please, school, seven</i></p>	<p>Read Aloud Señor Coyote, the Judge</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Speaking About a Topic</p>
Performance Task	<p>Anchor Text Amazing Animals Genre: Informational Text</p> <p>Paired Selection Garden Good Guys Genre: Informational Text</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Selection Vocabulary <i>adult, blossoms, center, hundreds</i></p> <p>Oral Vocabulary <i>completely, gentle, lonely, recognize, reflection, settle</i></p> <p>Domain-Specific Vocabulary <i>oxygen, nutrients, reproduce</i></p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Vowel Digraphs <i>oo, ou, ew</i></p> <p>Spelling Words Basic: <i>soon, new, noon, zoo, boot, too, moon, blew, soup, you</i> Challenge: <i>grew, scoop</i></p>	<p>Grammar Skill Indefinite Pronouns</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Analyze Language</p> <p>Produce: Use Technology; Give Presentations</p> <p>How English Works: Compound Sentences</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Life Cycle Report</p>
<p>Selection Vocabulary <i>brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack</i></p> <p>Oral Vocabulary <i>blossom, ledge, lugging, shady, shallow, cavern</i></p> <p>Domain-Specific Vocabulary <i>diversity, culture, society</i></p> <p>Vocabulary Strategies Synonyms with Introduction to Thesaurus</p>	<p>Spelling Principle Vowel Combinations <i>ou, ow</i></p> <p>Spelling Words Basic: <i>how, now, cow, owl, ouch, house, found, out, gown, town</i> Challenge: <i>shout, power</i></p>	<p>Grammar Skill Contractions • Contractions with <i>not</i> • Contractions with Pronouns</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions</p> <p>Interpret: Author's Central Message</p> <p>Produce: Recount Experiences</p> <p>How English Works: Condense Clauses</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Sentences, Pronouns, Quotation Marks</p>		<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
26	<p>Anchor Text The Dot Genre: Realistic Fiction</p> <p>Paired Selection Artists Create Art! Genre: Biography</p> <p>Decodable Reader Selections Bears Hiding and Seeking Henry and Dad Go Camping Speedy and Chase</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Figurative Language</p>	<p>Phonemic Awareness Substitute Vowel Sounds Identify Syllables Segment Syllables</p> <p>Phonics Base Words (CVCe, CVC) with Endings <i>-ed, -ing</i> Long <i>e</i> Spelling Patterns <i>y, ie</i></p>	<p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words <i>above, bear, even, pushed, studied, surprised, teacher, toward</i></p>	<p>Read Aloud The Art Contest</p> <p>Listening/Speaking: Listening Comprehension</p>
27	<p>Anchor Text What Can You Do? Genre: Informational Text</p> <p>Paired Selection The Wind and the Sun Genre: Fable</p> <p>Decodable Reader Selections The Three Races Seed Sisters The Fox and the Grapes Jingle, Jangle, and Jiggle</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Using Context</p>	<p>Phonemic Awareness Segment Syllables Identify Syllables</p> <p>Phonics Base Words/Inflections <i>-er, -est</i> (change <i>y</i> to <i>i</i>) Syllable <i>-le</i></p>	<p>Fluency Intonation</p> <p>High-Frequency Words <i>always, different, enough, happy, high, near, once, stories</i></p>	<p>Read Aloud The Shoemaker and the Elves</p> <p>Listening/Speaking: Listening Comprehension</p>
28	<p>Anchor Text The Kite Genre: Fantasy</p> <p>Paired Selection Measuring Weather Genre: Informational Text</p> <p>Decodable Reader Selections Sally Jane and Beth Ann Ty and Big Gilly Bird Watching Benches</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Genre: Fantasy</p>	<p>Phonemic Awareness Segment Syllables Delete Phonemes</p> <p>Phonics Long <i>i</i> Spelling Patterns <i>igh, y, ie</i> Base Words/Inflections <i>-ed, -ing, -er, -est, -es</i> Phonograms <i>-ight, -y</i></p>	<p>Fluency Phrasing: Natural Pauses</p> <p>High-Frequency Words <i>across, ball, cried, head, heard, large, second, should</i></p>	<p>Read Aloud A Hopeful Song</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Compare and Contrast Stories</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Selection Vocabulary <i>blank, gazing, noticed, squiggle, straight, swirly</i></p> <p>Oral Vocabulary <i>field, magical, shrubbery, softly, universe, wondrous</i></p> <p>Domain-Specific Vocabulary <i>canvas, pottery, watercolor</i></p> <p>Vocabulary Strategies Figurative Language (Idioms)</p>	<p>Spelling Principle Base Words ending in <i>-ed, -ing</i></p> <p>Spelling Words Basic: <i>mix, mixed, hop, hopped, hope, hoping, run, running, use, used</i> Challenge: <i>writing, grabbed</i></p>	<p>Grammar Skill Exclamations</p> <ul style="list-style-type: none"> • What Is an Exclamation? • Writing Exclamations • Using Determiners in Exclamations <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Respond; Follow Rules</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Give Presentations; Add Details</p> <p>How English Works: Comprehend/Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Sentences</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Ask and Answer Questions: Using Information from Media</p>
<p>Selection Vocabulary <i>binoculars, captain, computers, float, something</i></p> <p>Oral Vocabulary <i>cobweb, demanded, dreadful, grumbled, panted, terrified</i></p> <p>Domain-Specific Vocabulary <i>motivation, explore, leader</i></p> <p>Vocabulary Strategies Classify and Categorize: Emotion Words</p>	<p>Spelling Principle Base Words ending in <i>-er, -est</i></p> <p>Spelling Words Basic: <i>hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner</i> Challenge: <i>shorter, shortest</i></p>	<p>Grammar Skill Kinds of Sentences</p> <ul style="list-style-type: none"> • Statement, Question, Exclamation, or Command? • Four Kinds of Sentences • Produce and Expand Sentences <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions</p> <p>Interpret: Author's Central Message</p> <p>Produce: Use Technology; Recount Experiences</p> <p>How English Works: Comprehend/Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Sentences</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy How-To Report</p>
<p>Selection Vocabulary <i>junk, laughter, perhaps</i></p> <p>Oral Vocabulary <i>assures, audience, chorus, determined, enthusiasm, stomped</i></p> <p>Domain-Specific Vocabulary <i>degrees, temperature, climate</i></p> <p>Vocabulary Strategies Homographs</p>	<p>Spelling Principle Spelling Patterns <i>igh, y, ie</i> (long <i>i</i>)</p> <p>Spelling Words Basic: <i>my, try, sky, fly, by, dry, pie, cried, night, light</i> Challenge: <i>myself, brighter</i></p>	<p>Grammar Skill Kinds of Adjectives</p> <ul style="list-style-type: none"> • Adjectives for Taste and Smell • Adjectives for Sound and Texture <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Analyze Language</p> <p>Produce: Give Presentations; Support Opinions</p> <p>How English Works: Verbs</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Sentences</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
29	<p>Anchor Text Hi! Fly Guy Genre: Chapter Book</p> <p>Paired Selection Busy Bugs Genre: Poetry</p> <p>Decodable Reader Selections Quiz Game Jack and the Beans Ruth's Day Stew for Peg</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Author's Word Choice</p>	<p>Phonemic Awareness Segment Syllables Delete Phonemes Distinguish Vowel Sounds</p> <p>Phonics Suffixes <i>-ful, -ly, -y</i> Long Vowel Spelling Patterns: <i>a, e, i, o, u</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>caught, took, listen, thought, minute, beautiful, idea, friendship</i></p>	<p>Read Aloud A Stone Goes to Court</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Using Visuals</p>
30	<p>Anchor Text Winners Never Quit! Genre: Narrative Nonfiction</p> <p>Paired Selection Be a Team Player Genre: Informational Text</p> <p>Decodable Reader Selections Amy Ant Julie and Jason Home at Last Soccer</p>	<p>Target Skill Main Idea and Details</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Genre: Narrative Nonfiction</p>	<p>Phonemic Awareness Segment Syllables</p> <p>Phonics Syllable Pattern CV Prefixes <i>un-, re-</i></p>	<p>Fluency Rate: Adjust Reading Rate to Purpose</p> <p>High-Frequency Words <i>brothers, everyone, field, loved, most, only, people, sorry</i></p>	<p>Read Aloud The Parts of the House Have a Fight</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Ask and Answer Questions: Informational Texts</p>
Performance Task	<p>Anchor Text What Can You Do? Genre: Informational Text</p> <p>Anchor Text Winners Never Quit! Genre: Narrative Nonfiction</p>				
Extended Reading	<p>Trade Book Owl at Home Genre: Fantasy</p>	<p>Target Strategies Infer/Predict Monitor/Clarify Question</p>		<p>Fluency Phrasing, Self-Correction</p>	<p>Read Aloud The Strange Shape</p> <p>Collaborative Project Studying Things in Nature: Discuss, Present, Reflect</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Selection Vocabulary <i>award, chapter, fancy, guy, rescue</i></p> <p>Oral Vocabulary <i>corner, disguised, mystery, seriously, signs, solve</i></p> <p>Domain-Specific Vocabulary <i>larva, antennae, thorax</i></p> <p>Vocabulary Strategies Prefix <i>un-</i></p>	<p>Spelling Principle Suffixes <i>-ly, -y, -ful</i></p> <p>Spelling Words Basic: <i>sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful</i> Challenge: <i>quickly, hopeful</i></p>	<p>Grammar Skill Adverbs</p> <ul style="list-style-type: none"> • Adverbs for <i>How</i> and <i>Where</i> • Adverbs for <i>When</i> and <i>How Much</i> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Analyze Language</p> <p>Produce: Write Literary Texts</p> <p>How English Works: Noun Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Paragraph</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>
<p>Selection Vocabulary <i>already, dribbled, goalie, rather</i></p> <p>Oral Vocabulary <i>mightiest, show-off, waste, wild, wobble, careful</i></p> <p>Domain-Specific Vocabulary <i>cooperation, teamwork, success</i></p> <p>Vocabulary Strategies Suffix <i>-ly</i></p>	<p>Spelling Principle Syllable Pattern CV</p> <p>Spelling Words Basic: <i>even, open, begin, baby, tiger, music, paper, zero, table, below</i> Challenge: <i>because, silent</i></p>	<p>Grammar Skill Adjectives That Compare</p> <ul style="list-style-type: none"> • Adjectives with <i>er</i> and <i>est</i> • Using the Right Adjective <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Analyze Language</p> <p>Produce: Use Technology; Give Presentations; Support Opinions</p> <p>How English Works: Prepositions</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Paragraph</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Kinds of Sentences, Exclamations, End Marks</p>		<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Paragraph</p>
<p>Content Vocabulary Words <i>winter, whirled, whooshed, guest, pleasant, kettle, tear, tea, sobbed, following, sailed, shining</i></p> <p>Domain-Specific Vocabulary <i>nocturnal, prey, beak, claws, swivel</i></p>	<p>Integrated Language Arts Review Spelling Principles Review</p>	<p>Integrated Language Arts Review Adjectives, Adverbs, Kinds of Sentences, Adjectives That Compare</p>		<p>Collaborative Project Studying Things in Nature</p> <p>Write About Media</p> <p>Write About Reading</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
1	<p>Anchor Text Henry and Mudge Genre: Realistic Fiction</p> <p>Paired Selection All in the Family Genre: Informational Text</p> <p>Decodable Readers We Camp The Picnic Ants</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Author's Word Choice</p>	<p>Phonemic Awareness Identify Phonemes Syllables in Spoken Words</p> <p>Phonics Short Vowels <i>a, i</i> CVC Syllable Pattern</p>	<p>Fluency Accuracy: Word Recognition</p> <p>High-Frequency Words <i>around, be, five, help, next, or, pull, take, until, walked</i></p>	<p>Read Aloud The Perfect Pet</p> <p>Listening/Speaking: Recount Key Details</p> <p>Speaking and Listening Skill Hold a Discussion or Conversation</p>
2	<p>Anchor Text My Family Genre: Informational Text</p> <p>Paired Selection Family Poetry "Everybody Says" by Dorothy Aldis "Abuelita's Lap" by Pat Mora "Grandpa's Stories" by Langston Hughes Genre: Poetry</p> <p>Decodable Readers Bud, Ben, and Roz The Funny Hat Contest</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Question</p> <p>Second Read Skill Informational Text</p>	<p>Phonemic Awareness Identify Phonemes Syllables in Spoken Words</p> <p>Phonics Short Vowels <i>o, u, e</i> CVC Syllable Pattern</p>	<p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>bring, children, comes, do, family, like, make, those, use, with</i></p>	<p>Read Aloud More Than a Best Friend</p> <p>Listening/Speaking: Ask Questions to Clarify Comprehension</p> <p>Speaking and Listening Skill Answering Questions</p>
3	<p>Anchor Text Dogs Genre: Informational Text</p> <p>Paired Selection Helping Paws Genre: Informational Text</p> <p>Decodable Readers City Ride Mice Can Race</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Compare and Contrast</p>	<p>Phonemic Awareness Blend Phonemes Sort Phonemes</p> <p>Phonics Long Vowels <i>a, i</i> Sounds for <i>c</i></p>	<p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words <i>city, full, no, think, other, places, put, school, sing, think, this</i></p>	<p>Read Aloud Choosing a Pet</p> <p>Listening/Speaking: Main Idea and Details, Supporting Details</p> <p>Speaking and Listening Skill Sharing an Experience</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>curly, straight, floppy, drooled, weighed, stood, collars, row</i></p> <p>Domain-Specific Vocabulary <i>traits, offspring, inherit</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Alphabetical Order</p>	<p>Spelling Principle Short Vowels <i>a, i</i></p> <p>Spelling Words Basic: <i>sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask</i> Review: <i>as, his</i> Challenge: <i>sandwich, picnic</i></p>	<p>Grammar Skill Subjects and Predicates</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions Interpret: Describe Ideas Produce: Write Collaboratively How English Works: Common Nouns Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences That Tell a True Story</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>remembered, porch, crown, spend, stuck, visit, cousin, piano</i></p> <p>Domain-Specific Vocabulary <i>conflict, related, siblings, unity, interact</i></p> <p>Apply Vocabulary Knowledge Guide Words</p> <p>Vocabulary Strategies Using a Glossary</p>	<p>Spelling Principle Short Vowels <i>o, u, e</i></p> <p>Spelling Words Basic: <i>wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot</i> Review: <i>get, not</i> Challenge: <i>lunch, spend</i></p>	<p>Grammar Skill Simple Sentences</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions Interpret: Ask and Answer Questions Produce: Use Technology; Give Presentations; Support Opinions How English Works: Nouns and Noun Phrases Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Friendly Letter</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>hairy, litter, canned, clipped, stayed, coat, chews, mammals</i></p> <p>Domain-Specific Vocabulary reproduce, characteristic, canine, adapt</p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Long Vowels <i>a, i</i></p> <p>Spelling Words Basic: <i>cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake</i> Review: <i>gave, bike</i> Challenge: <i>mistake, while</i></p>	<p>Grammar Skill Types of Sentences</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Agree and Disagree; Affirm Others Interpret: Describe Ideas Produce: Write Collaboratively How English Works: Comprehend/Compose Texts Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences That Describe</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
4	<p>Anchor Text Diary of a Spider Genre: Humorous Fiction</p> <p>Paired Selection A Swallow and a Spider Genre: Fable</p> <p>Decodable Readers A Bed of Roses Swim Like a Frog</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Figurative Language</p>	<p>Phonemic Awareness Segment, Substitute Phonemes Sort Phonemes</p> <p>Phonics Long Vowels <i>o, u, e</i> Sounds for <i>g</i></p>	<p>Fluency Intonation</p> <p>High-Frequency Words <i>mind, could, today, play, cheer, hello, read, see, by, hundred</i></p>	<p>Read Aloud Bats: Beastly or Beautiful?</p> <p>Speaking/Listening: Recount Key Ideas</p>
5	<p>Anchor Text Teacher's Pets Genre: Realistic Fiction</p> <p>Paired Selection See Westburg by Bus! Genre: Informational Text</p> <p>Decodable Readers Flint Cove Clambake The Stop and Spend Sale</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Author's Word Choice</p>	<p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Consonant Blends with <i>r, l, s</i></p>	<p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>table, says, little, find, both, cold, long, green, we, eat</i></p>	<p>Read Aloud Lester</p> <p>Speaking/Listening: Recount Beginning, Middle, Ending</p>
Performance Task	<p>Anchor Text My Family Genre: Informational Text</p> <p>Anchor Text Dogs Genre: Informational Text</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>rotten, sticky, insects, scare, judge, screaming, dangerous, breeze</i></p> <p>Domain-Specific Vocabulary <i>appreciate, compliment, cooperate, peer</i></p> <p>Apply Vocabulary Knowledge Multiple Entries</p> <p>Vocabulary Strategies Context Clues</p>	<p>Spelling Principle Long Vowels <i>o, u</i></p> <p>Spelling Words Basic: <i>doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune</i> Review: <i>home, joke</i> Challenge: <i>wrote, ice cube</i></p>	<p>Grammar Skill What Is a Noun?</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Give Instructions; Add Information</p> <p>Interpret: Describe Language</p> <p>Produce: Use Technology; Give Presentations; Use Language</p> <p>How English Works: Comprehend/Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form True Story</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Brainstorming</p>
<p>Target/Academic Vocabulary <i>share, noticed, suddenly, bursting, noises, wonderful, quiet, sprinkled</i></p> <p>Domain-Specific Vocabulary <i>community, diagram, suburb</i></p> <p>Apply Vocabulary Knowledge Use A Digital Dictionary</p> <p>Vocabulary Strategies Base Words and Endings <i>-ed, -ing</i></p>	<p>Spelling Principle Consonant Blends with <i>r, l, s</i></p> <p>Spelling Words Basic: <i>spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage</i> Review: <i>slip, drive</i> Challenge: <i>climb, price</i></p>	<p>Grammar Skill Singular and Plural Nouns</p> <p>How English Works Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Use Technology; Write Independently</p> <p>How English Works: Prepositions to Add Detail</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form True Story</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Making a Choice</p>
		<p>Grammar Review What Is a Noun?, Types of Sentences</p>		<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
6	<p>Anchor Text Animals Building Homes Genre: Informational Text</p> <p>Paired Selection Whose Home Is This? Genre: Informational Text</p> <p>Decodable Readers A Job for Bob Baby Animals</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Second Read Skill Using Context</p>	<p>Phonemic Awareness Identify Phonemes</p> <p>Phonics Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>bear, work, animals, know, most, myself, sleep, second, three, she</i></p>	<p>Read Aloud City Life Is for the Birds</p> <p>Speaking/Listening: Ask and Answer Questions</p>
7	<p>Anchor Text The Ugly Vegetables Genre: Realistic Fiction</p> <p>Paired Selection They Really Are GIANT! Genre: Informational Text</p> <p>Decodable Readers Jill and Mack Rabbit's Muffins</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Story Structure</p>	<p>Phonemic Awareness Sort Phonemes Identify Medial Phonemes</p> <p>Phonics Double Consonants and <i>ck</i> Double Consonants (CVC)</p>	<p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>pictures, air, pretty, told, window, funny, try, he, cried, car</i></p>	<p>Read Aloud Trouble in the Lily Garden</p> <p>Speaking/Listening: Answer Using Complete Sentences</p> <p>Speaking and Listening Skill Communication Game</p>
8	<p>Anchor Text Super Storms Genre: Informational Text</p> <p>Paired Selection Weather Poems "Night Drumming for Rain" "Who Has Seen the Wind" "Weather" Genre: Poetry</p> <p>Decodable Readers Splish! Splash! Whales Drifting Up, Up, Up</p>	<p>Target Skill Main Ideas and Details</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Cause and Effect</p>	<p>Phonemic Awareness Substitute Phonemes Syllables in Spoken Words</p> <p>Phonics Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i> Base Words and Endings <i>-s, -ed, -ing</i></p>	<p>Fluency Rate</p> <p>High-Frequency Words <i>few, people, eye, high, my, open, yellow, happy, starts, before</i></p>	<p>Read Aloud Floods: Dangerous Waters</p> <p>Speaking/Listening: Describe Key Details</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>beaks, break, deepest, hang, pond, shaped, winding, branches</i></p> <p>Domain-Specific Vocabulary <i>habitat, shelter, pasture</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Base Words and Prefixes <i>un-, re-</i></p>	<p>Spelling Principle Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i></p> <p>Spelling Words Basic: <i>next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring</i> Review: <i>jump, left</i> Challenge: <i>young, friend</i></p>	<p>Grammar Skill More Plural Nouns</p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Give Oral Presentations</p> <p>How English Works: Combine Sentences and Clauses</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Research Starts with a Question</p>
<p>Target/Academic Vocabulary <i>blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled</i></p> <p>Domain-Specific Vocabulary <i>nutrients, seedling, solar energy</i></p> <p>Apply Vocabulary Knowledge Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences)</p> <p>Vocabulary Strategies Homophones</p>	<p>Spelling Principle Double Consonants and <i>ck</i></p> <p>Spelling Words Basic: <i>dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll</i> Review: <i>will, off</i> Challenge: <i>across, pocket</i></p>	<p>Grammar Skill Proper Nouns</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Negotiate in Conversations</p> <p>Interpret: Describe Ideas</p> <p>Produce: Write Independently</p> <p>How English Works: Comprehend/Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Summary Paragraph</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>flash, equal, damage, reach, pounding, prevent, beware, bend</i></p> <p>Domain-Specific Vocabulary <i>lightning, precipitation, water vapor</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Compound Words</p>	<p>Spelling Principle Consonant Digraphs <i>th, sh, wh, ch, tch</i></p> <p>Spelling Words Basic: <i>dish, than, chest, such, thin, push, shine, chase, white, while, these, flash</i> Review: <i>which, then</i> Challenge: <i>catch, thumb</i></p>	<p>Grammar Skill What Is a Verb?</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Use Technology; Give Presentations; Recount Experiences</p> <p>How English Works: Expand Noun Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Choosing a Research Topic</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
9	<p>Anchor Text How Chipmunk Got His Stripes Genre: Folktale</p> <p>Paired Selection Why Rabbits Have Short Tails Genre: Traditional Tale</p> <p>Decodable Readers Maybe So Racing Away!</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Author's Word Choice</p>	<p>Phonemic Awareness Add Phonemes Syllables in Spoken Words</p> <p>Phonics Base Words and Endings <i>-ed, -ing</i> CV Syllable Pattern</p>	<p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>kept, would, afraid, own, show, might, why, many, for, dark</i></p>	<p>Read Aloud On Thin Ice</p> <p>Speaking/Listening: Recount Key Details</p> <p>Speaking and Listening Skill Listen to Compare and Contrast</p>
10	<p>Anchor Text Jellies Genre: Informational Text</p> <p>Paired Selection Splash Photography Genre: Informational Text</p> <p>Decodable Readers Let's Have Fun I'm Going to Win</p>	<p>Target Skill Fact and Opinion</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Author's Purpose</p>	<p>Phonemic Awareness Add and Delete Phonemes</p> <p>Phonics Contractions</p>	<p>Fluency Stress</p> <p>High-Frequency Words <i>really, you, because, right, go, they, was, me, old, better</i></p>	<p>Read Aloud Sharks on the Run!</p> <p>Speaking/Listening: Ask for Clarification; Ask and Answer Questions</p> <p>Speaking and Listening Skill Having a Conversation</p>
Performance Task	<p>Anchor Text Animals Building Homes Genre: Informational Text</p> <p>Anchor Text Jellies Genre: Informational Text</p>				
Extended Reading	<p>Trade Book Poppleton in Winter Genre: Fantasy</p>	<p>Target Strategies Infer/Predict Question</p>		<p>Fluency Accuracy, Self-Correction</p>	<p>Read Aloud Our Sleigh</p> <p>Collaborative Project Winter Weather Museum Display: Group Discussion</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>curled, direction, healed, height, toward, tunnel, tease, brag</i></p> <p>Domain-Specific Vocabulary <i>tradition, culture, literature</i></p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Synonyms</p>	<p>Spelling Principle -ed, and -ing Endings</p> <p>Spelling Words Basic: <i>liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked</i> Review: <i>mixed, sleeping</i> Challenge: <i>teasing, knocking</i></p>	<p>Grammar Skill Verbs in the Present</p> <p>How English Works Verb Types</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Describe Ideas</p> <p>Produce: Write Collaboratively; Retell Texts</p> <p>How English Works: Verbs</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Instructions</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>decide, disgusting, drift, millions, simple, wrapped, choices, weaker</i></p> <p>Domain-Specific Vocabulary oceanography, gulf, current</p> <p>Apply Vocabulary Knowledge Use a Thesaurus</p> <p>Vocabulary Strategies Base Words and Suffixes -er, -est</p>	<p>Spelling Principle Contractions</p> <p>Spelling Words Basic: <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> Review: <i>us, them</i> Challenge: <i>they're, wouldn't</i></p>	<p>Grammar Skill Verbs in the Present, Past, and Future</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions</p> <p>Interpret: Describe Ideas</p> <p>Produce: Write Collaboratively; Retell Texts</p> <p>How English Works: Verbs</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Instructions</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review More Plural Nouns, Types of Sentences</p>		<p>Writing Mode Informative Writing</p> <p>Writing Form Informational Paragraph</p>
<p>Content Vocabulary Words <i>icicle, proud, picket, certainly, melted, bust, clay, molding, sleigh, midnight</i></p> <p>Domain-Specific Vocabulary snowdrift, fleece, scarf, footprints</p>	<p>Integrated Language Arts Review Spelling Principles Review</p>	<p>Integrated Language Arts Review Simple Sentences, Nouns, Types of Sentences, Subjects and Predicates, Verbs</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Adapt Language Choices</p> <p>Interpret: Analyze Text Elements; Evaluate Language Choices</p> <p>Produce: Write a Story; Plan a Readers' Theater</p> <p>How English Works: Use Verb Phrases with Helping Verbs; Expand Noun Phrases to Add Details</p> <p>Vocabulary Network</p>	<p>Collaborative Project Winter Weather Museum Display</p> <p>Write About Media</p> <p>Write About Reading</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
11	<p>Anchor Text Click, Clack, Moo: Cows That Type Genre: Humorous Fiction</p> <p>Paired Selection Talk About Smart Animals! Genre: Informational Text</p> <p>Decodable Readers Jess Makes Gifts Cooking with Mom Fox</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Author's Word Choice</p>	<p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Base Words and Endings -s, -es</p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>another, heard, some, kind, light, hard, more, grow, far, to</i></p>	<p>Read Aloud Don't Play Cards with a Dog in the Room!</p> <p>Speaking/Listening: Answer questions to deepen understanding</p> <p>Speaking and Listening Skill Class Discussion</p>
12	<p>Anchor Text Ah, Music! Genre: Informational Text</p> <p>Paired Selection "There's a Hole at the Bottom of the Sea" Genre: Song</p> <p>Decodable Readers Trains The Waiting Game</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Second Read Skill Fact and Opinion</p>	<p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Vowel Digraphs <i>ai, ay</i></p>	<p>Fluency Rate: Adjust Rate to Purpose</p> <p>High-Frequency Words <i>along, against, someone, night, part, morning, hold, bird, different, girl</i></p>	<p>Read Aloud Music in the Snow</p> <p>Speaking and Listening: Identify Setting; Understand Characters</p>
13	<p>Anchor Text Schools Around the World Genre: Informational Text</p> <p>Paired Selection An American School Genre: Informational Text</p> <p>Decodable Readers The Shell Sheep Reef Sees the Wide World</p>	<p>Target Skill Main Idea and Details</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Text and Graphic Features</p>	<p>Phonemic Awareness Match Phonemes</p> <p>Phonics Vowel Digraphs <i>ee, ea</i></p>	<p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words <i>story, world, about, everything, first, store, her, two, slowly, of</i></p>	<p>Read Aloud One-Room Schoolhouse</p> <p>Speaking/Listening: Answer in Complete Sentences</p> <p>Speaking and Listening Skill Retelling Main Ideas</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>problem, impossible, understand, impatient, furious, demand, gathered, believe</i></p> <p>Domain-Specific Vocabulary <i>notify, announce, companion</i></p> <p>Apply Vocabulary Knowledge Guide Words</p> <p>Vocabulary Strategies Prefixes <i>pre-</i> and <i>mis-</i></p>	<p>Spelling Principle Base Words with Endings -s, -es</p> <p>Spelling Words Basic: <i>hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes</i> Review: <i>jets, frogs</i> Challenge: <i>stitches, fences</i></p>	<p>Grammar Skill Compound Sentences</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Adapt Language Choices</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Use Technology; Write Collaboratively</p> <p>How English Works: Compound and Complex Sentences</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Letter</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>vibration, concentrate, relieved, creative, performance, tune, expression, volume</i></p> <p>Domain-Specific Vocabulary <i>pitch, percussion, creativity</i></p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Idioms</p>	<p>Spelling Principle Words with <i>ai, ay</i></p> <p>Spelling Words Basic: <i>pay, wait, paint, train, pail, clay, tray, plain, stain, hay, gray, away</i> Review: <i>stay, day</i> Challenge: <i>raisin, birthday</i></p>	<p>Grammar Skill Expanding/Rearranging Compound Sentences</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask for Assistance; Take Turns</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Give Presentations</p> <p>How English Works: Condense Clauses</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Paragraph</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Choose Appropriate Sources</p>
<p>Target/Academic Vocabulary <i>culture, community, languages, transportation, subjects, lessons, special, wear</i></p> <p>Domain-Specific Vocabulary <i>education, public, schedule, tutor</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Using a Dictionary</p>	<p>Spelling Principle Words with <i>ee, ea</i></p> <p>Spelling Words Basic: <i>free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave</i> Review: <i>eat, read</i> Challenge: <i>between, reason</i></p>	<p>Grammar Skill Quotation Marks</p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask Questions; Respond Appropriately</p> <p>Interpret: Describe Ideas</p> <p>Produce: Write Independently; Select Language Resources</p> <p>How English Works: Understand Personal Pronouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Paragraph</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
14	<p>Anchor Text Helen Keller Genre: Biography</p> <p>Paired Selection Talking Tools Genre: Informational Text</p> <p>Decodable Readers Bill E. Goat and Wise Crow Mud Bugs</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Genre: Biography</p>	<p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Long o (o, oa, ow)</p>	<p>Fluency Natural Pauses</p> <p>High-Frequency Words <i>front, hair, warm, started, stories, never, all, food, sky, party</i></p>	<p>Read Aloud Whale of a Lesson</p> <p>Speaking/Listening: Describe Key Ideas</p>
15	<p>Anchor Text Officer Buckle and Gloria Genre: Humorous Fiction</p> <p>Paired Selection Safety at Home Genre: Readers' Theater</p> <p>Decodable Readers What Does It Say? In the Grove</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Humor</p>	<p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Compound Words Schwa Vowel Sound</p>	<p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>ever, care, thought, over, off, small, new, book, live, after</i></p>	<p>Read Aloud Adventures at Scout Camp</p> <p>Speaking/Listening: Ask Questions to Clarify Comprehension</p> <p>Speaking and Listening Skill Summarize</p>
Performance Task	<p>Anchor Text Ah, Music! Genre: Informational Text</p> <p>Anchor Text Schools Around the World Genre: Informational Text</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>curious, imitated, knowledge, motion, silence, illness, darkness, behavior</i></p> <p>Domain-Specific Vocabulary <i>nonverbal, communicate, visual</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategy Suffix <i>-ly</i></p>	<p>Spelling Principle Long <i>o</i> (<i>o, oa, ow</i>)</p> <p>Spelling Words Basic: <i>own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach</i> Review: <i>so, grow</i> Challenge: <i>swallow, ocean</i></p>	<p>Grammar Skill Using Proper Nouns</p> <p>How English Works Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Express Feelings; Ask Questions</p> <p>Interpret: Listen Actively; Ask and Answer Questions</p> <p>Produce: Use Technology; Give Presentations</p> <p>How English Works: Use Verb Tenses</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy A Simple Science Experiment</p>
<p>Target/Academic Vocabulary <i>attention, buddy, obeys, speech, enormous, safety, shocked, station</i></p> <p>Domain-Specific Vocabulary <i>risk, protection, hazard, inform</i></p> <p>Apply Vocabulary Knowledge Determine Pronunciation</p> <p>Vocabulary Strategy Root Words</p>	<p>Spelling Principle Compound Words</p> <p>Spelling Words Basic: <i>cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing</i> Review: <i>into, inside</i> Challenge: <i>nobody, everywhere</i></p>	<p>Grammar Skill Abbreviations</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Exchange Information and Ideas</p> <p>Interpret: Describe Ideas</p> <p>Produce: Use Technology; Write Independently</p> <p>How English Works: Use Adjectives</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Compound Sentences, Using Proper Nouns</p>		<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Essay</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
16	<p>Anchor Text Mr. Tanen's Tie Trouble Genre: Realistic Fiction</p> <p>Paired Selection The Jefferson Daily News Genre: Informational Text</p> <p>Decodable Readers Beep! Beep! We Helped</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Understanding Characters</p>	<p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Base Words and Endings -ed, -ing</p>	<p>Fluency Rate</p> <p>High-Frequency Words <i>gone, said, something, fly, also, saw, look, horse, river, have</i></p>	<p>Read Aloud A Better Way to Save</p> <p>Speaking/Listening: Recount Characters and Plot Details</p>
17	<p>Anchor Text Luke Goes to Bat Genre: Realistic Fiction</p> <p>Paired Selection Jackie Robinson Genre: Informational Text</p> <p>Decodable Readers Bright Lights Wild Cats</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Formal and Informal Language</p>	<p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Long <i>i</i> (<i>i, igh, ie, y</i>)</p>	<p>Fluency Stress</p> <p>High-Frequency Words <i>doing, sure, else, turned, blue, room, teacher, any, studied, carry</i></p>	<p>Read Aloud The Crowd Roared!</p> <p>Speaking/Listening: Answer Using Complete Sentences</p>
18	<p>Anchor Text My Name Is Gabriela Genre: Biography</p> <p>Paired Selection Poems About Reading and Writing Genre: Poetry</p> <p>Decodable Readers Bunny and the Penny Puppies</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Author's Word Choice</p>	<p>Phonemic Awareness Blending Phonemes Identify Sound Placement</p> <p>Phonics Long <i>e</i> Sound for <i>y</i> Changing <i>y</i> to <i>i</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>words, mother, friends, under, draw, watch, always, soon, anything, been</i></p>	<p>Read Aloud Doctor Salk's Treasure</p> <p>Speaking/Listening: Describe Key Details</p> <p>Speaking and Listening Skill Recount an Experience</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>received, account, budget, disappointed, chuckled, staring, repeated, fund</i></p> <p>Domain-Specific Vocabulary <i>duties, citizen, responsibility</i></p> <p>Apply Vocabulary Knowledge <i>Use a Digital Dictionary</i></p> <p>Vocabulary Strategies Homographs</p>	<p>Spelling Principle Base Words with Endings <i>-ed, -ing</i></p> <p>Spelling Words Basic: <i>running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed</i> Review: <i>mixed, going</i> Challenge: <i>wrapped, swelling</i></p>	<p>Grammar Skill Pronouns</p> <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Apologize; Build on Responses</p> <p>Interpret: Evaluate Language Choices</p> <p>Produce: Give Presentations; Support Opinions</p> <p>How English Works: Use Prepositional Phrases; Adverbs</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Paragraph</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Create Audio Recordings</p>
<p>Target/Academic Vocabulary <i>practice, hurried, position, roared, extra, curb, cheered, final</i></p> <p>Domain-Specific Vocabulary <i>determined, morals, respect</i></p> <p>Apply Vocabulary Knowledge <i>Multiple Entries</i></p> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Long <i>i</i> (<i>i, igh, y</i>)</p> <p>Spelling Words Basic: <i>night, kind, spy, child, light, find, right, high, wild, July, fry, sigh</i> Review: <i>by, why</i> Challenge: <i>behind, lightning</i></p>	<p>Grammar Skill Subject-Verb Agreement</p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer <i>wh</i> Questions; Listen</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Write Collaboratively; Recount Experiences</p> <p>How English Works: Conjunctions</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing form Story Paragraph</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Compare and Contrast Media Messages</p>
<p>Target/Academic Vocabulary <i>accepted, express, fluttering, grand, pretend, prize, wonder, taught</i></p> <p>Domain-Specific Vocabulary <i>print, journalist, exchange, publish</i></p> <p>Apply Vocabulary Knowledge <i>Use a Dictionary</i></p> <p>Vocabulary Strategies Suffixes <i>-y</i> and <i>-ful</i></p>	<p>Spelling Principle Long <i>e</i> Spelled <i>y</i></p> <p>Spelling Words Basic: <i>happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city</i> Review: <i>tiny, many</i> Challenge: <i>sorry, noisy</i></p>	<p>Grammar Skill The Verb <i>be</i></p> <p>How English Works Verb Types</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions with Learned Phrases</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Give Presentations; Recount Experiences</p> <p>How English Works: Condense Clauses</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing form Descriptive Paragraph</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
19	<p>Anchor Text The Signmaker's Assistant Genre: Humorous Fiction</p> <p>Paired Selection The Trouble with Signs Genre: Play</p> <p>Decodable Readers Darling Starling Going to the Farm</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Second Read Skill Point of View</p>	<p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Words with <i>ar</i></p>	<p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>didn't, I'll, please, talk, good, is, are, baby, too, sound</i></p>	<p>Read Aloud Wild Friends, Wow!</p> <p>Speaking/Listening: Ask Questions to Clarify Comprehension</p> <p>Speaking and Listening Skill Matching Game: Synonyms</p>
20	<p>Anchor Text Dex: The Heart of a Hero Genre: Fantasy</p> <p>Paired Selection Heroes Then and Now Genre: Informational Text</p> <p>Decodable Readers A Sporty Game My Story</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Figurative Language</p>	<p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Words with <i>r</i>-Controlled Vowels <i>or, ore</i></p>	<p>Fluency Intonation</p> <p>High-Frequency Words <i>being, ready, I've, tall, stood, very, ground, laugh, begins, flower</i></p>	<p>Read Aloud Ordinary Heroes</p> <p>Speaking/Listening: Answer Questions to Clarify Comprehension</p> <p>Speaking and Listening Skill Compare and Contrast</p>
Performance Task	<p>Anchor Text My Name Is Gabriela Genre: Biography</p> <p>Paired Selection Heroes Then and Now Genre: Informational Text</p>				
Extended Reading	<p>Trade Book Where Do Polar Bears Live? Genre: Informational Text</p>	<p>Target Strategies Monitor/Clarify Question Analyze/Evaluate</p>		<p>Fluency Expression</p>	<p>Read Aloud Dakota's Polar Adventure</p> <p>Collaborative Project Polar Bear Photo Gallery: Present</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>assistant, agreed, polite, failed, tearing, wisdom, trouble, cleared</i></p> <p>Domain-Specific Vocabulary <i>advertise, announcement, post, beacon</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle Words with <i>ar</i></p> <p>Spelling Words Basic: <i>car, dark, arm, star, park, yard, party, hard, farm, start, part, spark</i> Review: <i>art, jar</i> Challenge: <i>carpet, apartment</i></p>	<p>Grammar Skill Commas in Dates and Places</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies Collaborate: Gain and Hold the Floor Interpret: Describe Ideas Produce: Write Collaboratively; Retell Texts How English Works: Comprehend/Compose Texts Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Fictional Story</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>depended, overlooked, sprang, studied, gazing, hero, exercise, sore</i></p> <p>Domain-Specific Vocabulary <i>charity, grant, improve, figure</i></p> <p>Apply Vocabulary Knowledge Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences)</p> <p>Vocabulary Strategies Prefix <i>over-</i></p>	<p>Spelling Principle <i>r</i>-Controlled Vowels <i>or, ore</i></p> <p>Spelling Words Basic: <i>horn, story, fork, score, store, corn, morning, shore, short, born, tore, forget</i> Review: <i>for, more</i> Challenge: <i>report, force</i></p>	<p>Grammar Skill Commas in a Series</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies Collaborate: Negotiate with Others Interpret: Ask and Answer Questions Produce: Use Technology; Give Presentations How English Works: Possessive Pronouns Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Fictional Story</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Pronouns</p>		<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p>
<p>Content Vocabulary Words <i>den, cub, Arctic, survive, tundra, lemming, seaweed, fierce, extinct</i></p> <p>Domain-Specific Vocabulary <i>adapt, insulate, region</i></p>	<p>Integrated Language Arts Review Spelling Principles Review</p>	<p>Integrated Language Arts Review Nouns, Subject-Verb Agreement, The Verb <i>be</i></p>	<p>Language Skills and Strategies Collaborate: Ask and Answer <i>wh-</i> Questions; Build on Responses; Negotiate with Others in Conversations Interpret: Analyze Language Choices Produce: Write an Information Report; Plan a Presentation How English Works: Expand Sentences with Prepositions; Expand Noun Phrases with Adjectives Vocabulary Network</p>	<p>Collaborative Project Polar Bear Photo Gallery</p> <p>Write About Media</p> <p>Write About Reading</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
21	<p>Anchor Text Penguin Chick Genre: Narrative Nonfiction</p> <p>Paired Selection Emperor Penguins Genre: Informational Text</p> <p>Decodable Readers Mustangs Time to Move</p>	<p>Target Skill Main Idea and Details</p> <p>Strategy Infer/Predict</p> <p>Second Read Skill Cause and Effect</p>	<p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Words with <i>er</i> Words with <i>ir, ur</i></p>	<p>Fluency Phrasing: Natural Pauses</p> <p>High-Frequency Words <i>nothing, move, across, took, house, voice, behind, one, how, out</i></p>	<p>Read Aloud From Duckling to Duck</p> <p>Speaking/Listening: Describe Key Ideas and Details</p>
22	<p>Anchor Text Gloria Who Might Be My Best Friend Genre: Realistic Fiction</p> <p>Paired Selection How to Make a Kite Genre: Informational Text</p> <p>Decodable Readers What's That? Get Smarter!</p>	<p>Target Skill Understanding Characters</p> <p>Strategy Question</p> <p>Second Read Skill Figurative Language</p>	<p>Phonemic Awareness Rhyme and Meaning Syllables in Spoken Words</p> <p>Phonics Homophones Base Words and Endings <i>-er, -est</i></p>	<p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words <i>floor, toward, what's, found, boy, everyone, field, does, their, into</i></p>	<p>Read Aloud The Middle Seat</p> <p>Speaking/Listening: Ask Questions to Clarify Comprehension</p> <p>Speaking and Listening Skill Explain the Steps of a Procedure</p>
23	<p>Anchor Text The Goat in the Rug Genre: Narrative Nonfiction</p> <p>Paired Selection Basket Weaving Genre: Informational Text</p> <p>Decodable Readers Fraidy Cat Bugs in Action</p>	<p>Target Skill Conclusions</p> <p>Strategy Summarize</p> <p>Second Read Skill Sequence of Events</p>	<p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Suffixes <i>-y, -ly, -ful</i> Final Stable Syllables <i>-tion, -ture</i></p>	<p>Fluency Rate: Adjust Rate to Purpose</p> <p>High-Frequency Words <i>knew, idea, though, down, four, give, great, large, write, coming</i></p>	<p>Read Aloud Nothing But a Quilt</p> <p>Speaking/Listening: Recount Most Important Details</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle</i></p> <p>Domain-Specific Vocabulary <i>development, life cycle, climate</i></p> <p>Apply Vocabulary Knowledge Use a Thesaurus</p> <p>Vocabulary Strategies Dictionary Entry</p>	<p>Spelling Principle Words with er</p> <p>Spelling Words Basic: <i>father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master</i> Review: <i>fern, ever</i> Challenge: <i>remember, feather</i></p>	<p>Grammar Skill What Is an Adjective?</p> <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Describe Ideas</p> <p>Produce: Write Independently; Select Language Resources</p> <p>How English Works: Past Tense</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Problem-Solution Paragraph</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Research Another Arctic Animal</p>
<p>Target/Academic Vocabulary <i>lonely, seriously, copy, heavily, planning, answered, guessed, knot</i></p> <p>Domain-Specific Vocabulary <i>force, flight, pressure</i></p> <p>Apply Vocabulary Knowledge Use a Print Dictionary</p> <p>Vocabulary Strategies Figurative Language/Idioms</p>	<p>Spelling Principle Homophones</p> <p>Spelling Words Basic: <i>meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two</i> Review: <i>sea, see</i> Challenge: <i>threw, through</i></p>	<p>Grammar Skill Using Adjectives</p> <p>How English Works Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Greet; Provide Counterarguments</p> <p>Interpret: Evaluate Language Choices</p> <p>Produce: Give Presentations; Support Opinions</p> <p>How English Works: Irregular Plural Nouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Compare and Contrast Paragraph</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious</i></p> <p>Domain-Specific Vocabulary craft, fiber, loom, textile</p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Compound Words</p>	<p>Spelling Principle Suffixes <i>-ly, -ful</i></p> <p>Spelling Words Basic: <i>helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly</i> Review: <i>jumped, saying</i> Challenge: <i>quickly, wonderful</i></p>	<p>Grammar Skill Irregular Verbs</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Irregular Plural Nouns</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Write Collaboratively</p> <p>How English Works: Prepositional Phrases; Adverb Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Using Digital Visual Aids</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
24	<p>Anchor Text Half-Chicken Genre: Folktale</p> <p>Paired Selection The Lion and the Mouse Genre: Traditional Tale</p> <p>Decodable Readers The Unreal Party Knick and Knack</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Point of View</p>	<p>Phonemic Awareness Syllables in Spoken Words Segment Phonemes</p> <p>Phonics Prefixes <i>re-</i>, <i>un-</i>, <i>over-</i>, <i>pre-</i>, <i>mis-</i> Silent Consonants</p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>earth, away, brothers, brown, without, here, learning, began, surprised, there</i></p>	<p>Read Aloud Tiger in the Water: A Folktale from Malaysia</p> <p>Speaking/Listening: Answer Questions to Clarify Comprehension</p> <p>Speaking and Listening Skill Compare Two Stories</p>
25	<p>Anchor Text From Seed to Plant Genre: Informational Text</p> <p>Paired Selection Super Soil Genre: Informational Text</p> <p>Decodable Readers A Spring Walk The Softball Game</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skill Cause and Effect</p>	<p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Words with <i>au, aw, al, o, a</i></p>	<p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>through, young, leaves, ball, our, done, hear, learn, were, only</i></p>	<p>Read Aloud Johnny Appleseed and His Apples</p> <p>Speaking/Listening: Ask and Answer Questions About What a Speaker Says</p> <p>Speaking and Listening Skill Steps in a Process</p>
Performance Task	<p>Anchor Text Gloria Who Might Be My Best Friend Genre: Realistic Fiction</p> <p>Anchor Text Half-Chicken Genre: Folktale</p>				

LANGUAGE

WRITING

LANGUAGE		WRITING		
Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>tumbling, flung, tangled, empty, peacefully, stream, blazed, swift</i></p> <p>Domain-Specific Vocabulary <i>customs, classic, honor</i></p> <p>Apply Vocabulary Knowledge Determine Part of Speech</p> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Prefixes <i>re-, un-</i></p> <p>Spelling Words Basic: <i>unhappy, retell, untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay</i> Review: <i>read, happy</i> Challenge: <i>rewrite, overheard</i></p>	<p>Grammar Skill Irregular Action Verbs</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Adapt Language Choices</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Use Technology; Give Presentations</p> <p>How English Works: Use Coordinating Conjunctions</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Research Report</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>pod, soak, shoot, root, nutrition, tasty, soften, grain</i></p> <p>Domain-Specific Vocabulary <i>process, bud, sprout</i></p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Using Context</p>	<p>Spelling Principle Words with <i>aw, al, o</i></p> <p>Spelling Words Basic: <i>tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small</i> Review: <i>all, walk</i> Challenge: <i>awful, wallpaper</i></p>	<p>Grammar Skill More Irregular Action Verbs</p> <p>How English Works Verb Types</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions</p> <p>Interpret: Describe Ideas</p> <p>Produce: Write Collaboratively</p> <p>How English Works: Condense Clauses</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Research Report</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Using Adjectives</p>		<p>Writing Mode Informative Writing</p> <p>Writing Form Response to Literature</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
26	<p>Anchor Text The Mysterious Tadpole Genre: Fantasy</p> <p>Paired Selection From Eggs to Frogs Genre: Informational Text</p> <p>Decodable Readers The New Moose Follow the Clues</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skill Conclusions</p>	<p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Words with <i>oo, ew, ue, ou</i></p>	<p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>every, ago, won't, now, follow, head, don't, goes, again, alone</i></p>	<p>Read Aloud Diego's Double Surprise</p> <p>Speaking/Listening: Recount Key Details</p> <p>Speaking and Listening Skill Cooperative Storytelling</p>
27	<p>Anchor Text The Dog That Dug for Dinosaurs Genre: Biography</p> <p>Paired Selection La Brea Tar Pits Genre: Informational Text</p> <p>Decodable Readers Woody Woodchuck and the Mysterious Ball One or More</p>	<p>Target Skill Fact and Opinion</p> <p>Target Strategy Question</p> <p>Second Read Skill Author's Purpose</p>	<p>Phonemic Awareness Match Phonemes Add a Phoneme</p> <p>Phonics Words with <i>oo (book)</i></p>	<p>Fluency Intonation</p> <p>High-Frequency Words <i>buy, father, called, town, even, maybe, where, water, outside, tomorrow</i></p>	<p>Read Aloud Epperson's Icicle</p> <p>Speaking/Listening: Ask and Answer Questions to Clarify Comprehension</p>
28	<p>Anchor Text Yeh-Shen Genre: Fairytale</p> <p>Paired Selection Cinderella Genre: Fairytale</p> <p>Decodable Readers Howie's Big Brown Box What a Surprise!</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skill Compare and Contrast</p>	<p>Phonemic Awareness Blend Phonemes</p> <p>Phonics Vowel Diphthongs <i>ow, ou</i></p>	<p>Fluency Phrasing: Natural Pauses</p> <p>High-Frequency Words <i>want, while, falling, enough, lived, loved, should, happened, sorry, above</i></p>	<p>Read Aloud Cinderella Stories</p> <p>Speaking/Listening: Ask and Answer Questions About What a Speaker Says</p> <p>Speaking and Listening Skill Comparing Versions of a Story</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>confused, ordinary, control, sensible, suspiciously, training, cage, upset</i></p> <p>Domain-Specific Vocabulary <i>larva, biology, organism</i></p> <p>Apply Vocabulary Knowledge Pronunciation</p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Words with <i>ew, oo, ou</i></p> <p>Spelling Words Basic: <i>root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew</i> Review: <i>zoo, noon</i> Challenge: <i>shampoo, balloon</i></p>	<p>Grammar Skill Contractions</p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Respond Appropriately; Take Turns</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Give Presentations; Select Language Resources</p> <p>How English Works: Comprehend/ Compose Texts</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response Poem</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>discovered, guard, remove, souvenirs, amazed, explained, exact, growled</i></p> <p>Domain-Specific Vocabulary <i>impression, remains, organic, material</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle Words with <i>oo (book)</i></p> <p>Spelling Words Basic: <i>took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook</i> Review: <i>look, good</i> Challenge: <i>crooked, bookcase</i></p>	<p>Grammar Skill What Is an Adverb?</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer <i>wh</i> Questions; Listen</p> <p>Interpret: Describe Ideas</p> <p>Produce: Use Technology; Write Collaboratively</p> <p>How English Works: Indefinite Pronouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Shared Book Report</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Writing a Research Report</p>
<p>Target/Academic Vocabulary <i>served, overjoyed, valuable, worn, concealed, glimmering, content, task</i></p> <p>Domain-Specific Vocabulary <i>oral tradition, multicultural, generation</i></p> <p>Apply Vocabulary Knowledge Part of Speech</p> <p>Vocabulary Strategies Classify/Categorize</p>	<p>Spelling Principle Words with <i>ow, ou</i></p> <p>Spelling Words Basic: <i>cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower</i> Review: <i>out, now</i> Challenge: <i>towel, pounce</i></p>	<p>Grammar Skill Possessive Nouns</p> <p>How English Works Verb Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Offer Opinions with Open Responses</p> <p>Interpret: Evaluate Language Choices</p> <p>Produce: Give Presentations; Support Opinions</p> <p>How English Works: Verbs and Verb Types</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response Paragraph</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening
29	<p>Anchor Text Two of Everything Genre: Folktale</p> <p>Paired Selection Stone Soup Genre: Traditional Tale</p> <p>Decodable Readers Not So Alike Corduroy and Will</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Second Read Skill Point of View</p>	<p>Phonemic Awareness Syllables in Spoken Words Substitute Phonemes</p> <p>Phonics Reading Longer Words with Long Vowels <i>a</i> and <i>i</i> Vowel Diphthongs <i>oi, oy</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>once, woman, upon, eight, seven, near, wash, paper, who, your</i></p>	<p>Read Aloud A Lesson in Happiness</p> <p>Speaking/Listening: Recount Key Details</p>
30	<p>Anchor Text Now & Ben Genre: Informational Text</p> <p>Paired Selection A Model Citizen Genre: Informational Text</p> <p>Decodable Readers A Picnic Problem Polly Poodle</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Visualize</p> <p>Second Read Skill Using Context</p>	<p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Reading Longer Words with Long Vowels <i>o</i> and <i>e</i> Final Stable Syllable <i>-le</i></p>	<p>Fluency Rate: Adjust Rate to Purpose</p> <p>High-Frequency Words <i>almost, from, money, door, years, together, sometimes, pushed, remember, dear</i></p>	<p>Read Aloud Steve Jobs: Inventor</p> <p>Speaking/Listening: Retell Key Ideas and Details; Ask and Answer Questions About What a Speaker Says</p> <p>Speaking and Listening Skill Reviewing Stories</p>
Performance Task	<p>Anchor Text Mysterious Tadpole Genre: Fantasy</p>				
Extended Reading	<p>Trade Book Exploring Space Travel Genre: Informational Text</p>	<p>Target Strategies Question Monitor/Clarify Analyze/Evaluate</p>		<p>Fluency Phrasing, Accuracy</p>	<p>Read Aloud A Champion Named Sally</p> <p>Collaborative Project Space Mission Log: Group Discussion</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>contained, grateful, startled, odd, search, leaned, tossed, village</i></p> <p>Domain-Specific Vocabulary <i>tale, values, beliefs</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Words with <i>ai, ay, igh, -y</i></p> <p>Spelling Words Basic: <i>aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright</i> Review: <i>tray, try</i> Challenge: <i>contain, thigh</i></p>	<p>Grammar Skill Possessive Pronouns</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Write Collaboratively</p> <p>How English Works: Possessive Nouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response Essay</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Write About an Experience</p>
<p>Target/Academic Vocabulary <i>accomplishments, inventions, result, designed, achieve, composed, remarkable, amounts</i></p> <p>Domain-Specific Vocabulary patriot, pioneer, symbol, historical</p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Root Words</p>	<p>Spelling Principle Words with <i>oa, ow, ee, ea</i></p> <p>Spelling Words Basic: <i>seated, keeps, speed, seen, means, clean, groan, roast, bowls, crow, owe, grown</i> Review: <i>green, snow</i> Challenge: <i>peace, below</i></p>	<p>Grammar Skill Choose Between Adjectives and Adverbs</p> <p>How English Works Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Negotiate with Others</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Use Technology; Give Presentations; Support Opinions</p> <p>How English Works: Prepositions</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response Essay</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Possessive Nouns</p>		<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Essay</p>
<p>Content Vocabulary Words <i>control panel, rockets, launch, takeoff, landing, speed, friction, gear, inner, layer, outer,</i></p> <p>Domain-Specific Vocabulary <i>data, engineer, satellite, solar, transmissions</i></p>	<p>Integrated Language Arts Review Spelling Principles Review</p>	<p>Integrated Language Arts Review Adjectives, Subject-Verb Agreement, Adverbs</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Negotiate indently</p> <p>Interpret: Read/View Closely; Listen Actively</p> <p>Produce: Write an Information Report; Plan a Presentation</p> <p>How English Works: Connect Ideas; Use Reflexive Pronouns</p> <p>Vocabulary Network</p>	<p>Collaborative Project Space Mission Log</p> <p>Write About Media</p> <p>Write About Reading</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
1	<p>Anchor Text A Fine, Fine School Genre: Humorous Fiction</p> <p>Paired Selection One-Room Schoolhouses Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Analyze Illustrations</p>	<p>Short vowels <i>a, e, i, o, u</i></p> <p>Words with the VCCV Pattern</p>	Accuracy	<p>Read Aloud Such a Deal!</p> <p>Speaking/Listening: Use Adverbs to Add Details</p> <p>Speaking and Listening Skill Hold a Discussion or Conversation</p>
2	<p>Anchor Text The Trial of Cardigan Jones Genre: Fantasy</p> <p>Paired Selection You Be the Jury Genre: Informational Text</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Author's Word Choice</p>	<p>Long Vowels <i>a, e, i, o, u</i></p> <p>Words with the VCe Pattern</p>	Phrasing	<p>Read Aloud Sequoyah</p> <p>Speaking/Listening: Determine Main Ideas and Supporting Details</p> <p>Speaking and Listening Skill Ask and Answer Questions</p>
3	<p>Anchor Text Destiny's Gift Genre: Realistic Fiction</p> <p>Paired Selection Kids Making a Difference Genre: Informational Text</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Story Message</p>	<p>Common Vowel Pairs <i>ai, ay, ee, ea</i></p>	Reading Rate	<p>Read Aloud Open Your Eyes!</p> <p>Speaking/Listening: Ask and Answer Questions</p>

LANGUAGE

WRITING

LANGUAGE		ELD		
Target/Academic Vocabulary	Spelling	Language	Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>principal, strolled, proud, worried, soared, announced, fine, certainly</i></p> <p>Domain-Specific Vocabulary <i>educator, administrator, classroom, schoolhouse, subject, curriculum</i></p> <p>Apply Vocabulary Knowledge Shades of Meaning</p> <p>Vocabulary Strategies Context Clues</p>	<p>Spelling Principle Short Vowels</p> <p>Spelling Words Basic: <i>crop, plan, thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing</i> Review: <i>next, hug</i> Challenge: <i>hospital, fantastic</i></p>	<p>Grammar Skill Simple Sentences</p> <p>How English Works Modifying to Add Details</p>	<p>Language Skills and Strategies Collaborative: Ask and Answer Questions Interpret: Describe Ideas and Text Elements Produce: Write Informational Texts Collaboratively How English Works: Recognize and Use Common Nouns Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Descriptive Paragraph</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>convinced, trial, jury, guilty, pointed, honest, murmur, stand</i></p> <p>Domain-Specific Vocabulary <i>prosecution, verdict, judge, courtroom, lawyer</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Dictionary/Glossary</p>	<p>Spelling Principle VCe Spellings</p> <p>Spelling Words Basic: <i>spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, life, rule</i> Review: <i>these, those</i> Challenge: <i>surprise, decide</i></p>	<p>Grammar Skill Kinds of Sentences</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies Collaborative: Exchange Information and Ideas Interpret: Ask and Answer Questions Produce: Plan and Deliver Oral Presentations How English Works: Recognize and Use Proper Nouns Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Dialogue</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>raise, spreading, earn, figure, contacted, block, afford, customers</i></p> <p>Domain-Specific Vocabulary <i>volunteer, business, charity, community service</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Long <i>a</i> and Long <i>e</i> Spellings</p> <p>Spelling Words Basic: <i>lay, real, trail, sweet, today, dream, seem, tea, treat, afraid, leave, bait, screen, speed</i> Review: <i>paint, please</i> Challenge: <i>yesterday, explain</i></p>	<p>Grammar Skill Compound Sentences</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies Collaborative: Affirm Others Interpret: Describe Ideas and Text Elements Produce: Write Literary Texts Collaboratively How English Works: Understand Text Cohesion Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Personal Narrative</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Interpret Information Presented Visually</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
4	<p>Anchor Text Pop's Bridge Genre: Historical Fiction</p> <p>Paired Selection Bridges Genre: Informational Text</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Story Structure</p>	Long o Spelled <i>oa, ow</i>	Expression	<p>Read Aloud The Bixby Bridge</p> <p>Speaking/Listening: Answer Questions with Appropriate Elaboration and Detail</p>
5	<p>Anchor Text Roberto Clemente: Pride of the Pittsburgh Pirates Genre: Biography</p> <p>Paired Selection Baseball Poems Genre: Poetry</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Literal and Nonliteral Meanings</p>	Long <i>i</i> spelled <i>i, ie, igh</i>	Intonation	<p>Read Aloud The Tennessee Tornado</p> <p>Speaking/Listening: Speak in Complete Sentences</p>
Performance Task	<p>Anchor Text Roberto Clemente: Pride of the Pittsburgh Pirates Genre: Biography</p> <p>Supporting Text Kids Making a Difference Genre: Informational Text</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>balancing, tide, crew disappears, foggy, stretch, excitement, cling</i></p> <p>Domain-Specific Vocabulary <i>foreman, construction, suspension, arches, harness</i></p> <p>Apply Vocabulary Knowledge Use Guidewords</p> <p>Vocabulary Strategies Word Families</p>	<p>Spelling Principle Long o Spellings</p> <p>Spelling Words Basic: <i>load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat</i></p> <p>Review: <i>cold, most</i> Challenge: <i>tomorrow, sailboats</i></p>	<p>Grammar Skill Common and Proper Nouns</p> <p>How English Works Using Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Add Relevant Information</p> <p>Interpret: Evaluate Language Choices</p> <p>Produce: Use Academic Vocabulary</p> <p>How English Works: Understand Text Cohesion</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Prewrite a Personal Narrative</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Brainstorm Topics</p>
<p>Target/Academic Vocabulary <i>stands, score, fans, league, slammed, pronounced, style, polish,</i></p> <p>Domain-Specific Vocabulary <i>amateur, professional, outfield, spectators, sportsmanship</i></p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Prefix <i>mis-</i></p>	<p>Spelling Principle Long i Spellings</p> <p>Spelling Words Basic: <i>slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, die, midnight</i></p> <p>Review: <i>find, night</i> Challenge: <i>silent, frightening</i></p>	<p>Grammar Skill Plural Nouns with -s and -es</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Offer Opinions and Ideas</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Write Literary Texts Independently</p> <p>How English Works: Expand Sentences to Provide Detail</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Draft a Personal Narrative</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Narrow a Topic</p>
		<p>Grammar Review Simple Sentences, Kinds of Sentences</p>		<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
6	<p>Anchor Text Bat Loves the Night Genre: Narrative Nonfiction</p> <p>Paired Selection A Bat Is Born Genre: Poetry</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Question</p> <p>Supporting Skills Domain-Specific Vocabulary</p>	Words with the VCV Pattern	Reading Rate	<p>Read Aloud Bats Are the Best Beasts</p> <p>Speaking/Listening: Ask and Answer Questions</p> <p>Speaking and Listening Skill Recount an Experience</p>
7	<p>Anchor Text What Do Illustrators Do? Genre: Informational Text</p> <p>Paired Selection Jack Draws a Beanstalk Genre: Traditional Tale</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Sequence of Events</p>	Three-Letter Clusters (<i>scr, spr, str, thr</i>)	Expression	<p>Read Aloud Louis Braille: Boy Inventor</p> <p>Speaking/Listening: Determine Main Idea and Supporting Details</p> <p>Speaking and Listening Skill Create an Audio Recording</p>
8	<p>Anchor Text The Harvest Birds Genre: Folktale</p> <p>Paired Selection The Treasure Genre: Folktale</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Literal and Nonliteral Meanings</p>	Silent Letters <i>kn, wr</i>	Stress	<p>Read Aloud Sweet Berries</p> <p>Speaking/Listening: Retell Steps</p> <p>Speaking and Listening Skill Tell a Story</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>twitch, detail, swoops, slithers, squeak, dozes, echoes, snuggles</i></p> <p>Domain Specific Vocabulary <i>mammal, echolocation, nocturnal, environment</i></p> <p>Apply Vocabulary Knowledge Use a Digital Glossary</p> <p>Vocabulary Strategies Suffixes <i>-able, -ible</i></p>	<p>Spelling Principle More Short and Long Vowels</p> <p>Spelling Words Basic Words: <i>math, toast, easy, socks, Friday, stuff, paid, cheese, June, elbow, program, shiny, piles, sticky</i></p> <p>Review Words: <i>each, both</i></p> <p>Challenge Words: <i>comb, holiday</i></p>	<p>Grammar Skill What Is a Verb?</p> <p>How English Works Modifying to Add Details</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Gain and Hold the Floor</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Plan and Deliver Oral Presentations</p> <p>How English Works: Connect Ideas</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response Paragraph</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>tracing, imagine, illustrate, scribbles, sketches, research, textures, tools</i></p> <p>Domain-Specific Vocabulary <i>foreground, typeface, watercolors, composition, publisher</i></p> <p>Apply Vocabulary Knowledge Context Sentences</p> <p>Vocabulary Strategies Synonyms</p>	<p>Spelling Principle Three-Letter Clusters</p> <p>Spelling Words Basic Words: <i>three, scrap, street, spring, thrill, scream, strange, throw, string, scrape, spray, threw, strong, scratch</i></p> <p>Review Words: <i>think, they</i></p> <p>Challenge Words: <i>straight, scramble</i></p>	<p>Grammar Skill Verb Tenses</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Negotiate with Others in Conversations</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Write Informational Texts Independently</p> <p>How English Works: Understand Text Cohesion</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Piece</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>harvest, separate, ashamed, borders, advice, borrow, patch, serious</i></p> <p>Domain-Specific Vocabulary <i>pilgrimage, perceptions, perspective</i></p> <p>Apply Vocabulary Knowledge Parts of a Dictionary Entry</p> <p>Vocabulary Strategies Context Clues</p>	<p>Spelling Principle Unexpected Consonant Spellings</p> <p>Spelling Words Basic Words: <i>itch, wreck, knee, patch, wrap, knot, watch, knife, stretch, write, knew, knock, match, wrong</i></p> <p>Review Words: <i>know, catch</i></p> <p>Challenge Words: <i>wrinkle, knuckle</i></p>	<p>Grammar Skill Using Commas</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Provide Counterarguments</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Use Technology Where Appropriate</p> <p>How English Works: Expand Noun Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response Paragraphs</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
9	<p>Anchor Text Kamishibai Man Genre: Realistic Fiction</p> <p>Paired Selection The True Story of Kamishibai Genre: Informational Text</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Analyze Illustrations</p>	Vowel Diphthongs <i>ow</i> and <i>ou</i>	Intonation	<p>Read Aloud The Magical Art of Mime</p> <p>Speaking/Listening: Use Complete Sentences</p>
10	<p>Anchor Text Young Thomas Edison Genre: Biography</p> <p>Paired Selection Moving Pictures Genre: Informational Text</p>	<p>Target Skill Main Ideas and Details</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Sequence of Events</p>	Words with <i>au, aw, al,</i> and <i>o</i>	Accuracy	<p>Read Aloud Ryan Hreljac,* Saving Lives at Six</p> <p>Speaking/Listening: Recount Details</p>
Performance Task	<p>Anchor Text The Harvest Birds Genre: Folktale</p> <p>Anchor Text Kamishibai Man Genre: Realistic Fiction</p> <p>Anchor Text Young Thomas Edison Genre: Biography</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>familiar, jerky, vacant, rickety, blurry, rude, blasted, applause</i></p> <p>Domain-Specific Vocabulary <i>mime, atmosphere, storyteller, improvisation</i></p> <p>Apply Vocabulary Knowledge Multiple-Meaning Words</p> <p>Vocabulary Strategies Dictionary/Glossary</p>	<p>Spelling Principle Vowel Sound in <i>town</i></p> <p>Spelling Words Basic Words: <i>clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound</i> Review Words: <i>house, found</i> Challenge Words: <i>mountain, coward</i></p>	<p>Grammar Skill Abstract Nouns</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Offer Opinions and Ideas</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Write Literary Texts Collaboratively</p> <p>How English Works: Use Verbs and Verb Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Prewrite a Response to Literature</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Refine a Research Question</p>
<p>Target/Academic Vocabulary <i>signal, genius, gadget, invention, laboratory, experiment, occasional, electric</i></p> <p>Domain-Specific Vocabulary <i>patent, phonograph, sound waves, kinetoscope</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle Vowel Sound in <i>talk</i></p> <p>Spelling Words Basic Words: <i>talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always</i> Review Words: <i>soft, small</i> Challenge Words: <i>often, strawberry</i></p>	<p>Grammar Skill Pronouns and Antecedents</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Adapt Language Choices</p> <p>Interpret: Evaluate an Author's Language Choices</p> <p>Produce: Plan and Deliver Oral Presentations</p> <p>How English Works: Expand Sentences to Add Detail</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Draft a Response to Literature</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Generate a Research Plan</p>
		<p>Grammar Review What Is a Verb?, Verb Tenses</p>		<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Essay</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
Extended Reading	<p>Trade Book Amos & Boris Genre: Fantasy</p>	<p>Target Strategies Visualize Monitor/Clarify</p>		<p>Accuracy and Self-Correction</p>	<p>Read Aloud A Glow of Hope Speaking/Listening: Describe Characters</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD
Language Workshop
Lessons

Writing

Content Vocabulary Words

backwashes, navigation, enterprise, phosphorescent, luminous, vast, mammal, sounded, ambitions, spout, tidal wave, desperately, mote, rumbled

Domain-Specific Vocabulary

volunteer, donate, charity, altruistic

Integrated Language Arts Review

Spelling Skills Review

Integrated Language Arts Review

Grammar Skills Review

Language Skills and Strategies

Collaborative: Adapt Language Choices

Interpret: Describe Text Elements; Evaluate Language Choices

Produce: Write a Story; Prepare a Readers' Theater Presentation

How English Works: Use Past Tense Verbs; Use Collective Nouns

Vocabulary Network

Collaborative Project

Helping Hands Service Project

Write About Media

Write About Reading

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
11	<p>Anchor Text Technology Wins the Game Genre: Informational Text</p> <p>Paired Selection Science for Sports Fans Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Question</p> <p>Supporting Skills Text and Graphic Features</p>	Vowel Diphthongs <i>oi, oy</i>	Phrasing	<p>Read Aloud J-Block</p> <p>Speaking/Listening: Answer Questions with Appropriate Elaboration and Detail</p>
12	<p>Anchor Text Tops and Bottoms Genre: Trickster Tale</p> <p>Paired Selection Goodness Grows in Gardens Genre: Informational Text</p>	<p>Target Skill Theme</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Point of View</p>	Homophones Words Ending in <i>-er</i> and <i>-le</i>	Stress	<p>Read Aloud Growing Up</p> <p>Speaking/Listening: Retell Story Events</p> <p>Speaking and Listening Skill Interpret Information Presented Orally</p>
13	<p>Anchor Text Yonder Mountain: A Cherokee Legend Genre: Legend</p> <p>Paired Selection The Trail of Tears Genre: Informational Text</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Story Message</p>	Contractions with <i>n't, 'd, 've</i>	Reading Rate	<p>Read Aloud The Best Worst Day</p> <p>Speaking/Listening: Ask Questions</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>contribute, athletes, improve, power, flexible, process, compete, fraction</i></p> <p>Domain-Specific Vocabulary <i>force, energy, sensor, sports engineer</i></p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Suffixes <i>-less, -ful, -ous</i></p>	<p>Spelling Principle Vowel Sound in <i>joy</i></p> <p>Spelling Words Basic Words: <i>joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil</i> Review Words: <i>come, are</i> Challenge Words: <i>poison, destroy</i></p>	<p>Grammar Skill Plural Nouns</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Adjust Language Choices for Audiences</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Use Technology Where Appropriate</p> <p>How English Works: Connect Ideas</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Cause-and-Effect Paragraph</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Interpret Information Presented Quantitatively</p>
<p>Target/Academic Vocabulary <i>risky, grunted, crops, profit, scowled, plucked, tugged, hollered</i></p> <p>Domain-Specific Vocabulary <i>cultivate, depletion, rotation, sustainable</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Idioms</p>	<p>Spelling Principle Homophones</p> <p>Spelling Words Basic Words: <i>hole, whole, its, it's, hear, here, won, one, our, hour, their, there, fur, fir</i> Review Words: <i>road, rode</i> Challenge Words: <i>peace, piece</i></p>	<p>Grammar Skill Writing Quotations</p> <p>How English Works Modifying to Add Details</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Follow Turn-Taking Rules</p> <p>Interpret: Distinguish Among Words' Effects</p> <p>Produce: Plan and Deliver Oral Presentations</p> <p>How English Works: Condense Ideas</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Compare-and-Contrast Paragraph</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>peak, examined, fondly, steep, rugged, pausing, mist, pleaded</i></p> <p>Domain-Specific Vocabulary <i>tribe, chief, treaty, territory, oral tradition</i></p> <p>Apply Vocabulary Knowledge Use a Digital Glossary</p> <p>Vocabulary Strategies Homophones and Homographs</p>	<p>Spelling Principle Contractions</p> <p>Spelling Words Basic: <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> Review: <i>can't, isn't</i> Challenge: <i>we're, weren't</i></p>	<p>Grammar Skill Subject-Verb Agreement</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Exchange Information and Ideas</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Paraphrase/Retell Texts</p> <p>How English Works: Apply Understanding of Personal Pronouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Informative Paragraph</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Gather Information</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
14	<p>Anchor Text Aero and Officer Mike Genre: Informational Text</p> <p>Paired Selection Kids and Critters Genre: Informational Text</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Point of View</p>	Words with <i>ar, or, ore</i>	Accuracy	<p>Read Aloud More Than a Pet</p> <p>Speaking/Listening: Determine Main Ideas and Supporting Details</p>
15	<p>Anchor Text The Extra-good Sunday Genre: Humorous Fiction</p> <p>Paired Selection Imagine a Recipe Genre: Informational Text</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Formal and Informal Language</p>	Words with <i>er, ir, ur, or</i>	Expression	<p>Read Aloud Give Yourself a Gift</p> <p>Speaking/Listening: Retell the Main Plot Events</p> <p>Speaking and Listening Skill Hold a Group Discussion</p>
Performance Task	<p>Anchor Text Technology Wins the Game Genre: Informational Text</p> <p>Anchor Text Aero and Officer Mike Genre: Informational Text</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>lying, loyal, partners, shift, quiver, patrol, ability, snap</i></p> <p>Domain-Specific Vocabulary <i>guide dog, husbandry, colleague, companion, veterinarian</i></p> <p>Apply Vocabulary Knowledge Multiple-Meaning Words</p> <p>Vocabulary Strategies Prefixes <i>in-, im-</i></p>	<p>Spelling Principle Vowel + /r/ Sounds</p> <p>Spelling Words Basic Words: <i>horse, mark, storm, market, acorn, artist, March, north, barking, stork, thorn, forest, chore, restore</i></p> <p>Review Words: <i>dark, story</i></p> <p>Challenge Words: <i>partner, fortune</i></p>	<p>Grammar Skill Pronoun-Verb Agreement</p> <p>How English Works Using Verb Teases</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Ask Relevant Questions</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Plan and Deliver Oral Presentations</p> <p>How English Works: Use Verbs and Verb Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Prewrite an Explanatory Essay</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Take Notes</p>
<p>Target/Academic Vocabulary <i>anxiously, degrees, tense, ingredients, recommended, remarked, festive, cross</i></p> <p>Domain-Specific Vocabulary <i>recipe, chef, teaspoon, tablespoon, measurements</i></p> <p>Apply Vocabulary Knowledge Parts of a Dictionary Entry</p> <p>Vocabulary Strategies Using a Thesaurus</p>	<p>Spelling Principle Vowel + /r/ Sound in <i>nurse</i></p> <p>Spelling Words Basic Words: <i>nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm</i></p> <p>Review Words: <i>her, girl</i></p> <p>Challenge Words: <i>perfect, hamburger</i></p>	<p>Grammar Skill Verb Tenses</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Answer Questions and Add Relevant Information</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Write Informational Texts Independently</p> <p>How English Works: Recognize and Use Adjectives</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Draft an Explanatory Essay</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Kinds of Sentences, Subject-Verb Agreement</p>		<p>Writing Mode Informative Writing</p> <p>Writing Form Explanatory Essay</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
16	<p>Anchor Text Judy Moody Saves the World! Genre: Humorous Fiction</p> <p>Paired Selection "My Smelly Pet" from <i>Judy Moody</i> Genre: Humorous Fiction</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Theme</p>	Words with <i>air, ear, are</i>	Intonation	<p>Read Aloud Counting Cans</p> <p>Speaking/Listening: Ask and Answer Questions</p> <p>Speaking and Listening Skill Report on a Text</p>
17	<p>Anchor Text The Albertosaurus Mystery: Philip Currie's Hunt in the Badlands Genre: Informational Text</p> <p>Paired Selection Finding Fossils for Fun Genre: Informational Text</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Point of View</p>	Words with /j/ and /s/ Words with the VCCCV Pattern	Stress	<p>Read Aloud Otzi's Story</p> <p>Speaking/Listening: Answer Questions in Complete Sentences</p> <p>Speaking and Listening Skill Ask and Answer Questions</p>
18	<p>Anchor Text A Tree Is Growing Genre: Informational Text</p> <p>Paired Selection Stopping by Woods on a Snowy Evening Genre: Poetry</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Supporting Skills Domain-Specific Vocabulary</p>	Words with /k/ and /kw/	Expression	<p>Read Aloud The World Tree</p> <p>Speaking/Listening: Ask and Answer Questions in Complete Sentences</p> <p>Speaking and Listening Skill Create an Audio Recording</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>recycle, project, dripping, carton, complicated, global, rubbish, hardly, shade, pollution</i></p> <p>Domain-Specific Vocabulary <i>compost, landfill, conserve</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Context Clues</p>	<p>Spelling Principle Vowel + /r/ Sounds in <i>air</i> and <i>fear</i></p> <p>Spelling Words Basic Words: <i>air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard</i> Review Words: <i>buy, year</i> Challenge Words: <i>earing, compare</i></p>	<p>Grammar Skill What Are Adjectives and Articles?</p> <p>How English Works Prepositional Phrases</p>	<p>Language Skills and Strategies Collaborative: Add Relevant Information Interpret: Describe a Speaker's Use of Language Produce: Support Opinions How English Works: Expand Sentences with Adverbs Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Letter</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>clues, remains, evidence, prove, fossils, skeletons, uncovering, buried, fierce, location</i></p> <p>Domain-Specific Vocabulary <i>paleontology, badlands, field notes, sediment</i></p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Suffix -ly</p>	<p>Spelling Principle Words with /j/ and /s/</p> <p>Spelling Words Basic Words: <i>age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge</i> Review Words: <i>nice, place</i> Challenge Words: <i>excited, gigantic</i></p>	<p>Grammar Skill Adjectives That Compare</p> <p>How English Works Modifying to Add Details</p>	<p>Language Skills and Strategies Collaborative: Provide Useful Feedback Interpret: Distinguish Among Different Words' Effects Produce: Recount Experiences How English Works: Combine Clauses Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Paragraph</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>pollen, store, dumps, passages, absorb, throughout, coverings, spines, tropical, dissolve</i></p> <p>Domain-Specific Vocabulary <i>roots, growth rings, leaves, precipitation, decay</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Word Roots</p>	<p>Spelling Principle Spelling the /k/ and /kw/ Sounds</p> <p>Spelling Words Basic Words: <i>shark, check, queen, circus, flake, crack, second, squeeze, quart, squeak, quick, coldest, Africa, Mexico</i> Review Words: <i>black, thank</i> Challenge Words: <i>correct, question</i></p>	<p>Grammar Skill Using the Verb <i>be</i> and Helping Verbs</p> <p>How English Works Using Noun Phrases</p>	<p>Language Skills and Strategies Collaborative: Offer Opinions and Ideas Interpret: Distinguish Among Different Words' Effects Produce: Use Vocabulary for Effect How English Works: Condense Clauses Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Problem-and-Solution Paragraph</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
19	<p>Anchor Text Two Bear Cubs Genre: Myth/Play</p> <p>Paired Selection Whose Land Is It? Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Story Message</p>	Vowel Sounds in <i>spoon</i> and <i>wood</i>	Reading Rate	<p>Read Aloud Bear Scare</p> <p>Speaking/Listening: Retell the Story</p>
20	<p>Anchor Text Life on the Ice Genre: Informational Text</p> <p>Paired Selection The Raven: An Inuit Myth Genre: Myth</p>	<p>Target Skill Main Ideas and Details</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Literal and Nonliteral Meanings</p>	Compound Words	Accuracy	<p>Read Aloud Clever Colonies</p> <p>Speaking/Listening: Ask and Answer Questions</p>
Performance Task	<p>Anchor Text The Albertosaurus Mystery Genre: Informational Text</p> <p>Anchor Text Life on the Ice Genre: Informational Text</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>scolding, greedily, hesitation, ignores, burden, glancing, console, base, drowsy, heroic</i></p> <p>Related Vocabulary <i>dilemma, embraced, hinder, commended</i></p> <p>Apply Vocabulary Knowledge Use a Digital Glossary</p> <p>Vocabulary Strategies Prefixes <i>pre-, re-, bi-</i></p>	<p>Spelling Principle Vowel Sounds in <i>spoon</i> and <i>wood</i></p> <p>Spelling Words Basic Words: <i>mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, food, pooch</i></p> <p>Review Words: <i>blew, foot</i></p> <p>Challenge Words: <i>loose, jewel</i></p>	<p>Grammar Skill More Irregular Verbs</p> <p>How English Works Using Verb Types</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Gain and Hold the Floor</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Write Informational Texts Collaboratively</p> <p>How English Works: Understand Text Structure</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Prewrite a Persuasive Essay</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Paraphrasing v. Plagiarism</p>
<p>Target/Academic Vocabulary <i>shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colony</i></p> <p>Domain-Specific Vocabulary <i>equator, Fahrenheit, Celsius, precipitation</i></p> <p>Apply Vocabulary Knowledge Context Sentences</p> <p>Vocabulary Strategies Dictionary/Glossary</p>	<p>Spelling Principle Compound Words</p> <p>Spelling Words Basic Words: <i>birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight</i></p> <p>Review Words: <i>someone, cannot</i></p> <p>Challenge Words: <i>scorekeeper, everybody</i></p>	<p>Grammar Skill What Is an Adverb?</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Negotiate with Others</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Plan and Deliver Oral Presentations</p> <p>How English Works: Use Possessive Pronouns Correctly</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Draft a Persuasive Essay</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Citing Sources</p>
		<p>Grammar Review Kinds of Sentences</p>		<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Essay</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
Extended Reading	<p>Trade Book Boy, Were We Wrong About Dinosaurs! Genre: Nonfiction</p>	<p>Target Strategies Monitor/Clarify Question Summarize</p>		Expression	<p>Read Aloud At the Dinosaur Museum</p> <p>Speaking/Listening: Paraphrase a Text</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Content Vocabulary Words <i>fossil, waddle, tendons, bask, microscope, blood vessels, scaly, x-rays, herd, comet, asteroid, acid rain, paleontologist</i></p> <p>Domain-Specific Vocabulary <i>extinct, Mesozoic, predator, prehistoric</i></p>	<p>Integrated Language Arts Review Spelling Skills Review</p>	<p>Integrated Language Arts Review Grammar Skills Review</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Ask and Answer <i>wh</i>-Questions; Build on Responses; Negotiate in Conversation by Offering Opinions</p> <p>Interpret: Distinguish Effects of Word Choice</p> <p>Produce: Write a Recount; Plan a Panel Presentation</p> <p>How English Works: Use Prepositional Phrases; Use Comparative and Superlative Adjectives</p> <p>Vocabulary Network</p>	<p>Collaborative Project A Dinosaur's Story</p> <p>Write About Media</p> <p>Write About Reading</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
21	<p>Anchor Text Sarah, Plain and Tall Genre: Historical Fiction</p> <p>Paired Selection Wagons of the Old West Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Point of View</p>	<p>Base Words and <i>-ed, -ing</i></p>	<p>Intonation</p>	<p>Read Aloud Seal's Story</p> <p>Speaking/Listening: Retell the Story</p> <p>Speaking and Listening Skill Hold a Group Discussion</p>
22	<p>Anchor Text The Journey: Stories of Migration Genre: Informational Text</p> <p>Paired Selection The Grasshopper and the Ant Genre: Fable</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Author's Word Choice</p>	<p>Spelling Changes: <i>-s, -es, -ed, -ing</i></p> <p>Less Common Plurals</p>	<p>Phrasing</p>	<p>Read Aloud The Taste of Hope</p> <p>Speaking/Listening: Determine Main Ideas and Supporting Details</p> <p>Speaking and Listening Skill Create an Audio Recording</p>
23	<p>Anchor Text The Journey of Oliver K. Woodman Genre: Fantasy</p> <p>Paired Selection Moving the U.S. Mail Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Formal and Informal Language</p>	<p>Suffixes <i>-ful, -y, -ous, -ly, -er</i></p>	<p>Reading Rate</p>	<p>Read Aloud Piggy Goes to Town</p> <p>Speaking/Listening: Answer Questions</p> <p>Speaking and Listening Skill Recount an Experience</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>prairie, slick, fetch, clattered, sniff, rough, batted, thumped, buzzing, rustle</i></p> <p>Domain-Specific Vocabulary <i>pioneer, expansion, prairie, bonnet</i></p> <p>Apply Vocabulary Knowledge Parts of a Dictionary Entry</p> <p>Vocabulary Strategies Prefix non-</p>	<p>Spelling Principle Words with <i>-ed</i> and <i>-ing</i></p> <p>Spelling Words Basic Words: <i>coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted</i></p> <p>Review Words: <i>making, stopped</i></p> <p>Challenge Words: <i>freezing, scared</i></p>	<p>Grammar Skill Adverbs That Compare</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Gain and Hold the Floor</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Write Literary Texts Independently</p> <p>How English Works: Recognize and Use Past Tense</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Fictional Narrative Paragraph</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>survival, migrate, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic</i></p> <p>Domain-Specific Vocabulary <i>adaptation, basic needs, insect, migration</i></p> <p>Apply Vocabulary Knowledge Shades of Meaning</p> <p>Vocabulary Strategies Word Roots</p>	<p>Spelling Principle Changing Final <i>y</i> to <i>i</i></p> <p>Spelling Words Basic Words: <i>cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied, ponies</i></p> <p>Review Words: <i>pretty, very</i></p> <p>Challenge Words: <i>countries, libraries</i></p>	<p>Grammar Skill Making Comparisons</p> <p>How English Works Using Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Provide Counterarguments</p> <p>Interpret: Describe an Author's Use of Language</p> <p>Produce: Plan and Deliver Oral Presentations</p> <p>How English Works: Use Irregular Plural Nouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Descriptive Paragraph</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>sincere, conversations, managed, inspired, loaded, reunion, loveliest, currently, terror, pleasure</i></p> <p>Domain-Specific Vocabulary <i>postage stamp, correspondent, e-mail, return address</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Suffixes <i>-er, -est</i></p>	<p>Spelling Principle Suffixes <i>-ful, -ly, and -er</i></p> <p>Spelling Words Basic Words: <i>singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly</i></p> <p>Review Words: <i>hopeful, safely</i></p> <p>Challenge Words: <i>listener, calmly</i></p>	<p>Grammar Skill Possessive Nouns and Pronouns</p> <p>How English Works Modifying to Add Details</p>	<p>Language Skills and Strategies</p> <p>Collaborative: Adjust Language Choices to Setting</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Paraphrase or Retell Texts</p> <p>How English Works: Expand Sentences to Provide Detail</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Dialogue</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
24	<p>Anchor Text Dog-of-the-Sea-Waves Genre: Realistic Fiction</p> <p>Paired Selection The Land Volcanoes Built Genre: Informational Text</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Question</p> <p>Supporting Skills Analyze Illustrations</p>	Prefixes <i>un-, pre-, re-, bi-</i>	Accuracy	<p>Read Aloud Mapping the World</p> <p>Speaking/Listening: Ask and Answer Questions</p>
25	<p>Anchor Text Mountains: Surviving on Mt. Everest Genre: Informational Text</p> <p>Paired Selection The Big Cleanup Genre: Play</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Main Ideas and Details</p>	Suffixes <i>-less, -ness, -able</i>	Expression	<p>Read Aloud Extreme Skiing, Extreme Danger</p> <p>Speaking/Listening: Determine Main Ideas and Supporting Details</p> <p>Speaking and Listening Skill Present a Research Report</p>
Performance Task	<p>Supporting Text The Grasshopper and the Ant Genre: Fable</p> <p>Anchor Text Dog-of-the-Sea-Waves Genre: Realistic Fiction</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD

Language Workshop Lessons

Writing

Target/Academic Vocabulary
guided, rippled, arrival, voyage, twisted, aboard, anchor, spotted, bay, lava

Domain-Specific Vocabulary
eruption, magma, mountain, island

Apply Vocabulary Knowledge
Use Guidewords

Vocabulary Strategies
Shades of Meaning

Spelling Principle
Prefixes *re-* and *un-*

Spelling Words
Basic Words: *unfold, rejoin, untie, reheat, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure*

Review Words: *reread, unsafe*

Challenge Words:
unbuckle, unknown

Grammar Skill
Complex Sentences

How English Works
Using Verb Tenses

Language Skills and Strategies

Collaborative: Adjust Language Choices to Setting

Interpret: Distinguish Among Different Words' Effects

Produce: Use Technology Where Appropriate

How English Works:
Combine Clauses

Vocabulary Network

Writing Mode
Narrative Writing

Writing Form
Prewrite a Fictional Narrative

Focus Trait
Elaboration

Write About Reading
Performance Task

Research/Media Literacy
Conduct a Research Project

Target/Academic Vocabulary
approached, section, avalanches, increases, equipment, tanks, slopes, altitude, succeed, halt

Domain-Specific Vocabulary
peak, summit, range, ridge, landform

Apply Vocabulary Knowledge
Use a Digital Dictionary

Vocabulary Strategies
Analogies

Spelling Principle
Suffixes *-less* and *-ness*

Spelling Words
Basic Words: *painless, sickness, sadness, helpless, thankless, kindness, hopeless, darkness, fearless, thickness, careless, goodness, spotless, softness*

Review Words: *useful, weakly*

Challenge Words:
breathless, eagerness

Grammar Skill
More, Most, *-er, -est*

How English Works
Text Structure

Language Skills and Strategies

Collaborative: Ask and Answer Questions

Interpret: Describe Ideas and Text Elements

Produce: Paraphrase or Retell Texts

How English Works:
Condense Clauses

Vocabulary Network

Writing Mode
Narrative Writing

Writing Form
Draft a Fictional Narrative

Focus Trait
Conventions

Write About Reading
Performance Task

Grammar Review
Kinds of Sentences, Using Adjectives and Adverbs to Compare

Writing Mode
Narrative Writing

Writing Form
Literary Analysis

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
26	<p>Anchor Text The Foot Race Across America Genre: Narrative Nonfiction</p> <p>Paired Selection Paca and the Beetle: A Folktale from Brazil Genre: Folktale</p> <p>Fast Track, Ode to My Shoes Genre: Poetry</p> <p>Trade Book Donavan’s Word Jar Author: Monalisa DeGross Genre: Realistic Fiction</p> <p>Trade Book Jake Drake, Know-It-All Author: Andrew Clements Genre: Realistic Fiction</p>	<p>Target Skill Main Ideas and Details</p> <p>Target Strategy Analyze/Evaluate</p>	Common Final Syllables <i>-tion, -sion, -ture</i>	Accuracy	<p>Read Aloud Outrunning Polio</p> <p>Speaking/Listening: Ask Questions</p> <p>Speaking and Listening Skill Brainstorming Problems and Solutions</p>
27	<p>Anchor Text The Power of Magnets Genre: Expository Nonfiction</p> <p>Paired Selection Electromagnets and You Genre: Photo Essay</p> <p>Science Fair Project, Magnets Genre: Poetry</p> <p>Trade Book Donavan’s Word Jar Author: Monalisa DeGross Genre: Realistic Fiction</p> <p>Trade Book Jake Drake, Know-It-All Author: Andrew Clements Genre: Realistic Fiction</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Summarize</p>	Double Consonants	Intonation	<p>Read Aloud Maglev Trains</p> <p>Speaking/Listening: Explain Causes and Effects</p> <p>Speaking and Listening Skill Deliver a News Report</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD

Language Workshop Lessons

Writing

Review Vocabulary

principal, proud, announced, advice, loyal, ability, absorb, loveliest, compete, approached

Vocabulary Strategies

Suffix *-ion*

Domain-Specific Vocabulary

competition, motivation, victorious, willpower

Spelling Principle

Words with VCCV Pattern

Spelling Words

Basic Words: *person, helmet, until, carpet, Monday, enjoy, forget, problem, Sunday, garden, order, mistake, umpire, herself*

Review Words: *after, under*

Challenge Words: *expect, wisdom*

Grammar Skill

Abbreviations

How English Works

Connecting Ideas

Language Skills and Strategies

Collaborate: Follow Turn-Taking Rules

Interpret: Ask and Answer Questions

Produce: Use Vocabulary for Effect

How English Works: Understand Text Organization

Vocabulary Network

Writing Mode

Informative Writing

Writing Form

Compare-and-Contrast Paragraph

Focus Trait

Organization

Write About Reading

Performance Task

Review Vocabulary

research, tools, familiar, gadget, invention, experiment, electric, power, prove, improve

Vocabulary Strategies

Homographs and Homophones

Domain-Specific Vocabulary

attract, repel, poles, electromagnet

Spelling Principle

Words with Double Consonants

Spelling Words

Basic Words: *jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, hello, rabbit, letter, button*

Review Words: *funny, better*

Challenge Words: *stubborn, mirror*

Grammar Skill

Contractions

How English Works

Modifying to Add Details

Language Skills and Strategies

Collaborate: Add Relevant Information

Interpret: Describe Items and Text Elements

Produce: Recount Experiences

How English Works: Understand Indefinite Pronouns

Vocabulary Network

Writing Mode

Informative Writing

Writing Form

Problem/Solution Paragraph

Focus Trait

Elaboration

Write About Reading

Performance Task

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
28	<p>Anchor Text Becoming Anything He Wants to Be Genre: Biography</p> <p>Paired Selection My Blue Belt Day! Genre: Journal Entry</p> <p>I Chop Chop, Long Jump Genre: Poetry</p> <p>Trade Book Donavan's Word Jar Author: Monalisa DeGross Genre: Realistic Fiction</p> <p>Trade Book Jake Drake, Know-It-All Author: Andrew Clements Genre: Realistic Fiction</p>	<p>Target Skill Fact and Opinion</p> <p>Target Strategy Visualize</p>	Words with <i>ough</i> and <i>ough</i>	Phrasing	<p>Read Aloud Rising to the Challenge</p> <p>Speaking/Listening: Determine Main Ideas and Supporting Details</p> <p>Speaking and Listening Skill Give a Descriptive Presentation</p>
29	<p>Anchor Text A New Team of Heroes Genre: Drama</p> <p>Paired Selection C-H-A-M-P-I-O-N Genre: Informational Text</p> <p>Defender, Spellbound Genre: Poetry</p> <p>Trade Book Donavan's Word Jar Author: Monalisa DeGross Genre: Realistic Fiction</p> <p>Trade Book Jake Drake, Know-It-All Author: Andrew Clements Genre: Realistic Fiction</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Monitor/Clarify</p>	Words Ending in <i>-er</i> or <i>-le</i>	Expression	<p>Read Aloud Two Players</p> <p>Speaking/Listening: Hold a Discussion</p> <p>Speaking and Listening Skill Dramatize a Story</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Review Vocabulary <i>throughout, textures, peak, steep, tropical, landscape, slopes, altitude, survival, equipment</i></p> <p>Vocabulary Strategies Word Roots</p> <p>Domain-Specific Vocabulary <i>overcome, agility, barriers, championship</i></p>	<p>Spelling Principle Words with <i>ough</i> and <i>ugh</i></p> <p>Spelling Words Basic Words: <i>taught, thought, rough, laugh, bought, cough, ought, caught, fought, daughter, tough, through, enough, brought</i></p> <p>Review Words: <i>was, draw</i></p> <p>Challenge Words: <i>sought, naughty</i></p>	<p>Grammar Skill Commas in Sentences</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Use Learned Phrases in Ideas</p> <p>Interpret: Describe an Author's Use of Language</p> <p>Produce: Support Opinions with Text Evidence</p> <p>How English Works: Recognize and Use Future Tense</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Instructions</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p>
<p>Review Vocabulary <i>excitement, score, athletes, tense, succeed, league, earn, partners, pleasure, contribute</i></p> <p>Vocabulary Strategies Prefixes <i>un-</i> and <i>dis-</i></p> <p>Domain-Specific Vocabulary <i>compete, pressure, defense, teammate</i></p>	<p>Spelling Principle Words Ending with <i>-er</i> or <i>-le</i></p> <p>Spelling Words Basic Words: <i>apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double</i></p> <p>Review Words: <i>flower, people</i></p> <p>Challenge Words: <i>whistle, character</i></p>	<p>Grammar Skill What Is a Preposition?</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Write Literary Texts Collaboratively</p> <p>How English Works: Use Possessive Nouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Prewrite a Research Report</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
30	<p>Anchor Text Saving Buster Genre: Realistic Fiction</p> <p>Paired Selection Acting Across Generations Genre: News Article</p> <p>Company's Coming Genre: Poetry</p> <p>Trade Book Donavan's Word Jar Author: Monalisa DeGross Genre: Realistic Fiction</p> <p>Trade Book Jake Drake, Know-It-All Author: Andrew Clements Genre: Realistic Fiction</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Question</p>	Schwa Sound	Reading Rate	<p>Read Aloud Service Dogs</p> <p>Speaking/Listening: Determine Main Ideas and Supporting Details</p> <p>Speaking and Listening Skill Present a Visual</p>
Extended Reading	<p>Trade Book Capoeira Genre: Informational Text</p>	<p>Target Strategies Analyze/Evaluate Summarize Visualize Monitor/Clarify Question</p>		Phrasing and Punctuation	<p>Read Aloud Come to a Capoeira Academy</p> <p>Speaking/Listening: Identify Main Ideas and Supporting Details</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD

Language Workshop Lessons

Writing

Review Vocabulary

worried, certainly, raise, afford, applause, anxiously, dramatic, guided, ingredients, fetch

Vocabulary Strategies

Compound Words

Domain-Specific Vocabulary

donate, city council, theater group, senior center

Spelling Principle

Words Beginning with a- or be-

Spelling Words

Basic Words: below, about, belong, around, again, alone, because, above, between, alive, behind, begin, along, before

Review Words: away, want

Challenge Words: awhile, beyond

Grammar Skill

Correct Pronouns

How English Works

Modifying to Add Details

Language Skills and Strategies

Collaborate: Negotiate in Conversations

Interpret: Distinguish Among Different Words' Effects

Produce: Use Technology Where Appropriate

How English Works: Use Comparative and Superlative Adverbs

Vocabulary Network

Writing Mode

Informative Writing

Writing Form

Draft a Research Report

Focus Trait

Organization

Write About Reading

Performance Task

Content Vocabulary

drenched, sweat, sparked, curiosity, popular, challenging, academy, legends, identities, attack, defense, impressive, arching, sequences, aware, rhythm, chorus, aggressive, notches, instructors, crouch, tips, cartwheel, trickery, match, skill, cunning, improve, basic, permanent, fled, resisted, diseases, source, cultures, traditional, disguised, recognized, existed, afternoons, events, strike, train, strength, discipline, respect, elders, braided, martial

Domain-Specific Vocabulary

competitive, graceful, strategy, coordination, flexible

Integrated Language Arts Review

Spelling Skills Review

Integrated Language Arts Review

Grammar Skills Review

Language Skills and Strategies

Collaborate: Offer Opinions to Negotiate; Provide Counterarguments

Interpret: Describe Ideas, Phenomena, and Text Elements; Listen Actively

Produce: Write a Report; Plan a Presentation

How English Works: Connect Ideas; Understand Reflexive Pronouns

Vocabulary Network

Collaborative Project

School Board Presentation

Write About Media

Write About Reading

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
1	<p>Anchor Text Because of Winn-Dixie Genre: Realistic Fiction</p> <p>Paired Selection Because of BookEnds Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Summarize</p> <p>Second Read Skills Point of View Flashback</p>	The VCV Syllable Pattern	Accuracy and Self-Correction	<p>Read Aloud Sideline Support</p> <p>Speaking/Listening: Paraphrase Text</p> <p>Speaking and Listening Skill How to Have a Literature Discussion</p>
2	<p>Anchor Text My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr. Genre: Biography</p> <p>Paired Selection Langston Hughes: A Poet and a Dreamer Genre: Poetry</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skills Explain Historical Events Idioms</p>	Open and Closed Syllables	Phrasing: Pauses	<p>Read Aloud The Troublemaker Who Healed a Nation</p> <p>Speaking/Listening: Contribute to Group Discussions</p>
3	<p>Anchor Text My Librarian Is a Camel Genre: Informational Text</p> <p>Paired Selection From Idea to Book Genre: Informational Text</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Visualize</p> <p>Second Read Skills Interpret Visuals Domain-Specific Vocabulary</p>	The VCCV Syllable Pattern	Accuracy	<p>Read Aloud Bridging the Gap</p> <p>Speaking/Listening: Evaluate Language Choices</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>comfort, mention, mood, properly, intends, consisted, positive, advanced, peculiar, talent</i></p> <p>Domain-Specific Vocabulary <i>citizen, resident, volunteer, public servant</i></p> <p>Vocabulary Strategies Prefixes <i>re-, un-, dis-</i></p>	<p>Spelling Principle Short <i>a</i> and Long <i>a</i></p> <p>Spelling Words Basic Words: <i>blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stale, steak</i></p> <p>Review Words: <i>skate, plan, chain, today, erase</i></p> <p>Challenge Words: <i>fraction, trait, champion, activity, graceful</i></p>	<p>Grammar Skill What Is a Sentence?</p> <p>How English Works Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions</p> <p>Interpret: Describe Ideas, Text Elements</p> <p>Produce: Write Informational Texts</p> <p>How English Works: Recognize and Use Common Nouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Descriptive Paragraph</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall, example</i></p> <p>Domain-Specific Vocabulary abolish, disobedience, slavery, reform</p> <p>Vocabulary Strategies Prefixes <i>in-, im- il-, ir-</i></p>	<p>Spelling Principle Short <i>e</i> and Long <i>e</i></p> <p>Spelling Words Basic Words: <i>west, steep, member, gleam, fresh, freedom, speed, steam, beast, believe, speck, kept, cheap, pretend, greed, shelf, least, eager, reason, chief</i></p> <p>Review Words: <i>sweet, smell, spent, treat, leave</i></p> <p>Challenge Words: <i>echo, menu, creature, reveal, restaurant</i></p>	<p>Grammar Skill Kinds of Sentences</p> <p>How English Works Modifying to Add Details</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Exchange Information and Ideas</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Plan and Deliver Oral Presentations</p> <p>How English Works: Recognize and Use Proper Nouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Use Internet Sources</p>
<p>Target/Academic Vocabulary <i>isolated, virtual, devour, remote, impassable, access, obtain, preserve, extremes, avid</i></p> <p>Domain-Specific Vocabulary <i>demographics, censorship, public domain, public opinion</i></p> <p>Vocabulary Strategies Using Context</p>	<p>Spelling Principle Short <i>i</i> and Long <i>i</i></p> <p>Spelling Words Basic Words: <i>skill, crime, grind, tonight, brick, flight, live, chill, delight, build, ditch, decide, witness, wind, district, inch, sigh, fright, remind, split</i></p> <p>Review Words: <i>gift, tight, sight, blind, shiny</i></p> <p>Challenge Words: <i>ignorant, recognize, advice, twilight, rigid</i></p>	<p>Grammar Skill Quotations</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Affirm Others</p> <p>Interpret: Determine the Meanings of Unknown Words</p> <p>Produce: Write Literary Texts Collaboratively</p> <p>How English Works: Understand Text Cohesion</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Dialogue</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Take Notes and Categorize Information</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
4	<p>Anchor Text The Power of W.O.W! Genre: Play</p> <p>Paired Selection The Kid's Guide to Money Genre: Informational Text</p>	<p>Target Skill Theme</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skills Elements of Drama Allusion</p>	VCV and VCCV Syllable Patterns	Intonation	<p>Read Aloud Bookmobile Rescue</p> <p>Speaking/Listening: Demonstrate Active Listening</p> <p>Speaking and Listening Skill Recount an Experience</p>
5	<p>Anchor Text Stormalong Genre: Tall Tale</p> <p>Paired Selection Hoderi the Fisherman Genre: Play/Folk Tale</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skills Hyperbole Point of View</p>	Homophones	Expression	<p>Read Aloud Mighty Joe Magarac</p> <p>Speaking/Listening: Analyze Language Choices</p> <p>Speaking and Listening Skill Literature Discussion</p>
Performance Task	<p>Anchor Text My Librarian Is a Camel Genre: Informational Text</p> <p>Supporting Text Because of BookEnds Genre: Informational Text</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD

Language Workshop Lessons

Writing

Target/Academic Vocabulary

assist, burglaries, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior

Domain-Specific Vocabulary
charity, coalition, involvement, community service

Vocabulary Strategies
Prefixes *non-, mis-*

Spelling Principle

Short *o* and Long *oo*

Spelling Words

Basic Words: *block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope, throat, host, online, shock, solve, known, remote, stock, boast, globe*

Review Words: *foam, shadow, clock, glow, coach*

Challenge Words:
bonus, approach, motion, continent, accomplish

Grammar Skill

Fragments and Run-On Sentences

How English Works

Verb Phrases

Language Skills and Strategies

Collaborate: Add Relevant Information

Interpret: Evaluate Language Choices

Produce: Use Academic Vocabulary

How English Works: Text Cohesion

Vocabulary Network

Writing Mode

Narrative Writing

Writing Form

Fictional Narrative: Prewrite

Focus Trait

Organization

Write About Reading

Organization

Target/Academic Vocabulary

yearning, memorable, betrayed, condition, seafaring, shortage, tidal, outcast, foaming, horrified

Domain-Specific Vocabulary
lifestyle, tolerance, values, social rules

Vocabulary Strategies
Reference Materials

Spelling Principle

Homophones

Spelling Words

Basic Words: *wait, weight, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, scent, feet, feat, vain, vane, vein, miner, minor*

Review Words: *it's, its, their, there, they're*

Challenge Words: *raise, raze, rays, principal, principle*

Grammar Skill

Proper Nouns

How English Works

Text Cohesion

Language Skills and Strategies

Collaborate: Offer Opinions and Ideas

Interpret: Distinguish Among Different Words' Effects

Produce: Write Literary Texts Independently

How English Works: Expand Sentences to Provide Detail

Vocabulary Network

Writing Mode

Narrative Writing

Writing Form

Imaginative Story: Draft, Revise, Edit, Publish

Focus Trait

Conventions

Write About Reading

Performance Task

Grammar Review

Kinds of Sentences, Quotation Marks

Writing Mode

Narrative Writing

Writing Form

Story

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
6	<p>Anchor Text Invasion from Mars Genre: Play</p> <p>Paired Selection The History of Radio Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skills Elements of Drama Formal and Informal Language</p>	Common Consonant Patterns: Digraphs	Expression	<p>Read Aloud The Tunguska Event</p> <p>Speaking/Listening: Join Ideas in a Sentence</p> <p>Speaking and Listening Skill Listen to a Recording</p>
7	<p>Anchor Text Coming Distractions: Questioning Movies Genre: Informational Text</p> <p>Paired Selection How Do They Do That? Genre: Informational Text</p>	<p>Target Skill Fact and Opinion</p> <p>Target Strategy Summarize</p> <p>Second Read Skills Explain Concepts and Ideas Domain-Specific Vocabulary</p>	Common Consonant Patterns: Clusters	Phrasing: Punctuation	<p>Read Aloud Steven Spielberg: A Filmmaker's Journey</p> <p>Speaking/Listening: Identify Sequence</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>alarmed, reacted, convey, daring, awe, luminous, indescribable, extraordinary, fade, conferring</i></p> <p>Domain-Specific Vocabulary <i>broadcast, correspondent, journalism, public relations</i></p> <p>Vocabulary Strategies Suffixes -y, -ous</p>	<p>Spelling Principle Vowel Sounds: Short u and Long u, /yoo/, /oo/</p> <p>Spelling Words Basic Words: <i>bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, trust, dew, stuck, rescue, brush</i></p> <p>Review Words: <i>drew, true, cube, Sunday, stuff</i></p> <p>Challenge Words: <i>computer, mustard, tissue, customer, attitude</i></p>	<p>Grammar Skill Verbs</p> <p>How English Works Using Verb Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Plan, Deliver Oral Presentations</p> <p>How English Works: Connect Ideas</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form News Report</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>entertaining, promote, focus, advertise, jolts, critics, target, thrilling, angles, generated</i></p> <p>Domain-Specific Vocabulary <i>studio, producer, release, manipulate</i></p> <p>Vocabulary Strategies Greek and Latin Word Parts <i>phon, photo, graph, auto, tele</i></p>	<p>Spelling Principle Vowel Sounds: /oo/, /oo/</p> <p>Spelling Words Basic Words: <i>bloom, cookbook, tool, shampoo, put, wool, stool, proof, prove, group, brook, foolish, bush, crooked, booth, raccoon, hook, groom, roof, soup</i></p> <p>Review Words: <i>stood, spoon, shook, balloon, tooth</i></p> <p>Challenge Words: <i>bulletin, cocoon, cushion, proofread, marooned</i></p>	<p>Grammar Skill Verb Tenses</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Negotiate with Others</p> <p>Interpret: Describe Ideas, Text Elements</p> <p>Produce: Write Informational Texts Independently</p> <p>How English Works: Text Cohesion</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Gather Relevant Information</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
8	<p>Anchor Text Me and Uncle Romie Genre: Realistic Fiction</p> <p>Paired Selection Sidewalk Artists Genre: Readers' Theater</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Visualize</p> <p>Second Read Skills Point of View Theme</p>	Stressed and Unstressed Syllables	Stress	<p>Read Aloud Jazzy Jasmine</p> <p>Speaking/Listening: Organize and Express Ideas</p> <p>Speaking and Listening Skill Hold a Literature Discussion</p>
9	<p>Anchor Text Dear Mr. Winston Genre: Realistic Fiction</p> <p>Paired Selection Field Guide to Snakes of the Southwest Genre: Informational Text</p>	<p>Target Skill Conclusions and Generalizations</p> <p>Target Strategy Question</p> <p>Second Read Skills Understanding Characters Humor</p>	Common Beginning Syllables	Accuracy	<p>Read Aloud Is Sasquatch Out There?</p> <p>Speaking/Listening: Contribute to Group Discussions</p>
10	<p>Anchor Text José! Born to Dance Genre: Biography</p> <p>Paired Selection Dance to the Beat Genre: Poetry</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skills Simile and Metaphor Genre: Biography</p>	Vowel + r in Multi-Syllable Words	Intonation	<p>Read Aloud Mexican Dove</p> <p>Speaking/Listening: Demonstrate Active Listening</p> <p>Speaking and Listening Skill Recount an Experience</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>glorious, studio, concerned, model, smeared, ruined, yanked, streak, schedule, feast</i></p> <p>Domain-Specific Vocabulary <i>craftsmanship, aesthetics, exhibition, representation</i></p> <p>Vocabulary Strategies Figurative Language</p>	<p>Spelling Principle Vowel Sounds: /ou/, /ô/</p> <p>Spelling Words Basic Words: <i>aloud, bald, hawk, south, faucet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier</i></p> <p>Review Words: <i>awful, power, sound, almost, thousand</i></p> <p>Challenge Words: <i>applaud, foul, browse, gnaw, doubt</i></p>	<p>Grammar Skill Progressive Verb Tenses</p> <p>How English Works Connecting Words</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Provide Counterarguments</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Use Technology Where Appropriate</p> <p>How English Works: Expand Noun Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Book Report</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted</i></p> <p>Domain-Specific Vocabulary <i>reference material, database, retrieval, bibliography</i></p> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Vowel +/r/ Sounds</p> <p>Spelling Words Basic Words: <i>spark, prepare, cheer, tear, scarf, scare, repair, earring, scarce, weird, sharp, rear, spare, gear, hairy, compare, alarm, harsh, upstairs, square</i></p> <p>Review Words: <i>air, clear, large, pair, chair</i></p> <p>Challenge Words: <i>weary, startle, appear, barnacle, awareness</i></p>	<p>Grammar Skill Compound and Complex Sentences</p> <p>How English Works Using Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Persuade Others in Conversation</p> <p>Interpret: Determine the Meanings of Unknown Words</p> <p>Produce: Write Literary Texts Collaboratively</p> <p>How English Works: Use Verbs and Verb Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Informational Writing</p> <p>Writing Form Explanatory Essay: Prewrite</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Investigate a Topic</p>
<p>Target/Academic Vocabulary <i>debut, stubborn, permission, hauling, mournful, towered, triumph, discouraged, toured, border</i></p> <p>Domain-Specific Vocabulary <i>choreography, dynamic, intermission, troupe</i></p> <p>Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle More Vowel + /r/ Sounds</p> <p>Spelling Words Basic Words: <i>learn, dirty, worn, sore, thirst, burn, record, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current</i></p> <p>Review Words: <i>first, hurt, work, third, storm</i></p> <p>Challenge Words: <i>curious, thorough, earnest, portion, foreign</i></p>	<p>Grammar Skill Pronouns</p> <p>How English Works Using Verb Types</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Adapt Language Choices</p> <p>Interpret: Evaluate an Author's Language Choices</p> <p>Produce: Plan, Deliver Oral Presentations</p> <p>How English Works: Expand Sentences to Add Detail</p> <p>Vocabulary Network</p>	<p>Writing Mode Informational Writing</p> <p>Writing Form Explanatory Essay: Draft, Revise, Edit, Publish</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
Performance Task	<p>Anchor Text Me and Uncle Romie Genre: Realistic Fiction</p> <p>Anchor Text Dear Mr. Winston Genre: Realistic Fiction</p>				
Extended Reading	<p>Trade Book Discovering Mars: The Amazing Story of the Red Planet Genre: Informational Text</p>	<p>Target Strategies Summarize Visualize Analyze/Evaluate Monitor/Clarify</p>		<p>Accuracy and Self-Correction</p>	<p>Read Aloud Over the Moon</p> <p>Speaking/Listening: Use Transition Words</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
		<p>Grammar Review Compound Sentences, Verb Tenses</p>		<p>Writing Mode Informative Writing</p> <p>Writing Form Literary Analysis Essay</p>
<p>Content Vocabulary Words <i>sphere, astronomers, telescope, poles, ange, conquest, diameter, craters, mammoth, solar system, basin, base, colossal, advanced, cosmic, rays, ultraviolet, microbes, roving, shuttles, gravity, cargo, mass, scheme, permafrost, sustain, ozone, atmosphere</i></p> <p>Domain-Specific Vocabulary <i>orbit, constellation, asteroid, space probe</i></p>	<p>Integrated Language Arts Review Spelling Skills Review</p>	<p>Integrated Language Arts Review Grammar Skills Review</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Adapt Language; Adjust Language for Purpose, Task, Audience</p> <p>Interpret: Determine Meanings of Unknown Words; Evaluate Language Choices</p> <p>Produce: Write an Explanation; Plan a Speech</p> <p>How English Works: Regular and Irregular Past Tense Verbs; Identify and Use Noun Phrases</p> <p>Vocabulary Network</p>	<p>Collaborative Project Mars Expedition Seminar</p> <p>Write About Media</p> <p>Write About Reading</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
11	<p>Anchor Text Hurricanes: Earth's Mightiest Storms Genre: Informational Text</p> <p>Paired Selection Recovering from Katrina Genre: Newspaper Article</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skills Explain Scientific Ideas Text Structure</p>	Compound Words	Phrasing: Punctuation	<p>Read Aloud The Big Storm</p> <p>Speaking/Listening: Use Transition Words</p>
12	<p>Anchor Text The Earth Dragon Awakes Genre: Historical Fiction</p> <p>Paired Selection Twisters Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Visualize</p> <p>Second Read Skills Conclusions and Generalizations Author's Word Choice</p>	Base Words and Endings	Rate	<p>Read Aloud Safe from Harm</p> <p>Speaking/Listening: Paraphrase Text</p> <p>Speaking and Listening Skill Paraphrase Information in Diverse Media</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD

Language Workshop Lessons

Writing

Target/Academic Vocabulary

whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered

Domain-Specific Vocabulary
barometer, humidity, pressure, condensation

Vocabulary Strategies
Suffixes *-ful, -less, -ness, -ment*

Spelling Principle

Compound Words

Spelling Words

Basic Words: *somebody, fireplace, nearby, toothbrush, homesick, make-believe, anything, all right, goodbye, forehead, classmate, flashlight, haircut, twenty-two, driveway, alarm clock, baby-sit, airport, forever, mailbox*
Review Words: *birthday, anyone, everything, without, sometimes*
Challenge Words: *field trip, absent-minded, life jacket, skyscraper, nevertheless*

Grammar Skill

Frequently Confused Words

How English Works

Text Cohesion

Language Skills and Strategies

Collaborate: Adjust Language Choices

Interpret: Distinguish Among Different Words' Effects

Produce: Write Informational Texts Collaboratively

How English Works: Create Compound Sentences

Vocabulary Network

Writing Mode

Opinion Writing

Writing Form

Persuasive Paragraph

Focus Trait

Purpose

Write About Reading

Performance Task

Research/Media Literacy

Conduct a Research Project

Target/Academic Vocabulary

trembles, wreckage, slab, possessions, tenement, crushing, rubble, debris, timbers, constructed

Domain-Specific Vocabulary
core, crust, epicenter, landform, rock

Vocabulary Strategies
Synonyms

Spelling Principle

Words with *-ed* or *-ing*

Spelling Words

Basic Words: *rising, traced, stripped, slammed, dancing, striped, winning, snapping, bragging, handled, dripped, begged, dared, skipped, hitting, spotted, raced, dimmed, spinning, escaped*
Review Words: *changing, joking, swimming, wrapped, tapping*
Challenge Words: *urged, striving, whipped, breathing, quizzed*

Grammar Skill

Possessive Nouns

How English Works

Text Cohesion

Language Skills and Strategies

Collaborate: Follow Turn-Taking Rules

Interpret: Distinguish Among Different Words' Effects

Produce: Use Affixes for Accuracy

How English Works: Condense Clauses

Vocabulary Network

Writing Mode

Opinion Writing

Writing Form

Problem-Solution Composition

Focus Trait

Organization

Write About Reading

Performance Task

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
13	<p>Anchor Text Antarctic Journal: Four Months at the Bottom of the World Genre: Narrative Nonfiction</p> <p>Paired Selection Cold, Cold Science Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Summarize</p> <p>Second Read Skills Simile and Metaphor Domain-Specific Vocabulary</p>	Recognizing Common Word Parts	Phrasing: Pauses	<p>Read Aloud On My Way to Meet the Khan: Excerpts from Marco Polo's Adventures</p> <p>Speaking/Listening: Review Key Ideas</p> <p>Speaking and Listening Skill Discuss to Compare and Contrast Accounts</p>
14	<p>Anchor Text The Life and Times of the Ant Genre: Informational Text</p> <p>Paired Selection The Dove and the Ant Genre: Fable/Traditional Tale</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Second Read Skills Explain Scientific Concepts and Ideas Author's Purpose</p>	Recognizing Suffixes	Stress	<p>Read Aloud Wicked Wind</p> <p>Speaking/Listening: Adapt Language Choices</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>display, alert, weariness, fractured, standards, vision, huddle, graceful, stranded, concluded</i></p> <p>Domain-Specific Vocabulary <i>ecosystem, food web, energy, resource</i></p> <p>Vocabulary Strategies Greek and Latin Word Parts <i>spect, struct, tele, vis</i></p>	<p>Spelling Principle More Words with -ed or -ing</p> <p>Spelling Words Basic Words: <i>wiped, covered, mapped, pleasing, slipped, putting, traveled, seeking, visiting, mixed, shipped, phoning, offered, smelling, hiking, checking, fainted, landed, becoming, wandering</i></p> <p>Review Words: <i>fixing, saving, stared, dropped, grinning</i></p> <p>Challenge Words: <i>amusing, entertained, admitted, stunning, starving</i></p>	<p>Grammar Skill Modal Auxiliaries</p> <p>How English Works Using Verb Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask Relevant Questions and Respond</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Use Precise Vocabulary</p> <p>How English Works: Understand Personal Pronouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Letter</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>social, exchanges, excess, reinforce, storage, transport, chamber, scarce, obstacles, transfers</i></p> <p>Domain-Specific Vocabulary <i>arthropod, exoskeleton, larva, invertebrate</i></p> <p>Vocabulary Strategies Suffixes -able, -ible</p>	<p>Spelling Principle Final Long e</p> <p>Spelling Words Basic Words: <i>turkey, lonely, colony, steady, hungry, valley, hockey, starry, melody, movie, duty, drowsy, chimney, plenty, daily, alley, fifty, empty, injury, prairie</i></p> <p>Review Words: <i>cherry, jelly, sticky, worry, curly</i></p> <p>Challenge Words: <i>envy, fiery, mercy, discovery, mystery</i></p>	<p>Grammar Skill Participles</p> <p>How English Works Modifying to Add Details</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask Relevant Questions</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Use Modal Expressions</p> <p>How English Works: Use Verb Tenses</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Essay: Prewrite</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Take Notes and Categorize Information</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
15	<p>Anchor Text Ecology for Kids Genre: Informational Text</p> <p>Paired Selection Wonderful Weather: "Fog," "Weather," "Umbrella," "Spring Rain," and "Weatherbee's Diner" Genre: Poetry</p>	<p>Target Skill Main Ideas and Details</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skills Author's Word Choice Analyze an Argument</p>	Three-Syllable Words	Expression	<p>Read Aloud Forests Are Forever</p> <p>Speaking/Listening: Use Precise Vocabulary</p>
Performance Task	<p>Anchor Text Antarctic Journal Genre: Informational Text</p> <p>Paired Selection Cold, Cold Science Genre: Informational Text</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD

Language Workshop Lessons

Writing

Target/Academic Vocabulary
organisms, directly, affect, traces, vast, habitats, variety, species, banned, radiation

Domain-Specific Vocabulary
conversation, extinction, endangered, erosion, climate

Vocabulary Strategies
Using Context

Spelling Principle
Changing Final *y* to *i*

Spelling Words
Basic Words: *tiniest, hobbies, copied, countries, pitied, easier, laziest, families, spied, happiest, ladies, friendlier, studied, busier, breezier, prettiest, noisier, healthier, butterflies, funniest*

Review Words: *hurried, stories, carried, pennies, babies*

Challenge Words:
heaviest, categories, communities, multiplied, qualities

Grammar Skill
Irregular Verbs

How English Works
Condensing Ideas

Language Skills and Strategies

Collaborate: Add Relevant Information

Interpret: Determine Word Meaning

Produce: Write Informational Texts Independently

How English Works: Recognize and Use Adjectives

Vocabulary Network

Writing Mode
Opinion Writing

Writing Form
Persuasive Essay: Draft, Revise, Edit, Publish

Focus Trait
Conventions

Write About Reading
Performance Task

Research/Media Literacy
Conduct a Research Project

Grammar Review
Types of Sentences, Punctuation

Writing Mode
Opinion Writing

Writing Form
Opinion Essay

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
16	<p>Anchor Text Riding Freedom Genre: Historical Fiction</p> <p>Paired Selection Spindletop Genre: Informational Text</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skills Personification Genre: Historical Fiction</p>	Sound/Spelling Changes	Rate	<p>Read Aloud Getting the Story</p> <p>Speaking/Listening: Support Opinions with Text Evidence</p> <p>Speaking and Listening Skill Report on a Text</p>
17	<p>Anchor Text The Right Dog for the Job: Ira's Path from Service Dog to Guide Dog Genre: Narrative Nonfiction</p> <p>Paired Selection Knowing Noses: Search-and-Rescue Dogs Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Summarize</p> <p>Second Read Skills Main Idea and Details Domain-Specific Vocabulary</p>	More Sound/Spelling Changes	Intonation	<p>Read Aloud Let Me Be Brave</p> <p>Speaking/Listening: Use Connecting Words</p> <p>Speaking and Listening Skill Literature Discussion</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied</i></p> <p>Domain-Specific Vocabulary <i>frontier, pioneer, expansion, territory</i></p> <p>Vocabulary Strategies Figurative Language</p>	<p>Spelling Principle Spelling /k/, /ng/, and /kw/</p> <p>Spelling Words Basic Words: <i>risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck, earthquake, picnic, banker, electric, blanket, mistake, stomach</i></p> <p>Review Words: <i>quick, squeeze, shark, second, circus</i></p> <p>Challenge Words: <i>request, skeleton, peculiar, attic, reckless</i></p>	<p>Grammar Skill Adjectives</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Add Relevant Information</p> <p>Interpret: Evaluate an Author's Language Choices</p> <p>Produce: Plan and Deliver Oral Presentations</p> <p>How English Works: Expand Sentences with Adverbs</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Descriptive Paragraph</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>reward, graduate, symbol, foster, disobey, confidence, patiently, confesses, ceremony, performs</i></p> <p>Domain-Specific Vocabulary <i>safety, well-being, lifestyle, precaution</i></p> <p>Vocabulary Strategies Suffixes <i>-ion, -ation, -ition</i></p>	<p>Spelling Principle Words with Final /j/ and /s/</p> <p>Spelling Words Basic Words: <i>glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage</i></p> <p>Review Words: <i>once, dance, change, age, bounce</i></p> <p>Challenge Words: <i>fringe, average, fleece, fragrance, excellence</i></p>	<p>Grammar Skill Adverbs</p> <p>How English Works Text Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Provide Useful Feedback</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Use Technology to Recount Experiences</p> <p>How English Works: Connect Ideas</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Friendly Letter</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
18	<p>Anchor Text Hercules' Quest Genre: Myth</p> <p>Paired Selection Zomo's Friends Genre: Folktale</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Question</p> <p>Second Read Skills Theme Allusion</p>	<p>Recognizing Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i></p>	<p>Accuracy and Self-Correction</p>	<p>Read Aloud Theseus and the Minotaur</p> <p>Speaking/Listening: Paraphrase</p> <p>Speaking and Listening Skill Tell a Story</p>
19	<p>Anchor Text Harvesting Hope: The Story of Cesar Chavez Genre: Biography</p> <p>Paired Selection The Edible Schoolyard Genre: Informational Text</p>	<p>Target Skill Conclusions and Generalizations</p> <p>Strategy Infer/Predict</p> <p>Second Read Skills Idioms Problem and Solution</p>	<p>More Common Suffixes</p>	<p>Stress</p>	<p>Read Aloud The Father of India</p> <p>Speaking/Listening: Offer Opinions</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD

Language Workshop Lessons

Writing

Target/Academic Vocabulary

acquire, unfortunate, coerce, boasted, beamed, glared, ceased, declared, devised, resourceful

Domain-Specific Vocabulary

legacy, mythology, tradition, quest

Vocabulary Strategies

Adages and Proverbs

Spelling Principle

Prefixes: *re-, un-, dis-*

Spelling Words

Basic Words: *unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displease, uneven, rebuild, restart, uncover, untidy, discolor*

Review Words: *reuse, unfair, rewrite, unclear, untie*

Challenge Words:

disband, rearrange, discontinue, refund, unusual

Grammar Skill

Prepositions and Prepositional Phrases

How English Works

Using Verb Tenses

Language Skills and Strategies

Collaborate: Offer Opinions and Ideas

Interpret: Distinguish Among Different Words' Effects

Produce: Plan, Deliver Oral Presentations

How English Works: Condense Ideas

Vocabulary Network

Writing Mode

Narrative Writing

Writing Form

Story

Focus Trait

Elaboration

Write About Reading

Performance Task

Target/Academic Vocabulary

overcome, association, capitol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant

Domain-Specific Vocabulary

agronomy, commerce, cultivate, subsistence

Vocabulary Strategies

Reference Materials

Spelling Principle

Suffixes: *-ful, -less, -ness, -ment*

Spelling Words

Basic Words: *colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment*

Review Words: *kindness, careful, sickness, helpless, fearful*

Challenge Words:

numbness, ailment, resourceful, cleanliness, appointment

Grammar Skill

Relative Pronouns and Adverbs

How English Works

Condensing Ideas

Language Skills and Strategies

Collaborate: Gain and Hold the Floor

Interpret: Describe Ideas, Text Elements

Produce: Write Informational Text Collaboratively

How English Works: Understand Text Structure

Vocabulary Network

Writing Mode

Narrative Writing

Writing Form

Personal Narrative: Prewrite

Focus Trait

Organization

Write About Reading

Performance Task

Research/Media Literacy

Gather Relevant Information

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
20	<p>Anchor Text Sacagawea Genre: Biography</p> <p>Paired Selection Native American Nature Poetry Genre: Poetry</p>	<p>Target Skill Main Ideas and Details</p> <p>Strategy Visualize</p> <p>Second Read Skills Onomatopoeia Text Structure</p>	VCCV Pattern and Word Parts	Phrasing: Punctuation	<p>Read Aloud Race Against Death</p> <p>Speaking/Listening: Use Complete Sentences</p> <p>Speaking and Listening Skill Paraphrase Text Read Aloud</p>
Performance Task	<p>Anchor Text Riding Freedom Genre: Realistic Fiction</p> <p>Anchor Text Hercules' Quest Genre: Myth</p>				
Extended Reading	<p>Trade Book Horses Genre: Informational Text</p>	<p>Target Strategies Monitor/Clarify Visualize Infer/Predict</p>		Expression	<p>Read Aloud The Horse in Mongolian Culture</p> <p>Speaking/Listening: Explain Historical Events</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>territory, accompany, proposed, interpreter, duty, supplies, route, corps, clumsy, landmark</i></p> <p>Domain-Specific Vocabulary <i>cultural identity, language, celebration, indigenous</i></p> <p>Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle Words with VCCV Pattern</p> <p>Spelling Words Basic Words: <i>million, collect, lumber, pepper, plastic, borrow, support, thirty, perfect, attend, canyon, traffic, fortune, danger, soccer, engine, picture, survive, seldom, effort</i></p> <p>Review Words: <i>until, invite, happen, forget, letter</i></p> <p>Challenge Words: <i>occur, venture, challenge, rascal, splendid</i></p>	<p>Grammar Skill Abbreviations</p> <p>How English Works Using Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Negotiate with Others</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Deliver Oral Presentations Using Appropriate Technology</p> <p>How English Works: Understand Possessive Pronouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Personal Narrative: Draft, Revise, Edit, Publish</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Types of Sentences, Punctuation</p>		<p>Writing Mode Opinion Writing</p> <p>Writing Form Response to Literature</p>
<p>Content Vocabulary Words <i>ancestor, grazing, faint, sensitive, sense, nuzzling, dominant, gaits, stride, markings, bays, roans, duns, offspring, feral, moors, mounted, bareback, shod</i></p> <p>Domain-Specific Vocabulary <i>tame, animal husbandry, feral, breeding, herd</i></p>	<p>Integrated Language Arts Review Spelling Skills Review</p>	<p>Integrated Language Arts Review Grammar Skills Review</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer <i>wh</i>- Questions; Offer Opinions to Negotiate</p> <p>Interpret: Analyze Language Choices</p> <p>Produce: Write a Recount; Plan a Presentation</p> <p>How English Works: Modify to Add Details; Use Nouns and Noun Phrases</p> <p>Vocabulary Network</p>	<p>Collaborative Project Domestication Documentary</p> <p>Write About Media</p> <p>Write About Reading</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
21	<p>Anchor Text The World According to Humphrey Genre: Fantasy</p> <p>Paired Selection Make the Switch Genre: Advertisement</p>	<p>Target Skill Theme</p> <p>Target Strategy Summarize</p> <p>Second Read Skills Idioms Point of View</p>	VCV Pattern and Word Parts	Accuracy	<p>Read Aloud Fun and Games on the Range</p> <p>Speaking/Listening: Paraphrase</p> <p>Speaking and Listening Skill Literature Discussion</p>
22	<p>Anchor Text I Could Do That! Esther Morris Gets Women the Vote Genre: Biography</p> <p>Paired Selection The Role of the Constitution Genre: Informational Text</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skills Conclusions and Generalizations Domain-Specific Vocabulary</p>	Syllable Patterns and Word Parts	Phrasing: Pauses	<p>Read Aloud Jane's Big Ideas</p> <p>Speaking/Listening: Use Connecting Words</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD

Language Workshop Lessons

Writing

Target/Academic Vocabulary
appreciate, blaring, combination, promptly, introduce, nocturnal, feats, effort, suggest, racket

Vocabulary Strategies
Using Context

Spelling Principle
Words with VCV Pattern

Spelling Words
Basic Words: *event, humor, rapid, music, relief, planet, detail, unite, frozen, figure, siren, polite, hotel, protest, punish, defend, relay, habit, student, moment*

Review Words: *alive, open, orange, begin, forest*

Challenge Words:
rumor, jealous, license, image, rival

Grammar Skill
Comparative and Superlative Adjectives and Adverbs

How English Works
Connecting Ideas

Language Skills and Strategies

Collaborate: Persuade Others in Conversation

Interpret: Determine Word Meaning

Produce: Write Literary Texts Independently

How English Works: Use Past Tense

Vocabulary Network

Writing Mode
Informative Writing

Writing Form
Summary

Focus Trait
Evidence

Write About Reading
Performance Task

Target/Academic Vocabulary
politics, intelligent, disorderly, approve, polls, legislature, amendment, candidates, informed, denied

Domain-Specific Vocabulary
suffrage, legislation, assembly, judicial

Vocabulary Strategies
Adages and Proverbs

Spelling Principle
Words with VCCV and VCV Patterns

Spelling Words
Basic Words: *dentist, final, finish, narrow, shelter, ahead, corner, hollow, divide, famous, recent, silver, capture, cabin, dinner, minus, minute, value, reward, broken*

Review Words: *again, enough, market, pencil, powder*

Challenge Words:
decent, secure, standard, frontier, stampede

Grammar Skill
Negatives

How English Works
Modifying to Add Details

Language Skills and Strategies

Collaborate: Provide Counterarguments

Interpret: Describe a Speaker's Use of Language

Produce: Support Opinions

How English Works: Use Regular and Irregular Plural Nouns

Vocabulary Network

Writing Mode
Informative Writing

Writing Form
Explanation

Focus Trait
Elaboration

Write About Reading
Performance Task

Research/Media Literacy
Investigate a Topic

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
23	<p>Anchor Text The Ever-Living Tree: The Life and Times of a Coast Redwood Genre: Informational Text</p> <p>Paired Selection Towering Trees Genre: Poetry</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skills Similes Text Structure</p>	Difficult VCCV Patterns	Stress	<p>Read Aloud Deserts on the Move?</p> <p>Speaking/Listening: Demonstrate Active Listening</p> <p>Speaking and Listening Skill Recount an Experience</p>
24	<p>Anchor Text Owen and Mzee: The True Story of a Remarkable Friendship Genre: Narrative Nonfiction</p> <p>Paired Selection Sea Sanctuary Genre: Informational Text</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skills Fact and Opinion Author's Word Choice</p>	VCCCV Pattern	Intonation	<p>Read Aloud New Friends in the Newsroom</p> <p>Speaking/Listening: Recount an Experience</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent</i></p> <p>Domain-Specific Vocabulary: <i>seedling, pollination, maturity, life cycle, germinate</i></p> <p>Vocabulary Strategies Prefixes <i>pre-, inter-, ex-</i></p>	<p>Spelling Principle Words with VCCV Pattern</p> <p>Spelling Words Basic Words: <i>poster, secret, whether, author, rocket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whiskers, degree, gather, achieve, rather, bracket, machine</i></p> <p>Review Words: <i>person, basket, between, artist, jacket</i></p> <p>Challenge Words: <i>regret, nephew, method, decline, vibrate</i></p>	<p>Grammar Skill Punctuation</p> <p>How English Works Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Adjust Language Choices to Setting</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Write Summaries</p> <p>How English Works: Expand Sentences with Adverb Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Procedural Composition</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>bond, suffered, intruder, companion, enclosure, inseparable, charged, chief, exhausted, affection</i></p> <p>Domain-Specific Vocabulary: <i>adaptation, community, learned behavior, survive, shelter</i></p> <p>Vocabulary Strategies Suffixes <i>-ed, -ly</i></p>	<p>Spelling Principle Words with VCCCV Pattern</p> <p>Spelling Words Basic Words: <i>hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom</i></p> <p>Review Words: <i>daughter, neighbor, children, pumpkin, uncle</i></p> <p>Challenge Words: <i>fortress, instant, exclaim, mattress, sculptor</i></p>	<p>Grammar Skill Commas</p> <p>How English Works Using Verb Phrases and Tenses</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Adjust Language Choices to Setting</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Use Modal Expressions</p> <p>How English Works: Understand and Use Subordinate Conjunctions</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Research Report: Prewrite</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Use Internet Sources</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
25	<p>Anchor Text The Fun They Had Genre: Science Fiction</p> <p>Paired Selection Toys! Amazing Stories Behind Some Great Inventions Genre: Informational Text</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Question</p> <p>Second Read Skills Genre: Science Fiction Formal and Informal Language</p>	VV Pattern	Adjust Rate to Purpose	<p>Read Aloud The Future of Flight</p> <p>Speaking/Listening: Identify Reasons and Text Evidence</p> <p>Speaking and Listening Skill Tell a Story</p>
Performance Task	<p>Anchor Text I Could Do That! Genre: Biography</p> <p>Paired Selection The Role of the Constitution Genre: Informational Text</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD
Language Workshop
Lessons

Writing

Target/Academic Vocabulary
progress, calculated, dispute, centuries, superior, insert, waste, inspector, mechanical, average

Domain-Specific Vocabulary:
storage device, scanner, disc, records

Vocabulary Strategies
Greek and Latin Word Parts
meter, therm, aud, fac

Spelling Principle
Words with VV Pattern

Spelling Words
Basic Words: *idea, lion, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin, period, February, cereal, video, meteor, rodeo*

Review Words: *giant, lesson, program, quart, problem*

Challenge Words:
variety, gradual, geography, diagram, punctuate

Grammar Skill
Proper Mechanics

How English Works
Condensing Ideas

Language Skills and Strategies

Collaborate: Ask and Answer Questions

Interpret: Describe Ideas, Text Elements

Produce: Paraphrase and Recall Texts

How English Works:
Condense Clauses

Vocabulary Network

Writing Mode
Informative Writing

Writing Form
Research Report:
Draft, Revise, Edit, Publish

Focus Trait
Elaboration

Write About Reading
Performance Task

Grammar Review
Proper Mechanics,
Quotations

Writing Mode
Informative Writing

Writing Form
Research Report

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
26	<p>Anchor Text The Girl Who Loved Spiders Genre: Realistic Fiction</p> <p>Paired Selection Web Wise Genre: Informational Text</p> <p>“The Spider,” “Spider Ropes” Genre: Poetry</p> <p>Trade Book Justin and the Best Biscuits in the World Author: Mildred Pitts Walter Genre: Realistic Fiction</p> <p>Trade Book Phineas L. MacGuire... Gets Slimed! Author: Frances O’Roark Dowell Genre: Realistic Fiction</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Visualize</p> <p>Second Read Skills Point of View</p>	Common Final Syllables	Expression	<p>Read Aloud The Importance of Spiders</p> <p>Speaking/Listening: Paraphrase Text</p> <p>Speaking and Listening Skill Presenting/Viewing a Dramatic Performance</p>
27	<p>Anchor Text Amphibian Alert! Genre: Informational Text</p> <p>Paired Selection The Frog in the Milk Pail Genre: Fable</p> <p>“Toad by the Road,” “The Poison-Dart Frogs” Genre: Poetry</p> <p>Trade Book Justin and the Best Biscuits in the World Author: Mildred Pitts Walter Genre: Realistic Fiction</p> <p>Trade Book Phineas L. MacGuire... Gets Slimed! Author: Frances O’Roark Dowell Genre: Realistic Fiction</p>	<p>Target Skill Main Ideas/Details</p> <p>Target Strategy Question</p> <p>Second Read Skills Word Choice</p>	More Final Syllables	Phrasing: Punctuation	<p>Read Aloud Nowhere Else on Earth</p> <p>Speaking/Listening: Use Connecting Words</p> <p>Speaking and Listening Skill Make an Informational Presentation</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD

Language Workshop Lessons

Writing

Target/Academic Vocabulary
peculiar, intends, captured, nourishing, isolated, obtain, assist, favor, condition, memorable

Vocabulary Strategies
Greek and Latin Word Parts

Spelling Principle
Final Schwa + /r/ Sound

Spelling Words
Basic Words: *enter, banner, sugar, shower, motor, collar, labor, finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever*

Review Words: *river, summer, dollar, center, number*

Challenge Words:
calendar, error, popular, barrier, director

Grammar Skill
Making Comparisons

How English Works
Connecting Ideas

Language Skills and Strategies

Collaborate: Follow Turn-Taking Rules

Interpret: Ask and Answer Questions

Produce: Use Synonyms to Create Effect

How English Works:
Understand Text Organization

Vocabulary Network

Writing Mode
Opinion Writing

Writing Form
Response to Fiction

Focus Trait
Evidence

Write About Reading
Performance Task

Target/Academic Vocabulary
betrayed, shortage, species, continent, scarce, focus, convey, alert, introduce, opportunities

Vocabulary Strategies
Analogies

Spelling Principle
Final Schwa + /l/ Sound

Spelling Words
Basic Words: *title, towel, battle, pedal, metal, simple, eagle, special, total, trouble, nickel, gentle, barrel, model, tangle, ankle, marvel, juggle, squirrel, riddle*

Review Words: *circle, travel, apple, little, purple*

Challenge Words:
cancel, decimal, material, pretzel, triangle

Grammar Skill
More Comparisons

How English Works
Modifying to Add Details

Language Skills and Strategies

Collaborate: Add Relevant Information

Interpret: Determine Word Meanings

Produce: Write Summaries

How English Works:
Understand Indefinite Pronouns

Vocabulary Network

Writing Mode
Opinion Writing

Writing Form
Journal Entry

Focus Trait
Elaboration

Write About Reading
Performance Task

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
28	<p>Anchor Text Museums: Worlds of Wonder Genre: Expository Nonfiction</p> <p>Paired Selection Making the Most from Trash Genre: Photo Essay</p> <p>“Dinosaur Bone,” “Museum Farewell” Genre: Poetry</p> <p>Trade Book Justin and the Best Biscuits in the World Author: Mildred Pitts Walter Genre: Realistic Fiction</p> <p>Trade Book Phineas L. MacGuire... Gets Slimed! Author: Frances O’Roark Dowell Genre: Realistic Fiction</p>	<p>Target Skill Fact and Opinion</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skills Tone</p>	<p>Stress in Multisyllable Words</p>	<p>Rate</p>	<p>Read Aloud Digging Up the Past</p> <p>Speaking/Listening: Pose and Respond to Questions</p> <p>Speaking and Listening Skill Make an Informal Presentation</p>
29	<p>Anchor Text Save Timber Woods! Genre: Readers' Theater</p> <p>Paired Selection Following Muir: Persuasive Essay Genre: Persuasive Essay</p> <p>“The Comb of Trees,” “Enjoy the Earth” Genre: Poetry</p> <p>Trade Book Justin and the Best Biscuits in the World Author: Mildred Pitts Walter Genre: Realistic Fiction</p> <p>Trade Book Phineas L. MacGuire... Gets Slimed! Author: Frances O’Roark Dowell Genre: Realistic Fiction</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skills Mood</p>	<p>Words with Silent Consonants</p>	<p>Phrasing: Pauses</p>	<p>Read Aloud Creatures of the Bog</p> <p>Speaking/Listening: Review Key Ideas</p> <p>Speaking and Listening Skill Discuss Symbols and Images in Media</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD

Language Workshop Lessons

Writing

Target/Academic Vocabulary
apologize, genuine, triumph, source, registered, display, concluded, obstacles, affect, vast

Vocabulary Strategies
 Prefixes *con-*, *com-*, *in-*, *im-*

Spelling Principle
 Three-Syllable Words

Spelling Words
Basic Words: *library, another, hospital, example, deliver, history, however, several, vacation, important, victory, imagine, camera, potato, remember, together, memory, favorite, continue, president*

Review Words: *unlucky, powerful, grandmother, November*

Challenge Words:
internal, ornament, interview, universe, article

Grammar Skill
 Possessive Pronouns

How English Works
 Using Verb Types

Language Skills and Strategies

Collaborate: Use Learned Phrases in Ideas

Interpret: Evaluate a Speaker's Language Choices

Produce: Plan and Deliver Oral Presentations

How English Works: Recognize and Use Future Tense

Vocabulary Network

Writing Mode
 Opinion Writing

Writing Form
 Public Service Announcement

Focus Trait
 Organization

Write About Reading
 Performance Task

Target/Academic Vocabulary
defended, satisfied, confidence, symbol, boasted, resourceful, brilliant, publicity, territory, proposed

Vocabulary Strategies
 Word Origins

Spelling Principle
 Words with Silent Consonants

Spelling Words
Basic Words: *half, comb, mortgage, honor, fasten, kneel, wreath, calm, answer, handsome, wrinkle, listen, fetch, yolk, climb, honest, knuckle, plumber, limb, folktale*

Review Words: *talk, knife, wrong, knock, hour*

Challenge Words: *tomb, glisten, design, hasten, wrestle*

Grammar Skill
 Text Structure

How English Works
 Text Structure

Language Skills and Strategies

Collaborate: Gain and Hold the Floor

Interpret: Distinguish Among Different Words' Effects

Produce: Write Literary Texts Collaboratively

How English Works: Use Possessive Nouns

Vocabulary Network

Writing Mode
 Opinion Writing

Writing Form
 Opinion Essay

Focus Trait
 Organization

Write About Reading
 Performance Task

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
30	<p>Anchor Text Mystery at Reed’s Pond Genre: Mystery</p> <p>Paired Selection A Big Python Problem Genre: Informational Text</p> <p>“Naming the Turtle,” “Greater Flamingo” Genre: Poetry</p> <p>Trade Book Justin and the Best Biscuits in the World Author: Mildred Pitts Walter Genre: Realistic Fiction</p> <p>Trade Book Phineas L. MacGuire... Gets Slimed! Author: Frances O’Roark Dowell Genre: Realistic Fiction</p>	<p>Target Skill Conclusions/ Generalizations</p> <p>Target Strategy Summarize</p> <p>Second Read Skills Word Choice</p>	Unusual Spellings	Accuracy and Self-Correction	<p>Read Aloud Saving Sea Turtles</p> <p>Speaking/Listening: Identify Reasons and Text Evidence</p> <p>Speaking and Listening Skill Dramatize a Story</p>
Extended Reading	<p>Trade Book Sea Turtles: Ocean Nomads Genre: Informational Text</p>	<p>Target Strategies Visualize Question Infer/Predict Summarize</p>		Phrasing: Punctuation	<p>Read Aloud Giant Turtles at Sea</p> <p>Speaking/Listening: Paraphrase</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD

Language Workshop Lessons

Writing

Target/Academic Vocabulary

appreciate, effort, denied, informed, shallow, resources, average, suffered, inspector, progress

Vocabulary Strategies

Suffixes *-er, -or, -ist*

Spelling Principle

Unusual Spellings

Spelling Words

Basic Words: *meant, routine, style, flood, month, pleasant, guess, women, either, against, disguise, sweat, magazine, guard, receive, wonder, league, type, ceiling, money*

Review Words: *front, head, elbow, shoe, mind*

Challenge Words: *plaid, onion, guarantee, rhyme, submarine*

Grammar Skill

Pronoun Contractions

How English Works

Text Cohesion

Language Skills and Strategies

Collaborate: Negotiate in Conversations

Interpret: Distinguish Among Different Words' Effects

Produce: Support Opinions with Text Evidence

How English Works: Use Comparative and Superlative Adverbs

Vocabulary Network

Writing Mode

Opinion Writing

Writing Form

Opinion Essay

Focus Trait

Conventions

Write About Reading

Performance Task

Content Vocabulary

reef, coincidentally, extinct, strewn, dwellers, thrive, submerged, countless, perils, entangled, reptiles, external, comments, exceptionally, frequencies, streamlined, divert, vital, devour, intervals, knob, emerge, apparently, repelled, dunes, determines, percentage, significantly, depression, deposits, vague, internal, biologists, estimates, reproduce, satellite, pinpoint, navigational, cues, lagoon, regarded, delicacy, eroding, discards, ensure, cooperation, comply, refuges, havens, obstructions

Domain-Specific Vocabulary

aquarium, hibernate, tropics, vertebrate

Integrated Language Arts Review

Spelling Skills Review

Integrated Language Arts Review

Grammar Skills Review

Language Skills and Strategies

Collaborate: Negotiate with Others; Provide Counterarguments; Offer Opinions

Interpret: Describe Ideas; Listen Actively

Produce: Write a Report; Plan a Presentation

How English Works: Connect Ideas; Use Reflexive Pronouns

Vocabulary Network

Collaborative Project

Save the Sea Turtles

Write About Media

Write About Reading

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
1	<p>Anchor Text “A Package for Mrs. Jewls” from Wayside School Is Falling Down Genre: Humorous Fiction</p> <p>Paired Selection Questioning Gravity Genre: Readers’ Theater</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Summarize</p> <p>Second Read Skills Irony Point of View</p>	VCV Syllable Pattern	Expression	<p>Read Aloud Ode to Lunch</p> <p>Speaking/Listening: Listen for Story Structure in a Narrative Poem</p>
2	<p>Anchor Text A Royal Mystery Genre: Play</p> <p>Paired Selection The Princess and the Pea Genre: Fairytale</p>	<p>Target Skill Theme</p> <p>Target Strategy Question</p> <p>Second Read Skills Elements of Drama Characterization</p>	Vowel Sounds in VCV Syllable Patterns	Accuracy	<p>Read Aloud The Iron Princess</p> <p>Speaking/Listening: Summarize by Condensing Ideas</p> <p>Speaking and Listening Skill Present a Multimedia Story Adaptation</p>
3	<p>Anchor Text Off and Running Genre: Realistic Fiction</p> <p>Paired Selection Vote for Me! Genre: Persuasive Text</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skills Idioms Formal and Informal Language</p>	VCCV Pattern	Intonation	<p>Read Aloud Should We Let Politics Become Personal?</p> <p>Speaking/Listening: Identify Evidence to Support a Point</p> <p>Speaking and Listening Skill Participate in a Debate</p>

LANGUAGE

WRITING

LANGUAGE		WRITING		
Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted</i></p> <p>Domain-Specific Words <i>acceleration, inertia, momentum, physical property</i></p> <p>Vocabulary Strategies Using Context</p>	<p>Spelling Principle Short Vowels</p> <p>Spelling Words Basic Words: <i>breath, wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy</i></p> <p>Review Words: <i>bunch, district, track, pleasant, odd</i></p> <p>Challenge Words: <i>instruct, distress, summit, massive, physical</i></p>	<p>Grammar Skill Complete Sentences</p> <p>How English Works Using Nouns and Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Write Informational Texts Collaboratively</p> <p>How English Works: Common Nouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Short Story</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Conduct Research to Solve a Problem</p>
<p>Target/Academic Vocabulary <i>discomfort, primitive, interior, honored, secretive, immersed, bungled, contagious, brandishing, imprinted</i></p> <p>Domain-Specific Words <i>alternative medium, dimension, mood, performance, technique</i></p> <p>Vocabulary Strategies Prefixes <i>non-, un-, dis-, mis-</i></p>	<p>Spelling Principle Long <i>a</i> and Long <i>e</i></p> <p>Spelling Words Basic Words: <i>awake, feast, stray, greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, waist, beneath, sheepish, release, remain, sway, training, niece</i></p> <p>Review Words: <i>stale, afraid, freedom, eager, explain</i></p> <p>Challenge Words: <i>terrain, succeed, betray, motivate, upheaval</i></p>	<p>Grammar Skill Kinds of Sentences</p> <p>How English Works Using Nouns and Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Exchange Information and Ideas</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Plan and Deliver Oral Presentations</p> <p>How English Works: Proper Nouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Descriptive Narrative</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>debate, inflated, shaken, decorated, gradually, hesitated, scanned, stalled, beckoned, prodded</i></p> <p>Domain-Specific Words <i>ballot, campaign, debate, election, slogan</i></p> <p>Vocabulary Strategies Using Context</p>	<p>Spelling Principle Long <i>i</i> and Long <i>o</i></p> <p>Spelling Words Basic Words: <i>sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approach</i></p> <p>Review Words: <i>sigh, twice, shown, tonight, remote</i></p> <p>Challenge Words: <i>require, reproach, defy, plight, opponent</i></p>	<p>Grammar Skill Compound Sentences</p> <p>How English Works Understanding Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Affirm Others</p> <p>Interpret: Determine the Meanings of Unknown Words</p> <p>Produce: Write Literary Texts Collaboratively</p> <p>How English Works: Understand Text Cohesion</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Dialogue</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
4	<p>Anchor Text Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood Genre: Narrative Nonfiction</p> <p>Paired Selection Score! Genre: Poetry</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skills Rhythm Narrative Pacing</p>	Digraphs in Multisyllable Words	Phrasing: Pauses	<p>Read Aloud Learning the Ropes</p> <p>Speaking/Listening: Understand Relationships by Identifying Sequence Words</p>
5	<p>Anchor Text Elisa's Diary Genre: Realistic Fiction</p> <p>Paired Selection Words Free as Confetti Genre: Poetry</p>	<p>Target Skill Theme</p> <p>Target Strategy Visualize</p> <p>Second Read Skills Dialogue Sequence of Events</p>	Stressed and Unstressed Syllables	Stress	<p>Read Aloud Fair or Foul?</p> <p>Speaking/Listening: Listen for Details that Suggest Theme/Message</p> <p>Speaking and Listening Skill Participate in a Group Discussion</p>
Performance Task	<p>Anchor Text Off and Running Genre: Realistic Fiction</p> <p>Supporting Text Vote for Me! Genre: Persuasive Text</p>				

LANGUAGE

WRITING

LANGUAGE		ELD		
Target/Academic Vocabulary	Spelling	Language	Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying</i></p> <p>Domain-Specific Words <i>athletics, cardiovascular, physical exam, sportsmanship</i></p> <p>Vocabulary Strategies Suffixes <i>-ion, -tion</i></p>	<p>Spelling Principle Vowel Sounds: /oo/, /yoo/</p> <p>Spelling Words Basic Words: <i>glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view, confuse, cruise, jewel, execute, route, cartoon, avenue, include, assume, souvenir</i> Review Words: <i>fruit, group, refuse, argue, foolish</i> Challenge Words: <i>conclude, pursuit, intrude, subdue, presume</i></p>	<p>Grammar Skill Common and Proper Nouns</p> <p>How English Works Understanding Cohesion</p>	<p>Language Skills and Strategies Collaborate: Add Relevant Information Interpret: Evaluate Language Choices Produce: Use Academic Vocabulary How English Works: Text Cohesion Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Fictional Narrative</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Answer a Research Question</p>
<p>Target/Academic Vocabulary <i>officially, preliminary, opponents, brutal, embarrassed, typically, gorgeous, supposedly, sweeping, obvious</i></p> <p>Domain-Specific Words <i>cultural identity, language barrier, perspective, non-verbal communication, translation</i></p> <p>Vocabulary Strategies Suffixes <i>-ly, -ful</i></p>	<p>Spelling Principle Vowel Sounds: /ou/, /ô/, /oi/</p> <p>Spelling Words Basic Words: <i>ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter</i> Review Words: <i>cause, faucet, tower, false, amount</i> Challenge Words: <i>poise, loiter, exhaust, assault, alternate</i></p>	<p>Grammar Skill Singular and Plural Nouns</p> <p>How English Works Modifying to Add Detail</p>	<p>Language Skills and Strategies Collaborate: Gain and Hold the Floor Interpret: Distinguish Among Different Words' Effects Produce: Write Literary Texts Independently How English Works: Expand Sentences to Provide Detail Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Fictional Narrative</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Complete Sentences, Kinds of Sentences</p>		

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
6	<p>Anchor Text Quest for the Tree Kangaroo Genre: Informational Text</p> <p>Paired Selection Why Koala Has No Tail Genre: Myth</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Question</p> <p>Second Read Skills Quotes and Description Domain-Specific Vocabulary</p>	Common Beginning Syllables	Expression	<p>Read Aloud America's Eagle</p> <p>Speaking/Listening: Summarize a Text Read Aloud</p>
7	<p>Anchor Text Old Yeller Genre: Historical Fiction</p> <p>Paired Selection What Makes It Good? Genre: Persuasive Text</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Visualize</p> <p>Second Read Skills Dialect Author's Word Choice</p>	Vowel + /r/ Sounds	Intonation	<p>Read Aloud Annie's Pride</p> <p>Speaking/Listening: Summarize by Using Compare-and-Contrast Sentence Frames</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>dwarfed, presence, procedure, outfitted, transferred, calculate, snug, perch, enthusiastic, beaming</i></p> <p>Domain-Specific Words <i>adaptive, endangered species, habitat, preservation, satellite tracking</i></p> <p>Vocabulary Strategies Synonyms and Antonyms</p>	<p>Spelling Principle Vowel + /r/ Sounds</p> <p>Spelling Words Basic Words: <i>glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform, former</i></p> <p>Review Words: <i>board, repair, sharp, square, compare</i></p> <p>Challenge Words: <i>discard, forfeit, orchestra, rarity, hoard</i></p>	<p>Grammar Skill Verbs</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Use Modal Expressions</p> <p>How English Works: Connect Ideas</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Procedural Composition</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Investigate Different Aspects of a Topic</p>
<p>Target/Academic Vocabulary <i>frantic, lunging, stride, checking, wheeled, bounding, shouldered, strained, romp, picturing</i></p> <p>Domain-Specific Words <i>decisiveness, devotion, maturity, obligation, self-sacrificing</i></p> <p>Vocabulary Strategies Adages and Proverbs</p>	<p>Spelling Principle More Vowel + /r/ Sounds</p> <p>Spelling Words Basic Words: <i>earth, peer, swirl, burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, one-third, reverse, worship, career, research, volunteer</i></p> <p>Review Words: <i>early, world, rear, current, cheer</i></p> <p>Challenge Words: <i>yearn, engineer, interpret, dreary, external</i></p>	<p>Grammar Skill Direct and Indirect Objects</p> <p>How English Works Understanding Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Negotiate with Others in Conversations</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Write Informational Texts</p> <p>How English Works: Understand Text Cohesion</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Compare-Contrast Essay</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Report on a Text</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
8	<p>Anchor Text Everglades Forever: Restoring America's Great Wetland Genre: Narrative Nonfiction</p> <p>Paired Selection National Parks of the West Genre: Informational Text</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Analyze/ Evaluate</p> <p>Second Read Skills Explain Scientific Ideas Domain-Specific Vocabulary</p>	Homophones	Adjust Rate to Purpose	<p>Read Aloud Attack of the Alien Species</p> <p>Speaking/Listening: Respond to Read- Aloud Using Domain- Specific Words</p> <p>Speaking and Listening Skill Explain an Author's Argument</p>
9	<p>Anchor Text Storm Warriors Genre: Historical Fiction</p> <p>Paired Selection Pea Island's Forgotten Heroes Genre: Informational Text</p>	<p>Target Skill Conclusions and Generalizations</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skills Point of View Characterization</p>	Compound Words	Phrasing: Punctuation	<p>Read Aloud A Watery Grave</p> <p>Speaking/Listening: Listen to Fluent Reading and Group Words into Phrases</p> <p>Speaking and Listening Skill Hold a Literature Discussion</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility</i></p> <p>Domain-Specific Words <i>carbon footprint, ecosystem, natural resource, wilderness</i></p> <p>Vocabulary Strategies Prefixes <i>en-</i>, <i>re-</i>, <i>pre-</i>, <i>pro-</i></p>	<p>Spelling Principle Homophones</p> <p>Spelling Words Basic Words: <i>steel, steal, aloud, allowed, ring, wring, lesson, lessen, who's, whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue</i></p> <p>Review Words: <i>wait, weight, vain, vane, vein</i></p> <p>Challenge Words: <i>canvass, canvas, site, sight, cite</i></p>	<p>Grammar Skill Conjunctions</p> <p>How English Works Using Nouns and Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Provide Counterarguments</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Use Technology Where Appropriate</p> <p>How English Works: Expand Noun Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Cause-and-Effect Essay</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite</i></p> <p>Domain-Specific Words <i>bold, competent, humility, purpose, unflappable</i></p> <p>Vocabulary Strategies Greek and Latin Roots</p>	<p>Spelling Principle Compound Words</p> <p>Spelling Words Basic Words: <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></p> <p>Review Words: <i>goodbye, all right, forever, twenty-two, somebody</i></p> <p>Challenge Words: <i>motorcycle, overseas, quick-witted, stomachache, bulletin board</i></p>	<p>Grammar Skill Complex Sentences</p> <p>How English Works Using Verbs and Verb Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Persuade Others in Conversation</p> <p>Interpret: Determine the Meanings of Unknown Words</p> <p>Produce: Write Literary Texts</p> <p>How English Works: Use Verbs and Verb Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Research Report</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
10	<p>Anchor Text Cougars Genre: Informational Text</p> <p>Paired Selection Purr-fection Genre: Poetry</p>	<p>Target Skill Main Ideas and Details</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skills Explain Scientific Ideas Domain-Specific Vocabulary</p>	Recognizing Schwa + /r/ Sounds	Stress	<p>Read Aloud Who Tamed the Cat?</p> <p>Speaking/Listening: Summarize by Condensing Ideas</p>
Performance Task	<p>Anchor Text Quest for the Tree Kangaroo Genre: Informational Text</p> <p>Anchor Text Everglades Forever: Restoring America's Great Wetland Genre: Narrative Nonfiction</p> <p>Supporting Text National Parks of the West Genre: Informational Text</p>				
Extended Reading	<p>Trade Book Hound Dog True Genre: Realistic Fiction</p>	<p>Target Strategies Monitor/Clarify Visualize Question Infer/Predict Summarize Analyze/Evaluate</p>		Accuracy and Self-Correction	<p>Read Aloud Assignment: Notebook Friends</p> <p>Speaking/Listening: Paraphrase Portions of Text Read Aloud</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen</i></p> <p>Domain-Specific Words <i>adaptation, development, instinctive, observation, trait</i></p> <p>Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle Final Schwa + /r/ Sounds</p> <p>Spelling Words Basic Words: <i>cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter</i></p> <p>Review Words: <i>collar, honor, doctor, enter, answer</i></p> <p>Challenge Words: <i>stellar, clamor, tremor, circular, adviser</i></p>	<p>Grammar Skill Direct Quotations and Interjections</p> <p>How English Works Modifying to Add Details</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Adapt Language Choices</p> <p>Interpret: Evaluate an Author's Language Choices</p> <p>Produce: Plan and Deliver Oral Presentations</p> <p>How English Works: Expand Sentences to Add Detail</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Research Report</p> <p>Focus Trait Conventions</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Integrate Information from Multiple Texts</p>
		<p>Grammar Review Complex Sentences, Direct Quotations</p>		<p>Writing Mode Informative Writing</p> <p>Writing Form Informational Essay</p>
<p>Content Vocabulary Words <i>potluck, custodial, traitorous, apprentice, disposition, posterity, solitary, pursuit, matter-of-fact, pouty, postpone, scrutiny, instincts, deterioration, impeccable, visage, propriety, expertise, consequences, versus, lunge, nickname, taut, mum, potential, retrieve, ponder, prognostication, prone</i></p> <p>Domain-Specific Vocabulary <i>touchstone, ambassador, diplomacy, promote</i></p>	<p>Integrated Language Arts Review Spelling Skills Review</p>	<p>Integrated Language Arts Review Grammar Skills Review</p>		<p>Collaborative Project Building Bridges</p> <p>Write About Media</p> <p>Write About Reading</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
11	<p>Anchor Text Dangerous Crossing Genre: Historical Fiction</p> <p>Paired Selection Revolution and Rights Genre: Informational Text</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Visualize</p> <p>Second Read Skills Visual Elements Primary Sources</p>	Vowel Sounds in Stressed Syllables	Accuracy and Self-Correction	<p>Read Aloud Mother and Son</p> <p>Speaking/Listening: Listen for Cause and Effect to Gain Understanding</p>
12	<p>Anchor Text Can't You Make Them Behave, King George? Genre: Narrative Nonfiction</p> <p>Paired Selection Tea Time! Genre: Narrative Nonfiction</p>	<p>Target Skill Fact and Opinion</p> <p>Target Strategy Question</p> <p>Second Read Skills Tone Similes</p>	Open and Closed Syllables: VCV Pattern	Rate	<p>Read Aloud A Taxing Poem</p> <p>Speaking/Listening: Listen for Facts and Opinions and Cite Key Details</p> <p>Speaking and Listening Skill Summarize and Paraphrase Information</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>cramped, distracted, viewpoint, shattered, surveyed, pressing, representatives, embark, bracing, conduct</i></p> <p>Domain-Specific Words <i>checks and balances, congress, declaration, individual rights, representation</i></p> <p>Vocabulary Strategies Reference Materials</p>	<p>Spelling Principle VCCV Pattern</p> <p>Spelling Words Basic Words: <i>bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors</i></p> <p>Review Words: <i>perfect, danger, narrow, survive, valley</i></p> <p>Challenge Words: <i>narrate, mentor, attempt, collide, ignore</i></p>	<p>Grammar Skill Subject and Object Pronouns</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Adapt Language Choices</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Write Summaries</p> <p>How English Works: Create Compound Sentences</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Essay</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Research Early American Government</p>
<p>Target/Academic Vocabulary <i>benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious</i></p> <p>Domain-Specific Words <i>colonies, freedom, protest, patriots, revolution</i></p> <p>Vocabulary Strategies Figurative Language</p>	<p>Spelling Principle VCV Pattern</p> <p>Spelling Words Basic Words: <i>human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve</i></p> <p>Review Words: <i>figure, total, model, equal, amaze</i></p> <p>Challenge Words: <i>autumn, nuisance, logic, column, laser</i></p>	<p>Grammar Skill Verb Tenses</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Follow Turn-Taking Rules</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Use Affixes for Precision</p> <p>How English Works: Condense Clauses</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Problem-Solution Composition</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
13	<p>Anchor Text They Called Her Molly Pitcher Genre: Narrative Nonfiction</p> <p>Paired Selection A Spy for Freedom Genre: Play</p>	<p>Target Skill Conclusions and Generalizations</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skills Text Structure Domain-Specific Vocabulary</p>	<p>Recognizing Initial and Medial Digraphs</p>	<p>Phrasing: Pauses</p>	<p>Read Aloud Lydia's Journey</p> <p>Speaking/Listening: Listen for Details to Draw Conclusions About Informational Text</p> <p>Speaking and Listening Skill Dramatize a Story Event</p>
14	<p>Anchor Text "James Forten" from Now Is Your Time! Genre: Biography</p> <p>Paired Selection Modern Minute Man Genre: Informational Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Summarize</p> <p>Second Read Skills Explain Historical Events Main Ideas and Details</p>	<p>VV Syllable Pattern</p>	<p>Expression</p>	<p>Read Aloud Freedom for Chatham Freeman</p> <p>Speaking/Listening: Summarize Using Sequence Words</p> <p>Speaking and Listening Skill Create and Present a Timeline</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>legendary, formal, gushed, strategy, retreat, foes, shimmering, magnificent, revolution, plunged</i></p> <p>Domain-Specific Words <i>commendation, duty, general, officer, regiment</i></p> <p>Vocabulary Strategies Reference Materials</p>	<p>Spelling Principle VCCCV Pattern</p> <p>Spelling Words Basic Words: <i>conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble</i></p> <p>Review Words: <i>hundred, example, although, supply, empty</i></p> <p>Challenge Words: <i>anthem, illustrate, function, conscience, apostrophe</i></p>	<p>Grammar Skill Regular and Irregular Verbs</p> <p>How English Works Understanding Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask Relevant Questions and Respond</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Use Precise Vocabulary</p> <p>How English Works: Understand Personal Pronouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Letter</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>persuade, apprentice, contributions, influential, aspects, authorities, bondage, provisions, dexterity, tentative</i></p> <p>Domain-Specific Words <i>abolitionist, emancipate, ethics, humanity, slavery</i></p> <p>Vocabulary Strategies Greek and Latin Roots <i>graph, meter; port, ject</i></p>	<p>Spelling Principle VV pattern</p> <p>Spelling Words Basic Words: <i>actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot</i></p> <p>Review Words: <i>video, science, February, period, usual</i></p> <p>Challenge Words: <i>diagnose, media, appreciate, society, prior</i></p>	<p>Grammar Skill Commas and Semicolons</p> <p>How English Works Using Verbs and Verb Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask Relevant Questions</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Use Modal Expressions</p> <p>How English Works: Use Verb Tenses to Convey Time</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
15	<p>Anchor Text We Were There, Too! Joseph Plumb Martin and Sybil Ludington Genre: Biography</p> <p>Paired Selection Patriotic Poetry Genre: Poetry</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skills Text and Graphic Features Text Structure</p>	Vowel + /l/ Sounds in Unstressed Final Syllable	Intonation	<p>Read Aloud Citizen Spies</p> <p>Speaking/Listening: Listen for Comparing and Contrasting Information</p> <p>Speaking and Listening Skill Discuss Poetic Elements</p>
Performance Task	<p>Anchor Text Can't You Make Them Behave, King George? Genre: Narrative Nonfiction</p> <p>Supporting Text Tea Time! Genre: Narrative Nonfiction</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal</i></p> <p>Domain-Specific Words <i>defense, democracy, nationalism, pride, union</i></p> <p>Vocabulary Strategies Prefixes <i>in-, im-, il-, ir-</i></p>	<p>Spelling Principle Final Schwa + /l/ Sounds</p> <p>Spelling Words Basic Words: <i>formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil</i></p> <p>Review Words: <i>title, nickel, special trouble, simple</i></p> <p>Challenge Words: <i>identical, vehicle, mineral, colonel, artificial</i></p>	<p>Grammar Skill Transitions</p> <p>How English Works Using Nouns and Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Add Relevant Information</p> <p>Interpret: Determine Word Meanings</p> <p>Produce: Write Informational Texts Independently</p> <p>How English Works: Use Adjectives</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Direct Quotations, Kinds of Sentences</p>		<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Essay</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
16	<p>Anchor Text Lunch Money Genre: Realistic Fiction</p> <p>Paired Selection Zap! Pow!: A History of the Comics Genre: Informational Text</p>	<p>Target Skill Author’s Purpose</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skills Voice Visual Elements</p>	Word Parts and Inflectional Endings	Rate	<p>Read Aloud Japanese Cartoons Are Manga-nificent</p> <p>Speaking/Listening: Listen for Author’s Purpose</p> <p>Speaking and Listening Skill Share and Summarize a Story</p>
17	<p>Anchor Text “LAFF” from Best Shorts Genre: Science Fiction</p> <p>Paired Selection From Dreams to Reality Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skills Literary Devices Point of View: First-Person</p>	Recognizing Common Word Parts	Intonation	<p>Read Aloud The Visitor</p> <p>Speaking/Listening: Summarize by Condensing Ideas</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>record, mental, launch, assuming, episodes, developed, feature, incredibly, villains, thumbed</i></p> <p>Domain-Specific Words <i>continuity, frame, movement, storyline</i></p> <p>Vocabulary Strategies Word Origins</p>	<p>Spelling Principle Words with <i>-ed</i> or <i>-ing</i></p> <p>Spelling Words Basic Words: <i>scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting</i></p> <p>Review Words: <i>wandering, dimmed, stripped, ordered, snapping</i></p> <p>Challenge Words: <i>compelling, deposited, occurred, threatening, canceled</i></p>	<p>Grammar Skill Adjectives</p> <p>How English Works Modifying to Add Detail</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Add Relevant Information</p> <p>Interpret: Evaluate an Author's Language Choices</p> <p>Produce: Support Opinions</p> <p>How English Works: Expand Sentences with Adverbs</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Friendly Letter</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment</i></p> <p>Domain-Specific Words <i>experimentation, futuristic, ingenuity, patent, revolutionize</i></p> <p>Vocabulary Strategies Reference Materials</p>	<p>Spelling Principle More Words with <i>-ed</i> or <i>-ing</i></p> <p>Spelling Words Basic Words: <i>tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated</i></p> <p>Review Words: <i>pleasing, dared, traveled, checking, landed</i></p> <p>Challenge Words: <i>assigned, entertaining, operated, rehearsing, donated</i></p>	<p>Grammar Skill Adverbs</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Provide Useful Feedback</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Use Technology to Recount Experiences</p> <p>How English Works: Connect Ideas</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Character Description</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Create a Multimedia Presentation</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
18	<p>Anchor Text “The Dog Newspaper” from Five Pages a Day Genre: Autobiography</p> <p>Paired Selection Poetry About Poetry Genre: Poetry</p>	<p>Target Skill Fact and Opinion</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skills Main Ideas and Details Narrative Pacing</p>	Recognizing Suffixes	Phrasing: Punctuation	<p>Read Aloud Hundreds Rally at Fullerton High</p> <p>Speaking/Listening: Listen for Facts and Opinions to Gain Understanding</p> <p>Speaking and Listening Skill Use Formal and Informal English</p>
19	<p>Anchor Text Darnell Rock Reporting Genre: Realistic Fiction</p> <p>Paired Selection Volunteer! Genre: Persuasive Text</p>	<p>Target Skill Author’s Purpose</p> <p>Target Strategy Summarize</p> <p>Second Read Skills Dialogue Characterization</p>	More Common Suffixes	Stress	<p>Read Aloud The Power of Spirit Lake</p> <p>Speaking/Listening: Summarize by Connecting Ideas</p> <p>Speaking and Listening Skill Give and Evaluate a Persuasive Speech</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>career, publication, household, edition, required, formula, background, insights, uneventful, destruction</i></p> <p>Domain-Specific Words <i>brainstorm, creative license, manuscript, publication, target audience</i></p> <p>Vocabulary Strategies Homophones and Homographs</p>	<p>Spelling Principle Changing Final y to i</p> <p>Spelling Words Basic Words: <i>duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies</i></p> <p>Review Words: <i>easier, families, studied, countries, happiest</i></p> <p>Challenge Words: <i>unified, dictionaries, boundaries, satisfied, tragedies</i></p>	<p>Grammar Skill Prepositions and Prepositional Phrases</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Persuade Others in Conversation</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Use Language to Create Effect</p> <p>How English Works: Condense Clauses</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Autobiography</p> <p>Focus Trait Development</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum</i></p> <p>Domain-Specific Words <i>charity, coalition, generosity, neighborhood, volunteer</i></p> <p>Vocabulary Strategies Greek and Latin Suffixes <i>-ism, -ist, -able, -ible</i></p>	<p>Spelling Principle Suffixes: <i>-ful, -ly, -ness, -less, -ment</i></p> <p>Spelling Words Basic Words: <i>lately, settlement, watchful, countless, steadily, closeness, calmly, government, agreement, cloudiness, delightful, noisily, tardiness, forgetful, forgiveness, harmless, enjoyment, appointment, effortless, plentiful</i></p> <p>Review Words: <i>clumsiness, movement, pavement, lonely, penniless</i></p> <p>Challenge Words: <i>suspenseful, merciless, seriousness, contentment, suspiciously</i></p>	<p>Grammar Skill More Kinds of Pronouns</p> <p>How English Works Understanding Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Gain and Hold the Floor</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Write Informational Texts Collaboratively</p> <p>How English Works: Understand Text Structure</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Personal Narrative</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
20	<p>Anchor Text The Black Stallion Genre: Adventure</p> <p>Paired Selection Horse Power Genre: Informational Text</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Question</p> <p>Second Read Skills Characterization Theme</p>	Stress in Three-Syllable Words	Accuracy	<p>Read Aloud The Huntress</p> <p>Speaking/Listening: Summarize a Text Read Aloud</p> <p>Speaking and Listening Skill Hold a Literature Discussion</p>
Performance Task	<p>Anchor Text Lunch Money Genre: Realistic Fiction</p> <p>Anchor Text Darnell Rock Reporting Genre: Realistic Fiction</p>				
Extended Reading	<p>Trade Book About Time: A First Look at Time and Clocks Genre: Nonfiction</p>	<p>Target Strategies Monitor/Clarify Question Analyze/Evaluate</p>		Expression	<p>Read Aloud Look What I Found!</p> <p>Speaking/Listening: Draw Conclusions Based on Details in Story Read Aloud</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>piercing, descended, quivered, savage, delicacy, fitful, heave, diminishing, rhythmic, marveling</i></p> <p>Domain-Specific Words <i>behaviors, cooperation, patience, relationship, training</i></p> <p>Vocabulary Strategies Figurative Language</p>	<p>Spelling Principle Words from Other Languages</p> <p>Spelling Words Basic Words: <i>salsa, mattress, tycoon, burrito, bandanna, tomato, poncho, dungarees, lasso, patio, siesta, cargo, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant</i> Review Words: <i>canyon, mirror, magazine, rodeo, monkey</i> Challenge Words: <i>mosquito, cathedral, alligator, tambourine, sombrero</i></p>	<p>Grammar Skill Proper Mechanics and Writing Titles</p> <p>How English Works Understanding Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Negotiate with Others in Conversation</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Deliver Oral Presentations</p> <p>How English Works: Understand Possessive Pronouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Personal Narrative</p> <p>Focus Trait: Conventions</p> <p>Write About Reading Performance Task</p>
		<p>Grammar Review Simple Sentences, Kinds of Sentences</p>		<p>Writing Mode Narrative Writing</p> <p>Writing Form Literary Analysis</p>
<p>Content Vocabulary Words <i>principle, interval, revolution, coincided, aligned, consistent, cylinder, corrosion, medieval, mechanical, rudimentary, gears, coil, precision, regulate, adjacent, theory</i></p> <p>Domain-Specific Words <i>equator, orbits, face, grandfather clock</i></p>	<p>Integrated Language Arts Review Spelling Skills Review</p>	<p>Integrated Language Arts Review Grammar Skills Review</p>		<p>Collaborative Project Time Marches On</p> <p>Write About Media</p> <p>Write About Reading</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
21	<p>Anchor Text Tucket's Travels Genre: Historical Fiction</p> <p>Paired Selection Wild Weather Genre: Technical Text</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Visualize</p> <p>Second Read Skills Figurative Language Author's Word Choice</p>	Common Final Syllables	Phrasing: Pauses	<p>Read Aloud Land Rush!</p> <p>Speaking/Listening: Listen for Sequence of Events to Gain Understanding</p> <p>Speaking and Listening Skill Present Quantitative Information</p>
22	<p>Anchor Text The Birchbark House Genre: Historical Fiction</p> <p>Paired Selection Four Seasons of Food Genre: Informational Text</p>	<p>Target Skill Theme</p> <p>Target Strategy Infer/Predict</p> <p>Second Read Skills Author's Word Choice Visual Elements</p>	More Final Syllables	Rate	<p>Read Aloud Tales and Truths of the Ojibwe</p> <p>Speaking/Listening: Listen to Fluent, Appropriately-Paced Reading</p> <p>Speaking and Listening Skill Give an Informative Speech</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor</i></p> <p>Domain-Specific Words <i>atmosphere, barometer, climate, drought, thunderstorm</i></p> <p>Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle Final /n/ or /ə n/, /ch ə r/, /zh ə r/</p> <p>Spelling Words Basic Words: <i>nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure</i></p> <p>Review Words: <i>picture, capture, surprise, receive, idea</i></p> <p>Challenge Words: <i>leisure, sculpture, architecture, chieftain, enclosure</i></p>	<p>Grammar Skill The Verbs <i>be</i> and <i>have</i></p> <p>How English Works Using Verbs and Verb Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Persuade Others in Conversation</p> <p>Interpret: Determine Word Meanings</p> <p>Produce: Write Literary Texts Independently</p> <p>How English Works: Recognize and Use Past Tense</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Editorial</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>
<p>Target/Academic Vocabulary <i>reasoned, margins, envy, upright, bared, spared, nerve, banish, astonished, deserted</i></p> <p>Domain-Specific Words <i>customs, indigenous, language, mythology, values</i></p> <p>Vocabulary Strategies Reference Materials</p>	<p>Spelling Principle Final /ij/, /iv/, /is/</p> <p>Spelling Words Basic Words: <i>storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language</i></p> <p>Review Words: <i>notice, marriage, package, office, manage</i></p> <p>Challenge Words: <i>prejudice, cooperative, beverage, heritage, apprentice</i></p>	<p>Grammar Skill Perfect Tenses</p> <p>How English Works Using Nouns and Noun Phrases</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Provide Counterarguments</p> <p>Interpret: Evaluate a Speaker's Language Choices</p> <p>Produce: Persuade Others with Evidence</p> <p>How English Works: Irregular Plural Nouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response to Literature</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
23	<p>Anchor Text Vaqueros: America's First Cowboys Genre: Informational Text</p> <p>Paired Selection Rhyme on the Range Genre: Poetry</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Summarize</p> <p>Second Read Skills Main Ideas and Details Adages</p>	Unstressed Syllables	Expression	<p>Read Aloud The Turbulent History of Texas</p> <p>Speaking/Listening: Listen and Read Orally</p>
24	<p>Anchor Text Rachel's Journal: The Story of a Pioneer Girl Genre: Historical Fiction</p> <p>Paired Selection Westward to Freedom Genre: Informational Text</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Analyze/Evaluate</p> <p>Second Read Skills Figurative Language Point of View</p>	Simple Prefixes	Accuracy and Self-Correction	<p>Read Aloud Tales of the Trail</p> <p>Speaking/Listening: Listen for Context to Recognize and Understand Words</p> <p>Speaking and Listening Skill Compare and Contrast Varieties of English</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>extending, dominated, residents, flourished, acquainted, prospered, hostile, acknowledged, sprawling, decline</i></p> <p>Domain-Specific Words <i>gold rush, pioneer, prospector, rancher, westward expansion</i></p> <p>Vocabulary Strategies Adages and Proverbs</p>	<p>Spelling Principle Unstressed Syllables</p> <p>Spelling Words Basic Words: <i>entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge</i></p> <p>Review Words: <i>honest, instead, whether, event, attend</i></p> <p>Challenge Words: <i>adapt, refuge, distribute, industry, somber</i></p>	<p>Grammar Skill Easily Confused Verbs</p> <p>How English Works Modifying to Add Details</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Adapt Language to Purpose</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Write Summaries</p> <p>How English Works: Expand Sentences with Adverb Phrases</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Argument</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Report on a Text</p>
<p>Target/Academic Vocabulary <i>rustling, balked, lectured, disadvantage, quaking, beacon, mishap, surged, torment, fared</i></p> <p>Domain-Specific Words <i>frontier, trailblazers, prairie, settlement, wagon train</i></p> <p>Vocabulary Strategies Using Context</p>	<p>Spelling Principle Prefixes: <i>in-, un-, dis-, mis-</i></p> <p>Spelling Words Basic Words: <i>mislead, dismiss, insincere, unable, indirect, mistreat, disaster, dishonest, insecure, unknown, incomplete, unequal, unstable, misspell, disagree, informal, discover, unwise, mislaid, disgrace</i></p> <p>Review Words: <i>untidy, disorder, mistake, uneven, dislike</i></p> <p>Challenge Words: <i>invisible, mishap, unfortunate, discourage, unnecessary</i></p>	<p>Grammar Skill Making Comparisons</p> <p>How English Works Connecting Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Adjust Language to Purpose</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Use Modal Expressions in Ideas</p> <p>How English Works: Combine Clauses to Link Ideas</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response Essay</p> <p>Focus Trait Evidence</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
25	<p>Anchor Text Lewis and Clark Genre: Narrative Nonfiction</p> <p>Paired Selection A Surprise Reunion Genre: Play</p>	<p>Target Skill Main Ideas and Details</p> <p>Target Strategy Monitor/Clarify</p> <p>Second Read Skills Primary Sources Explain Historical Events</p>	Consonant Alternations	Phrasing: Punctuation	<p>Read Aloud The True Story of Sacagawea</p> <p>Speaking/Listening: Listen for Main Ideas and Details</p>
Performance Task	<p>Anchor Text Tucket's Travels Genre: Historical Fiction</p> <p>Anchor Text Rachel's Journal: The Story of a Pioneer Girl Genre: Historical Fiction</p>				

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Target/Academic Vocabulary <i>expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek</i></p> <p>Domain-Specific Words <i>discovery, expedition, route, supplies, traveler</i></p> <p>Vocabulary Strategies Analogies</p>	<p>Spelling Principle Suffix: <i>-ion</i></p> <p>Spelling Words Basic Words: <i>elect, election, tense, tension, react, reaction, confess, confession, decorate, decoration, contribute, contribution, express, expression, imitate, imitation, connect, connection, admire, admiration</i></p> <p>Review Words: <i>camera, famous, question, movie, minute</i></p> <p>Challenge Words: <i>fascinate, fascination, construct, construction</i></p>	<p>Grammar Skill Contractions</p> <p>How English Works Condensing Ideas</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Ask and Answer Questions</p> <p>Interpret: Describe Ideas and Text Elements</p> <p>Produce: Paraphrase and Retell Texts</p> <p>How English Works: Condense Clauses</p> <p>Vocabulary Network</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response Essay</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Use Primary and Secondary Sources</p>
		<p>Grammar Review Writing Titles, Complete Sentences</p>		<p>Writing Mode Opinion Writing</p> <p>Writing Form Response to Literature</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
26	<p>Anchor Text Animals on the Move Genre: Informational Text</p> <p>Paired Selection Skywoman’s Rescue Genre: Play</p> <p>“The Whale,” “Wild Geese” Genre: Poetry</p> <p>Trade Book Skunk Scout Author: Laurence Yep Genre: Realistic Fiction</p> <p>Trade Book Frindle Author: Andrew Clements Genre: Realistic Fiction</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Visualize</p>	Prefixes and Word Roots	Phrasing: Pauses	<p>Read Aloud Moving from Place to Place</p> <p>Speaking/Listening: Listen for Words that Help with Visualization</p> <p>Speaking and Listening Skill Presenting a Dramatization</p>
27	<p>Anchor Text Mysteries at Cliff Palace Genre: Readers’ Theater</p> <p>Paired Selection Cave of the Crystals Genre: Readers’ Theater</p> <p>“Places and Names: A Traveler’s Guide,” “Los libros/Books” Genre: Poetry</p> <p>Trade Book Skunk Scout Author: Laurence Yep Genre: Realistic Fiction</p> <p>Trade Book Frindle Author: Andrew Clements Genre: Realistic Fiction</p>	<p>Target Skill Theme</p> <p>Target Strategy Analyze/Evaluate</p>	More Familiar Suffixes	Adjust Rate to Purpose	<p>Read Aloud The Paleo Indians: Changing with the Times</p> <p>Speaking/Listening: Summarize Using Compare-and-Contrast Sentence Frames</p> <p>Speaking and Listening Skill Give a Persuasive Speech</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Review Vocabulary <i>disturbing, struggled, gradually, scanned, identical, routine, gorgeous, sweeping, primitive, brandishing</i></p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Word Parts: <i>com-, con-, pre-, pro-</i></p> <p>Spelling Words Basic Words: <i>produce, company, protect, preview, contain, combat, prejudice, commotion, contest, prefix, progress, computer, confide, convince, prospect, confirm, preflight, provide, propose, promotion</i></p> <p>Review Words: <i>continue, protest, pretend, prepare</i></p> <p>Challenge Words: <i>concurrent, conscious, commercial, complete, conversation</i></p>	<p>Grammar Skill Possessive Nouns</p> <p>How English Works Understanding Text Structure</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Follow Turn-Taking Rules</p> <p>Interpret: Ask and Answer Questions</p> <p>Produce: Use Synonyms to Create Effect</p> <p>How English Works: Understand Text Organization</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Definition Paragraph</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
<p>Review Vocabulary <i>dwarfed, procedure, transferred, enthusiastic, adapted, conserving, critical, realization, available, resemble</i></p> <p>Vocabulary Strategies Suffixes <i>-ness, -less, -ment</i></p>	<p>Spelling Principle Suffixes <i>-ant, -ent, -able, -ible, -ism, -ist</i></p> <p>Spelling Words Basic Words: <i>vacant, insistent, reversible, patriotism, finalist, honorable, contestant, observant, urgent, pessimist, comfortable, absorbent, optimism, journalism, novelist, terrible, frequent, laughable, radiant, collectible</i></p> <p>Review Words: <i>president, important, becoming, cheerful, illness</i></p> <p>Challenge Words: <i>evident, triumphant, occupant, digestible, curable</i></p>	<p>Grammar Skill Titles and Abbreviations</p> <p>How English Works Understanding Cohesion</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Add Relevant Information</p> <p>Interpret: Determine Word Meanings</p> <p>Produce: Write Summaries</p> <p>How English Works: Understand Indefinite Pronouns</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Journal Entry</p> <p>Focus Trait Purpose</p> <p>Write About Reading Performance Task</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
28	<p>Anchor Text Fossils: A Peek Into the Past Genre: Informational Text</p> <p>Paired Selection Trapped in Tar! Genre: Informational Text</p> <p>“Journey of the Woolly Mammoth,” “Fossils” Genre: Poetry</p> <p>Trade Book Skunk Scout Author: Laurence Yep Genre: Realistic Fiction</p> <p>Trade Book Frindle Author: Andrew Clements Genre: Realistic Fiction</p>	<p>Target Skill Fact and Opinion</p> <p>Target Strategy Question</p>	Greek Word Roots	Expression	<p>Read Aloud Sue Tells a Story</p> <p>Speaking/Listening: Listen to Identify Excitement Signaled by Exclamation Points</p> <p>Speaking and Listening Skill Participate in a Debate</p>
29	<p>Anchor Text The Case of the Missing Deer Genre: Realistic Fiction</p> <p>Paired Selection Fossil Fish Found! Genre: Informational Text</p> <p>“Encounter,” “Deep in the Forest” Genre: Poetry</p> <p>Trade Book Skunk Scout Author: Laurence Yep Genre: Realistic Fiction</p> <p>Trade Book Frindle Author: Andrew Clements Genre: Realistic Fiction</p>	<p>Target Skill Conclusions and Generalizations</p> <p>Target Strategy Infer/Predict</p>	Latin Word Roots	Stress	<p>Read Aloud Fossils</p> <p>Speaking/Listening: Listen for Conclusions and Generalizations</p> <p>Speaking and Listening Skill Oral Presentation</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

ELD Language Workshop Lessons

Writing

Review Vocabulary

viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize

Vocabulary Strategies

Idioms

Spelling Principle

Greek Word Parts

Spelling Words

Basic Words: *telephone, autograph, microscope, photograph, televise, biology, microphone, paragraph, symphony, telegraph, megaphone, microwave, photocopy, biography, saxophone, telescope, calligraphy, xylophone, homophone, homograph*

Review Words: *athlete, history, melody, type, topic*

Challenge Words:

telecommute, bibliography, phonetic, microbe, autobiography

Grammar Skill

Commas in Sentences

How English Works

Using Verbs and Verb Phrases

Language Skills and Strategies

Collaborate: Persuade Others in Conversation

Interpret: Evaluate a Speaker's Language Choices

Produce: Support Opinions with Evidence

How English Works: Recognize and Use Future Tense

Vocabulary Network

Writing Mode

Informative Writing

Writing Form

Summary

Focus Trait

Evidence

Write About Reading

Performance Task

Review Vocabulary

record, incredibly, destination, suspense, required, insights, dependent, effective, diminishing, marveling

Vocabulary Strategies

Greek and Latin Roots
tele, photo, graph, meter; scribe, rupt, port, ject

Spelling Principle

Latin Word Parts

Spelling Words

Basic Words: *inspect, export, erupt, predict, respect, bankrupt, dictate, porter, report, spectacle, deport, interrupt, dictator, import, disrupt, portable, transport, spectator, verdict, dictionary*

Review Words:

support, hospital, polite, recent, memory

Challenge Words:

spectacular, contradict, corrupt, retrospect, rupture

Grammar Skill

More Commas

How English Works

Using Nouns and Noun Phrases

Language Skills and Strategies

Collaborate: Gain and Hold the Floor

Interpret: Distinguish Among Different Words' Effects

Produce: Write Literary Texts Collaboratively

How English Works: Possessive Nouns

Vocabulary Network

Writing Mode

Informative Writing

Writing Form

Informational Essay

Focus Trait

Organization

Write About Reading

Performance Task

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

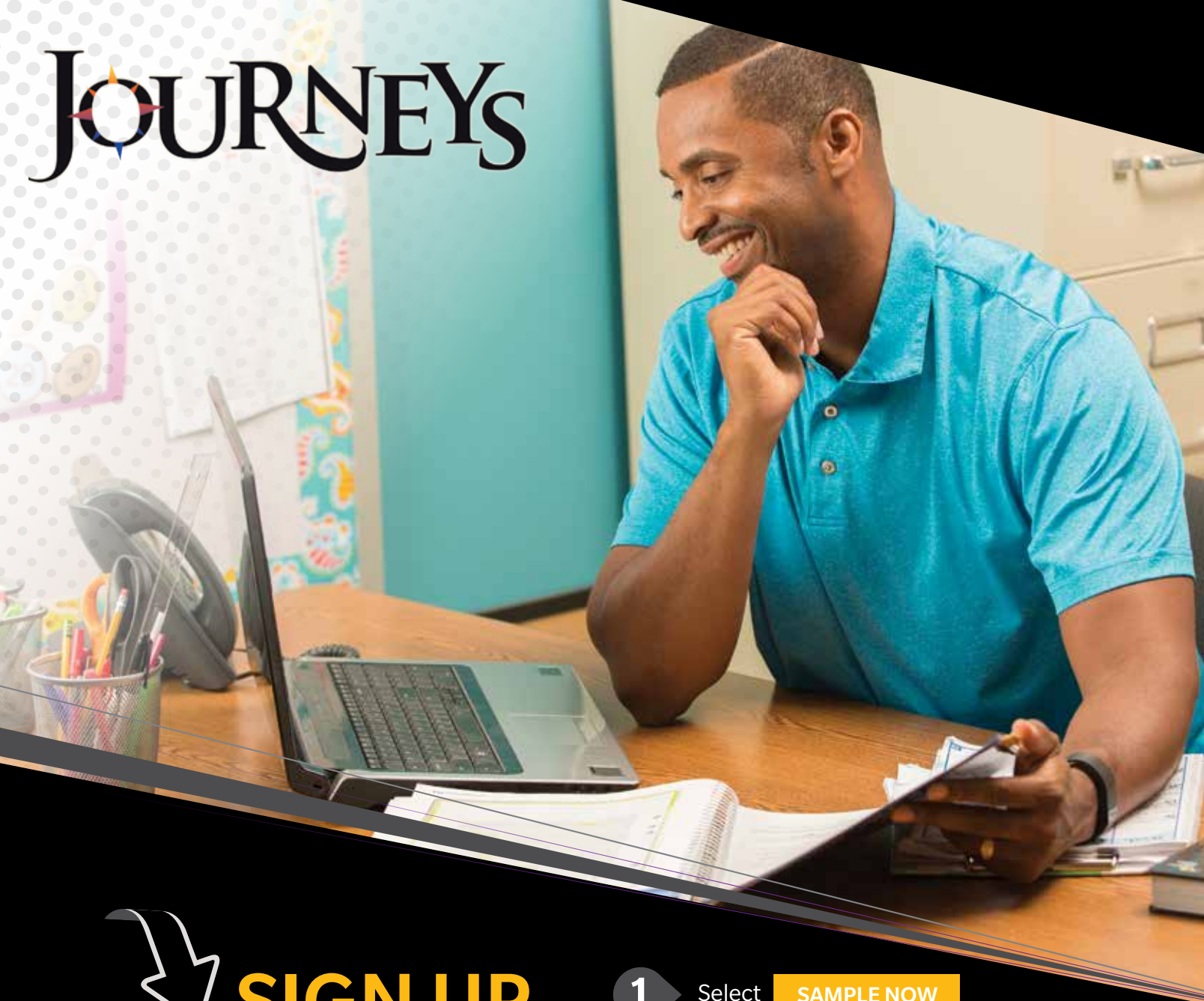
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
30	<p>Anchor Text Get Lost! The Puzzle of Mazes Genre: Informational Text</p> <p>Paired Selection Journey to Cuzco Genre: Myth</p> <p>“The Best Paths,” “Compass” Genre: Poetry</p> <p>Trade Book Skunk Scout Author: Laurence Yep Genre: Realistic Fiction</p> <p>Trade Book Frindle Author: Andrew Clements Genre: Realistic Fiction</p>	<p>Target Skill Main Ideas and Details</p> <p>Target Strategy Summarize</p>	Identifying VCV, VCCV, and VCCCV Syllable Patterns	Accuracy	<p>Read Aloud Finding Their Way</p> <p>Speaking/Listening: Listen for Main Ideas and Supporting Details</p> <p>Speaking and Listening Skill Using Multimedia in an Oral Report</p>
Extended Reading	<p>Trade Book Mysteries of the Mummy Kids Genre: Informational Text</p>	<p>Target Strategies Visualize Analyze/Evaluate Question Infer/Predict Summarize</p>		Phrasing: Punctuation	<p>Read Aloud Journey to the Mummy Sites</p> <p>Speaking/Listening: Identify Main Ideas and Details</p>

LANGUAGE

WRITING



Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
<p>Review Vocabulary <i>undoubtedly, pace, reasoned, nerve, underestimated, disadvantage, extending, residents, balked, techniques, barrier</i></p> <p>Vocabulary Strategies Word Origins</p>	<p>Spelling Principle Words from Other Languages</p> <p>Spelling Words Basic Words: <i>ballet, echo, bouquet, cassette, coupon, safari, portrait, barrette, depot, courtesy, petite, denim, Brunette, buffet, garage, khaki, crochet, chorus, essay, alphabet</i></p> <p>Review Words: <i>routine, rescue, crayon, amuse, reason</i></p> <p>Challenge Words: <i>encore, collage, matinee, premiere, embarrass</i></p>	<p>Grammar Skill Other Punctuation</p> <p>How English Works Modifying to Add Details</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Negotiate in Conversations</p> <p>Interpret: Distinguish Among Different Words' Effects</p> <p>Produce: Support Opinions with Evidence</p> <p>How English Works: Use Comparative and Superlative Adverbs</p> <p>Vocabulary Network</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Informational Essay</p> <p>Focus Trait Elaboration</p> <p>Write About Reading Performance Task</p>
<p>Content Vocabulary Words <i>notable, artifacts, incorporated, tolerated, chronicles, fermented, sanctuary, distinctive, compacted, treacherous, reverence, international, textiles, prominent, criticized, consistencies, negotiated, dignity, persistent, disruption, primitive, mortality, modified, evicted, expertise, adjacent, era, devoted, theory, guaranteeing</i></p> <p>Domain-Specific Vocabulary <i>theocracy, withered, trinkets, nourishment, animism, meticulous</i></p>	<p>Integrated Language Arts Review Spelling Principles Review</p>	<p>Integrated Language Arts Review Grammar Skills Review</p>	<p>Language Skills and Strategies</p> <p>Collaborate: Persuade Others</p> <p>Interpret: Listen Actively</p> <p>Produce: Plan a Presentation</p> <p>How English Works: Understand Reflexive Pronouns</p> <p>Vocabulary Network</p>	<p>Collaborative Project A Virtual Tour Through Time</p> <p>Write About Media</p> <p>Write About Reading</p>

JOURNEYS



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