

UNIT 1: NEIGHBORHOOD VISIT



LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING		VOCABULARY	SPELLING	GRAMMAR	WRITING
1	<p>Main Selection Henry and Mudge Genre: Realistic Fiction</p> <p>Paired Selection All in the Family Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• We Camp• The Picnic Ants	<ul style="list-style-type: none">• Identify Phonemes• Syllables in Spoken Words	<p>Phonics</p> <ul style="list-style-type: none">• Short Vowels <i>a, i</i>• CVC Syllable Pattern <p>Fluency Accuracy: Word Recognition</p>	<i>around, be, five, help, next, or, pull, take, until, walked</i>	<p>Skill Sequence of Events</p> <p>Strategy Infer/Predict</p> <p>Author's Craft Word Choice</p> <p>Listening, Speaking, Viewing Listen for a Purpose</p>		<p>Target Vocabulary</p> <i>curly straight floppy drooled weighed stood collars row</i> <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>Writing Mode Write to Narrate</p> <p>Writing Form Sentences That Tell a True Story</p> <p>Focus Trait Ideas</p>
2	<p>Main Selection My Family Genre: Informational Text</p> <p>Paired Selection Family Poetry Genre: Poetry</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Bud, Ben, and Roz• The Funny Hat Contest	<ul style="list-style-type: none">• Identify Phonemes• Syllables in Spoken Words	<p>Phonics</p> <ul style="list-style-type: none">• Short Vowels <i>o, u, e</i>• CVC Syllable Pattern <p>Fluency Accuracy: Connected Text</p>	<i>bring, children, comes, do, family, like, make, those, use, with</i>	<p>Skill Compare and Contrast</p> <p>Strategy Question</p> <p>Author's Craft Word Choice: Descriptive Details</p> <p>Listening, Speaking, Viewing Interpret Poems</p>		<p>Target Vocabulary</p> <i>remembered porch crown spend stuck visit cousin piano</i> <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 Complete Sentences</p>	<p>Writing Mode Write to Narrate</p> <p>Writing Form Friendly Letter</p> <p>Focus Trait Voice</p>
3	<p>Main Selection Henry and Mudge Under the Yellow Moon Genre: Realistic Fiction</p> <p>Paired Selection Outdoor Adventures Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• City Ride• Mice Can Race	<ul style="list-style-type: none">• Blend Phonemes• Sort Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Long Vowels <i>a, i</i>• Sounds for <i>c</i> <p>Fluency Accuracy: Self-correct</p>	<i>city, full, no, think, other, places, put, school, sing, think, this</i>	<p>Skill Author's Purpose</p> <p>Strategy Analyze/Evaluate</p> <p>Author's Craft Word Choice</p> <p>Listening, Speaking, Viewing Hold a Conversation or Discussion</p>		<p>Target Vocabulary</p> <i>woods turned tops chipmunks busy picked south grew</i> <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 Statements and Questions</p>	<p>Writing Mode Write to Narrate</p> <p>Writing Form Sentences That Describe</p> <p>Focus Trait Word Choice</p>

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



UNIT 1: NEIGHBORHOOD VISIT (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING		VOCABULARY	SPELLING	GRAMMAR	WRITING
4	<p>Main Selection Diary of a Spider Genre: Humorous Fiction</p> <p>Paired Selection A Swallow and a Spider Genre: Fable</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• A Bed of Roses• Swim Like a Frog	<ul style="list-style-type: none">• Segment, Substitute Phonemes• Sort Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Long Vowels o, u, e• Sounds for g <p>Fluency Intonation</p>	<i>mind, could, today, play, cheer, hello, read, see, by, hundred</i>	<p>Skill Cause and Effect</p> <p>Strategy Summarize</p> <p>Author's Craft Personification</p> <p>Listening, Speaking, Viewing Retell a Story</p>		<p>Target Vocabulary</p> <p><i>rotten</i> <i>sticky</i> <i>insects</i> <i>scare</i> <i>judge</i> <i>screaming</i> <i>dangerous</i> <i>breeze</i></p> <p>Vocabulary Strategies Context Clues</p>	<p>Spelling Principle Long Vowels o, u</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>Writing Mode Write to Narrate</p> <p>Writing Form True Story</p> <p>Focus Trait Ideas</p>
5	<p>Main Selection Teacher's Pets Genre: Realistic Fiction</p> <p>Paired Selection See Westburg by Bus! Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Flint Cove Clambake• The Stop and Spend Sale	<ul style="list-style-type: none">• Segment Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Consonant Blends with r, l, s <p>Fluency Phrasing: Punctuation</p>	<i>table, says, little, find, both, cold, long, green, we, eat</i>	<p>Skill Story Structure</p> <p>Strategy Visualize</p> <p>Author's Craft Repetition</p> <p>Listening, Speaking, Viewing Follow and Give Directions</p>		<p>Target Vocabulary</p> <p><i>share</i> <i>noticed</i> <i>suddenly</i> <i>bursting</i> <i>noises</i> <i>wonderful</i> <i>quiet</i> <i>sprinkled</i></p> <p>Vocabulary Strategies Base Words and Endings -ed, -ing</p>	<p>Spelling Principle Consonant Blends with r, l, s</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>Writing Mode Write to Narrate</p> <p>Writing Form True Story</p> <p>Focus Trait Sentence Fluency</p>
MAIN SELECTIONS					COMPREHENSION/ LISTENING/SPEAKING/ VIEWING	GRAMMAR				
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA44: The Vain Peacock Genre: Fable</p> <p>Student Magazine, p. RA12: Activity Central: "Speak Up!"</p> <p>Student Book, p. 15: Henry and Mudge Genre: Realistic Fiction</p> <p>Student Book, p. 114: A Swallow and a Spider Genre: Fable</p>				<p>Comprehension: Determine the Moral</p> <p>Comprehension: Distinguish Points of View</p> <p>Listening and Speaking: Create Audio Recordings</p>				<p>Grammar: Collective Nouns</p>	

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LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING		VOCABULARY	SPELLING	GRAMMAR	WRITING
6	<p>Main Selection Animals Building Homes Genre: Informational Text</p> <p>Paired Selection Hiding at the Pond Genre: Play</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• A Job for Bob• Baby Animals	<ul style="list-style-type: none">• Identify Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i> <p>Fluency Expression</p>	<i>bear, work, animals, know, most, myself, sleep, second, three, she</i>	<p>Skill Text and Graphic Features</p> <p>Strategy Question</p> <p>Author's Craft Word Choice</p> <p>Listening, Speaking, Viewing Nonverbal Cues</p>		<p>Target Vocabulary</p> <p><i>beaks break deepest hang pond shaped winding branches</i></p> <p>Vocabulary Strategies Base Words and Prefixes <i>un-, re-</i></p>	<p>Spelling Principle Common Final Blends <i>nd, ng, nt, ft, xt, mp, nk</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>Writing Mode Write to Inform</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Ideas</p>
7	<p>Main Selection The Ugly Vegetables Genre: Realistic Fiction</p> <p>Paired Selection They Really Are GIANT! Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Jill and Mack• Rabbit's Muffins	<ul style="list-style-type: none">• Sort Phonemes• Identify Medial Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Double Consonants and <i>ck</i>• Double Consonants (CVC) <p>Fluency Accuracy: Connected Text</p>	<i>pictures, air, pretty, told, window, funny, try, he, cried, car</i>	<p>Skill Conclusions</p> <p>Strategy Analyze/Evaluate</p> <p>Author's Craft Personification</p> <p>Listening, Speaking, Viewing Monitor Understanding and Ask Questions</p>		<p>Target Vocabulary</p> <p><i>blooming muscles noddled plain scent shovels tough wrinkled</i></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>Writing Mode Write to Inform</p> <p>Writing Form Summary Paragraph</p> <p>Focus Trait Organization</p>
8	<p>Main Selection Super Storms Genre: Informational Text</p> <p>Paired Selection Weather Poems Genre: Poetry</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Splish! Splash! Whales• Drifting Up, Up, Up	<ul style="list-style-type: none">• Substitute Phonemes• Syllables in Spoken Words	<p>Phonics</p> <ul style="list-style-type: none">• Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i>• Base Words and Endings <i>-s, -ed, -ing</i> <p>Fluency Rate</p>	<i>few, people, eye, high, my, open, yellow, happy, starts, before</i>	<p>Skill Main Ideas and Details</p> <p>Strategy Visualize</p> <p>Author's Craft Word Choice: Sensory Words</p> <p>Listening, Speaking, Viewing Computer Basics</p>		<p>Target Vocabulary</p> <p><i>flash equal damage reach pounding prevent beware bend</i></p> <p>Vocabulary Strategies Compound Words</p>	<p>Spelling Principle Words with <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>Writing Mode Write to Inform</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Voice</p>



UNIT 2: NATURE WATCH (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING		VOCABULARY	SPELLING	GRAMMAR	WRITING
9	<p>Main Selection How Chipmunk Got His Stripes Genre: Folktale</p> <p>Paired Selection Why Rabbits Have Short Tails Genre: Traditional Tale</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Maybe So• Racing Away!	<ul style="list-style-type: none">• Add Phonemes• Syllables in Spoken Words	<p>Phonics</p> <ul style="list-style-type: none">• Base Words and Endings <i>-ed, -ing</i>• CV Syllable Pattern <p>Fluency Phrasing: Punctuation</p>	<i>kept, would, afraid, own, show, might, why, many, for, dark</i>	<p>Skill Understanding Characters</p> <p>Strategy Summarize</p> <p>Author's Craft Repetition</p> <p>Listening, Speaking, Viewing Listen to Compare and Contrast</p>		<p>Target Vocabulary</p> <i>curled</i> <i>direction</i> <i>healed</i> <i>height</i> <i>toward</i> <i>tunnel</i> <i>tease</i> <i>brag</i>	<p>Spelling Principle <i>-ed</i>, and <i>-ing</i> 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>Writing Mode Write to Inform</p> <p>Writing Form Instructions</p> <p>Focus Trait Ideas</p>
10	<p>Main Selection Jellies Genre: Informational Text</p> <p>Paired Selection Meet Norbert Wu Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Let's Have Fun• I'm Going to Win	<ul style="list-style-type: none">• Add and Delete Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Contractions <p>Fluency Stress</p>	<i>really, you, because, right, go, they, was, me, old, better</i>	<p>Skill Fact and Opinion</p> <p>Strategy Monitor/Clarify</p> <p>Author's Craft Word Choice: Comparisons</p> <p>Listening, Speaking, Viewing Computer: Dictionary</p>		<p>Target Vocabulary</p> <i>decide</i> <i>disgusting</i> <i>drift</i> <i>millions</i> <i>simple</i> <i>wrapped</i> <i>choices</i> <i>weaker</i>	<p>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>Writing Mode Write to Inform</p> <p>Writing Form Instructions</p> <p>Focus Trait Word Choice</p>
MAIN SELECTIONS					COMPREHENSION/ LISTENING/SPEAKING/ VIEWING					
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA14: Nature Poems and Songs "Afternoon on a Hill" Genre: Poem "The Swing" Genre: Poem "There's a Hole at the Bottom of the Sea" Genre: Song</p> <p>Student Magazine, p. RA20: Activity Central: "Let's Talk"</p> <p>Student Book, p. 259: How Chipmunk Got His Stripes Genre: Folktale</p>				<p>Comprehension: Rhythm and Meaning in Poems and a Song</p> <p>Comprehension: Describe Rhythm and Meaning in a Story</p> <p>Listening and Speaking: Hold a Discussion</p>					

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LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING		VOCABULARY	SPELLING	GRAMMAR	WRITING
11	<p>Main Selection Click, Clack, Moo: Cows That Type Genre: Humorous Fiction</p> <p>Paired Selection Talk About Smart Animals! Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Jess Makes Gifts• Cooking with Mom Fox	<ul style="list-style-type: none">• Syllables in Spoken Words	<p>Phonics</p> <ul style="list-style-type: none">• Base Words and Endings -s, -es <p>Fluency Expression</p>	<i>another, heard, some, kind, light, hard, more, grow, far, to</i>	<p>Skill Conclusions</p> <p>Strategy Infer/Predict</p> <p>Author's Craft Onomatopoeia</p> <p>Listening, Speaking, Viewing Computer: Encyclopedia</p>		<p>Target Vocabulary <i>problem impossible understand impatient furious demand gathered believe</i></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 Kinds of Sentences</p>	<p>Writing Mode Write to Persuade</p> <p>Writing Form Persuasive Letter</p> <p>Focus Trait Ideas</p>
12	<p>Main Selection Violet's Music Genre: Realistic Fiction</p> <p>Paired Selection Wolfgang Mozart, Child Superstar Genre: Biography</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Trains• The Waiting Game	<ul style="list-style-type: none">• Substitute Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Vowel Digraphs <i>ai, ay</i> <p>Fluency Intonation</p>	<i>along, against, someone, night, part, morning, hold, bird, different, girl</i>	<p>Skill Story Structure</p> <p>Strategy Question</p> <p>Author's Craft Alliteration</p> <p>Listening, Speaking, Viewing Interview</p>		<p>Target Vocabulary <i>nursery shake smooth whenever hours alone real museum</i></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, pall, clay, tray, plain, stain, hay, gray, away</i> Review: <i>stay, day</i> Challenge: <i>raisin, birthday</i></p>	<p>Grammar Skill Kinds of Sentences</p>	<p>Writing Mode Write to Persuade</p> <p>Writing Form Opinion Paragraph</p> <p>Focus Trait Voice</p>
13	<p>Main Selection Schools Around the World Genre: Informational Text</p> <p>Paired Selection School Poems Genre: Poetry</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• The Shell Sheep• Reef Sees the Wide World	<ul style="list-style-type: none">• Match Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Vowel Digraphs <i>ee, ea</i> <p>Fluency Stress</p>	<i>story, world, about, everything, first, store, her, two, slowly, of</i>	<p>Skill Author's Purpose</p> <p>Strategy Analyze/Evaluate</p> <p>Author's Craft Word Choice: Descriptive Details</p> <p>Listening, Speaking, Viewing Listen for and Retell Main Ideas</p>		<p>Target Vocabulary <i>culture community languages transportation subjects lessons special wear</i></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>Writing Mode Write to Persuade</p> <p>Writing Form Persuasive Paragraph</p> <p>Focus Trait Word Choice</p>

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UNIT 3: TELL ME ABOUT IT (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING		VOCABULARY	SPELLING	GRAMMAR	WRITING
14	<p>Main Selection Helen Keller Genre: Biography</p> <p>Paired Selection Talking Tools Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Bill E. Goat and Wise Crow• Mud Bugs	<ul style="list-style-type: none">• Segment Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Long o (o, oa, ow) <p>Fluency Natural Pauses</p>	<i>front, hair, warm, started, stories, never, all, food, sky, party</i>	<p>Skill Main Ideas and Details</p> <p>Strategy Summarize</p> <p>Author's Craft Word Choice: Figurative Language</p> <p>Listening, Speaking, Viewing Computer/Internet: Navigating a Website</p>		<p>Target Vocabulary</p> <i>curious</i> <i>imitated</i> <i>knowledge</i> <i>motion</i> <i>silence</i> <i>illness</i> <i>darkness</i> <i>behavior</i>	<p>Spelling Principle Long o (o, oa, ow)</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>Writing Mode Write to Persuade</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Ideas</p>
15	<p>Main Selection Officer Buckle and Gloria Genre: Humorous Fiction</p> <p>Paired Selection Safety at Home Genre: Play</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• What Does It Say?• In the Grove	<ul style="list-style-type: none">• Syllables in Spoken Words	<p>Phonics</p> <ul style="list-style-type: none">• Compound Words• Schwa Vowel Sound <p>Fluency Accuracy: Connected Text</p>	<i>ever, care, thought, over, off, small, new, book, live, after</i>	<p>Skill Cause and Effect</p> <p>Strategy Monitor/Clarify</p> <p>Author's Craft Word Choice: Emphasis</p> <p>Listening, Speaking, Viewing Summarize Important Information</p>		<p>Target Vocabulary</p> <i>attention</i> <i>buddy</i> <i>obeys</i> <i>speech</i> <i>enormous</i> <i>safety</i> <i>shocked</i> <i>station</i>	<p>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>Writing Mode: Write to Persuade</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Organization</p>
MAIN SELECTIONS		COMPREHENSION/ LISTENING/SPEAKING/ VIEWING			VOCABULARY		GRAMMAR			
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA22: Who's Calling? Genre: Informational Text</p> <p>Student Magazine, p. RA30: Activity Central: "Look It Up!"</p>				<p>Comprehension: Understand Diagrams</p>		<p>Vocabulary Strategies: Print and Digital Dictionaries</p>		<p>Grammar: Simple and Compound Sentences</p> <p>Grammar: Capitalize Proper Nouns</p>	

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UNIT 4: HEROES AND HELPERS



LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING		VOCABULARY	SPELLING	GRAMMAR	WRITING
16	<p>Main Selection Mr. Tanen's Tie Trouble Genre: Realistic Fiction</p> <p>Paired Selection Playground Fun! Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Beep! Beep!• We Helped	<ul style="list-style-type: none">• Syllables in Spoken Words	<p>Phonics</p> <ul style="list-style-type: none">• Base Words and Endings -ed, -ing <p>Fluency</p> <p>Rate</p>	<i>gone, said, something, fly, also, saw, look, horse, river, have</i>	<p>Skill</p> <p>Story Structure</p> <p>Strategy</p> <p>Infer/Predict</p> <p>Author's Craft</p> <p>Figurative Language</p> <p>Listening, Speaking, Viewing</p> <p>Listen Critically</p>		<p>Target Vocabulary</p> <p><i>received</i> <i>account</i> <i>budget</i> <i>disappointed</i> <i>chuckled</i> <i>staring</i> <i>repeated</i> <i>fund</i></p> <p>Vocabulary Strategies</p> <p>Homographs</p>	<p>Spelling Principle</p> <p>Base Words with Endings -ed, -ing</p> <p>Spelling Words</p> <p>Basic: <i>running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed</i></p> <p>Review: <i>mixed, going</i> Challenge: <i>wrapped, swelling</i></p>	<p>Grammar Skill</p> <p>Pronouns</p>	<p>Writing Mode</p> <p>Write to Express</p> <p>Writing form</p> <p>Fictional Narrative Paragraph</p> <p>Focus Trait</p> <p>Ideas</p>
17	<p>Main Selection Luke Goes to Bat Genre: Realistic Fiction</p> <p>Paired Selection Jackie Robinson Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Bright Lights• Wild Cats	<ul style="list-style-type: none">• Segment Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Long i (i, igh, ie, y) <p>Fluency</p> <p>Stress</p>	<i>doing, sure, else, turned, blue, room, teacher, any, studied, carry</i>	<p>Skill</p> <p>Sequence of Events</p> <p>Strategy</p> <p>Visualize</p> <p>Author's Craft</p> <p>Word Choice: Specialized Language</p> <p>Listening, Speaking, Viewing</p> <p>Computer/Internet: Online Newspaper or Magazine</p>		<p>Target Vocabulary</p> <p><i>practice</i> <i>hurried</i> <i>position</i> <i>roared</i> <i>extra</i> <i>curb</i> <i>cheered</i> <i>final</i></p> <p>Vocabulary Strategies</p> <p>Antonyms</p>	<p>Spelling Principle</p> <p>Long i (i, igh, y)</p> <p>Spelling Words</p> <p>Basic: <i>night, kind, spy, child, light, find, right, high, wild, July, fry, sigh</i></p> <p>Review: <i>by, why</i> Challenge: <i>behind, lightning</i></p>	<p>Grammar Skill</p> <p>Subject-Verb Agreement</p>	<p>Writing Mode</p> <p>Write to Express</p> <p>Writing form</p> <p>Fictional Narrative Paragraph</p> <p>Focus Trait</p> <p>Voice</p>
18	<p>Main Selection My Name Is Gabriela Genre: Biography</p> <p>Paired Selection Poems About Reading and Writing Genre: Poetry</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Bunny and the Penny• Puppies	<ul style="list-style-type: none">• Blending Phonemes• Identify Sound Placement	<p>Phonics</p> <ul style="list-style-type: none">• Long e Sound for y• Changing y to i <p>Fluency</p> <p>Expression</p>	<i>words, mother, friends, under, draw, watch, always, soon, anything, been</i>	<p>Skill</p> <p>Understanding Characters</p> <p>Strategy</p> <p>Analyze/Evaluate</p> <p>Author's Craft</p> <p>Word Choice: Sensory Words</p> <p>Listening, Speaking, Viewing</p> <p>Listen to Make Connections</p>		<p>Target Vocabulary</p> <p><i>accepted</i> <i>express</i> <i>fluttering</i> <i>grand</i> <i>pretend</i> <i>prize</i> <i>wonder</i> <i>taught</i></p> <p>Vocabulary Strategies</p> <p>Suffixes -y and -ful</p>	<p>Spelling Principle</p> <p>Long e Spelled y</p> <p>Spelling Words</p> <p>Basic: <i>happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city</i></p> <p>Review: <i>tiny, many</i> Challenge: <i>sorry, noisy</i></p>	<p>Grammar Skill</p> <p>The Verb be</p>	<p>Writing Mode</p> <p>Write to Express</p> <p>Writing form</p> <p>Descriptive Paragraph</p> <p>Focus Trait</p> <p>Word Choice</p>

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



UNIT 4: HEROES AND HELPERS (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING		VOCABULARY	SPELLING	GRAMMAR	WRITING
19	<p>Main Selection The Signmaker's Assistant Genre: Humorous Fiction</p> <p>Paired Selection The Trouble with Signs Genre: Play</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Darling Starling• Going to the Farm	<ul style="list-style-type: none">• Substitute Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Words with ar <p>Fluency Phrasing: Punctuation</p>	didn't, I'll, please, talk, good, is, are, baby, too, sound	<p>Skill Text and Graphic Features</p> <p>Strategy Question</p> <p>Author's Craft Ideas in Symbols</p> <p>Listening, Speaking, Viewing Respond to Questions</p>		<p>Target Vocabulary</p> <p>assistant agreed polite failed tearing wisdom trouble cleared</p> <p>Vocabulary Strategies Synonyms</p>	<p>Spelling Principle Words with ar</p> <p>Spelling Words Basic: car, dark, arm, star, park, yard, party, hard, farm, start, part, spark Review: art, jar Challenge: carpet, apartment</p>	<p>Grammar Skill Commas in Dates and Places</p>	<p>Writing Mode Write to Express</p> <p>Writing Form Fictional Story</p> <p>Focus Trait Organization</p>
20	<p>Main Selection Dex: The Heart of a Hero Genre: Fantasy</p> <p>Paired Selection Heroes Then and Now Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• A Sporty Game• My Story	<ul style="list-style-type: none">• Substitute Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• R-Controlled Vowels or, ore <p>Fluency Intonation</p>	being, ready, I've, tall, stood, very, ground, laugh, begins, flower	<p>Skill Compare and Contrast</p> <p>Strategy Monitor/Clarify</p> <p>Author's Craft Word Choice: Figurative Language</p> <p>Listening, Speaking, Viewing Compare and Contrast Media Messages</p>		<p>Target Vocabulary</p> <p>depended overlooked sprang studied gazing hero exercise sore</p> <p>Vocabulary Strategies Prefix over-</p>	<p>Spelling Principle R-Controlled Vowels or, ore</p> <p>Spelling Words Basic: horn, story, fork, score, store, corn, morning, shore, short, born, tore, forget Review: for, more Challenge: report, force</p>	<p>Grammar Skill Commas in a Series</p>	<p>Writing Mode Write to Express</p> <p>Writing Form Fictional Story</p> <p>Focus Trait Organization</p>
MAIN SELECTIONS					COMPREHENSION/ LISTENING/SPEAKING/ VIEWING				GRAMMAR	WRITING
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA32: Animals Are Heroes, Too Genre: Informational Text</p> <p>Student Magazine, p. RA40: Activity Central: "Click On It"</p>				<p>Comprehension: Use Text Features</p> <p>Comprehension: Locate Information Online</p>				<p>Grammar: Reflexive Pronouns</p>	<p>Writing: Details in Narrative Writing</p>



UNIT 5: CHANGES, CHANGES EVERYWHERE

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING		VOCABULARY	SPELLING	GRAMMAR	WRITING
21	<p>Main Selection Penguin Chick Genre: Narrative Nonfiction</p> <p>Paired Selection Animal Poems Genre: Poetry</p> <p>Decodable Readers</p> <ul style="list-style-type: none">MustangsTime to Move	<ul style="list-style-type: none">Substitute Phonemes	<p>Phonics</p> <ul style="list-style-type: none">Words with <i>er</i>Words with <i>ir, ur</i> <p>Fluency</p> <p>Phrasing: Natural Pauses</p>	<i>nothing, move, across, took, house, voice, behind, one, how, out</i>	<p>Skill</p> <p>Main Ideas and Details</p> <p>Strategy</p> <p>Infer/Predict</p> <p>Author's Craft</p> <p>Word Choice: Sensory Words</p> <p>Listening, Speaking, Viewing</p> <p>Organize Ideas for a Speech</p>		<p>Target Vocabulary</p> <p><i>finally</i> <i>junior</i> <i>otherwise</i> <i>slippery</i> <i>steer</i> <i>waterproof</i> <i>webbed</i> <i>whistle</i></p> <p>Vocabulary Strategies</p> <p>Dictionary Entry</p>	<p>Spelling Principle</p> <p>Words with <i>er</i></p> <p>Spelling Words</p> <p>Basic: <i>father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master</i></p> <p>Review: <i>fern, ever</i></p> <p>Challenge: <i>remember, feather</i></p>	<p>Grammar Skill</p> <p>What Is an Adjective?</p>	<p>Writing Mode</p> <p>Write to Inform</p> <p>Writing Form</p> <p>Problem-Solution Paragraph</p> <p>Focus Trait</p> <p>Word Choice</p>
22	<p>Main Selection 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</p> <ul style="list-style-type: none">What's That?Get Smarter!	<ul style="list-style-type: none">Rhyme and MeaningSyllables in Spoken Words	<p>Phonics</p> <ul style="list-style-type: none">HomophonesBase Words and Endings <i>-er, -est</i> <p>Fluency</p> <p>Accuracy: Self-Correct</p>	<i>floor, toward, what's, found, boy, everyone, field, does, their, into</i>	<p>Skill</p> <p>Understanding Characters</p> <p>Strategy</p> <p>Question</p> <p>Author's Craft</p> <p>Similes</p> <p>Listening, Speaking, Viewing</p> <p>Explain a Process</p>		<p>Target Vocabulary</p> <p><i>lonely</i> <i>seriously</i> <i>copy</i> <i>heavily</i> <i>planning</i> <i>answered</i> <i>guessed</i> <i>knot</i></p> <p>Vocabulary Strategies</p> <p>Figurative Language/Idioms</p>	<p>Spelling Principle</p> <p>Homophones</p> <p>Spelling Words</p> <p>Basic: <i>meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two</i></p> <p>Review: <i>sea, see</i></p> <p>Challenge: <i>threw, through</i></p>	<p>Grammar Skill</p> <p>Using Adjectives</p>	<p>Writing Mode</p> <p>Write Inform</p> <p>Writing Form</p> <p>Compare and Contrast Paragraphs</p> <p>Focus Trait</p> <p>Organization</p>
23	<p>Main Selection The Goat in the Rug Genre: Narrative Nonfiction</p> <p>Paired Selection Basket Weaving Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">Fraidy CatBugs in Action	<ul style="list-style-type: none">Syllables in Spoken Words	<p>Phonics</p> <ul style="list-style-type: none">Suffixes <i>-y, -ly, -ful</i>Final Stable Syllables <i>-tion, -ture</i> <p>Fluency:</p> <p>Rate: Adjust Rate to Purpose</p>	<i>knew, idea, though, down, four, give, great, large, write, coming</i>	<p>Skill</p> <p>Conclusions</p> <p>Strategy</p> <p>Summarize</p> <p>Author's Craft</p> <p>Repetition</p> <p>Listening, Speaking, Viewing</p> <p>Computer: Using Visuals</p>		<p>Target Vocabulary</p> <p><i>sharpening</i> <i>spinning</i> <i>strands</i> <i>weave</i> <i>yarn</i> <i>dye</i> <i>duplicated</i> <i>delicious</i></p> <p>Vocabulary Strategies</p> <p>Multiple-Meaning Words</p>	<p>Spelling Principle</p> <p>Suffixes <i>-y, -ly, -ful</i></p> <p>Spelling Words</p> <p>Basic: <i>helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly</i></p> <p>Review: <i>jumped, saying</i></p> <p>Challenge: <i>quickly, wonderful</i></p>	<p>Grammar Skill</p> <p>Irregular Verbs</p>	<p>Writing Mode</p> <p>Write to Inform</p> <p>Writing Form</p> <p>Informational Paragraph</p> <p>Focus Trait</p> <p>Word Choice</p>

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



UNIT 5: CHANGES, CHANGES EVERYWHERE (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING		VOCABULARY	SPELLING	GRAMMAR	WRITING
24	<p>Main Selection Half-Chicken Genre: Folktale</p> <p>Paired Selection The Lion and the Mouse Genre: Traditional Tales</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• The Unreal Party• Knick and Knack	<ul style="list-style-type: none">• Syllables in Spoken Words• Segment Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Prefixes <i>re-</i>, <i>un-</i>, <i>over-</i>, <i>pre-</i>, <i>mis-</i>• Silent Consonants <p>Fluency Expression</p>	<i>earth, away, brothers, brown, without, here, learning, began, surprised, there</i>	<p>Skill Cause and Effect</p> <p>Strategy Visualize</p> <p>Author's Craft Word Choice: Sensory Words</p> <p>Listening, Speaking, Viewing Give a Speech</p>		<p>Target Vocabulary</p> <i>tumbling flung tangled empty peacefully stream blazed swift</i> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Prefixes <i>re-</i>, <i>un-</i>, <i>-ful</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>Writing Mode Write to Inform</p> <p>Writing Form Research Report</p> <p>Focus Trait Ideas</p>
25	<p>Main Selection How Groundhog's Garden Grew Genre: Fantasy</p> <p>Paired Selection Super Soil Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• A Spring Walk• The Softball Game	<ul style="list-style-type: none">• Substitute Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Words with <i>au</i>, <i>aw</i>, <i>al</i>, <i>o</i>, <i>a</i> <p>Fluency Phrasing: Punctuation</p>	<i>through, young, leaves, ball, our, done, hear, learn, were, only</i>	<p>Skill Sequence of Events</p> <p>Strategy Monitor/Clarify</p> <p>Author's Craft Dialogue</p> <p>Listening, Speaking, Viewing Presenting a Report</p>		<p>Target Vocabulary</p> <i>sprouting crops blossomed underneath fortunate drooping promised harmful</i> <p>Vocabulary Strategies Using Context</p>	<p>Spelling Principle Words with <i>aw</i>, <i>al</i>, <i>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>Writing Mode Write to Inform</p> <p>Writing Form Research Report</p> <p>Focus Trait Voice</p>
MAIN SELECTIONS					COMPREHENSION/ LISTENING/SPEAKING/ VIEWING				GRAMMAR	WRITING
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA42: Our Earth, Our Home Genre: Informational Text</p> <p>Student Magazine, p. RA52: Activity Central: "What Should You Say?"</p> <p>Student Book, p. 251: The Goat in the Rug Genre: Narrative Nonfiction</p>				<p>Comprehension: Make Connections in a Science Text</p> <p>Comprehension: Make Connections in a Procedural Text</p>				<p>Grammar: Formal and Informal English</p>	<p>Writing: Definitions in Informative Writing</p>

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

*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.
**La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.

UNIT 6: WHAT A SURPRISE!



LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING		VOCABULARY	SPELLING	GRAMMAR	WRITING
26	<p>Main Selection The Mysterious Tadpole Genre: Fantasy</p> <p>Paired Selection From Eggs to Frogs Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• The New Moose• Follow the Clues	<ul style="list-style-type: none">• Segment Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Words with oo, ew, ue, ou <p>Fluency Accuracy: Connected Text</p>	<i>every, ago, won't, now, follow, head, don't, goes, again, alone</i>	<p>Skill Story Structure</p> <p>Strategy Infer/Predict</p> <p>Author's Craft Humor</p> <p>Listening, Speaking, Viewing Listen and Respond</p>		<p>Target Vocabulary</p> <i>confused</i> <i>ordinary</i> <i>control</i> <i>sensible</i> <i>suspiciously</i> <i>training</i> <i>cage</i> <i>upset</i>	<p>Spelling Principle Words with ew, oo, oul</p> <p>Spelling Words Basic: root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew Review: zoo, noon Challenge: shampoo, balloon</p>	<p>Grammar Skill Contractions</p>	<p>Writing Mode Write to Respond</p> <p>Writing Form Response Poem</p> <p>Focus Trait Word Choice</p>
27	<p>Main Selection The Dog That Dug for Dinosaurs Genre: Biography</p> <p>Paired Selection La Brea Tar Pits Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Woody Woodchuck and the Mysterious Ball• One or More	<ul style="list-style-type: none">• Match Phonemes• Add a Phoneme	<p>Phonics</p> <ul style="list-style-type: none">• Words with oo (book)• Possessive Nouns <p>Fluency Intonation</p>	<i>buy, father, called, town, even, maybe, where, water, outside, tomorrow</i>	<p>Skill Fact and Opinion</p> <p>Strategy Question</p> <p>Author's Craft Word Choice: Descriptive Details</p> <p>Listening, Speaking, Viewing Create a Newsletter</p>		<p>Target Vocabulary</p> <i>discovered</i> <i>guard</i> <i>remove</i> <i>souvenirs</i> <i>amazed</i> <i>explained</i> <i>exact</i> <i>growled</i>	<p>Spelling Principle Words with oo (book)</p> <p>Spelling Words Basic: took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook Review: look, good Challenge: crooked, bookcase</p>	<p>Grammar Skill What Is an Adverb?</p>	<p>Writing Mode Write to Respond</p> <p>Writing Form Opinion Paragraph</p> <p>Focus Trait Word Choice</p>
28	<p>Main Selection Working in Space Genre: Informational Text</p> <p>Paired Selection Space Poems Genre: Poetry</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Howie's Big Brown Box• What a Surprise!	<ul style="list-style-type: none">• Blend Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Vowel Diphthongs ow, ou <p>Fluency Phrasing: Natural Pauses</p>	<i>want, while, falling, enough, lived, loved, should, happened, sorry, above</i>	<p>Skill Text and Graphic Features</p> <p>Strategy Analyze/Evaluate</p> <p>Author's Craft Word Choice: Specialized Language</p> <p>Listening, Speaking, Viewing Holding a Literature Discussion</p>		<p>Target Vocabulary</p> <i>astronomy</i> <i>force</i> <i>orbit</i> <i>repair</i> <i>explored</i> <i>future</i> <i>space</i> <i>float</i>	<p>Spelling Principle Words with ow, ou</p> <p>Spelling Words Basic: cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower Review: out, now Challenge: towel, pounce</p>	<p>Grammar Skill Possessive Nouns</p>	<p>Writing Mode Write to Respond</p> <p>Writing Form Response Paragraph</p> <p>Focus Trait Ideas</p>

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



UNIT 6: WHAT A SURPRISE! (CONTINUED)

Lesson	Selections	Phonemic Awareness	Phonics/Fluency	High Frequency Words	Comprehension/ Listening/Speaking/ Viewing		Vocabulary	Spelling	Grammar	Writing
29	<p>Main Selection Two of Everything Genre: Folktale</p> <p>Paired Selection Stone Soup Genre: Traditional Tale</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• Not So Alike• Corduroy and Will	<ul style="list-style-type: none">• Syllables in Spoken Words• Substitute Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Reading Longer Words with Long Vowels <i>a</i> and <i>i</i>• Vowel Diphthongs <i>oi</i>, <i>oy</i> <p>Fluency Expression</p>	<i>once, woman, upon, eight, seven, near, wash, paper, who, your</i>	<p>Skill Understanding Characters</p> <p>Strategy Summarize</p> <p>Author's Craft: Narrator</p> <p>Listening, Speaking, Viewing Retell Stories</p>		<p>Target Vocabulary <i>contained</i> <i>grateful</i> <i>startled</i> <i>odd</i> <i>search</i> <i>leaned</i> <i>tossed</i> <i>village</i></p> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Words with <i>ai</i>, <i>ay</i>, <i>igh</i>, <i>-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>Writing Mode Write to Respond</p> <p>Writing Form Response to Literature</p> <p>Focus Trait Ideas</p>
30	<p>Main Selection Now & Ben Genre: Informational Text</p> <p>Paired Selection A Model Citizen Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none">• A Picnic Problem• Polly Poodle	<ul style="list-style-type: none">• Syllables in Spoken Words	<p>Phonics</p> <ul style="list-style-type: none">• Reading Longer Words• Final Stable Syllable <i>-le</i> <p>Fluency Rate: Adjust Rate to Purpose</p>	<i>almost, from, money, door, years, together, sometimes, pushed, remember, dear</i>	<p>Skill Compare and Contrast</p> <p>Strategy Visualize</p> <p>Author's Craft Figurative Language</p> <p>Listening, Speaking, Viewing Brainstorming Problems and Solutions</p>		<p>Target Vocabulary <i>accomplishments</i> <i>inventions</i> <i>result</i> <i>designed</i> <i>achieve</i> <i>composed</i> <i>remarkable</i> <i>amounts</i></p> <p>Vocabulary Strategies Dictionary</p>	<p>Spelling Principle Words with <i>oa</i>, <i>ow</i>, <i>ee</i>, <i>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 What Is a Preposition?</p>	<p>Writing Mode Write to Respond</p> <p>Writing Form Response to Literature</p> <p>Focus Trait Word Choice</p>
Main Selections					Comprehension/ Listening/Speaking/ Viewing		Vocabulary		Grammar	Writing
Extending the Common Core	<p>Student Magazine, p. RA54: Cinderella Genre: Fairy Tale</p>				<p>Comprehension: Compare and Contrast Fairy Tales</p>		<p>Vocabulary Strategies: Word Roots</p>		<p>Grammar: Adjectives and Adverbs</p>	<p>Writing: Connecting Words in an Opinion Paragraph</p>
	<p>Student Magazine, p. RA62: Yeh-Shen Genre: Fairy Tale</p>				<p>Comprehension: Connect Historical Events</p>					
	<p>Student Magazine, p. RA62: Activity Central: “Get to the Root of It”</p>									
	<p>Student Book, p. 475: Now & Ben Genre: Informational Text</p>									