

# JOURNEYS

COMMON CORE

## SCOPE AND SEQUENCE

Grade 4



READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
1	<p><b>Anchor Text</b> Because of Winn-Dixie <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Because of BookEnds <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skillss</b> Point of View Flashback</p>	The VCV Syllable Pattern	Accuracy and Self-Correction	<p><b>Read Aloud</b> Sideline Support</p> <p>Speaking/Listening: Sharing similar stories</p> <p><b>Speaking and Listening Skill</b> How to Have a Literature Discussion</p>	<p><b>Target/Academic Vocabulary</b> <i>comfort, mention, mood, properly, intends, consisted, positive, advanced, peculiar, talent</i></p> <p><b>Domain-Specific Vocabulary</b> <i>citizen, resident, volunteer, public servant</i></p> <p><b>Vocabulary Strategies</b> Prefixes re-, un-, dis-</p>	<p><b>Spelling Principle</b> Short a and Long a</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stale, steak</i></p> <p><b>Review Words:</b> <i>skate, plan, chain, today, erase</i></p> <p><b>Challenge Words:</b> <i>fraction, trait, champion, activity, graceful</i></p>	<p><b>Grammar Skill</b> What Is a Sentence?</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Descriptive Paragraph</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b> Performance Task</p>
2	<p><b>Anchor Text</b> My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr. <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Langston Hughes: A Poet and a Dreamer <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skillss</b> Explain Historical Events Idioms</p>	Open and Closed Syllables	Phrasing: Pauses	<p><b>Read Aloud</b> The Troublemaker Who Healed a Nation</p> <p>Speaking/Listening: Listing text details</p>	<p><b>Target/Academic Vocabulary</b> <i>injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall, example</i></p> <p><b>Domain-Specific Vocabulary</b> abolish, disobedience, slavery, reform</p> <p><b>Vocabulary Strategies</b> Prefixes in-, im-, il-, ir-</p>	<p><b>Spelling Principle</b> Short e and Long e</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>west, steep, member, gleam, fresh, freedom, speed, steam, beast, believe, speck, kept, cheap, pretend, greed, shelf, least, eager, reason, chief</i></p> <p><b>Review Words:</b> <i>sweet, smell, spent, treat, leave</i></p> <p><b>Challenge Words:</b> <i>echo, menu, creature, reveal, restaurant</i></p>	<p><b>Grammar Skill</b> Kinds of Sentences</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Use Internet Sources</p>
3	<p><b>Anchor Text</b> My Librarian Is a Camel <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> From Idea to Book <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skillss</b> Interpret Visuals Domain-Specific Vocabulary</p>	The VCCV Syllable Pattern	Accuracy	<p><b>Read Aloud</b> Bridging the Gap</p> <p>Speaking/Listening: Citing text evidence to support a view</p>	<p><b>Target/Academic Vocabulary</b> <i>isolated, virtual, devour, remote, impassable, access, obtain, preserve, extremes, avid</i></p> <p><b>Domain-Specific Vocabulary</b> <i>demographics, censorship, public domain, public opinion</i></p> <p><b>Vocabulary Strategies</b> Using Context</p>	<p><b>Spelling Principle</b> Short i and Long i</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>skill, crime, grind, tonight, brick, flight, live, chill, delight, build, ditch, decide, witness, wind, district, inch, sigh, fright, remind, split</i></p> <p><b>Review Words:</b> <i>gift, tight, sight, blind, shiny</i></p> <p><b>Challenge Words:</b> <i>ignorant, recognize, advice, twilight, rigid</i></p>	<p><b>Grammar Skill</b> Quotations</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Dialogue</p> <p><b>Focus Trait</b> Voice</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Take Notes and Categorize Information</p>



READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
4	<p><b>Anchor Text</b> The Power of W.O.W! <b>Genre:</b> Play</p> <p><b>Paired Selection</b> The Kid's Guide to Money <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Theme</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Elements of Drama Allusion</p>	VCV and VCCV Syllable Patterns	Intonation	<p><b>Read Aloud</b> Bookmobile Rescue</p> <p>Speaking/Listening: Sharing similar experiences</p> <p><b>Speaking and Listening Skill</b> Recount an Experience</p>	<p><b>Target/Academic Vocabulary</b> <i>assist, burglaries, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior</i></p> <p><b>Domain-Specific Vocabulary</b> <i>charity, coalition, involvement, community service</i></p> <p><b>Vocabulary Strategies</b> Prefixes <i>non-, mis-</i></p>	<p><b>Spelling Principle</b> Short o and Long oo</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope, throat, host, online, shock, solve, known, remote, stock, boast, globe</i></p> <p><b>Review Words:</b> <i>foam, shadow, clock, glow, coach</i></p> <p><b>Challenge Words:</b> <i>bonus, approach, motion, continent, accomplish</i></p>	<p><b>Grammar Skill</b> Fragments and Run-On Sentences</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Fictional Narrative: Prewrite</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>
5	<p><b>Anchor Text</b> Stormalong <b>Genre:</b> Tall Tale</p> <p><b>Paired Selection</b> Hoderi the Fisherman <b>Genre:</b> Play/Folk Tale</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Hyperbole Point of View</p>	Homophones	Expression	<p><b>Read Aloud</b> Mighty Joe Magarac</p> <p>Speaking/Listening: Retelling</p> <p><b>Speaking and Listening Skill</b> Literature Discussion</p>	<p><b>Target/Academic Vocabulary</b> <i>yearning, memorable, betrayed, condition, seafaring, shortage, tidal, outcast, foaming, horrified</i></p> <p><b>Domain-Specific Vocabulary</b> <i>lifestyle, tolerance, values, social rules</i></p> <p><b>Vocabulary Strategies</b> Reference Materials</p>	<p><b>Spelling Principle</b> Homophones</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>wait, weight, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, scent, feet, feat, vain, vane, vein, miner, minor</i></p> <p><b>Review Words:</b> <i>it's, its, their, there, they're</i></p> <p><b>Challenge Words:</b> <i>raise, raze, rays, principal, principle</i></p>	<p><b>Grammar Skill</b> Proper Nouns</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Imaginative Story: Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
6	<p><b>Anchor Text</b> Invasion from Mars <b>Genre:</b> Play</p> <p><b>Paired Selection</b> The History of Radio <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Elements of Drama Formal and Informal Language</p>	Common Consonant Patterns: Digraphs	Expression	<p><b>Read Aloud</b> The Tunguska Event</p> <p>Speaking/Listening: Paraphrasing a particular part</p> <p><b>Speaking and Listening Skill</b> Listen to a Recording</p>	<p><b>Target/Academic Vocabulary</b> <i>alarmed, reacted, convey, daring, awe, luminous, indescribable, extraordinary, fade, conferring</i></p> <p><b>Domain-Specific Vocabulary</b> <i>broadcast, correspondent, journalism, public relations</i></p> <p><b>Vocabulary Strategies</b> Suffixes -y, -ous</p>	<p><b>Spelling Principle</b> Vowel Sounds: Short u and Long u, /yoo/, /oo/</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, trust, dew, stuck, rescue, brush</i> <b>Review Words:</b> <i>drew, true, cube, Sunday, stuff</i> <b>Challenge Words:</b> <i>computer, mustard, tissue, customer, attitude</i></p>	<p><b>Grammar Skill</b> Verbs</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> News Report</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>
7	<p><b>Anchor Text</b> Coming Distractions: Questioning Movies <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> How Do They Do That? <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Fact and Opinion</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Explain Concepts and Ideas Domain-Specific Vocabulary</p>	Common Consonant Patterns: Clusters	Phrasing: Punctuation	<p><b>Read Aloud</b> Steven Spielberg: A Filmmaker's Journey</p> <p>Speaking/Listening: Identifying supporting reasons</p>	<p><b>Target/Academic Vocabulary</b> <i>entertaining, promote, focus, advertise, jolts, critics, target, thrilling, angles, generated</i></p> <p><b>Domain-Specific Vocabulary</b> <i>studio, producer, release, manipulate</i></p> <p><b>Vocabulary Strategies</b> Greek and Latin Word Parts <i>phon, photo, graph, auto, tele</i></p>	<p><b>Spelling Principle</b> Vowel Sounds: /oo/, /oo/</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>bloom, cookbook, tool, shampoo, put, wool, stool, proof, prove, group, brook, foolish, bush, crooked, booth, raccoon, hook, groom, roof, soup</i> <b>Review Words:</b> <i>stood, spoon, shook, balloon, tooth</i> <b>Challenge Words:</b> <i>bulletin, cocoon, cushion, proofread, marooned</i></p>	<p><b>Grammar Skill</b> Verb Tenses</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Informational Paragraph</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Gather Relevant Information</p>
8	<p><b>Anchor Text</b> Me and Uncle Romie <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Sidewalk Artists <b>Genre:</b> Readers' Theater</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Point of View Theme</p>	Stressed and Unstressed Syllables	Stress	<p><b>Read Aloud</b> Jazzy Jasmine</p> <p>Speaking/Listening: Telling similar stories</p> <p><b>Speaking and Listening Skill</b> Hold a Literature Discussion</p>	<p><b>Target/Academic Vocabulary</b> <i>glorious, studio, concerned, model, smeared, ruined, yanked, streak, schedule, feast</i></p> <p><b>Domain-Specific Vocabulary</b> <i>craftsmanship, aesthetics, exhibition, representation</i></p> <p><b>Vocabulary Strategies</b> Figurative Language</p>	<p><b>Spelling Principle</b> Vowel Sounds: /ou/, /o/</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>aloud, bald, hawk, south, faucet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier</i> <b>Review Words:</b> <i>awful, power, sound, almost, thousand</i> <b>Challenge Words:</b> <i>applaud, foul, browse, gnaw, doubt</i></p>	<p><b>Grammar Skill</b> Progressive Verb Tenses</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Book Report</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>

	READING LIT & INFORMATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE		WRITING			
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
9	<p><b>Anchor Text</b> Dear Mr. Winston <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Field Guide to Snakes of the Southwest <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions and Generalizations</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Understanding Characters Humor</p>	Common Beginning Syllables	Accuracy	<p><b>Read Aloud</b> Is Sasquatch Out There?</p> <p>Speaking/Listening: Identifying text evidence</p>	<p><b>Target/Academic Vocabulary</b> <i>fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted</i></p> <p><b>Domain-Specific Vocabulary</b> <i>reference material, database, retrieval, bibliography</i></p> <p><b>Vocabulary Strategies</b> Antonyms</p>	<p><b>Spelling Principle</b> Vowel +/r/ Sounds</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>spark, prepare, cheer, tear, scarf, scare, repair, earring, scarce, weird, sharp, rear, spare, gear, hairy, compare, alarm, harsh, upstairs, square</i> <b>Review Words:</b> <i>air, clear, large, pair, chair</i> <b>Challenge Words:</b> <i>weary, startle, appear, barnacle, awareness</i></p>	<p><b>Grammar Skill</b> Compound and Complex Sentences</p>	<p><b>Writing Mode</b> Informational Writing</p> <p><b>Writing Form</b> Explanatory Essay: Prewrite</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Investigate a Topic</p>
10	<p><b>Anchor Text</b> José! Born to Dance <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Dance to the Beat <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Simile and Metaphor Genre: Biography</p>	Vowel + r in Multi-Syllable Words	Intonation	<p><b>Read Aloud</b> Mexican Dove</p> <p>Speaking/Listening: Paraphrasing a particular part</p> <p><b>Speaking and Listening Skill</b> Recount an Experience</p>	<p><b>Target/Academic Vocabulary</b> <i>debut, stubborn, permission, hauling, mournful, towered, triumph, discouraged, toured, border</i></p> <p><b>Domain-Specific Vocabulary</b> <i>choreography, dynamic, intermission, troupe</i></p> <p><b>Vocabulary Strategies</b> Shades of Meaning</p>	<p><b>Spelling Principle</b> More Vowel + /r/ Sounds</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>learn, dirty, worn, sore, thirst, burn, record, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current</i> <b>Review Words:</b> <i>first, hurt, work, third, storm</i> <b>Challenge Words:</b> <i>curious, thorough, earnest, portion, foreign</i></p>	<p><b>Grammar Skill</b> Pronouns</p>	<p><b>Writing Mode</b> Informational Writing</p> <p><b>Writing Form</b> Explanatory Essay: Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b> Performance Task</p>
Extended Reading	<p><b>Trade Book</b> Discovering Mars: The Amazing Story of the Red Planet</p>	<p><b>Target Strategies</b> Summarize Visualize Analyze/Evaluate Monitor/Clarify</p>				<p><b>Content Vocabulary Words</b> <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>			

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
11	<p><b>Anchor Text</b> Hurricanes: Earth's Mightiest Storms <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Recovering from Katrina <b>Genre:</b> Newspaper Article</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Explain Scientific Ideas Text Structure</p>	Compound Words	Phrasing: Punctuation	<p><b>Read Aloud</b> The Big Storm</p> <p>Speaking/Listening: Paraphrasing</p>	<p><b>Target/Academic Vocabulary</b> <i>whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered</i></p> <p><b>Domain-Specific Vocabulary</b> <i>barometer, humidity, pressure, condensation</i></p> <p><b>Vocabulary Strategies</b> Suffixes <i>-ful, -less, -ness, -ment</i></p>	<p><b>Spelling Principle</b> Compound Words</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>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</i> <b>Review Words:</b> <i>birthday, anyone, everything, without, sometimes</i> <b>Challenge Words:</b> <i>field trip, absent-minded, life jacket, skyscraper, nevertheless</i></p>	<p><b>Grammar Skill</b> Frequently Confused Words</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Paragraph</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research /Media Literacy Skills</b> Conduct a Research Project</p>
12	<p><b>Anchor Text</b> The Earth Dragon Awakes <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Twisters <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Conclusions and Generalizations Author's Word Choice</p>	Base Words and Endings	Rate	<p><b>Read Aloud</b> Safe from Harm</p> <p>Speaking/Listening: Identify supporting reasons and evidence</p> <p><b>Speaking and Listening Skill</b> Paraphrase Information in Diverse Media</p>	<p><b>Target/Academic Vocabulary</b> <i>trembles, wreckage, slab, possessions, tenement, crushing, rubble, debris, timbers, constructed</i></p> <p><b>Domain-Specific Vocabulary</b> <i>core, crust, epicenter, landform, rock</i></p> <p><b>Vocabulary Strategies</b> Synonyms</p>	<p><b>Spelling Principle</b> Words with <i>-ed, or -ing</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>rising, traced, stripped, slammed, dancing, striped, winning, snapping, bragging, handled, dripped, begged, dared, skipped, hitting, spotted, raced, dimmed, spinning, escaped</i> <b>Review Words:</b> <i>changing, joking, swimming, wrapped, tapping</i> <b>Challenge Words:</b> <i>urged, striving, whipped, breathing, quizzed</i></p>	<p><b>Grammar Skill</b> Possessive Nouns</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Problem-Solution Composition</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>
13	<p><b>Anchor Text</b> Antarctic Journal: Four Months at the Bottom of the World <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Cold, Cold Science <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Simile and Metaphor Domain-Specific Vocabulary</p>	Recognizing Common Word Parts	Phrasing: Pauses	<p><b>Read Aloud</b> On My Way to Meet the Khan: Excerpts from Marco Polo's Adventures</p> <p>Speaking/Listening: Discussing the text, reviewing key ideas</p> <p><b>Speaking and Listening Skill</b> Discuss to Compare and Contrast Accounts</p>	<p><b>Target/Academic Vocabulary</b> <i>display, alert, weariness, fractured, standards, vision, huddle, graceful, stranded, concluded</i></p> <p><b>Domain-Specific Vocabulary</b> <i>ecosystem, food web, energy, resource</i></p> <p><b>Vocabulary Strategies</b> Greek and Latin Word Parts <i>spect, struct, tele, vis</i></p>	<p><b>Spelling Principle</b> More Words with <i>-ed or -ing</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>wiped, covered, mapped, pleasing, slipped, putting, traveled, seeking, visiting, mixed, shipped, phoning, offered, smelling, hiking, checking, fainted, landed, becoming, wandering</i> <b>Review Words:</b> <i>fixing, saving, stared, dropped, grinning</i> <b>Challenge Words:</b> <i>amusing, entertained, admitted, stunning, starving</i></p>	<p><b>Grammar Skill</b> Modal Auxiliaries</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Letter</p> <p><b>Focus Trait</b> Voice</p> <p><b>Write About Reading</b> Performance Task</p>



READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
14	<p><b>Anchor Text</b> The Life and Times of the Ant <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Dove and the Ant <b>Genre:</b> Fable/Traditional Tale</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Explain Scientific Concepts and Ideas Author's Purpose</p>	Recognizing Suffixes	Stress	<p><b>Read Aloud</b> Wicked Wind</p> <p>Speaking/Listening: Listen to make connections</p>	<p><b>Target/Academic Vocabulary</b> <i>social, exchanges, excess, reinforce, storage, transport, chamber, scarce, obstacles, transfers</i></p> <p><b>Domain-Specific Vocabulary</b> <i>arthropod, exoskeleton, larva, invertebrate</i></p> <p><b>Vocabulary Strategies</b> Suffixes <i>-able, -ible</i></p>	<p><b>Spelling Principle</b> Final Long e</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>turkey, lonely, colony, steady, hungry, valley, hockey, starry, melody, movie, duty, drowsy, chimney, plenty, daily, alley, fifty, empty, injury, prairie</i> <b>Review Words:</b> <i>cherry, jelly, sticky, worry, curly</i> <b>Challenge Words:</b> <i>envy, fiery, mercy, discovery, mystery</i></p>	<p><b>Grammar Skill</b> Participles</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Essay: Prewrite</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Take Notes and Categorize Information</p>
15	<p><b>Anchor Text</b> Ecology for Kids <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Wonderful Weather: "Fog," "Weather," "Umbrella," "Spring Rain," and "Weatherbee's Diner" <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Main Ideas and Details</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Author's Word Choice Analyze an Argument</p>	Three-Syllable Words	Expression	<p><b>Read Aloud</b> Forests Are Forever</p> <p>Speaking/Listening: Summarize ideas</p>	<p><b>Target/Academic Vocabulary</b> <i>organisms, directly, affect, traces, vast, habitats, variety, species, banned, radiation</i></p> <p><b>Domain-Specific Vocabulary</b> <i>conversation, extinction, endangered, erosion, climate</i></p> <p><b>Vocabulary Strategies</b> Using Context</p>	<p><b>Spelling Principle</b> Changing Final y to i</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>tiniest, hobbies, copied, countries, pitied, easier, laziest, families, spied, happiest, ladies, friendlier, studied, busier, breezier, prettiest, noisier, healthier, butterflies funniest</i> <b>Review Words:</b> <i>hurried, stories, carried, pennies, babies</i> <b>Challenge Words:</b> <i>heaviest, categories, communities, multiplied, qualities</i></p>	<p><b>Grammar Skill</b> Irregular Verbs</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Essay: Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Conduct a Research Project</p>

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
16	<p><b>Anchor Text</b> Riding Freedom <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Spindletop <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Personification Genre: Historical Fiction</p>	Sound/Spelling Changes	Rate	<p><b>Read Aloud</b> Getting the Story</p> <p>Speaking/Listening: Reviewing key ideas</p> <p><b>Speaking and Listening Skill</b> Report on a Text</p>	<p><b>Target/Academic Vocabulary</b> <i>escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied</i></p> <p><b>Domain-Specific Vocabulary</b> <i>frontier, pioneer, expansion, territory</i></p> <p><b>Vocabulary Strategies</b> Figurative Language</p>	<p><b>Spelling Principle</b> Spelling /k/, /ng/, and /kw/</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck, earthquake, picnic, banker, electric, blanket, mistake, stomach</i> <b>Review Words:</b> <i>quick, squeeze, shark, second, circus</i> <b>Challenge Words:</b> <i>request, skeleton, peculiar, attic, reckless</i></p>	<p><b>Grammar Skill</b> Adjectives</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Descriptive Paragraph</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>
17	<p><b>Anchor Text</b> The Right Dog for the Job: Ira's Path from Service Dog to Guide Dog <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Knowing Noses: Search-and-Rescue Dogs <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Main Idea and Details Domain-Specific Vocabulary</p>	More Sound/Spelling Changes	Intonation	<p><b>Read Aloud</b> Let Me Be Brave</p> <p>Speaking/Listening: Paraphrasing</p> <p><b>Speaking and Listening Skill</b> Literature Discussion</p>	<p><b>Target/Academic Vocabulary</b> <i>reward, graduate, symbol, foster, disobey, confidence, patiently, confesses, ceremony, performs</i></p> <p><b>Domain-Specific Vocabulary</b> <i>safety, well-being, lifestyle, precaution</i></p> <p><b>Vocabulary Strategies</b> Suffixes -ion, -ation, -ition</p>	<p><b>Spelling Principle</b> Words with Final /j/ and /s/</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage</i> <b>Review Words:</b> <i>once, dance, change, age, bounce</i> <b>Challenge Words:</b> <i>fringe, average, fleece, fragrance, excellence</i></p>	<p><b>Grammar Skill</b> Adverbs</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Friendly Letter</p> <p><b>Focus Trait</b> Voice</p> <p><b>Write About Reading</b> Performance Task</p>
18	<p><b>Anchor Text</b> Hercules' Quest <b>Genre:</b> Myth</p> <p><b>Paired Selection</b> Zomo's Friends <b>Genre:</b> Folktale</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Theme Allusion</p>	Recognizing Prefixes <i>re-, un-, dis-</i>	Accuracy and Self-Correction	<p><b>Read Aloud</b> Theseus and the Minotaur</p> <p>Speaking/Listening: Paraphrasing</p> <p><b>Speaking and Listening Skill</b> Tell a Story</p>	<p><b>Target/Academic Vocabulary</b> <i>acquire, unfortunate, coerce, boasted, beamed, glared, ceased, declared, devised, resourceful</i></p> <p><b>Domain-Specific Vocabulary</b> <i>legacy, mythology, tradition, quest</i></p> <p><b>Vocabulary Strategies</b> Adages and Proverbs</p>	<p><b>Spelling Principle</b> Prefixes: <i>re-, un-, dis-</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displease, uneven, rebuild, restart, uncover, untidy, discolor</i> <b>Review Words:</b> <i>reuse, unfair, rewrite, unclear, untie</i> <b>Challenge Words:</b> <i>disband, rearrange, discontinue, refund, unusual</i></p>	<p><b>Grammar Skill</b> Prepositions and Prepositional Phrases</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b> Performance Task</p>



READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
19	<p><b>Anchor Text</b> Harvesting Hope: The Story of Cesar Chavez <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> The Edible Schoolyard <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions and Generalizations</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Idioms Problem and Solution</p>	More Common Suffixes	Stress	<p><b>Read Aloud</b> The Father of India</p> <p>Speaking/Listening: Discussing text details</p>	<p><b>Target/Academic Vocabulary</b> <i>overcome, association, capitol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant</i></p> <p><b>Domain-Specific Vocabulary</b> <i>agronomy, commerce, cultivate subsistence</i></p> <p><b>Vocabulary Strategies</b> Reference Materials</p>	<p><b>Spelling Principle</b> Suffixes: <i>-ful, -less, -ness, -ment</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment</i> <b>Review Words:</b> <i>kindness, careful, sickness, helpless, fearful</i> <b>Challenge Words:</b> <i>numbness, ailment, resourceful, cleanliness, appointment</i></p>	<p><b>Grammar Skill</b> Relative Pronouns and Adverbs</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Personal Narrative: Prewrite</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Gather Relevant Information</p>
20	<p><b>Anchor Text</b> Sacagawea <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Native American Nature Poetry <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Onomatopoeia Text Structure</p>	VCCV Pattern and Word Parts	Phrasing: Punctuation	<p><b>Read Aloud</b> Race Against Death</p> <p>Speaking/Listening: Citing text reasons and evidence</p> <p><b>Speaking and Listening Skill</b> Paraphrase Text Read Aloud</p>	<p><b>Target/Academic Vocabulary</b> <i>territory, accompany, proposed, interpreter, duty, supplies, route, corps, clumsy, landmark</i></p> <p><b>Domain-Specific Vocabulary</b> <i>cultural identity, language, celebration, indigenous</i></p> <p><b>Vocabulary Strategies</b> Shades of Meaning</p>	<p><b>Spelling Principle</b> Words with VCCV Pattern</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>million, collect, lumber, pepper, plastic, borrow, support, thirty, perfect, attend, canyon, traffic, fortune, danger, soccer, engine, picture, survive, seldom, effort</i> <b>Review Words:</b> <i>until, invite, happen, forget, letter</i> <b>Challenge Words:</b> <i>occur, venture, challenge, rascal, splendid</i></p>	<p><b>Grammar Skill</b> Abbreviations</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Personal Narrative: Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>
Extended Reading	<p><b>Trade Book</b> Horses</p>	<p><b>Target Strategies</b> Monitor/Clarify Visualize Infer/Predict</p>				<p><b>Content Vocabulary Words</b> <i>ancestor, grazing, faint, sensitive, sense, nuzzling, dominant, gaits, stride, markings, bays, roans, duns, offspring, feral, moors, mounted, bareback, shod</i></p>			

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
21	<p><b>Anchor Text</b> The World According to Humphrey <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Make the Switch <b>Genre:</b> Advertisement</p>	<p><b>Target Skill</b> Theme</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Idioms Point of View</p>	VCV Pattern and Word Parts	Accuracy	<p><b>Read Aloud</b> Fun and Games on the Range</p> <p>Speaking/Listening: Telling similar stories (relating own experiences to story)</p> <p><b>Speaking and Listening Skill</b> Literature Discussion</p>	<p><b>Target/Academic Vocabulary</b> <i>appreciate, blaring, combination, promptly, introduce, nocturnal, feats, effort, suggest, racket</i></p> <p><b>Vocabulary Strategies</b> Using Context</p>	<p><b>Spelling Principle</b> Words with VCV Pattern</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>event, humor, rapid, music, relief, planet, detail, unite, frozen, figure, siren, polite, hotel, protest, punish, defend, relay, habit, student, moment</i></p> <p><b>Review Words:</b> <i>alive, open, orange, begin, forest</i></p> <p><b>Challenge Words:</b> <i>rumor, jealous, license, image, rival</i></p>	<p><b>Grammar Skill</b> Comparative and Superlative Adjectives and Adverbs</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Summary</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>
22	<p><b>Anchor Text</b> I Could Do That! Esther Morris Gets Women the Vote <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> The Role of the Constitution <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Conclusions and Generalizations Domain-Specific Vocabulary</p>	Syllable Patterns and Word Parts	Phrasing: Pauses	<p><b>Read Aloud</b> Jane's Big Ideas</p> <p>Speaking/Listening: Paraphrasing particular part</p>	<p><b>Target/Academic Vocabulary</b> <i>politics, intelligent, disorderly, approve, polls, legislature, amendment, candidates, informed, denied</i></p> <p><b>Domain-Specific Vocabulary</b> <i>suffrage, legislation, assembly, judicial</i></p> <p><b>Vocabulary Strategies</b> Adages and Proverbs</p>	<p><b>Spelling Principle</b> Words with VCCV and VCV Patterns</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>dentist, final, finish, narrow, shelter, ahead, corner, hollow, divide, famous, recent, silver, capture, cabin, dinner, minus, minute, value, reward, broken</i></p> <p><b>Review Words:</b> <i>again, enough, market, pencil, powder</i></p> <p><b>Challenge Words:</b> <i>decent, secure, standard, frontier, stampede</i></p>	<p><b>Grammar Skill</b> Negatives</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Explanation</p> <p><b>Focus Trait</b> Sentence Fluency</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Investigate a Topic</p>
23	<p><b>Anchor Text</b> The Ever-Living Tree: The Life and Times of a Coast Redwood <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Towering Trees <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Similes Text Structure</p>	Difficult VCCV Patterns	Stress	<p><b>Read Aloud</b> Deserts on the Move?</p> <p>Speaking/Listening: Explaining the text</p> <p><b>Speaking and Listening Skill</b> Recount an Experience</p>	<p><b>Target/Academic Vocabulary</b> <i>resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent</i></p> <p><b>Domain-Specific Vocabulary:</b> <i>seedling, pollination, maturity, life cycle, germinate</i></p> <p><b>Vocabulary Strategies</b> Prefixes <i>pre-, inter-, ex-</i></p>	<p><b>Spelling Principle</b> Words with VCCV Pattern</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>poster, secret, whether, author, rocket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whiskers, degree, gather, achieve, rather, bracket, machine</i></p> <p><b>Review Words:</b> <i>person, basket, between, artist, jacket</i></p> <p><b>Challenge Words:</b> <i>regret, nephew, method, decline, vibrate</i></p>	<p><b>Grammar Skill</b> Punctuation</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Procedural Composition</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
24	<p><b>Anchor Text</b> Owen and Mzee: The True Story of a Remarkable Friendship <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Sea Sanctuary <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Fact and Opinion Author's Word Choice</p>	VCCCV Pattern	Intonation	<p><b>Read Aloud</b> New Friends in the Newsroom</p> <p>Speaking/Listening: Recounting a similar experience</p>	<p><b>Target/Academic Vocabulary</b> <i>bond, suffered, intruder, companion, enclosure, inseparable, charged, chief, exhausted, affection</i></p> <p><b>Domain-Specific Vocabulary:</b> <i>adaptation, community, learned behavior, survive, shelter</i></p> <p><b>Vocabulary Strategies</b> Suffixes <i>-ed, -ly</i></p>	<p><b>Spelling Principle</b> Words with VCCCV Pattern</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom</i> <b>Review Words:</b> <i>daughter, neighbor, children, pumpkin, uncle</i> <b>Challenge Words:</b> <i>fortress, instant, exclaim, mattress, sculptor</i></p>	<p><b>Grammar Skill</b> Commas</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Research Report: Prewrite</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Use Internet Sources</p>
25	<p><b>Anchor Text</b> The Fun They Had <b>Genre:</b> Science Fiction</p> <p><b>Paired Selection</b> Toys! Amazing Stories Behind Some Great Inventions <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Genre: Science Fiction Formal and Informal Language</p>	VV Pattern	Adjust Rate to Purpose	<p><b>Read Aloud</b> The Future of Flight</p> <p>Speaking/Listening: Identifying reasons and text evidence</p> <p><b>Speaking and Listening Skill</b> Tell a Story</p>	<p><b>Target/Academic Vocabulary</b> <i>progress, calculated, dispute, centuries, superior, insert, waste, inspector, mechanical, average</i></p> <p><b>Domain-Specific Vocabulary:</b> <i>storage device, scanner, disc, records</i></p> <p><b>Vocabulary Strategies</b> Greek and Latin Word Parts <i>meter, therm, aud, fac</i></p>	<p><b>Spelling Principle</b> Words with VV Pattern</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>idea, lion, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin, period, February, cereal, video, meteor, rodeo</i> <b>Review Words:</b> <i>giant, lesson, program, quart, problem</i> <b>Challenge Words:</b> <i>variety, gradual, geography, diagram, punctuate</i></p>	<p><b>Grammar Skill</b> Proper Mechanics</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Research Report: Draft, Revise, Edit, Publish</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b> Performance Task</p>



READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
26	<p><b>Long Article</b> The Girl Who Loved Spiders <b>Genre:</b> Realistic Fiction</p> <p><b>Short Article</b> Web Wise <b>Genre:</b> Informational Text</p> <p><b>Poetry</b> The Spider, Spider Ropes</p> <p><b>Below Level Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Phineas L. MacGuire...Gets Slimed! <b>Author:</b> Frances O’Roark Dowell <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Sea Turtles: Ocean Nomads <b>Author:</b> Mary M. Cerullo <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Point of View</p>	Common Final Syllables	Expression	<p><b>Read Aloud</b> The Importance of Spiders</p> <p>Speaking/Listening: Paraphrasing main points</p> <p><b>Speaking and Listening Skill</b> Presenting/Viewing a Dramatic Performance</p>	<p><b>Target/Academic Vocabulary</b> <i>peculiar, intends, captured, nourishing, isolated, obtain, assist, favor, condition, memorable</i></p> <p><b>Vocabulary Strategies</b> Greek and Latin Word Parts</p>	<p><b>Spelling Principle</b> Final Schwa + /r/ Sound</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>enter, banner, sugar, shower, motor, collar, labor, finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever</i> <b>Review Words:</b> <i>river, summer, dollar, center, number</i> <b>Challenge Words:</b> <i>calendar, error, popular, barrier, director</i></p>	<p><b>Grammar Skill</b> Making Comparisons</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response to Fiction</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b> Performance Task</p>
27	<p><b>Long Article</b> Amphibian Alert! <b>Genre:</b> Informational Text</p> <p><b>Short Article</b> The Frog in the Milk Pail <b>Genre:</b> Fable</p> <p><b>Poetry</b> Toad by the Road, The Poison-Dart Frogs</p> <p><b>Below Level Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Phineas L. MacGuire...Gets Slimed! <b>Author:</b> Frances O’Roark Dowell <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Sea Turtles: Ocean Nomads <b>Author:</b> Mary M. Cerullo <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Main Ideas/Details</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Word Choice</p>	More Final Syllables	Phrasing: Punctuation	<p><b>Read Aloud</b> Nowhere Else on Earth</p> <p>Speaking/Listening: Reviewing key ideas to support a point</p> <p><b>Speaking and Listening Skill</b> Make an Informational Presentation</p>	<p><b>Target/Academic Vocabulary</b> <i>betrayed, shortage, species, continent, scarce, focus, convey, alert, introduce, opportunities</i></p> <p><b>Vocabulary Strategies</b> Analogies</p>	<p><b>Spelling Principle</b> Final Schwa + /l/ Sound</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>title, towel, battle, pedal, metal, simple, eagle, special, total, trouble, nickel, gentle, barrel, model, tangle, ankle, marvel, juggle, squirrel, riddle</i> <b>Review Words:</b> <i>circle, travel, apple, little, purple</i> <b>Challenge Words:</b> <i>cancel, decimal, material, pretzel, triangle</i></p>	<p><b>Grammar Skill</b> More Comparisons</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Journal Entry</p> <p><b>Focus Trait</b> Voice</p> <p><b>Write About Reading</b> Performance Task</p>

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
28	<p><b>Long Article</b> Museums: Worlds of Wonder <b>Genre:</b> Expository Nonfiction</p> <p><b>Short Article</b> Making the Most from Trash <b>Genre:</b> Photo Essay</p> <p><b>Poetry</b> Dinosaur Bone, Museum Farewell</p> <p><b>Below Level Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Phineas L. MacGuire...Gets Slimed! <b>Author:</b> Frances O’Roark Dowell <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Sea Turtles: Ocean Nomads <b>Author:</b> Mary M. Cerullo <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Fact and Opinion</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Tone</p>	Stress in Multisyllable Words	Rate	Make an Informal Presentation	<p><b>Target/Academic Vocabulary</b> <i>apologize, genuine, triumph, source, registered, display, concluded, obstacles, affect, vast</i></p> <p><b>Vocabulary Strategies</b> Prefixes <i>con-, com-, in-, im-</i></p>	<p><b>Spelling Principle</b> Three-Syllable Words</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>library, another, hospital, example, deliver, history, however, several, vacation, important, victory, imagine, camera, potato, remember, together, memory, favorite, continue, president</i> <b>Review Words:</b> <i>unlucky, powerful, grandmother, November</i> <b>Challenge Words:</b> <i>internal, ornament, interview, universe, article</i></p>	<p><b>Grammar Skill</b> Possessive Pronouns</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Public Service Announcement</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>
29	<p><b>Long Article</b> Save Timber Woods! <b>Genre:</b> Readers’ Theater</p> <p><b>Short Article.</b> Following Muir: A Persuasive Essay <b>Genre:</b> Persuasive Essay</p> <p><b>Poetry</b> The Comb of Trees, Enjoy the Earth</p> <p><b>Below Level Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Phineas L. MacGuire...Gets Slimed! <b>Author:</b> Frances O’Roark Dowell <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Sea Turtles: Ocean Nomads <b>Author:</b> Mary M. Cerullo <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Mood</p>	Words with Silent Consonants	Phrasing: Pauses	Discuss Symbols and Images in Media	<p><b>Target/Academic Vocabulary</b> <i>defended, satisfied, confidence, symbol, boasted, resourceful, brilliant, publicity, territory, proposed</i></p> <p><b>Vocabulary Strategies</b> Word Origins</p>	<p><b>Spelling Principle</b> Words with Silent Consonants</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>half, comb, mortgage, honor, fasten, kneel, wreath, calm, answer, handsome, wrinkle, listen, fetch, yolk, climb, honest, knuckle, plumber, limb, folktale</i> <b>Review Words:</b> <i>talk, knife, wrong, knock, hour</i> <b>Challenge Words:</b> <i>tomb, glisten, design, hasten, wrestle</i></p>	<p><b>Grammar Skill</b> Correct Pronouns</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Essay</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
30	<p><b>Long Article</b> Mystery at Reed's Pond <b>Genre:</b> Mystery</p> <p><b>Short Article</b> A Big Python Problem <b>Genre:</b> Informational Text</p> <p><b>Poetry</b> Naming the Turtle, Greater Flamingo</p> <p><b>Below Level Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Phineas L. MacGuire...Gets Slimed! <b>Author:</b> Frances O'Roark Dowell <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Sea Turtles: Ocean Nomads <b>Author:</b> Mary M. Cerullo <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions/Generalizations</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Word Choice</p>	Unusual Spellings	Accuracy and Self-Correction	Dramatize a Story	<p><b>Target/Academic Vocabulary</b> <i>appreciate, effort, denied, informed, shallow, resources, average, suffered, inspector, progress</i></p> <p><b>Vocabulary Strategies</b> Suffixes <i>-er, -or, -ist</i></p>	<p><b>Spelling Principle</b> Unusual Spellings</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>meant, routine, style, flood, month, pleasant, guess, women, either, against, disguise, sweat, magazine, guard, receive, wonder, league, type, ceiling, money</i></p> <p><b>Review Words:</b> <i>front, head, elbow, shoe, mind</i></p> <p><b>Challenge Words:</b> <i>plaid, onion, guarantee, rhyme, submarine</i></p>	<p><b>Grammar Skill</b> Pronoun Contractions</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Essay</p> <p><b>Focus Trait</b> Sentence Fluency</p> <p><b>Write About Reading</b> Performance Task</p>





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