

# JOURNEYS

COMMON CORE

## SCOPE AND SEQUENCE

Grade 5



|        | 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><br/>"A Package for Mrs. Jewls"<br/>from Wayside School Is<br/>Falling Down<br/><b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b><br/>Questioning Gravity<br/><b>Genre:</b> Readers' Theater</p> | <p><b>Target Skill</b><br/>Story Structure</p> <p><b>Target Strategy</b><br/>Summarize</p> <p><b>Supporting Skills</b><br/>Irony<br/>Point of View</p>                          | VCV Syllable Pattern                  | Expression | <p><b>Read Aloud</b><br/>Ode to Lunch</p> <p>Speaking/Listening: Explaining the outcome of the story</p>   | <p><b>Target/Academic Vocabulary</b><br/><i>disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted</i></p> <p><b>Domain-Specific Words</b><br/><i>acceleration, inertia, momentum, physical property</i></p> <p><b>Vocabulary Strategies</b><br/>Using Context</p>                                      | <p><b>Spelling Principle</b><br/>Short Vowels</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>breath, wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy</i><br/><b>Review Words:</b> <i>bunch, district, track, pleasant, odd</i><br/><b>Challenge Words:</b> <i>instruct, distress, summit, massive, physical</i></p>                       | <p><b>Grammar Skill</b><br/>Complete Sentences</p> | <p><b>Writing Mode</b><br/>Narrative Writing</p> <p><b>Writing Form</b><br/>Short Story</p> <p><b>Focus Trait</b><br/>Ideas</p> <p><b>Write About Reading</b><br/>Performance Task</p> <p><b>Research/Media Literacy Skills</b><br/>Conduct Research to Solve a Problem</p> |
| 2      | <p><b>Anchor Text</b><br/>A Royal Mystery<br/><b>Genre:</b> Play</p> <p><b>Paired Selection</b><br/>The Princess and the Pea<br/><b>Genre:</b> Fairytale</p>  | <p><b>Target Skill</b><br/>Theme</p> <p><b>Target Strategy</b><br/>Question</p> <p><b>Supporting Skills</b><br/>Elements of Drama<br/>Characterization</p>                      | Vowel Sounds in VCV Syllable Patterns | Accuracy   | <p><b>Read Aloud</b><br/>The Iron Princess</p> <p>Speaking/Listening: Summarizing the conclusion, explaining in their own words what they think will happen</p> <p><b>Speaking and Listening Skill</b><br/>Present a Multimedia Story<br/>Adaptation</p> | <p><b>Target/Academic Vocabulary</b><br/><i>discomfort, primitive, interior, honored, secretive, immersed, bungled, contagious, brandishing, imprinted</i></p> <p><b>Domain-Specific Words</b><br/><i>alternative medium, dimension, mood, performance, technique</i></p> <p><b>Vocabulary Strategies</b><br/>Prefixes <i>non-, un-, dis-, mis-</i></p> | <p><b>Spelling Principle</b><br/>Long <i>a</i> and Long <i>e</i></p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>awake, feast, stray, greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, waist, beneath, sheepish, release, remain, sway, training, niece</i><br/><b>Review Words:</b> <i>stale, afraid, freedom, eager, explain</i><br/><b>Challenge Words:</b> <i>terrain, succeed, betray, motivate, upheaval</i></p> | <p><b>Grammar Skill</b><br/>Kinds of Sentences</p> | <p><b>Writing Mode</b><br/>Narrative Writing</p> <p><b>Writing Form</b><br/>Descriptive Narrative</p> <p><b>Focus Trait</b><br/>Voice</p> <p><b>Write About Reading</b><br/>Performance Task</p>  |
| 3      | <p><b>Anchor Text</b><br/>Off and Running<br/><b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b><br/>Vote for Me!<br/><b>Genre:</b> Persuasive Text</p>   | <p><b>Target Skill</b><br/>Compare and Contrast</p> <p><b>Target Strategy</b><br/>Infer/Predict</p> <p><b>Supporting Skills</b><br/>Idioms<br/>Formal and Informal Language</p> | VCCV Pattern                          | Intonation | <p><b>Read Aloud</b><br/>Should We Let Politics Become Personal?</p> <p>Speaking/Listening: Expressing an opinion and explaining why</p> <p><b>Speaking and Listening Skill</b><br/>Participate in a Debate</p>  | <p><b>Target/Academic Vocabulary</b><br/><i>debate, inflated, shaken, decorated, gradually, hesitated, scanned, stalled, beckoned, prodded</i></p> <p><b>Domain-Specific Words</b><br/><i>ballot, campaign, debate, election, slogan</i></p> <p><b>Vocabulary Strategies</b><br/>Using Context</p>  | <p><b>Spelling Principle</b><br/>Long <i>i</i> and Long <i>o</i></p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approach</i><br/><b>Review Words:</b> <i>sigh, twice, shown, tonight, remote</i><br/><b>Challenge Words:</b> <i>require, reproach, defy, plight, opponent</i></p>         | <p><b>Grammar Skill</b><br/>Compound Sentences</p> | <p><b>Writing Mode</b><br/>Narrative Writing</p> <p><b>Writing Form</b><br/>Dialogue</p> <p><b>Focus Trait</b><br/>Word Choice</p> <p><b>Write About Reading</b><br/>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  |
| 4                                | <p><b>Anchor Text</b><br/>Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood<br/><b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b><br/>Score!<br/><b>Genre:</b> Poetry</p> | <p><b>Target Skill</b><br/>Sequence of Events</p> <p><b>Target Strategy</b><br/>Monitor/Clarify</p> <p><b>Supporting Skills</b><br/>Rhythm<br/>Narrative Pacing</p> | Digraphs in Multisyllable Words   | Phrasing: Pauses     | <p><b>Read Aloud</b><br/>Learning the Ropes</p> <p>Speaking/Listening: Summarizing in one sentence</p>   | <p><b>Target/Academic Vocabulary</b><br/><i>unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying</i></p> <p><b>Domain-Specific Words</b><br/><i>athletics, cardiovascular, physical exam, sportsmanship</i></p> <p><b>Vocabulary Strategies</b><br/>Suffixes <i>-ion, -tion</i></p>                                      | <p><b>Spelling Principle</b><br/>Vowel Sounds: /ōō/, /yōō/</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view, confuse, cruise, jewel, execute, route, cartoon, avenue, include, assume, souvenir</i></p> <p><b>Review Words:</b> <i>fruit, group, refuse, argue, foolish</i></p> <p><b>Challenge Words:</b> <i>conclude, pursuit, intrude, subdue, presume</i></p>               | <p><b>Grammar Skill</b><br/>Common and Proper Nouns</p>   | <p><b>Writing Mode</b><br/>Narrative Writing</p> <p><b>Writing Form</b><br/>Fictional Narrative: Prewrite</p> <p><b>Focus Trait</b><br/>Ideas</p> <p><b>Write About Reading</b><br/>Performance Task</p> <p><b>Research/Media Literacy Skills</b><br/>Answer a Research Question</p> |
| 5                                | <p><b>Anchor Text</b><br/>Elisa's Diary<br/><b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b><br/>Words Free as Confetti<br/><b>Genre:</b> Poetry</p>                                      | <p><b>Target Skill</b><br/>Theme</p> <p><b>Target Strategy</b><br/>Visualize</p> <p><b>Supporting Skills</b><br/>Dialogue<br/>Sequence of Events</p>                | Stressed and Unstressed Syllables | Stress               | <p><b>Read Aloud</b><br/>Fair or Foul?</p> <p>Speaking/Listening: Summarizing</p> <p><b>Speaking and Listening Skill</b><br/>Participate in a Group Discussion</p> | <p><b>Target/Academic Vocabulary</b><br/><i>officially, preliminary, opponents, brutal, embarrassed, typically, gorgeous, supposedly, sweeping, obvious</i></p> <p><b>Domain-Specific Words</b><br/><i>cultural identity, language barrier, perspective, non-verbal communication, translation</i></p> <p><b>Vocabulary Strategies</b><br/>Suffixes <i>-ly, -ful</i></p> | <p><b>Spelling Principle</b><br/>Vowel Sounds: /ou/, /ò/, /oi/</p> <p><b>Spelling Words:</b><br/><b>Basic Words:</b> <i>ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter</i></p> <p><b>Review Words:</b> <i>cause, faucet, tower, false, amount</i></p> <p><b>Challenge Words:</b> <i>poise, loiter, exhaust, assault, alternate</i></p> | <p><b>Grammar Skill</b><br/>Singular and Plural Nouns</p> | <p><b>Writing Mode</b><br/>Narrative Writing</p> <p><b>Writing Form</b><br/>Fictional Narrative: Revise</p> <p><b>Focus Trait</b><br/>Voice</p> <p><b>Write About Reading</b><br/>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><br/>Quest for the Tree Kangaroo<br/><b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b><br/>Why Koala Has No Tail<br/><b>Genre:</b> Myth</p>  | <p><b>Target Skill</b><br/>Cause-and-Effect</p> <p><b>Target Strategy</b><br/>Question</p> <p><b>Supporting Skills</b><br/>Quotes and Description<br/>Domain-Specific Vocabulary</p>            | Common Beginning Syllables | Expression             | <p><b>Read Aloud</b><br/>America's Eagle</p> <p>Speaking/Listening: Summarizing the information</p>  | <p><b>Target/Academic Vocabulary</b><br/><i>dwarfed, presence, procedure, outfitted, transferred, calculate, snug, perch, enthusiastic, beaming</i></p> <p><b>Domain-Specific Words</b><br/><i>adaptive, endangered species, habitat, preservation, satellite tracking</i></p> <p><b>Vocabulary Strategies</b><br/>Synonyms and Antonyms</p>                  | <p><b>Spelling Principle</b><br/>Vowel + /r/ Sounds</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform, former</i><br/><b>Review Words:</b> <i>board, repair, sharp, square, compare</i><br/><b>Challenge Words:</b> <i>discard, forfeit, orchestra, rarity, hoard</i></p>                   | <p><b>Grammar Skill</b><br/>Verbs</p>                       | <p><b>Writing Mode</b><br/>Informative Writing</p> <p><b>Writing Form</b><br/>Procedural Composition</p> <p><b>Focus Trait</b><br/>Organization</p> <p><b>Write About Reading</b><br/>Performance Task</p> <p><b>Research/Media Literacy Skills</b><br/>Investigate Different Aspects of a Topic</p> |
| 7      | <p><b>Anchor Text</b><br/>Old Yeller<br/><b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b><br/>What Makes It Good?<br/><b>Genre:</b> Persuasive Text</p>  | <p><b>Target Skill</b><br/>Understanding Characters</p> <p><b>Target Strategy</b><br/>Visualize</p> <p><b>Supporting Skills</b><br/>Dialect<br/>Author's Word Choice</p>                        | Vowel + /r/ Sounds         | Intonation             | <p><b>Read Aloud</b><br/>Annie's Pride</p> <p>Speaking/Listening: Answering questions to develop a summary</p>   | <p><b>Target/Academic Vocabulary</b><br/><i>frantic, lunging, stride, checking, wheeled, bounding, shouldered, strained, romp, picturing</i></p> <p><b>Domain-Specific Words</b><br/><i>decisiveness, devotion, maturity, obligation, self-sacrificing</i></p> <p><b>Vocabulary Strategies</b><br/>Adages and Proverbs</p>                                    | <p><b>Spelling Principle</b><br/>More Vowel + /r/ Sounds</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>earth, peer, twirl, burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, one-third, reverse, worship, career, research, volunteer</i><br/><b>Review Words:</b> <i>early, world, rear, current, cheer</i><br/><b>Challenge Words:</b> <i>yearn, engineer, interpret, dreary, external</i></p> | <p><b>Grammar Skill</b><br/>Direct and Indirect Objects</p> | <p><b>Writing Mode</b><br/>Informative Writing</p> <p><b>Writing Form</b><br/>Compare-Contrast Essay</p> <p><b>Focus Trait</b><br/>Word Choice</p> <p><b>Write About Reading</b><br/>Performance Task</p> <p><b>Research/Media Literacy Skills</b><br/>Report on a Text</p>                          |
| 8      | <p><b>Anchor Text</b><br/>Everglades Forever: Restoring America's Great Wetland<br/><b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b><br/>National Parks of the West<br/><b>Genre:</b> Informational Text</p> | <p><b>Target Skill</b><br/>Author's Purpose</p> <p><b>Target Strategy</b><br/>Analyze/ Evaluate</p> <p><b>Supporting Skills</b><br/>Explain Scientific Ideas<br/>Domain-Specific Vocabulary</p> | Homophones                 | Adjust Rate to Purpose | <p><b>Read Aloud</b><br/>Attack of the Alien Species</p> <p>Speaking/Listening: Picking out a memorable detail, discussing whether the story was effective as a call to action</p> <p><b>Speaking and Listening Skill</b><br/>Explain an Author's Argument</p> | <p><b>Target/Academic Vocabulary</b><br/><i>endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility</i></p> <p><b>Domain-Specific Words</b><br/><i>carbon footprint, ecosystem, natural resource, wilderness</i></p> <p><b>Vocabulary Strategies</b><br/>Prefixes <i>en-, re-, pre-</i>, <i>pro-</i></p> | <p><b>Spelling Principle</b><br/>Homophones</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>steel, steal, aloud, allowed, ring, wring, lesson, lessen, who's, whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue</i><br/><b>Review Words:</b> <i>wait, weight, vain, vane, vein</i><br/><b>Challenge Words:</b> <i>canvass, canvas, site, sight, cite</i></p>   | <p><b>Grammar Skill</b><br/>Conjunctions</p>                | <p><b>Writing Mode</b><br/>Informative Writing</p> <p><b>Writing Form</b><br/>Cause-and-Effect Essay</p> <p><b>Focus Trait</b><br/>Ideas</p> <p><b>Write About Reading</b><br/>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><br/>Storm Warriors<br/><b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b><br/>Pea Island's Forgotten Heroes<br/><b>Genre:</b> Informational Text</p> | <p><b>Target Skill</b><br/>Conclusions and Generalizations</p> <p><b>Target Strategy</b><br/>Infer/Predict</p> <p><b>Supporting Skills</b><br/>Point of View<br/>Characterization</p>               | Compound Words                 | Phrasing: Punctuation | <p><b>Read Aloud</b><br/>A Watery Grave</p> <p>Speaking/Listening: Discussing the significance of the title</p> <p><b>Speaking and Listening Skill</b><br/>Hold a Literature Discussion</p> | <p><b>Target/Academic Vocabulary</b><br/><i>critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite</i></p> <p><b>Domain-Specific Words</b><br/><i>bold, competent, humility, purpose, unflappable</i></p> <p><b>Vocabulary Strategies</b><br/>Greek and Latin Roots</p>   | <p><b>Spelling Principle</b><br/>Compound Words</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>wildlife, uproar, home run, headache, top-secret, teammate, wheelchair, light bulb, well-known, throughout, life preserver, barefoot, part-time, warehouse, overboard, post office, outspoken, up-to-date, awestruck, newscast</i><br/><b>Review Words:</b> <i>goodbye, all right, forever, twenty-two, somebody</i><br/><b>Challenge Words:</b> <i>motorcycle, overseas, quick-witted, stomachache, bulletin board</i></p> | <p><b>Grammar Skill</b><br/>Complex Sentences</p>                   | <p><b>Writing Mode</b><br/>Informative Writing</p> <p><b>Writing Form</b><br/>Prewrite a Research Report</p> <p><b>Focus Trait</b><br/>Ideas</p> <p><b>Write About Reading</b><br/>Performance Task</p>   |
| 10                               | <p><b>Anchor Text</b><br/>Cougars<br/><b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b><br/>Purr-fection<br/><b>Genre:</b> Poetry</p>                                     | <p><b>Target Skill</b><br/>Main Ideas and Details</p> <p><b>Target Strategy</b><br/>Monitor/Clarify</p> <p><b>Supporting Skills</b><br/>Explain Scientific Ideas<br/>Domain-Specific Vocabulary</p> | Recognizing Schwa + /r/ Sounds | Stress                | <p><b>Read Aloud</b><br/>Who Tamed the Cat?</p> <p>Speaking/Listening: Summarizing</p>  | <p><b>Target/Academic Vocabulary</b><br/><i>unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen</i></p> <p><b>Domain-Specific Words</b><br/><i>adaptation, development, instinctive, observation, trait</i></p> <p><b>Vocabulary Strategies</b><br/>Shades of Meaning</p>                                      | <p><b>Spelling Principle</b><br/>Final Schwa + /r/ Sounds</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter</i><br/><b>Review Words:</b> <i>collar, honor, doctor, enter, answer</i><br/><b>Challenge Words:</b> <i>stellar, clamor, tremor, circular, adviser</i></p>  | <p><b>Grammar Skill</b><br/>Direct Quotations and Interjections</p> | <p><b>Writing Mode</b><br/>Informative Writing</p> <p><b>Writing Form</b><br/>Revise a Research Report</p> <p><b>Focus Trait</b><br/>Sentence Fluency</p> <p><b>Write About Reading</b><br/>Performance Task</p> <p><b>Research/Media Literacy Skills</b><br/>Integrate Information from Multiple Texts</p> |
| Extended Reading                 | <p><b>Trade Book</b><br/>Hound Dog True</p>   | <p><b>Target Strategies</b><br/>Monitor/Clarify<br/>Visualize<br/>Question<br/>Infer/Predict<br/>Summarize<br/>Analyze/Evaluate</p>   |                                |                       |   | <p><b>Content Vocabulary Words</b><br/><i>potluck, custodial, traitorous, apprentice, disposition, posterity, solitary, pursuit, matter-of-fact, pouty, postpone, scrutiny, instincts, deterioration, impeccable, visage, propriety, expertise, consequences, versus, lunge, nickname, taut, mum, potential, retrieve, ponder, prognostication, prone</i></p> |   |   |   |

|        | 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><br/>Dangerous Crossing<br/><b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b><br/>Revolution and Rights<br/><b>Genre:</b> Informational Text</p>               | <p><b>Target Skill</b><br/>Cause-and-Effect</p> <p><b>Target Strategy</b><br/>Visualize</p> <p><b>Supporting Skills</b><br/>Visual Elements<br/>Primary Sources</p>                                 | Vowel Sounds in Stressed Syllables      | Accuracy and Self-Correction | <p><b>Read Aloud</b><br/>Mother and Son</p> <p>Speaking/Listening: Summarizing</p>  | <p><b>Target/Academic Vocabulary</b><br/><i>cramped, distracted, viewpoint, shattered, surveyed, pressing, representatives, embark, bracing, conduct</i></p> <p><b>Domain-Specific Words</b><br/><i>checks and balances, congress, declaration, individual rights, representation</i></p> <p><b>Vocabulary Strategies</b><br/>Reference Materials</p> | <p><b>Spelling Principle</b><br/>VCCV Pattern</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors</i></p> <p><b>Review Words:</b> <i>perfect, danger, narrow, survive, valley</i></p> <p><b>Challenge Words:</b> <i>narrate, mentor, attempt, collide, ignore</i></p>                         | <p><b>Grammar Skill</b><br/>Subject and Object<br/>Pronouns</p> | <p><b>Writing Mode</b><br/>Opinion Writing</p> <p><b>Writing Form</b><br/>Opinion Essay</p> <p><b>Focus Trait</b><br/>Voice</p> <p><b>Write About Reading</b><br/>Performance Task</p> <p><b>Research/Media Literacy Skills</b><br/>Research Early American<br/>Government</p> |
| 12     | <p><b>Anchor Text</b><br/>Can't You Make Them Behave, King George?<br/><b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b><br/>Tea Time!<br/><b>Genre:</b> Narrative Nonfiction</p> | <p><b>Target Skill</b><br/>Fact and Opinion</p> <p><b>Target Strategy</b><br/>Question</p> <p><b>Supporting Skills</b><br/>Tone<br/>Similes</p>   | Open and Closed Syllables: VCV Pattern  | Rate                         | <p><b>Read Aloud</b><br/>A Taxing Poem</p> <p>Speaking/Listening: Describing a character in one sentence, sharing ideas</p> <p><b>Speaking and Listening Skill</b><br/>Summarize and Paraphrase Information</p>   | <p><b>Target/Academic Vocabulary</b><br/><i>benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious</i></p> <p><b>Domain-Specific Words</b><br/><i>colonies, freedom, protest, patriots, revolution</i></p> <p><b>Vocabulary Strategies</b><br/>Figurative Language</p>                                   | <p><b>Spelling Principle</b><br/>VCV Pattern</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve</i></p> <p><b>Review Words:</b> <i>figure, total, model, equal, amaze</i></p> <p><b>Challenge Words:</b> <i>autumn, nuisance, logic, column, laser</i></p>  | <p><b>Grammar Skill</b><br/>Verb Tenses</p>                     | <p><b>Writing Mode</b><br/>Opinion Writing</p> <p><b>Writing Form</b><br/>Problem-Solution Composition</p> <p><b>Focus Trait</b><br/>Organization</p> <p><b>Write About Reading</b><br/>Performance Task</p>   |
| 13     | <p><b>Anchor Text</b><br/>They Called Her Molly Pitcher<br/><b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b><br/>A Spy for Freedom<br/><b>Genre:</b> Play</p>                    | <p><b>Target Skill</b><br/>Conclusions and Generalizations</p> <p><b>Target Strategy</b><br/>Analyze/Evaluate</p> <p><b>Supporting Skills</b><br/>Text Structure<br/>Domain-Specific Vocabulary</p> | Recognizing Initial and Medial Digraphs | Phrasing: Pauses             | <p><b>Read Aloud</b><br/>Lydia's Journey</p> <p>Speaking/Listening: Discussing the story, analyzing different outcomes, expressing what they would have done in her position</p> <p><b>Speaking and Listening Skill</b><br/>Dramatize a Story Event</p> | <p><b>Target/Academic Vocabulary</b><br/><i>legendary, formal, gushed, strategy, retreat, foes, shimmering, magnificent, revolution, plunged</i></p> <p><b>Domain-Specific Words</b><br/><i>commendation, duty, general, officer, regiment</i></p> <p><b>Vocabulary Strategies</b><br/>Reference Materials</p>  | <p><b>Spelling Principle</b><br/>VCCCV Pattern</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble</i></p> <p><b>Review Words:</b> <i>hundred, example, although, supply, empty</i></p> <p><b>Challenge Words:</b> <i>anthem, illustrate, function, conscience, apostrophe</i></p> | <p><b>Grammar Skill</b><br/>Regular and Irregular Verbs</p>     | <p><b>Writing Mode</b><br/>Opinion Writing</p> <p><b>Writing Form</b><br/>Persuasive Letter</p> <p><b>Focus Trait</b><br/>Ideas</p> <p><b>Write About Reading</b><br/>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><br/>James Forten<br/><b>Genre:</b> Biography</p> <p><b>Paired Selection</b><br/>Modern Minute Man<br/><b>Genre:</b> Informational Text</p>                                   | <p><b>Target Skill</b><br/>Sequence of Events</p> <p><b>Target Strategy</b><br/>Summarize</p> <p><b>Supporting Skills</b><br/>Explain Historical Events<br/>Main Ideas and Details</p> | VV Syllable Pattern                             | Expression           | <p><b>Read Aloud</b><br/>Freedom for Chatham Freeman</p> <p>Speaking/Listening: Summarizing key events</p> <p><b>Speaking and Listening Skill</b><br/>Create and Present a Timeline</p> | <p><b>Target/Academic Vocabulary</b><br/><i>persuade, apprentice, contributions, influential, aspects, authorities, bondage, provisions, dexterity, tentative</i></p> <p><b>Domain-Specific Words</b><br/><i>abolitionist, emancipate, ethics, humanity, slavery</i></p> <p><b>Vocabulary Strategies</b><br/>Greek and Latin Roots<br/><i>graph, meter; port, ject</i></p> | <p><b>Spelling Principle</b><br/>VV pattern</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot</i></p> <p><b>Review Words:</b> <i>video, science, February, period, usual</i></p> <p><b>Challenge Words:</b> <i>diagnose, media, appreciate, society, prior</i></p>                         | <p><b>Grammar Skill</b><br/>Commas and Semicolons</p> | <p><b>Writing Mode</b><br/>Opinion Writing</p> <p><b>Writing Form</b><br/>Persuasive Essay: Prewrite</p> <p><b>Focus Trait</b><br/>Organization</p> <p><b>Write About Reading</b><br/>Performance Task</p> |
| 15                               | <p><b>Anchor Text</b><br/>We Were There, Too! Joseph Plumb Martin and Sybil Ludington<br/><b>Genre:</b> Biography</p> <p><b>Paired Selection</b><br/>Patriotic Poetry<br/><b>Genre:</b> Poetry</p> | <p><b>Target Skill</b><br/>Compare and Contrast</p> <p><b>Target Strategy</b><br/>Monitor/Clarify</p> <p><b>Supporting Skills</b><br/>Text and Graphic Features<br/>Text Structure</p> | Vowel + /l/ Sounds in Unstressed Final Syllable | Intonation           | <p><b>Read Aloud</b><br/>Citizen Spies</p> <p>Speaking/Listening: Summarizing a particular part</p> <p><b>Speaking and Listening Skill</b><br/>Discuss Poetic Elements</p>              | <p><b>Target/Academic Vocabulary</b><br/><i>mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal</i></p> <p><b>Domain-Specific Words</b><br/><i>defense, democracy, nationalism, pride, union</i></p> <p><b>Vocabulary Strategies</b><br/>Prefixes <i>in-, im-, il-, ir-</i></p>   | <p><b>Spelling Principle</b><br/>Final Schwa + /l/ Sounds</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil</i></p> <p><b>Review Words:</b> <i>title, nickel, special trouble, simple</i></p> <p><b>Challenge Words:</b> <i>identical, vehicle, mineral, colonel, artificial</i></p> | <p><b>Grammar Skill</b><br/>Transitions</p>           | <p><b>Writing Mode</b><br/>Opinion Writing</p> <p><b>Writing Form</b><br/>Revise a Persuasive Essay</p> <p><b>Focus Trait</b><br/>Word Choice</p> <p><b>Write About Reading</b><br/>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  |
| 16     | <p><b>Anchor Text</b><br/>Lunch Money<br/><b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b><br/>Zap! Pow!: A History of the Comics<br/><b>Genre:</b> Informational Text</p> | <p><b>Target Skill</b><br/>Author's Purpose</p> <p><b>Target Strategy</b><br/>Monitor/Clarify</p> <p><b>Supporting Skills</b><br/>Voice<br/>Visual Elements</p>                    | Word Parts and Inflectional Endings | Rate                  | <p><b>Read Aloud</b><br/>Japanese Cartoons Are Manganificent</p> <p>Speaking/Listening: Summarizing the purpose in one sentence</p> <p><b>Speaking and Listening Skill</b><br/>Share and Summarize a Story</p> | <p><b>Target/Academic Vocabulary</b><br/><i>record, mental, launch, assuming, episodes, developed, feature, incredibly, villains, thumbed</i></p> <p><b>Domain-Specific Words</b><br/><i>continuity, frame, movement, storyline</i></p> <p><b>Vocabulary Strategies</b><br/>Word Origins</p>  | <p><b>Spelling Principle</b><br/>Words with -ed or -ing</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting</i><br/><b>Review Words:</b> <i>wandering, dimmed, stripped, ordered, snapping</i><br/><b>Challenge Words:</b> <i>compelling, deposited, occurred, threatening, canceled</i></p> | <p><b>Grammar Skill</b><br/>Adjectives</p>                             | <p><b>Writing Mode</b><br/>Narrative Writing</p> <p><b>Writing Form</b><br/>Friendly Letter</p> <p><b>Writing Trait</b><br/>Voice</p> <p><b>Write About Reading</b><br/>Performance Task</p>   |
| 17     | <p><b>Anchor Text</b><br/>LAFFF<br/><b>Genre:</b> Science Fiction</p> <p><b>Paired Selection</b><br/>From Dreams to Reality<br/><b>Genre:</b> Informational Text</p>                     | <p><b>Target Skill</b><br/>Story Structure</p> <p><b>Target Strategy</b><br/>Infer/Predict</p> <p><b>Supporting Skills</b><br/>Literary Devices<br/>Point of View</p>              | Recognizing Common Word Parts       | Intonation            | <p><b>Read Aloud</b><br/>The Visitor</p> <p>Speaking/Listening: Discussing key ideas to draw conclusions</p>   | <p><b>Target/Academic Vocabulary</b><br/><i>impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment</i></p> <p><b>Domain-Specific Words</b><br/><i>experimentation, futuristic, ingenuity, patent, revolutionize</i></p> <p><b>Vocabulary Strategies</b><br/>Reference Materials</p>                | <p><b>Spelling Principle</b><br/>More Words with -ed or -ing</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated</i><br/><b>Review Words:</b> <i>pleasing, dared, traveled, checking, landed</i><br/><b>Challenge Words:</b> <i>assigned, entertaining, operated, rehearsing, donated</i></p>  | <p><b>Grammar Skill</b><br/>Adverbs</p>                                | <p><b>Writing Mode</b><br/>Narrative Writing</p> <p><b>Writing Form</b><br/>Character Description</p> <p><b>Focus Trait</b><br/>Word Choice</p> <p><b>Write About Reading</b><br/>Performance Task</p> <p><b>Research/Media Literacy Skills</b><br/>Create a Multimedia Presentation</p> |
| 18     | <p><b>Anchor Text</b><br/>The Dog Newspaper<br/><b>Genre:</b> Autobiography</p> <p><b>Paired Selection</b><br/>Poetry About Poetry<br/><b>Genre:</b> Poetry</p>                          | <p><b>Target Skill</b><br/>Fact and Opinion</p> <p><b>Target Strategy</b><br/>Analyze/Evaluate</p> <p><b>Supporting Skills</b><br/>Main Ideas and Details<br/>Narrative Pacing</p> | Recognizing Suffixes                | Phrasing: Punctuation | <p><b>Read Aloud</b><br/>Hundreds Rally at Fullerton High</p> <p>Speaking/Listening: Summarize the main conflict</p> <p><b>Speaking and Listening Skill</b><br/>Use Formal and Informal English</p>            | <p><b>Target/Academic Vocabulary</b><br/><i>career, publication, household, edition, required, formula, background, insights, uneventful, destruction</i></p> <p><b>Domain-Specific Words</b><br/><i>brainstorm, creative license, manuscript, publication, target audience</i></p> <p><b>Vocabulary Strategies</b><br/>Homophones and Homographs</p> | <p><b>Spelling Principle</b><br/>Changing Final y to i</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies</i><br/><b>Review Words:</b> <i>easier, families, studied, countries, happiest</i><br/><b>Challenge Words:</b> <i>unified, dictionaries, boundaries, satisfied, tragedies</i></p>      | <p><b>Grammar Skill</b><br/>Prepositions and Prepositional Phrases</p> | <p><b>Writing Mode</b><br/>Narrative Writing</p> <p><b>Writing Form</b><br/>Autobiography</p> <p><b>Focus Trait</b><br/>Voice</p> <p><b>Write About Reading</b><br/>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><br/>Darnell Rock Reporting<br/><b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b><br/>Volunteer!<br/><b>Genre:</b> Persuasive Text</p> | <p><b>Target Skill</b><br/>Author's Purpose</p> <p><b>Target Strategy</b><br/>Summarize</p> <p><b>Supporting Skills</b><br/>Dialogue<br/>Characterization</p> | More Common Suffixes           | Stress               | <p><b>Read Aloud</b><br/>The Power of Spirit Lake</p> <p>Speaking/Listening: Drawing a diagram of the system described (summarizing with diagrams)</p> <p><b>Speaking and Listening Skill</b><br/>Give and Evaluate a Persuasive Speech</p> | <p><b>Target/Academic Vocabulary</b><br/><i>issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum</i></p> <p><b>Domain-Specific Words</b><br/><i>charity, coalition, generosity, neighborhood, volunteer</i></p> <p><b>Vocabulary Strategies</b><br/>Greek and Latin Suffixes<br/><i>-ism, -ist, -able, -ible</i></p> | <p><b>Spelling Principle</b><br/>Suffixes: <i>-ful, -ly, -ness, -less, -ment</i></p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>lately, settlement, watchful, countless, steadily, closeness, calmly, government, agreement, cloudiness, delightful, noisily, tardiness, forgetful, forgiveness, harmless, enjoyment, appointment, effortless, plentiful</i><br/><b>Review Words:</b> <i>clumsiness, movement, pavement, lonely, penniless</i><br/><b>Challenge Words:</b> <i>suspenseful, merciless, seriousness, contentment, suspiciously</i></p> | <p><b>Grammar Skill</b><br/>More Kinds of Pronouns</p>              | <p><b>Writing Mode</b><br/>Narrative Writing</p> <p><b>Writing Form</b><br/>Prewrite a Personal Narrative</p> <p><b>Focus Trait</b><br/>Ideas</p> <p><b>Write About Reading</b><br/>Performance Task</p> |
| 20                               | <p><b>Anchor Text</b><br/>The Black Stallion<br/><b>Genre:</b> Adventure</p> <p><b>Paired Selection</b><br/>Horse Power<br/><b>Genre:</b> Informational Text</p>         | <p><b>Target Skill</b><br/>Story Structure</p> <p><b>Target Strategy</b><br/>Question</p> <p><b>Supporting Skills</b><br/>Characterization<br/>Theme</p>      | Stress in Three-Syllable Words | Accuracy             | <p><b>Read Aloud</b><br/>The Huntress</p> <p>Speaking/Listening: Summarizing with details about plot, setting, characters, theme</p> <p><b>Speaking and Listening Skill</b><br/>Hold a Literature Discussion</p>                            | <p><b>Target/Academic Vocabulary</b><br/><i>piercing, descended, quivered, savage, delicacy, fitful, heave, diminishing, rhythmic, marveling</i></p> <p><b>Domain-Specific Words</b><br/><i>behaviors, cooperation, patience, relationship, training</i></p> <p><b>Vocabulary Strategies</b><br/>Figurative Language</p>   | <p><b>Spelling Principle</b><br/>Words from Other Languages</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>salsa, mattress, tycoon, burrito, bandanna, tomato, poncho, dungarees, lasso, patio, siesta, cargo, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant</i><br/><b>Review Words:</b> <i>canyon, mirror, magazine, rodeo, monkey</i><br/><b>Challenge Words:</b> <i>mosquito, cathedral, alligator, tambourine, sombrero</i></p>   | <p><b>Grammar Skill</b><br/>Proper Mechanics and Writing Titles</p> | <p><b>Writing Mode</b><br/>Narrative Writing</p> <p><b>Writing Form</b><br/>Revise a Personal Narrative</p> <p><b>Focus Trait:</b><br/>Voice</p> <p><b>Write About Reading</b><br/>Performance Task</p>  |
| Extended Reading                 | <p><b>Trade Book</b><br/>About Time: A First Look at Time and Clocks</p>   | <p><b>Target Strategies</b><br/>Monitor/Clarify<br/>Infer/Predict<br/>Question</p>  |                                |                      |   | <p><b>Content Vocabulary Words</b><br/><i>principle, interval, revolution, coincided, aligned, consistent, cylinder, corrosion, medieval, mechanical, rudimentary, gears, coil, precision, regulate, adjacent, theory</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><br/>Tucket's Travels<br/><b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b><br/>Wild Weather<br/><b>Genre:</b> Technical Text</p>                | <p><b>Target Skill</b><br/>Sequence of Events</p> <p><b>Target Strategy</b><br/>Visualize</p> <p><b>Supporting Skills</b><br/>Figurative Language<br/>Author's Word<br/>Choice</p> | Common Final Syllables | Phrasing: Pauses     | <p><b>Read Aloud</b><br/>Land Rush!</p> <p>Speaking/Listening: Summarizing a description in their own words</p> <p><b>Speaking and Listening Skill</b><br/>Present Quantitative Information</p>   | <p><b>Target/Academic Vocabulary</b><br/><i>undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor</i></p> <p><b>Domain-Specific Words</b><br/><i>atmosphere, barometer, climate, drought, thunderstorm</i></p> <p><b>Vocabulary Strategies</b><br/>Shades of Meaning</p> | <p><b>Spelling Principle</b><br/>Final /n/ or /ə n/, /ch ə r/, /zh ə r/</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure</i><br/><b>Review Words:</b> <i>picture, capture, surprise, receive, idea</i><br/><b>Challenge Words:</b> <i>leisure, sculpture, architecture, chieftain, enclosure</i></p> | <p><b>Grammar Skill</b><br/>The Verbs <i>be</i> and <i>have</i></p> | <p><b>Writing Mode</b><br/>Opinion Writing</p> <p><b>Writing Form</b><br/>Editorial</p> <p><b>Focus Trait</b><br/>Voice</p> <p><b>Write About Reading</b><br/>Performance Task</p>                     |
| 22                               | <p><b>Anchor Text</b><br/>The Birchbark House<br/><b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b><br/>Four Seasons of Food<br/><b>Genre:</b> Informational Text</p> | <p><b>Target Skill</b><br/>Theme</p> <p><b>Target Strategy</b><br/>Infer/Predict</p> <p><b>Supporting Skills</b><br/>Author's Word<br/>Choice<br/>Visual Elements</p>              | More Final Syllables   | Rate                 | <p><b>Read Aloud</b><br/>Tales and Truths of the Ojibwe</p> <p>Speaking/Listening: Summarizing in writing, then reading their writing with appropriate rate</p> <p><b>Speaking and Listening Skill</b><br/>Give an Informative Speech</p> | <p><b>Target/Academic Vocabulary</b><br/><i>reasoned, margins, envy, upright, bared, spared, nerve, banish, astonished, deserted</i></p> <p><b>Domain-Specific Words</b><br/><i>customs, indigenous, language, mythology, values</i></p> <p><b>Vocabulary Strategies</b><br/>Reference Materials</p>     | <p><b>Spelling Principle</b><br/>Final /ij/, /iv/, /is/</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language</i><br/><b>Review Words:</b> <i>notice, marriage, package, office, manage</i><br/><b>Challenge Words:</b> <i>prejudice, cooperative, beverage, heritage, apprentice</i></p>                     | <p><b>Grammar Skill</b><br/>Perfect Tenses</p>                      | <p><b>Writing Mode</b><br/>Opinion Writing</p> <p><b>Writing Form</b><br/>Response to Literature</p> <p><b>Focus Trait</b><br/>Organization</p> <p><b>Write About Reading</b><br/>Performance Task</p> |

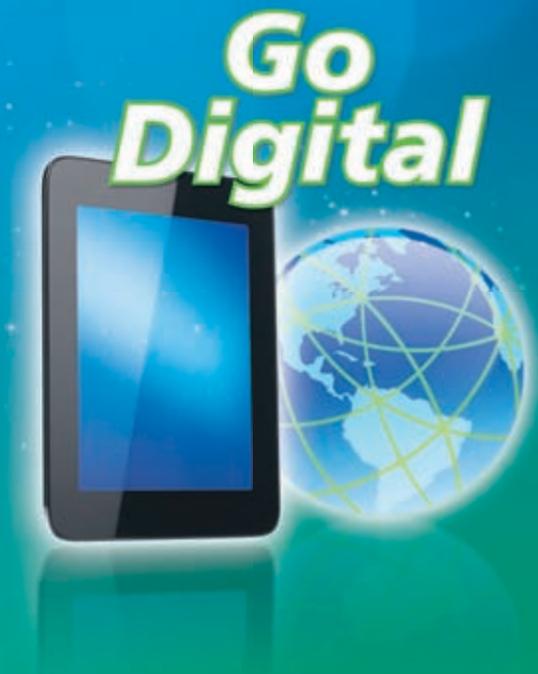
|        | READING LIT & INFORMATIONAL TEXT   | FOUNDATIONAL SKILLS  | SPEAKING & LISTENING   | LANGUAGE                     | WRITING   |  |  |   |   |
|--------|--|--|------------------------|------------------------------|---|--|--|---|---|
| Lesson | Selections   | Text-Based Comprehension   | Decoding               | Fluency                      | Speaking and Listening  | Target/Academic Vocabulary   | Spelling   | Language  | Writing   |
| 23     | <p><b>Anchor Text</b><br/>Vaqueros: America's First Cowboys<br/><b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b><br/>Rhyme on the Range<br/><b>Genre:</b> Poetry</p>                          | <p><b>Target Skill</b><br/>Text and Graphic Features</p> <p><b>Target Strategy</b><br/>Summarize</p> <p><b>Supporting Skills</b><br/>Main Ideas and Details<br/>Adages</p>               | Unstressed Syllables   | Expression                   | <p><b>Read Aloud</b><br/>The Turbulent History of Texas</p> <p>Speaking/Listening: Summarizing in a paragraph, then reading the paragraph with appropriate expression</p>                         | <p><b>Target/Academic Vocabulary</b><br/><i>extending, dominated, residents, flourished, acquainted, prospered, hostile, acknowledged, sprawling, decline</i></p> <p><b>Domain-Specific Words</b><br/><i>gold rush, pioneer, prospector, rancher, westward expansion</i></p> <p><b>Vocabulary Strategies</b><br/>Adages and Proverbs</p> | <p><b>Spelling Principle</b><br/>Unstressed Syllables</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge</i><br/><b>Review Words:</b> <i>honest, instead, whether, event, attend</i><br/><b>Challenge Words:</b> <i>adapt, refuge, distribute, industry, somber</i></p>   | <p><b>Grammar Skill</b><br/>Easily Confused Verbs</p> | <p><b>Writing Mode</b><br/>Opinion Writing</p> <p><b>Writing Form</b><br/>Persuasive Argument</p> <p><b>Focus Trait</b><br/>Organization</p> <p><b>Write About Reading</b><br/>Performance Task</p> <p><b>Research/Media Literacy Skills</b><br/>Report on a Text</p>                     |
| 24     | <p><b>Anchor Text</b><br/>Rachel's Journal: The Story of a Pioneer Girl<br/><b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b><br/>Westward to Freedom<br/><b>Genre:</b> Informational Text</p> | <p><b>Target Skill</b><br/>Cause-and-Effect</p> <p><b>Target Strategy</b><br/>Analyze/Evaluate</p> <p><b>Supporting Skills</b><br/>Figurative Language<br/>Point of View</p>             | Simple Prefixes        | Accuracy and Self-Correction | <p><b>Read Aloud</b><br/>Tales of the Trail</p> <p>Speaking/Listening: Summarizing a particular part</p> <p><b>Speaking and Listening Skill</b><br/>Compare and Contrast Varieties of English</p> | <p><b>Target/Academic Vocabulary</b><br/><i>rustling, balked, lectured, disadvantage, quaking, beacon, mishap, surged, torment, fared</i></p> <p><b>Domain-Specific Words</b><br/><i>frontier, trailblazers, prairie, settlement, wagon train</i></p> <p><b>Vocabulary Strategies</b><br/>Using Context</p>                              | <p><b>Spelling Principle</b><br/>Prefixes: <i>in-, un-, dis-, mis-</i></p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>mislead, dismiss, insincere, unable, indirect, mistreat, disaster, dishonest, insecure, unknown, incomplete, unequal, unstable, misspell, disagree, informal, discover, unwise, mislaid, disgrace</i><br/><b>Review Words:</b> <i>untidy, disorder, mistake, uneven, dislike</i><br/><b>Challenge Words:</b> <i>invisible, mishap, unfortunate, discourage, unnecessary</i></p> | <p><b>Grammar Skill</b><br/>Making Comparisons</p>    | <p><b>Writing Mode</b><br/>Opinion Writing</p> <p><b>Writing Form</b><br/>Prewrite a Response Essay</p> <p><b>Focus Trait</b><br/>Organization</p> <p><b>Write About Reading</b><br/>Performance Task</p>   |
| 25     | <p><b>Anchor Text</b><br/>Lewis and Clark<br/><b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b><br/>A Surprise Reunion<br/><b>Genre:</b> Play</p>  | <p><b>Target Skill</b><br/>Main Ideas and Details</p> <p><b>Target Strategy</b><br/>Monitor/Clarify</p> <p><b>Supporting Skills</b><br/>Primary Source<br/>Explain Historical Events</p> | Consonant Alternations | Phrasing: Punctuation        | <p><b>Read Aloud</b><br/>The True Story of Sacagawea</p> <p>Speaking/Listening: Summarizing main point by writing 3 statements</p>  | <p><b>Target/Academic Vocabulary</b><br/><i>expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek</i></p> <p><b>Domain-Specific Words</b><br/><i>discovery, expedition, route, supplies, traveler</i></p> <p><b>Vocabulary Strategies</b><br/>Analogies</p>                                     | <p><b>Spelling Principle</b><br/>Suffix: <i>-ion</i></p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>elect, election, tense, tension, react, reaction, confess, confession, decorate, decoration, contribute, contribution, express, expression, imitate, imitation, connect, connection, admire, admiration</i><br/><b>Review Words:</b> <i>camera, famous, question, movie, minute</i><br/><b>Challenge Words:</b> <i>fascinate, fascination, construct, construction</i></p>                        | <p><b>Grammar Skill</b><br/>Contractions</p>          | <p><b>Writing Mode</b><br/>Opinion Writing</p> <p><b>Writing Form</b><br/>Revise a Response Essay</p> <p><b>Focus Trait</b><br/>Word Choice</p> <p><b>Write About Reading</b><br/>Performance Task</p> <p><b>Research/Media Literacy Skills</b><br/>Use Primary and Secondary Sources</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><br/>Animals on the Move<br/><b>Genre:</b> Informational Text</p> <p><b>Short Article</b><br/>Skywoman's Rescue<br/><b>Genre:</b> Play</p> <p><b>Poetry</b><br/>The Whale,<br/>Wild Geese</p> <p><b>Below Level Trade Book</b><br/>Skunk Scout<br/><b>Author:</b> Laurence Yep<br/><b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b><br/>Frindle<br/><b>Author:</b> Andrew Clements<br/><b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b><br/>Mysteries of the Mummy Kids<br/><b>Author:</b> Kelly Milner Halls<br/><b>Genre:</b> Nonfiction</p>  | <p><b>Target Skill</b><br/>Text and Graphic Features</p> <p><b>Target Strategy</b><br/>Visualize</p> | Prefixes and Word Roots | Phrasing: Pauses       | <p><b>Read Aloud</b><br/>Moving from Place to Place</p> <p>Speaking/Listening: Paraphrasing and rephrasing in their own words</p> <p><b>Speaking and Listening Skill</b><br/>Presenting a Dramatization</p>                 | <p><b>Review Vocabulary</b><br/><i>disturbing, struggled, gradually, scanned, identical, routine, gorgeous, sweeping, primitive, brandishing</i></p> <p><b>Vocabulary Strategies</b><br/>Multiple-Meaning Words</p>                   | <p><b>Spelling Principle</b><br/>Word Parts: com-, con-, pre-, pro-</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>produce, company, protect, preview, contain, combat, prejudge, commotion, contest, prefix, progress, computer, confide, convince, prospect, confirm, preflight, provide, propose, promotion</i><br/><b>Review Words:</b> <i>continue, protest, pretend, prepare</i><br/><b>Challenge Words:</b> <i>concurrent, conscious, commercial, complete, conversation</i></p>  | <p><b>Grammar Skill</b><br/>Possessive Nouns</p>         | <p><b>Writing Mode</b><br/>Informative Writing</p> <p><b>Writing Form</b><br/>Definition Paragraph</p> <p><b>Focus Trait</b><br/>Word Choice</p> <p><b>Write About Reading</b><br/>Performance Task</p> |
| 27                               | <p><b>Long Article</b><br/>Mysteries at Cliff Palace<br/><b>Genre:</b> Readers' Theater</p> <p><b>Short Article</b><br/>Cave of the Crystals<br/><b>Genre:</b> Readers' Theater</p> <p><b>Poetry</b><br/>Places and Names:<br/>A Traveler's Guide, Los libros/<br/>Books</p> <p><b>Below Level Trade Book</b><br/>Skunk Scout<br/><b>Author:</b> Laurence Yep<br/><b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b><br/>Frindle<br/><b>Author:</b> Andrew Clements<br/><b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b><br/>Mysteries of the Mummy Kids<br/><b>Author:</b> Kelly Milner Halls<br/><b>Genre:</b> Nonfiction</p> | <p><b>Target Skill</b><br/>Theme</p> <p><b>Target Strategy</b><br/>Analyze/Evaluate</p>              | More Familiar Suffixes  | Adjust Rate to Purpose | <p><b>Read Aloud</b><br/>The Paleo Indians: Changing with the Times</p> <p>Speaking/Listening: Paraphrasing main ideas to respond to a question</p> <p><b>Speaking and Listening Skill</b><br/>Give a Persuasive Speech</p> | <p><b>Review Vocabulary</b><br/><i>dwarfed, procedure, transferred, enthusiastic, adapted, conserving, critical, realization, available, resemble</i></p> <p><b>Vocabulary Strategies</b><br/>Suffixes <i>-ness, -less, -ment</i></p> | <p><b>Spelling Principle</b><br/>Suffixes <i>-ant, -ent, -able, -ible, -ism, -ist</i></p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>vacant, insistent, reversible, patriotism, finalist, honorable, contestant, observant, urgent, pessimist, comfortable, absorbent, optimism, journalism, novelist, terrible, frequent, laughable, radiant, collectible</i><br/><b>Review Words:</b> <i>president, important, becoming, cheerful, illness</i><br/><b>Challenge Words:</b> <i>evident, triumphant, occupant, digestible, curable</i></p> | <p><b>Grammar Skill</b><br/>Titles and Abbreviations</p> | <p><b>Writing Mode</b><br/>Informative Writing</p> <p><b>Writing Form</b><br/>Journal Entry</p> <p><b>Focus Trait</b><br/>Voice</p> <p><b>Write About Reading</b><br/>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><br/>Fossils: A Peek Into the Past<br/><b>Genre:</b> Informational Text</p> <p><b>Short Article</b><br/>Trapped in Tar!<br/><b>Genre:</b> Informational Text</p> <p><b>Poetry</b><br/>Journey of the Woolly Mammoth, Fossils</p> <p><b>Below Level Trade Book</b><br/>Skunk Scout<br/><b>Author:</b> Laurence Yep<br/><b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b><br/>Frindle<br/><b>Author:</b> Andrew Clements<br/><b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b><br/>Mysteries of the Mummy Kids<br/><b>Author:</b> Kelly Milner Halls<br/><b>Genre:</b> Nonfiction</p> | <p><b>Target Skill</b><br/>Fact and Opinion</p> <p><b>Target Strategy</b><br/>Question</p>                     | Greek Word Roots | Expression           | <p><b>Read Aloud</b><br/>Sue Tells a Story</p> <p>Speaking/Listening: Analyzing facts and opinions to understand the message</p> <p><b>Speaking and Listening Skill</b><br/>Participate in a Debate</p> | <p><b>Review Vocabulary</b><br/><i>viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize</i></p> <p><b>Vocabulary Strategies</b><br/>Idioms</p>  | <p><b>Spelling Principle</b><br/>Greek Word Parts</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>telephone, autograph, microscope, photograph, televise, biology, microphone, paragraph, symphony, telegraph, megaphone, microwave, photocopy, biography, saxophone, telescope, calligraphy, xylophone, homophone, homograph</i><br/><b>Review Words:</b> <i>athlete, history, melody, type, topic</i><br/><b>Challenge Words:</b> <i>telecommute, bibliography, phonetic, microbe, autobiography</i></p> | <p><b>Grammar Skill</b><br/>Commas in Sentences</p> | <p><b>Writing Mode</b><br/>Informative Writing</p> <p><b>Writing Form</b><br/>Summary</p> <p><b>Focus Trait</b><br/>Ideas</p> <p><b>Write About Reading</b><br/>Performance Task</p>                                |
| 29                               | <p><b>Long Article</b><br/>The Case of the Missing Deer<br/><b>Genre:</b> Realistic Fiction</p> <p><b>Short Article</b><br/>Fossil Fish Found!<br/><b>Genre:</b> Informational Text</p> <p><b>Poetry</b><br/>Encounter, Deep in the Forest</p> <p><b>Below Level Trade Book</b><br/>Skunk Scout<br/><b>Author:</b> Laurence Yep<br/><b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b><br/>Frindle<br/><b>Author:</b> Andrew Clements<br/><b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b><br/>Mysteries of the Mummy Kids<br/><b>Author:</b> Kelly Milner Halls<br/><b>Genre:</b> Nonfiction</p>         | <p><b>Target Skill</b><br/>Conclusions and Generalizations</p> <p><b>Target Strategy</b><br/>Infer/Predict</p> | Latin Word Roots | Stress               | <p><b>Read Aloud</b><br/>Fossils</p> <p>Speaking/Listening: Paraphrasing a particular part and rephrasing in their own words</p> <p><b>Speaking and Listening Skill</b><br/>Oral Presentation</p>       | <p><b>Review Vocabulary</b><br/><i>record, incredibly, destination, suspense, required, insights, dependent, effective, diminishing, marveling</i></p> <p><b>Vocabulary Strategies</b><br/>Greek and Latin Roots<br/><i>tele, photo, graph, meter; scrib, rupt, port, ject</i></p> | <p><b>Spelling Principle</b><br/>Latin Word Parts</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>inspect, export, erupt, predict, respect, bankrupt, dictate, porter, report, spectacle, deport, interrupt, dictator, import, disrupt, portable, transport, spectator, verdict, dictionary</i><br/><b>Review Words:</b> <i>support, hospital, polite, recent, memory</i><br/><b>Challenge Words:</b> <i>spectacular, contradict, corrupt, retrospect, rupture</i></p>                                     | <p><b>Grammar Skill</b><br/>More Commas</p>         | <p><b>Writing Mode</b><br/>Informative Writing</p> <p><b>Writing Form</b><br/>Prewrite an Informational Essay</p> <p><b>Focus Trait</b><br/>Organization</p> <p><b>Write About Reading</b><br/>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><br/>Get Lost! The Puzzle of Mazes<br/><b>Genre:</b> Informational Text</p> <p><b>Short Article</b><br/>Journey to Cuzco<br/><b>Genre:</b> Myth</p> <p><b>Poetry</b><br/>The Best Paths, Compass</p> <p><b>Below Level Trade Book</b><br/>Skunk Scout<br/><b>Author:</b> Laurence Yep<br/><b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b><br/>Frindle<br/><b>Author:</b> Andrew Clements<br/><b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b><br/>Mysteries of the Mummy Kids<br/><b>Author:</b> Kelly Milner Halls<br/><b>Genre:</b> Nonfiction</p> | <p><b>Target Skill</b><br/>Main Ideas and Details</p> <p><b>Target Strategy</b><br/>Summarize</p> | Identifying VCV, VCCV, and VCCCV Syllable Patterns | Accuracy | <p><b>Read Aloud</b><br/>Finding Their Way</p> <p>Speaking/Listening: Summarizing by paraphrasing main points</p> <p><b>Speaking and Listening Skill</b><br/>Using Multimedia in an Oral Report</p> | <p><b>Review Vocabulary</b><br/><i>undoubtedly, pace, reasoned, nerve, underestimated, disadvantage, extending, residents, balked, techniques, barrier</i></p> <p><b>Vocabulary Strategies</b><br/>Word Origins</p> | <p><b>Spelling Principle</b><br/>Words from Other Languages</p> <p><b>Spelling Words</b><br/><b>Basic Words:</b> <i>ballet, echo, bouquet, cassette, coupon, safari, portrait, barrette, depot, courtesy, petite, denim, brunette, buffet, garage, khaki, crochet, chorus, essay, alphabet</i><br/><b>Review Words:</b> <i>routine, rescue, crayon, amuse, reason</i><br/><b>Challenge Words:</b> <i>encore, collage, matinee, premiere, embarrass</i></p> | <p><b>Grammar Skill</b><br/>Other Punctuation</p> | <p><b>Writing Mode</b><br/>Informative Writing</p> <p><b>Writing Form</b><br/>Draft and Revise an Informational Essay</p> <p><b>Focus Trait</b><br/>Ideas</p> <p><b>Write About Reading</b><br/>Performance Task</p> |



Experience  
*Journeys Common Core*

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