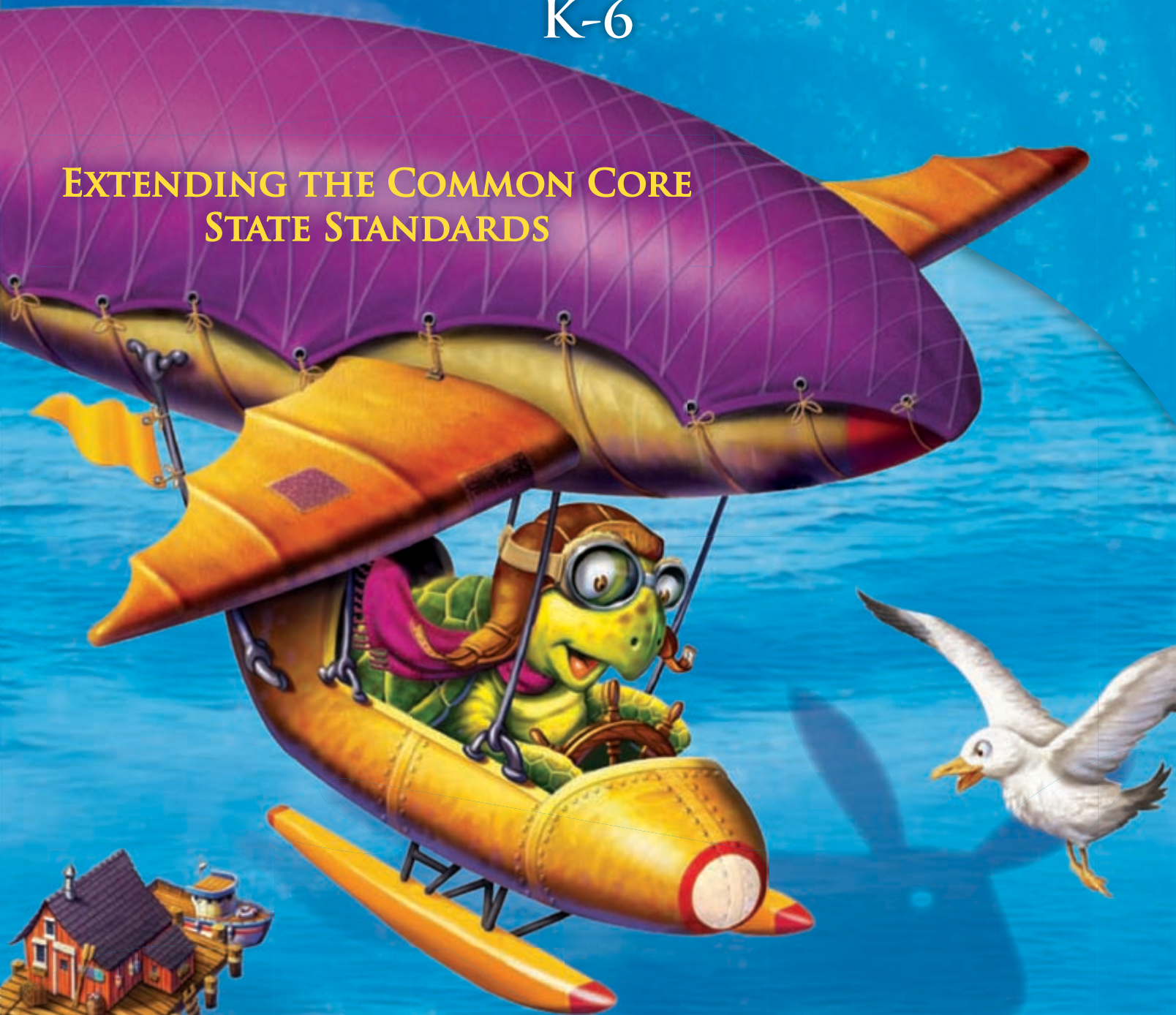


JOURNEYS

SCOPE AND SEQUENCE
OF SKILL INSTRUCTION
K-6

EXTENDING THE COMMON CORE
STATE STANDARDS





UNIT 1: NEIGHBORHOOD VISIT

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING	VOCABULARY	SPELLING	GRAMMAR	WRITING
1	<p>Main Selection Henry and Mudge Genre: Realistic Fiction</p> <p>Paired Selection All in the Family Genre: Informational Text</p> <p>Decodable Readers • We Camp • The Picnic Ants</p>	<ul style="list-style-type: none"> Identify Phonemes Syllables in Spoken Words 	<p>Phonics</p> <ul style="list-style-type: none"> Short Vowels <i>a, i</i> CVC Syllable Pattern <p>Fluency Accuracy: Word Recognition</p>	<p><i>around, be, five, help, next, or, pull, take, until, walked</i></p>	<p>Skill Sequence of Events</p> <p>Strategy Infer/Predict</p> <p>Author's Craft Word Choice</p> <p>Listening, Speaking, Viewing Listen for a Purpose</p>	<p>Target Vocabulary <i>curly, straight, floppy, drooled, weighed, stood, collars, row</i></p> <p>Vocabulary Strategies Alphabetical Order</p>	<p>Spelling Principle Short Vowels <i>a, i</i></p> <p>Spelling Words Basic: <i>sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask</i> Review: <i>as, his</i> Challenge: <i>sandwich, picnic</i></p>	<p>Grammar Skill Subjects and Predicates</p>	<p>Writing Mode Write to Narrate</p> <p>Writing Form Sentences That Tell a True Story</p> <p>Focus Trait Ideas</p>
2	<p>Main Selection My Family Genre: Informational Text</p> <p>Paired Selection Family Poetry Genre: Poetry</p> <p>Decodable Readers • Bud, Ben, and Roz • The Funny Hat Contest</p>	<ul style="list-style-type: none"> Identify Phonemes Syllables in Spoken Words 	<p>Phonics</p> <ul style="list-style-type: none"> Short Vowels <i>o, u, e</i> CVC Syllable Pattern <p>Fluency Accuracy: Connected Text</p>	<p><i>bring, children, comes, do, family, like, make, those, use, with</i></p>	<p>Skill Compare and Contrast</p> <p>Strategy Question</p> <p>Author's Craft Word Choice: Descriptive Details</p> <p>Listening, Speaking, Viewing Interpret Poems</p>	<p>Target Vocabulary <i>remembered, porch, crown, spend, stuck, visit, cousin, piano</i></p> <p>Vocabulary Strategies Using a Glossary</p>	<p>Spelling Principle Short Vowels <i>o, u, e</i></p> <p>Spelling Words Basic: <i>wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot</i> Review: <i>get, not</i> Challenge: <i>lunch, spend</i></p>	<p>Grammar Skill Complete Sentences</p>	<p>Writing Mode Write to Narrate</p> <p>Writing Form Friendly Letter</p> <p>Focus Trait Voice</p>
3	<p>Main Selection Henry and Mudge Under the Yellow Moon Genre: Realistic Fiction</p> <p>Paired Selection Outdoor Adventures Genre: Informational Text</p> <p>Decodable Readers • City Ride • Mice Can Race</p>	<ul style="list-style-type: none"> Blend Phonemes Sort Phonemes 	<p>Phonics</p> <ul style="list-style-type: none"> Long Vowels <i>a, i</i> Sounds for <i>c</i> <p>Fluency Accuracy: Self-correct</p>	<p><i>city, full, no, think, other, places, put, school, sing, think, this</i></p>	<p>Skill Author's Purpose</p> <p>Strategy Analyze/Evaluate</p> <p>Author's Craft Word Choice</p> <p>Listening, Speaking, Viewing Hold a Conversation or Discussion</p>	<p>Target Vocabulary <i>woods, turned, tops, chipmunks, busy, picked, south, grew</i></p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Long Vowels <i>a, i</i></p> <p>Spelling Words Basic: <i>cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake</i> Review: <i>gave, bike</i> Challenge: <i>mistake, while</i></p>	<p>Grammar Skill Statements and Questions</p>	<p>Writing Mode Write to Narrate</p> <p>Writing Form Sentences That Describe</p> <p>Focus Trait Word Choice</p>



UNIT 1: NEIGHBORHOOD VISIT (CONTINUED)

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



UNIT 2: NATURE WATCH

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING	VOCABULARY	SPELLING	GRAMMAR	WRITING
6	<p>Main Selection Animals Building Homes Genre: Informational Text</p> <p>Paired Selection Hiding at the Pond Genre: Play</p> <p>Decodable Readers</p> <ul style="list-style-type: none"> • A Job for Bob • Baby Animals 	<ul style="list-style-type: none"> • Identify Phonemes 	<p>Phonics</p> <ul style="list-style-type: none"> • Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i> <p>Fluency Expression</p>	<p><i>bear, work, animals, know, most, myself, sleep, second, three, she</i></p>	<p>Skill Text and Graphic Features</p> <p>Strategy Question</p> <p>Author's Craft Word Choice</p> <p>Listening, Speaking, Viewing Nonverbal Cues</p>	<p>Target Vocabulary</p> <p><i>beaks, break, deepest, hang, pond, shaped, winding, branches</i></p> <p>Vocabulary Strategies Base Words and Prefixes <i>un-, re-</i></p>	<p>Spelling Principle Common Final Blends <i>nd, ng, nt, ft, xt, mp, nk</i></p> <p>Spelling Words Basic: <i>next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring</i> Review: <i>jump, left</i> Challenge: <i>young, friend</i></p>	<p>Grammar Skill More Plural Nouns</p>	<p>Writing Mode Write to Inform</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Ideas</p>
7	<p>Main Selection The Ugly Vegetables Genre: Realistic Fiction</p> <p>Paired Selection They Really Are GIANT! Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none"> • Jill and Mack • Rabbit's Muffins 	<ul style="list-style-type: none"> • Sort Phonemes • Identify Medial Phonemes 	<p>Phonics</p> <ul style="list-style-type: none"> • Double Consonants and <i>ck</i> • Double Consonants (CVC) <p>Fluency Accuracy: Connected Text</p>	<p><i>pictures, air, pretty, told, window, funny, try, he, cried, car</i></p>	<p>Skill Conclusions</p> <p>Strategy Analyze/Evaluate</p> <p>Author's Craft Personification</p> <p>Listening, Speaking, Viewing Monitor Understanding and Ask Questions</p>	<p>Target Vocabulary</p> <p><i>blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled</i></p> <p>Vocabulary Strategies Homophones</p>	<p>Spelling Principle Double Consonants and <i>ck</i></p> <p>Spelling Words Basic: <i>dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll</i> Review: <i>will, off</i> Challenge: <i>across, pocket</i></p>	<p>Grammar Skill Proper Nouns</p>	<p>Writing Mode Write to Inform</p> <p>Writing Form Summary Paragraph</p> <p>Focus Trait Organization</p>
8	<p>Main Selection Super Storms Genre: Informational Text</p> <p>Paired Selection Weather Poems Genre: Poetry</p> <p>Decodable Readers</p> <ul style="list-style-type: none"> • Splish! Splash! Whales • Drifting Up, Up, Up 	<ul style="list-style-type: none"> • Substitute Phonemes • Syllables in Spoken Words 	<p>Phonics</p> <ul style="list-style-type: none"> • Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i> • Base Words and Endings <i>-s, -ed, -ing</i> <p>Fluency Rate</p>	<p><i>few, people, eye, high, my, open, yellow, happy, starts, before</i></p>	<p>Skill Main Ideas and Details</p> <p>Strategy Visualize</p> <p>Author's Craft Word Choice: Sensory Words</p> <p>Listening, Speaking, Viewing Computer Basics</p>	<p>Target Vocabulary</p> <p><i>flash, equal, damage, reach, pounding, prevent, beware, bend</i></p> <p>Vocabulary Strategies Compound Words</p>	<p>Spelling Principle Words with <i>th, sh, wh, ch, tch</i></p> <p>Spelling Words Basic: <i>dish, than, chest, such, thin, push, shine, chase, white, while, these, flash</i> Review: <i>which, then</i> Challenge: <i>catch, thumb</i></p>	<p>Grammar Skill What Is a Verb?</p>	<p>Writing Mode Write to Inform</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Voice</p>



UNIT 2: NATURE WATCH (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING	VOCABULARY	SPELLING	GRAMMAR	WRITING
9	<p>Main Selection How Chipmunk Got His Stripes Genre: Folktale</p> <p>Paired Selection Why Rabbits Have Short Tails Genre: Traditional Tale</p> <p>Decodable Readers • Maybe So • Racing Away!</p>	<ul style="list-style-type: none"> • Add Phonemes • Syllables in Spoken Words 	<p>Phonics</p> <ul style="list-style-type: none"> • Base Words and Endings <i>-ed, -ing</i> • CV Syllable Pattern <p>Fluency Phrasing: Punctuation</p>	<p><i>kept, would, afraid, own, show, might, why, many, for, dark</i></p>	<p>Skill Understanding Characters</p> <p>Strategy Summarize</p> <p>Author's Craft Repetition</p> <p>Listening, Speaking, Viewing Listen to Compare and Contrast</p>	<p>Target Vocabulary <i>curled, direction, healed, height, toward, tunnel, tease, brag</i></p> <p>Vocabulary Strategies Synonyms</p>	<p>Spelling Principle <i>-ed, and -ing</i> Endings</p> <p>Spelling Words Basic: <i>liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked</i> Review: <i>mixed, sleeping</i> Challenge: <i>teasing, knocking</i></p>	<p>Grammar Skill Verbs in the Present</p>	<p>Writing Mode Write to Inform</p> <p>Writing Form Instructions</p> <p>Focus Trait Ideas</p>
10	<p>Main Selection Jellies Genre: Informational Text</p> <p>Paired Selection Meet Norbert Wu Genre: Informational Text</p> <p>Decodable Readers • Let's Have Fun • I'm Going to Win</p>	<ul style="list-style-type: none"> • Add and Delete Phonemes 	<p>Phonics</p> <ul style="list-style-type: none"> • Contractions <p>Fluency Stress</p>	<p><i>really, you, because, right, go, they, was, me, old, better</i></p>	<p>Skill Fact and Opinion</p> <p>Strategy Monitor/Clarify</p> <p>Author's Craft Word Choice: Comparisons</p> <p>Listening, Speaking, Viewing Computer: Dictionary</p>	<p>Target Vocabulary <i>decide, disgusting, drift, millions, simple, wrapped, choices, weaker</i></p> <p>Vocabulary Strategies Base Words and Suffixes <i>-er, -est</i></p>	<p>Spelling Principle Contractions</p> <p>Spelling Words Basic: <i>I'm, don't, isn't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've</i> Review: <i>us, them</i> Challenge: <i>they're, wouldn't</i></p>	<p>Grammar Skill Verbs in the Present, Past, and Future</p>	<p>Writing Mode Write to Inform</p> <p>Writing Form Instructions</p> <p>Focus Trait Word Choice</p>
MAIN SELECTIONS					COMPREHENSION/ LISTENING/SPEAKING/ VIEWING				
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA14: Nature Poems and Songs "Afternoon on a Hill" Genre: Poem "The Swing" Genre: Poem "There's a Hole at the Bottom of the Sea" Genre: Song</p> <p>Student Magazine, p. RA20: Activity Central: "Let's Talk"</p> <p>Student Book, p. 259: How Chipmunk Got His Stripes Genre: Folktale</p>				<p>Comprehension: Rhythm and Meaning in Poems and a Song</p> <p>Comprehension: Describe Rhythm and Meaning in a Story</p> <p>Listening and Speaking: Hold a Discussion</p>				



UNIT 3: TELL ME ABOUT IT

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



UNIT 3: TELL ME ABOUT IT (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY	HIGH FREQUENCY WORDS	COMPREHENSION/ LISTENING/SPEAKING/ VIEWING	VOCABULARY	SPELLING	GRAMMAR	WRITING
14	<p>Main Selection Helen Keller Genre: Biography</p> <p>Paired Selection Talking Tools Genre: Informational Text</p> <p>Decodable Readers</p> <ul style="list-style-type: none"> • Bill E. Goat and Wise Crow • Mud Bugs 	<ul style="list-style-type: none"> • Segment Phonemes 	<p>Phonics</p> <ul style="list-style-type: none"> • Long o (o, oa, ow) <p>Fluency Natural Pauses</p>	<p><i>front, hair, warm, started, stories, never, all, food, sky, party</i></p>	<p>Skill Main Ideas and Details</p> <p>Strategy Summarize</p> <p>Author's Craft Word Choice: Figurative Language</p> <p>Listening, Speaking, Viewing Computer/Internet: Navigating a Website</p>	<p>Target Vocabulary <i>curious, imitated, knowledge, motion, silence, illness, darkness, behavior</i></p> <p>Vocabulary Strategy Suffix -ly</p>	<p>Spelling Principle Long o (o, oa, ow)</p> <p>Spelling Words Basic: <i>own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach</i> Review: <i>so, grow</i> Challenge: <i>swallow, ocean</i></p>	<p>Grammar Skill Using Proper Nouns</p>	<p>Writing Mode Write to Persuade</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Ideas</p>
15	<p>Main Selection Officer Buckle and Gloria Genre: Humorous Fiction</p> <p>Paired Selection Safety at Home Genre: Play</p> <p>Decodable Readers</p> <ul style="list-style-type: none"> • What Does It Say? • In the Grove 	<ul style="list-style-type: none"> • Syllables in Spoken Words 	<p>Phonics</p> <ul style="list-style-type: none"> • Compound Words • Schwa Vowel Sound <p>Fluency Accuracy: Connected Text</p>	<p><i>ever, care, thought, over, off, small, new, book, live, after</i></p>	<p>Skill Cause and Effect</p> <p>Strategy Monitor/Clarify</p> <p>Author's Craft Word Choice: Emphasis</p> <p>Listening, Speaking, Viewing Summarize Important Information</p>	<p>Target Vocabulary <i>attention, buddy, obeys, speech, enormous, safety, shocked, station</i></p> <p>Vocabulary Strategy Dictionary Entry</p>	<p>Spelling Principle Compound Words</p> <p>Spelling Words Basic: <i>cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing</i> Review: <i>into, inside</i> Challenge: <i>nobody, everywhere</i></p>	<p>Grammar Skill Abbreviations</p>	<p>Writing Mode: Write to Persuade</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Organization</p>
MAIN SELECTIONS					COMPREHENSION/ LISTENING/SPEAKING/ VIEWING	VOCABULARY		GRAMMAR	
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA22: Who's Calling? Genre: Informational Text</p> <p>Student Magazine, p. RA30: Activity Central: "Look It Up!"</p>				<p>Comprehension: Understand Diagrams</p>	<p>Vocabulary Strategies: Print and Digital Dictionaries</p>		<p>Grammar: Simple and Compound Sentences</p> <p>Grammar: Capitalize Proper Nouns</p>	



UNIT 4: HEROES AND HELPERS

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



UNIT 4: HEROES AND HELPERS (CONTINUED)

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



UNIT 5: CHANGES, CHANGES EVERYWHERE

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



UNIT 5: CHANGES, CHANGES EVERYWHERE (CONTINUED)

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



UNIT 6: WHAT A SURPRISE!

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

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