





The background is a deep blue gradient with scattered white stars of varying sizes. Large, faint, overlapping circles in a lighter shade of blue are visible, creating a sense of depth and movement. The text is centered and rendered in a clean, white, sans-serif font.

**GRADE 3**  
**Scope & Sequence**

## READING TEXTS

## FOUNDATIONAL SKILLS

## SPEAKING &amp; LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
1	<p><b>Anchor Text</b> Ali Goes to School <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Schools of Old <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Analyze Illustrations</p>	<p>Short vowels <i>a, e, i, o, u</i></p> <p>Words with the VCCV Pattern</p>	Accuracy	<p><b>Speaking and Listening Skill</b> Hold a Discussion or Conversation</p> <p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
2	<p><b>Anchor Text</b> The Power of Magnets <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Electromagnets and You <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Author's Word Choice</p>	<p>Long Vowels <i>a, e, i, o, u</i></p> <p>Words with the VCe Pattern</p>	Phrasing	<p><b>Speaking and Listening Skill</b> Ask and Answer Questions</p> <p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
3	<p><b>Anchor Text</b> Building a New Barn <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Bridges <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Story Structure</p>	<p>Common Vowel Pairs <i>ai, ay, ee, ea</i> Long <i>o</i> Spelled <i>oa, ow</i></p>	Expression	<p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
4	<p><b>Anchor Text</b> Zizou <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Soccer Poems <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Literal and Nonliteral Meanings</p>	<p>Long <i>i</i> spelled <i>i, ie, igh</i></p>	Intonation	<p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE





WRITING

Target-Academic Vocabulary	Spelling	Language	Writing
<p><b>Target-Academic Vocabulary</b> <i>principal, strolled, proud, worried, soared, announced, fine, certainly</i></p> <p><b>Domain-Specific Vocabulary</b> <i>educator, administrator, classroom, schoolhouse, subject, curriculum</i></p> <p><b>Apply Vocabulary Knowledge</b> Shades of Meaning</p> <p><b>Vocabulary Strategies</b> Context Clues</p>	<p><b>Spelling Principle</b> Short Vowels</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>crop, plan, thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing</i> <b>Review:</b> <i>next, hug</i> <b>Challenge:</b> <i>hospital, fantastic</i></p>	<p><b>Grammar Skill</b> Simple Sentences</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Descriptive Paragraph</p> <p><b>Focus Trait</b> Word Choice: Exact Words</p>
<p><b>Target-Academic Vocabulary</b> <i>research, tools, familiar, gadget, invention, experiment, electric, power, prove, improve</i></p> <p><b>Domain-Specific Vocabulary</b> <i>attract, repel, poles, electromagnet</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Dictionary</p> <p><b>Vocabulary Strategies</b> Dictionary/Glossary</p>	<p><b>Spelling Principle</b> VCe Spellings</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, life, rule</i> <b>Review:</b> <i>these, those</i> <b>Challenge:</b> <i>surprise, decide</i></p>	<p><b>Grammar Skill</b> Kinds of Sentences Compound Sentences</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Dialogue</p> <p><b>Focus Trait</b> Ideas: Audience and Purpose</p>
<p><b>Target-Academic Vocabulary</b> <i>balancing, tide, crewdisappears, foggy, stretch, excitement, cling</i></p> <p><b>Domain-Specific Vocabulary</b> <i>foreman, construction, suspension, arches, harness</i></p> <p><b>Apply Vocabulary Knowledge</b> Use Guidewords</p> <p><b>Vocabulary Strategies</b> Word Families</p>	<p><b>Spelling Principle</b> Long o Spellings</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat</i> <b>Review:</b> <i>cold, most</i> <b>Challenge:</b> <i>tomorrow, sailboats</i></p>	<p><b>Grammar Skill</b> Common and Proper Nouns</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Prewrite a Personal Narrative</p> <p><b>Focus Trait</b> Ideas: Important and Interesting Details</p>
<p><b>Target-Academic Vocabulary</b> <i>stands, score, fans, league, slammed, pronounced, style, polish,</i></p> <p><b>Domain-Specific Vocabulary</b> <i>amateur, professional, outfield, spectators, sportsmanship</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Prefix <i>mis-</i></p>	<p><b>Spelling Principle</b> Long i Spellings</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, die, midnight</i> <b>Review:</b> <i>find, night</i> <b>Challenge:</b> <i>silent, frightening</i></p>	<p><b>Grammar Skill</b> Plural Nouns with -s and -es</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Draft a Personal Narrative</p> <p><b>Focus Trait</b> Sentence Fluency: Time-Order Words</p>

## READING TEXTS

## FOUNDATIONAL SKILLS

## SPEAKING &amp; LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
5	<p><b>Anchor Text</b> Bats Are the Best Beasts <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> A Bat Is Born <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Domain-Specific Vocabulary</p>	Words with the VCV Pattern	Reading Rate	<p><b>Speaking and Listening Skill</b> Recount an Experience</p> <p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
6	<p><b>Anchor Text</b> Illustrations <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Jack Draws a Beanstalk <b>Genre:</b> Traditional Tale</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Sequence of Events</p>	Three-Letter Clusters ( <i>scr, spr, str, thr</i> ) Silent Letters <i>kn, wr</i>	Expression	<p><b>Speaking and Listening Skill</b> Create an Audio Recording</p> <p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
7	<p><b>Anchor Text</b> Grandfather's Story <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Storytellers <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Analyze Illustrations</p>	Vowel Diphthongs <i>ow</i> and <i>ou</i>	Intonation	<p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
8	<p><b>Anchor Text</b> Thomas Edison <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Moving Pictures <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Main Ideas and Details</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Sequence of Events</p>	Words with <i>au, aw, al,</i> and <i>o</i>	Accuracy	<p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE





WRITING

Target-Academic Vocabulary	Spelling	Language	Writing
<p><b>Target-Academic Vocabulary</b> <i>twitch, detail, swoops, slithers, squeak, dozes, echoes, snuggles</i></p> <p><b>Domain Specific Vocabulary</b> <i>mammal, echolocation, nocturnal, environment</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Glossary</p> <p><b>Vocabulary Strategies</b> Suffixes <i>-able, -ible</i></p>	<p><b>Spelling Principle</b> More Short and Long Vowels</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>math, toast, easy, socks, Friday, stuff, paid, cheese, June, elbow, program, shiny, piles, sticky</i> <b>Review Words:</b> <i>each, both</i> <b>Challenge Words:</b> <i>comb, holiday</i></p>	<p><b>Grammar Skill</b> What Is a Verb?</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response Paragraph</p> <p><b>Focus Trait</b> Ideas: Details and Examples</p>
<p><b>Target-Academic Vocabulary</b> <i>tracing, imagine, illustrate, scribbles, sketches, research, textures, tools</i></p> <p><b>Domain-Specific Vocabulary</b> <i>foreground, typeface, watercolors, composition, publisher</i></p> <p><b>Apply Vocabulary Knowledge</b> Context Sentences</p> <p><b>Vocabulary Strategies</b> Synonyms</p>	<p><b>Spelling Principle</b> Three-Letter Clusters</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>three, scrap, street, spring, thrill, scream, strange, throw, string, scrape, spray, threw, strong, scratch</i> <b>Review Words:</b> <i>think, they</i> <b>Challenge Words:</b> <i>straight, scramble</i></p>	<p><b>Grammar Skill</b> Verb Tenses</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Piece</p> <p><b>Focus Trait</b> Organization: Topic Sentence</p>
<p><b>Target-Academic Vocabulary</b> <i>familiar, jerky, vacant, rickety, blurry, rude, blasted, applause</i></p> <p><b>Domain-Specific Vocabulary</b> <i>mime, atmosphere, storyteller, improvisation</i></p> <p><b>Apply Vocabulary Knowledge</b> Multiple-Meaning Words</p> <p><b>Vocabulary Strategies</b> Dictionary/Glossary</p>	<p><b>Spelling Principle</b> Vowel Sound in <i>town</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound</i> <b>Review Words:</b> <i>house, found</i> <b>Challenge Words:</b> <i>mountain, coward</i></p>	<p><b>Grammar Skill</b> Using Commas Abstract Nouns</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Rewrite a Response to Literature</p> <p><b>Focus Trait</b> Organization: Opinion Statement</p>
<p><b>Target-Academic Vocabulary</b> <i>signal, genius, gadget, invention, laboratory, experiment, occasional, electric</i></p> <p><b>Domain-Specific Vocabulary</b> <i>patent, phonograph, sound waves, kinoscope</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Dictionary</p> <p><b>Vocabulary Strategies</b> Shades of Meaning</p>	<p><b>Spelling Principle</b> Vowel Sound in <i>talk</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always</i> <b>Review Words:</b> <i>soft, small</i> <b>Challenge Words:</b> <i>often, strawberry</i></p>	<p><b>Grammar Skill</b> Pronouns and Antecedents</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Draft a Response to Literature</p> <p><b>Focus Trait</b> Sentence Fluency: Avoiding Redundancy</p>

## READING TEXTS

## FOUNDATIONAL SKILLS

## SPEAKING &amp; LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
9	<p><b>Anchor Text</b> Technology Wins the Game <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Science for Sports Fans <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Text and Graphic Features</p>	Vowel Diphthongs <i>oi, oy</i>	Phrasing	<p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
10	<p><b>Anchor Text</b> Growing Up <b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> Goodness Grows in Gardens <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Theme</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Point of View</p>	Homophones  Words Ending in <i>-er</i> and <i>-le</i>	Stress	<p><b>Speaking and Listening Skill</b> Interpret Information Presented Orally</p> <p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
11	<p><b>Anchor Text</b> Yonder Mountain: A Cherokee Legend <b>Genre:</b> Legend</p> <p><b>Paired Selection</b> The Trail of Tears <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Story Message</p>	Contractions with <i>n't</i> , <i>'d</i> , <i>'ve</i>	Reading Rate	<p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
12	<p><b>Anchor Text</b> A Meal for Mother <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> Imagine a Recipe <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Formal and Informal Language</p>	Words with <i>ar, or, ore</i> Words with <i>er, ir, ur, or</i>	Expression	<p><b>Speaking and Listening Skill</b> Hold a Group Discussion</p> <p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE

WRITING





Target-Academic Vocabulary	Spelling	Language	Writing
<p><b>Target-Academic Vocabulary</b> <i>contribute, athletes, improve, power, flexible, process, compete, fraction</i></p> <p><b>Domain-Specific Vocabulary</b> <i>force, energy, sensor, sports engineer</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Suffixes <i>-less, -ful, -ous</i></p>	<p><b>Spelling Principle</b> Vowel Sound in <i>joy</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil</i> <b>Review Words:</b> <i>come, are</i> <b>Challenge Words:</b> <i>poison, destroy</i></p>	<p><b>Grammar Skill</b> Plural Nouns</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Cause-and-Effect Paragraph</p> <p><b>Focus Trait</b> Word Choice: Cause-and-Effect Signal Words</p>
<p><b>Target-Academic Vocabulary</b> <i>risky, grunted, crops, profit, scowled, plucked, tugged, hollered</i></p> <p><b>Domain-Specific Vocabulary</b> <i>cultivate, depletion, rotation, sustainable</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Glossary</p> <p><b>Vocabulary Strategies</b> Idioms</p>	<p><b>Spelling Principle</b> Homophones</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>hole, whole, its, it's, hear, here, won, one, our, hour, their, there, fur, fir</i> <b>Review Words:</b> <i>road, rode</i> <b>Challenge Words:</b> <i>peace, piece</i></p>	<p><b>Grammar Skill</b> Writing Quotations</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Compare-and-Contrast Paragraph</p> <p><b>Focus Trait</b> Word Choice: Compare-and-Contrast Signal Words</p>
<p><b>Target-Academic Vocabulary</b> <i>peak, examined, fondly, steep, rugged, pausing, mist, pleaded</i></p> <p><b>Domain-Specific Vocabulary</b> <i>tribe, chief, treaty, territory, oral tradition</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Glossary</p> <p><b>Vocabulary Strategies</b> Homophones and Homographs</p>	<p><b>Spelling Principle</b> Contractions</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>I'd, he's, haven't, doesn't, let's, there's wouldn't, what's, she's, aren't, hasn't, couldn't, he'd, they're</i> <b>Review:</b> <i>can't, isn't</i> <b>Challenge:</b> <i>we're, weren't</i></p>	<p><b>Grammar Skill</b> Subject-Verb Agreement Pronoun-Verb Agreement</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Informative Paragraph</p> <p><b>Focus Trait</b> Organization: Group-Related Information</p>
<p><b>Target-Academic Vocabulary</b> <i>anxiously, degrees, tense, ingredients, recommended, remarked, festive, cross</i></p> <p><b>Domain-Specific Vocabulary</b> <i>recipe, chef, teaspoon, tablespoon, measurements</i></p> <p><b>Apply Vocabulary Knowledge</b> Parts of a Dictionary Entry</p> <p><b>Vocabulary Strategies</b> Using a Thesaurus</p>	<p><b>Spelling Principle</b> Vowel + /r/ Sound in <i>nurse</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm</i> <b>Review Words:</b> <i>her, girl</i> <b>Challenge Words:</b> <i>perfect, hamburger</i></p>	<p><b>Grammar Skill</b> Verb Tenses</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Draft an Explanatory Essay</p> <p><b>Focus Trait</b> Voice: Using Formal Language</p>



## READING TEXTS

## FOUNDATIONAL SKILLS

## SPEAKING &amp; LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
13	<p><b>Anchor Text</b> Rafi's Science Project <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> Rafi's Hobby <b>Genre:</b> Humorous Fiction</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Theme</p>	Words with <i>air, ear, are</i>	Intonation	<p><b>Speaking and Listening Skill</b> Report on a Text</p> <p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
14	<p><b>Anchor Text</b> The Albertosaurus Mystery: Philip Currie's Hunt in the Badlands <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Finding Fossils for Fun <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Point of View</p>	Words with /j/ and /s/ Words with the VCCCV Pattern	Stress	<p><b>Speaking and Listening Skill</b> Ask and Answer Questions</p> <p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
15	<p><b>Anchor Text</b> Two Bear Cubs <b>Genre:</b> Play</p> <p><b>Paired Selection</b> Whose Land Is It? <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Story Message</p>	Words with /k/ and /kw/ Vowel Sounds in <i>spoon</i> and <i>wood</i>	Reading Rate	<p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
16	<p><b>Anchor Text</b> Life on the Ice <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Thunderbird <b>Genre:</b> Folktale</p>	<p><b>Target Skill</b> Main Ideas and Details</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Literal and Nonliteral Meanings</p>	Compound Words	Accuracy	<p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>



LANGUAGE





WRITING

Target-Academic Vocabulary	Spelling	Language	Writing
<p><b>Target-Academic Vocabulary</b> <i>recycle, project, dripping, carton, complicated, global, rubbish, hardly, shade, pollution</i></p> <p><b>Domain-Specific Vocabulary</b> <i>compost, landfill, conserve</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Dictionary</p> <p><b>Vocabulary Strategies</b> Context Clues</p>	<p><b>Spelling Principle</b> Vowel + /r/ Sounds in <i>air</i> and <i>fear</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard</i> <b>Review Words:</b> <i>buy, year</i> <b>Challenge Words:</b> <i>earring, compare</i></p>	<p><b>Grammar Skill</b> What Are Adjectives and Articles?</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Letter</p> <p><b>Focus Trait</b> Ideas: Introducing the Topic and Opinion</p>
<p><b>Target-Academic Vocabulary</b> <i>clues, remains, evidence, prove, fossils, skeletons, uncovering, buried, fierce, location</i></p> <p><b>Domain-Specific Vocabulary</b> <i>paleontology, badlands, field notes, sediment</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Suffix -ly</p>	<p><b>Spelling Principle</b> Words with /j/ and /s/</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>age, space, change, jawbone, jacket, giant, pencil, circle, once, large, jeans, bounce, huge</i> <b>Review Words:</b> <i>nice, place</i> <b>Challenge Words:</b> <i>excited, gigantic</i></p>	<p><b>Grammar Skill</b> Adjectives That Compare</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Paragraph</p> <p><b>Focus Trait</b> Voice: Convincing Voice</p>
<p><b>Target-Academic Vocabulary</b> <i>scolding, greedily, hesitation, ignores, burden, glancing, console, base, drowsy, heroic</i></p> <p><b>Related Vocabulary</b> <i>dilemma, embraced, hinder, commended</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Glossary</p> <p><b>Vocabulary Strategies</b> Prefixes <i>pre-, re-, bi-</i></p>	<p><b>Spelling Principle</b> Vowel Sounds in <i>spoon</i> and <i>wood</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, food, pooch</i> <b>Review Words:</b> <i>blew, foot</i> <b>Challenge Words:</b> <i>loose, jewel</i></p>	<p><b>Grammar Skill</b> Using the Verb <i>be</i> and Helping Verbs More Irregular Verbs</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Rewrite a Persuasive Essay</p> <p><b>Focus Trait</b> Ideas: Thinking About Your Audience</p>
<p><b>Target-Academic Vocabulary</b> <i>shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colony</i></p> <p><b>Domain-Specific Vocabulary</b> <i>equator, Fahrenheit, Celsius, precipitation</i></p> <p><b>Apply Vocabulary Knowledge</b> Context Sentences</p> <p><b>Vocabulary Strategies</b> Dictionary/Glossary</p>	<p><b>Spelling Principle</b> Compound Words</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight</i> <b>Review Words:</b> <i>someone, cannot</i> <b>Challenge Words:</b> <i>scorekeeper, everybody</i></p>	<p><b>Grammar Skill</b> What Is an Adverb?</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Draft a Persuasive Essay</p> <p><b>Focus Trait</b> Organization: Paragraphs for Reasons</p>

## READING TEXTS

## FOUNDATIONAL SKILLS

## SPEAKING &amp; LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
17	<p><b>Anchor Text</b> Cowboy Bart <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Wagons of the Old West <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Point of View</p>	Base Words and <i>-ed</i> , <i>-ing</i>	Intonation	<p><b>Speaking and Listening Skill</b> Hold a Group Discussion</p> <p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
18	<p><b>Anchor Text</b> Migrating Insects <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Grasshopper and the Ant <b>Genre:</b> Fable</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Author's Word Choice</p>	Spelling Changes: <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i>  Less Common Plurals	Phrasing	<p><b>Speaking and Listening Skill</b> Create an Audio Recording</p> <p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
19	<p><b>Anchor Text</b> Bottlenose <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> The Land Volcanoes Built <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Analyze Illustrations</p>	Suffixes <i>-ful</i> , <i>-y</i> , <i>-ous</i> , <i>-ly</i> , <i>-er</i> Prefixes <i>un-</i> , <i>pre-</i> , <i>re-</i> , <i>bi-</i>	Accuracy	<p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>
20	<p><b>Anchor Text</b> Mountains: Surviving on Mt. Everest <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Big Cleanup <b>Genre:</b> Play</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Main Ideas and Details</p>	Suffixes <i>-less</i> , <i>-ness</i>	Expression	<p><b>Speaking and Listening Skill</b> Present a Research Report</p> <p><b>Talk It Over</b>  Look for this icon for speaking and listening practice throughout the program</p>

LANGUAGE

WRITING

Target-Academic Vocabulary	Spelling	Language	Writing
<p><b>Target-Academic Vocabulary</b> <i>prairie, slick, fetch, clattered, sniff, rough, batted, thumped, buzzing, rustle</i></p> <p><b>Domain-Specific Vocabulary</b> <i>pioneer, expansion, prairie, bonnet</i></p> <p><b>Apply Vocabulary Knowledge</b> Parts of a Dictionary Entry</p> <p><b>Vocabulary Strategies</b> Prefix <i>non-</i></p>	<p><b>Spelling Principle</b> Words with <i>-ed</i> and <i>-ing</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted</i> <b>Review Words:</b> <i>making, stopped</i> <b>Challenge Words:</b> <i>freezing, scared</i></p>	<p><b>Grammar Skill</b> Adverbs That Compare</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Fictional Narrative Paragraph</p> <p><b>Focus Trait</b> Ideas: Setting the Scene</p>
<p><b>Target-Academic Vocabulary</b> <i>survival, migrate, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic</i></p> <p><b>Domain-Specific Vocabulary</b> <i>adaptation, basic needs, insect, migration</i></p> <p><b>Apply Vocabulary Knowledge</b> Shades of Meaning</p> <p><b>Vocabulary Strategies</b> Word Roots</p>	<p><b>Spelling Principle</b> Changing Final <i>y</i> to <i>i</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied, ponies</i> <b>Review Words:</b> <i>pretty, very</i> <b>Challenge Words:</b> <i>countries, libraries</i></p>	<p><b>Grammar Skill</b> Making Comparisons Possessive Nouns and Pronouns</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Descriptive Paragraph</p> <p><b>Focus Trait</b> Word Choice: Using Similes</p>
<p><b>Target-Academic Vocabulary</b> <i>guided, rippled, arrival, voyage, twisted, aboard, anchor, spotted, bay, lava</i></p> <p><b>Domain-Specific Vocabulary</b> <i>eruption, magma, mountain, island</i></p> <p><b>Apply Vocabulary Knowledge</b> Use Guidewords</p> <p><b>Vocabulary Strategies</b> Shades of Meaning</p>	<p><b>Spelling Principle</b> Prefixes <i>re-</i> and <i>un-</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>unfold, rejoin, untie, reheat, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure</i> <b>Review Words:</b> <i>reread, unsafe</i> <b>Challenge Words:</b> <i>unbuckle, unknown</i></p>	<p><b>Grammar Skill</b> Complex Sentences</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Prewrite a Fictional Narrative</p> <p><b>Focus Trait</b> Ideas: Using Vivid Details</p>
<p><b>Target-Academic Vocabulary</b> <i>approached, section, avalanches, increases, equipment, tanks, slopes, altitude, succeed, halt</i></p> <p><b>Domain-Specific Vocabulary</b> <i>peak, summit, range, ridge, landform</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Analogies</p>	<p><b>Spelling Principle</b> Suffixes <i>-less</i> and <i>-ness</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>painless, sickness, sadness, helpless, thankless, kindness, hopeless, darkness, fearless, thickness, careless, goodness, spotless, softness</i> <b>Review Words:</b> <i>useful, weakly</i> <b>Challenge Words:</b> <i>breathless, eagerness</i></p>	<p><b>Grammar Skill</b> More, Most, <i>-er</i>, <i>-est</i></p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Draft a Fictional Narrative</p> <p><b>Focus Trait</b> Word Choice: Choosing Words for Effect</p>

