

Lesson	READING LITERATURE & INFORMATIONAL TEXT				FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing				
1	<p><b>Anchor Text</b> My Brother Martin: A Sister remembers Genre: Realistic Fiction</p> <p><b>Paired Selection</b> Because of Book Ends Genre: Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skills</b> Point of View Flashback</p>	<p>The VCV Syllable Pattern</p>	<p>Accuracy and Self-Connection</p>	<p><b>Read Aloud</b> Sideline Support Speaking/Listening: Paraphrase Text</p> <p><b>Speaking and Listening Skill</b> How to Have a Literature Discussion</p>	<p><b>Target/Academic Vocabulary</b> comfort, mention, mood, properly, intends, assessed, positive, advanced, peculiar, talent</p> <p><b>Domain-Specific Vocabulary</b> citizen, resident, volunteer, public servant</p> <p><b>Vocabulary Strategies</b> Prefixes re-, un-, dis-</p>	<p><b>Grammar Skill</b> What is a Sentence? <b>How English Works</b> Noun Phrases</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Descriptive Paragraph</p> <p><b>Writing Focus</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p>				
2	<p><b>Anchor Text</b> My Brother Martin: A Sister remembers Crowling Up with the Rev. Dr. Martin Luther King Jr. Genre: Biography</p> <p><b>Paired Selection</b> Langston Hughes: A Poet and a Dreamer Genre: Poetry</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skills</b> Explain Historical Events Idioms</p>	<p>Open and Closed Syllables</p>	<p>Phrasing: Pauses</p>	<p><b>Read Aloud</b> The Troublemaker Who Healed a Nation Speaking/Listening: Contribute to Group Discussions</p>	<p><b>Target/Academic Vocabulary</b> justice, numerous, segregation, rousing, captured, arson, encounters, preferred, recall, example</p> <p><b>Domain-Specific Vocabulary</b> abolish, disobedience, slavery, reform</p> <p><b>Vocabulary Strategies</b> Prefixes in-, im-, il-, ir-</p>	<p><b>Grammar Skill</b> Kinds of Sentences</p> <p><b>How English Works</b> Modifying to Add Details</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story</p> <p><b>Writing Focus</b> Purpose</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Use Internet Sources</p>				
3	<p><b>Anchor Text</b> My Librarian is a Camel Genre: Informational Text</p> <p><b>Paired Selection</b> From Idea to Book Genre: Informational Text</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skills</b> Interpret Visuals Domain-Specific Vocabulary</p>	<p>The VCV Syllable Pattern</p>	<p>Accuracy</p>	<p><b>Read Aloud</b> Bridging the Gap Speaking/Listening: Evaluate Language Choices</p>	<p><b>Target/Academic Vocabulary</b> isolated, virtual, devour, remote, impossible, access, ability, preserve, extremes, end</p> <p><b>Domain-Specific Vocabulary</b> demographics, censorship, public domain, public opinion</p> <p><b>Vocabulary Strategies</b> Using Context</p>	<p><b>Grammar Skill</b> Quotations</p> <p><b>How English Works</b> Text Structure</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Dialogue</p> <p><b>Writing Focus</b> Conventions</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Take Notes and Categorize Information</p>				

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	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing				
4	<p><b>Anchor Text</b> The Power of WOW! Genre: Play</p> <p><b>Paired Selection</b> The Kid's Guide to Money Genre: Informational Text</p>	<p><b>Target Skill</b> Theme</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skills</b> Elements of Drama Allusion</p>	VCV and VCCV Syllable Patterns	Innovation	<p><b>Read Aloud</b> Bookmobile Rescue</p> <p>Speaking/Listening: Demonstrate Active Listening</p> <p><b>Speaking and Listening Skill</b> Recount an Experience</p>	<p><b>Target/Academic Vocabulary</b> assist, burglar, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior</p> <p><b>Domain-Specific Vocabulary</b> charity, coalition, involvement, community service</p> <p><b>Vocabulary Strategies</b> Prefixes: <i>nor-, mis-</i></p>	<p><b>Grammar Skill</b> Fragments and Run-On Sentences</p> <p><b>How English Works</b> Verb Phrases</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Fictional Narrative: Prewrite</p> <p><b>Writing Focus</b> Organization</p> <p><b>Write About Reading</b> Organization</p>				
5	<p><b>Anchor Text</b> Stormalong Genre: Tall Tale</p> <p><b>Paired Selection</b> Hocot the Fisherman Genre: Play/Folk Tale</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Inter/Predict</p> <p><b>Second Read Skills</b> Hyperbole Point of View</p>	Homophones	Expression	<p><b>Read Aloud</b> Mighty Joe Magarac</p> <p>Speaking/Listening: Analyze Language Choices</p> <p><b>Speaking and Listening Skill</b> Literature Discussion</p>	<p><b>Target/Academic Vocabulary</b> yearning, memorable, betrayed, condition, securing, shortage, tidal, outcast, teaming, horrified</p> <p><b>Domain-Specific Vocabulary</b> lifestyle, tolerance, values, social rules</p> <p><b>Vocabulary Strategies</b> Reference Materials</p>	<p><b>Grammar Skill</b> Proper Nouns</p> <p><b>How English Works</b> Text Cohesion</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Imaginative Story, Draft, Revise, Edit, Publish</p> <p><b>Writing Focus</b> Conventions</p> <p><b>Write About Reading</b> Performance Task</p>				
Performance Task	<p><b>Anchor Text</b> My Librarian Is a Camel Genre: Informational Text</p> <p><b>Supporting Text</b> Because of Bookends Genre: Informational Text</p>						<p><b>Grammar Review</b> Kinds of Sentences Quotation Marks</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story</p>				

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	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing				
6	<p><b>Anchor Text</b> Invasion from Mars <b>Genre:</b> Play</p> <p><b>Paired Selection</b> The History of Radio <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Inter/Predict</p> <p><b>Second Read Skills</b> Elements of Drama Formal and Informal Language</p>	<p>Common Consonant Patterns: Digraphs</p>	<p>Expression</p>	<p><b>Read Aloud</b> The Turquoise Event</p> <p>Speaking/Listening: Join Ideas in a Sentence</p> <p><b>Speaking and Listening Skill</b> Listen to a Recording</p>	<p><b>Target/Academic Vocabulary</b> <i>alarmed, reacted, convey, daring, awe, luminous, indescrivable, extraordinary, fate, conferring</i></p> <p><b>Domain-Specific Vocabulary</b> <i>broadcast, correspondent, journalism, public relations</i></p> <p><b>Vocabulary Strategies</b> Suffixes -y, -ous</p>	<p><b>Grammar Skill</b> Verbs</p> <p><b>How English Works</b> Using Verb Tenses</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> News Report</p> <p><b>Writing Focus</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>				
7	<p><b>Anchor Text</b> Coming Distractions: Questioning Movies <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> How Do They Do That? <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Fact and Opinion</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skills</b> Explain Concepts and Ideas Domain-Specific Vocabulary</p>	<p>Common Consonant Patterns: Clusters</p>	<p>Phrasing: Punctuation</p>	<p><b>Read Aloud</b> Seven Spielberg: A Filmmaker's Journey</p> <p>Speaking/Listening: Identify Sequence</p>	<p><b>Target/Academic Vocabulary</b> <i>energizing, promote, focus, advertise, jobs, critics, target, thrilling, angles, generated</i></p> <p><b>Domain-Specific Vocabulary</b> <i>studio, producer, releases, manipulate</i></p> <p><b>Vocabulary Strategies</b> Greet and Latin word Pairs <i>phan, photo, graph, out, tele</i></p>	<p><b>Grammar Skill</b> Verb Tenses</p> <p><b>How English Works</b> Text Structure</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Informational Paragraph</p> <p><b>Writing Focus</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Gather Relevant Information</p>				

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	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing				
8	<p><b>Anchor Text</b> Me and Uncle Romie <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Sienwek Artists <b>Genre:</b> Readers' Theater</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skills</b> Point of View Theme</p>	<p>Stressed and Unstressed Syllables</p>	<p>Stress</p>	<p><b>Read Aloud</b> Jazzy Jasmine</p> <p>Speaking/Listening: Organize and Express Ideas</p> <p><b>Speaking and Listening Skill</b> Hold a Literature Discussion</p>	<p><b>Target/Academic Vocabulary</b> glorious, studio, concerned, model, smeared, ruined, yanked, streak, schedule, feast</p> <p><b>Domain-Specific Vocabulary</b> craftsmanship, aesthetics, exhibition, representation</p> <p><b>Vocabulary Strategies</b> Figurative Language</p>	<p><b>Grammar Skill</b> Progressive Verb Tenses</p> <p><b>How English Works</b> Connecting Ideas</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Book Report</p> <p><b>Writing Focus</b> Purpose</p> <p><b>Write About Reading</b> Performance Task</p>				
9	<p><b>Anchor Text</b> Dear Mr. Winston <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Field Guide to Snakes of the Southwest <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions and Generalizations</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skills</b> Understanding Characters Humor</p>	<p>Common Beginning Syllables</p>	<p>Accuracy</p>	<p><b>Read Aloud</b> Is Squatch Out There?</p> <p>Speaking/Listening: Contribute to Group Discussions</p>	<p><b>Target/Academic Vocabulary</b> fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted</p> <p><b>Domain-Specific Vocabulary</b> reference, access, database, retrieval, bibliography</p> <p><b>Vocabulary Strategies</b> Analogies</p>	<p><b>Grammar Skill</b> Compound and Complex Sentences</p> <p><b>How English Works</b> Using Noun Phrases</p>	<p><b>Writing Mode</b> Informational Writing</p> <p><b>Writing Form</b> Explanatory Essay; Prewrite</p> <p><b>Writing Focus</b> Science</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Investigate a Topic</p>				
10	<p><b>Anchor Text</b> José Born to Dance <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Dance to the Beat <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skills</b> Simile and Metaphor <b>Genre:</b> Biography</p>	<p>Vowel + r in Multi-Syllable Words</p>	<p>Intonation</p>	<p><b>Read Aloud</b> Mexican Dove</p> <p>Speaking/Listening: Demonstrate Active Listening</p> <p><b>Speaking and Listening Skill</b> Recount an Experience</p>	<p><b>Target/Academic Vocabulary</b> debut, stubborn, permission, hauling, mountful, bowed, triumph, discouraged, toured, border</p> <p><b>Domain-Specific Vocabulary</b> chorography, dynamic, intermission, troupe</p> <p><b>Vocabulary Strategies</b> Stiches of Meaning</p>	<p><b>Grammar Skill</b> Pronouns</p> <p><b>How English Works</b> Using Verb Types</p>	<p><b>Writing Mode</b> Informational Writing</p> <p><b>Writing Form</b> Explanatory Essay; Draft, Revise, Edit, Publish</p> <p><b>Writing Focus</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p>				

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	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing				
Performance Task	<p><b>Anchor Text</b> Me and Uncle Romie <b>Genre:</b> Realistic Fiction</p> <p><b>Anchor Text</b> Dear Mr. Winston <b>Genre:</b> Realistic Fiction</p>								<p><b>Grammar Review</b> Compound Sentences, Verb Tenses</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Literary Analysis Essay</p>		
Extended Reading	<p><b>Trade Book</b> Discovering Mars: The Amazing Story of the Red Planet <b>Genre:</b> Informational Text</p>	<p><b>Target Strategies</b> Summarize Visualize Analyze/Evaluate Monitor/Clarify</p>		Accuracy and Self-Correction	<p><b>Read Aloud</b> Over the Moon Speaking/Listening: Use Transition Words</p>	<p><b>Content Vocabulary Words</b> sphere, astronauts, telescope, poles, arge, conquest, diameter, craters, mammoth, solar system, basin, base, colossal, advanced, cosmic rays, ultraviolet, microbes, roving shuttles, gravity, cargo, roasts, scheme, primary, sustan, ozone, atmosphere</p> <p><b>Domain-Specific Vocabulary</b> orbit, constellation, asteroid, space, probe</p>	<p><b>Integrated Language Arts Review</b> Grammar Skills Review</p>	<p><b>Collaborative Project</b> Mars Expedition Seminar</p> <p><b>Write About Media</b> Write About Reading</p>				

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11	<p><b>Anchor Text</b> Hurricanes: Earth's Mightiest Storms <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Recovering from Katrina <b>Genre:</b> Newspaper Article</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skills</b> Explain Scientific Ideas Text Structure</p>	Compound Words	Phrasing: Punctuation	<p><b>Read Aloud</b> The Big Storm</p> <p>Speaking/Listening: Use Transition Words</p>	<p><b>Target/Academic Vocabulary</b> <i>whirlwind, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered</i></p> <p><b>Domain-Specific Vocabulary</b> <i>barometer, humidity, pressure, condensation</i></p> <p><b>Vocabulary Strategies</b> Suffixes -ful, -less, -ness, -ment</p>	<p><b>Grammar Skill</b> Frequently Confused Words</p> <p><b>How English Works</b> Text Cohesion</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Paragraph</p> <p><b>Writing Focus</b> Purpose</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Conduct a Research Project</p>		
12	<p><b>Anchor Text</b> The Earth Dragon Awakes <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Twisters <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skills</b> Conclusions and Generalizations Author's Word Choice</p>	Base Words and Endings	Rate	<p><b>Read Aloud</b> Safe from Harm</p> <p>Speaking/Listening: Paraphrase Text</p> <p><b>Speaking and Listening Skill</b> Paraphrase Information in Diverse Media</p>	<p><b>Target/Academic Vocabulary</b> <i>remnants, wreckage, slab, possessions, retirement, crushing, rubble, debris, timbers, constructed</i></p> <p><b>Domain-Specific Vocabulary</b> <i>core, crust, epicenter, landform, rock</i></p> <p><b>Vocabulary Strategies</b> Synonyms</p>	<p><b>Grammar Skill</b> Possessive Nouns</p> <p><b>How English Works</b> Text Cohesion</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Problem-Solution Composition</p> <p><b>Writing Focus</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>		

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	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	Writing Mode	Writing Form
13	<p><b>Anchor Text</b> Antarctic Journal: Four Months at the Bottom of the World <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Cold, Cold Science <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skills</b> Simile and Metaphor Domain-Specific Vocabulary</p>	<p>Recognizing Common Word Parts</p>	<p>Phrasing: Pauses</p>	<p><b>Read Aloud</b> On My Way to Meet the Khan: Excerpts from Marco Polo's Adventures</p> <p>Speaking/Listening: Review Key Ideas</p> <p><b>Speaking and Listening Skill</b> Discuss to Compare and Contrast Accounts</p>	<p><b>Target/Academic Vocabulary</b> display, alert, weariness, fractured, standard, vision, huddle, graceful, stranded, concluded</p> <p><b>Domain-Specific Vocabulary</b> ecosystem, food web, energy, resource</p> <p><b>Vocabulary Strategies</b> Greek and Latin Word Pairs: spect, struct, tele, to</p>	<p><b>Grammar Skill</b> Modal Auxiliaries</p> <p><b>How English Works</b> Using Verb Tenses</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Letter</p> <p><b>Writing Focus</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p>		
14	<p><b>Anchor Text</b> The Life and Times of the Art <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Dove and the Art <b>Genre:</b> Fable/Traditional Tale</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skills</b> Explain Scientific Concepts and Ideas Author's Purpose</p>	<p>Recognizing Suffixes</p>	<p>Stress</p>	<p><b>Read Aloud</b> Wicked Wind</p> <p>Speaking/Listening: Adapt Language Choices</p>	<p><b>Target/Academic Vocabulary</b> soot, exchanges, excess, reinforce, stragg, transport, chamber, scarce, obstacles, transfers</p> <p><b>Domain-Specific Vocabulary</b> arthropod, exoskeleton, larva, invertebrate</p> <p><b>Vocabulary Strategies</b> Suffixes -able, -ible</p>	<p><b>Grammar Skill</b> Participles</p> <p><b>How English Works</b> Modifying to Add Details</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Essay; Rewrite Purpose</p> <p><b>Writing Focus</b> Purpose</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Take Notes and Categorize Information</p>		

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	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing				
15	<p><b>Anchor Text</b> Ecology for Kids <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Wonderful Weather: "Fog," "Weather," "Umbrella," "Spring Rain," and "Weatherbee's Diner" <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Main Ideas and Details <b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skills</b> Author's Word Choice Analyze an Argument</p>	Three-Syllable Words	Expression	<p><b>Read Aloud</b> Forests Are Forever</p> <p>Speaking/Listening: Use Precise Vocabulary</p>	<p><b>Target/Academic Vocabulary</b> <i>organisms, directly, affect, traces, vast, habitats, variety, species, banned, radiation</i></p> <p><b>Domain-Specific Vocabulary</b> <i>conversation, extinction, endangered, arson, climate</i></p> <p><b>Vocabulary Strategies</b> Using Context</p>	<p><b>Grammar Skill</b> Irregular Verbs</p> <p><b>How English Works</b> Condensing Ideas</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Essay: Draft, Revise, Edit, Publish</p> <p><b>Writing Focus</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Conduct a Research Project</p>				
Performance Task	<p><b>Anchor Text</b> Antarctic Journal <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Cold, Cold Science <b>Genre:</b> Informational Text</p>						<p><b>Grammar Review</b> Types of Sentences Punctuation</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Essay</p>				



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16	<p><b>Anchor Text</b> Riding Freedom <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Spindletop <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skills</b> Personification <b>Genre:</b> Historical Fiction</p>	<p>Sound/Spelling Changes</p>	<p>Rate</p>	<p><b>Read Aloud</b> Getting the Story</p> <p>Speaking/Listening: Support Opinions with Text Evidence</p> <p><b>Speaking and Listening Skill</b> Report on a Text</p>	<p><b>Target/Academic Vocabulary</b> escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied</p> <p><b>Domain-Specific Vocabulary</b> frontier, pioneer, expansion, territory</p> <p><b>Vocabulary Strategies</b> Figurative Language</p>	<p><b>Grammar Skill</b> Adjectives</p> <p><b>How English Works</b> Connecting Ideas</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Descriptive Paragraph</p> <p><b>Writing Focus</b> Development</p> <p><b>Write About Reading</b> Performance Task</p>		
17	<p><b>Anchor Text</b> The Right Dog for the Job: Iras Peh from Service Dog to Guide Dog <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Knowing Noses: Search-and-rescue dogs <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skills</b> Main Idea and Details Domain-Specific Vocabulary</p>	<p>More Sound/Spelling Changes</p>	<p>Intonation</p>	<p><b>Read Aloud</b> Let Me Be Brave</p> <p>Speaking/Listening: Use Connecting Words</p> <p><b>Speaking and Listening Skill</b> Literature Discussion</p>	<p><b>Target/Academic Vocabulary</b> reward, graduate, symbol, foster, disability, confidence, patently, confesses, ceremony, performs</p> <p><b>Domain-Specific Vocabulary</b> safety, well-being, lifestyle, precaution</p> <p><b>Vocabulary Strategies</b> Suffixes -adv, -ation, -tion</p>	<p><b>Grammar Skill</b> Adverbs</p> <p><b>How English Works</b> Text Cohesion</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Trendy Letter</p> <p><b>Writing Focus</b> Purpose</p> <p><b>Write About Reading</b> Performance Task</p>		

Lesson	READING LITERATURE & INFORMATIONAL TEXT				FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing				
18	<p><b>Anchor Text</b> Hercules' Quest <b>Genre:</b> Myth</p> <p><b>Paired Selection</b> Zoro's Friends <b>Genre:</b> Folklore</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skills</b> Theme Allusion</p>	<p>Recognizing Prefixes re-, un-, dis-</p>	<p>Accuracy and Self-Correction</p>	<p><b>Read Aloud</b> Theseus and the Minotaur</p> <p>Speaking/Listening: Paraphrase</p> <p><b>Speaking and Listening Skill</b> Tell a Story</p>	<p><b>Target/Academic Vocabulary</b> acquire, unfortunate, coerce, boasted, beamed, glared, ceased, declared, devised, resourceful</p> <p><b>Domain-Specific Vocabulary</b> legacy, mythology, tradition, quest</p> <p><b>Vocabulary Strategies</b> Adages and Proverbs</p>	<p><b>Grammar Skill</b> Prepositions and Prepositional Phrases</p> <p><b>How English Works</b> Using Verb Tenses</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story</p> <p><b>Writing Focus</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p>				
19	<p><b>Anchor Text</b> Harvesting Hope: The Story of Cesar Chavez <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> The Edible Schoolyard <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions and Generalizations</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Second Read Skills</b> Icons Problem and Solution</p>	<p>More Common Suffixes</p>	<p>Stress</p>	<p><b>Read Aloud</b> The Farmer of India</p> <p>Speaking/Listening: Offer Opinions</p>	<p><b>Target/Academic Vocabulary</b> overcome, association, captiol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant</p> <p><b>Domain-Specific Vocabulary</b> agrariany, commerce, cultivate -subsistence</p> <p><b>Vocabulary Strategies</b> Reference Materials</p>	<p><b>Grammar Skill</b> Relative Pronouns and Adverbs</p> <p><b>How English Works</b> Condensing Ideas</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Personel Narrative; Prewrite</p> <p><b>Writing Focus</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Gather Relevant Information</p>				

Lesson	READING LITERATURE & INFORMATIONAL TEXT			FOUNDATIONAL SKILLS			SPEAKING & LISTENING			LANGUAGE			WRITING		
	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing							
20	<p><b>Anchor Text</b> Sagagwea <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Native American Nature Poetry <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Main Ideas and Details</p> <p><b>Strategy</b> Visualize</p> <p><b>Second Read Skills</b> Onomatopoeia Text Structure</p>	VCCV Pattern and Word Parts	Phrasing: Punctuation	<p><b>Read Aloud</b> Race Against Death</p> <p>Speaking/Listening: Use Complete Sentences</p> <p><b>Speaking and Listening Skill</b> Paraphrase Text Read Aloud</p>	<p><b>Target/Academic Vocabulary</b> territory, accompany, proposed, interpreter, duty, supplies, route, corps, drums, landmark</p> <p><b>Domain-Specific Vocabulary</b> cultural identity, language, celebration, indigenous</p> <p><b>Vocabulary Strategies</b> Shades of Meaning</p>	<p><b>Grammar Skill</b> Abbreviations</p> <p><b>How English Works</b> Using Noun Phrases</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Personal Narrative: Draft, Revise, Edit, Publish</p> <p><b>Writing Focus</b> Conventions</p> <p><b>Write About Reading</b> Performance Task</p>							
Performance Task	<p><b>Anchor Text</b> Riding Freedom <b>Genre:</b> Realistic Fiction</p> <p><b>Anchor Text</b> Hercules' Quest <b>Genre:</b> Myth</p>						<p><b>Grammar Review</b> Types of Sentences Punctuation</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response to Literature</p>							
Extended Reading	<p><b>Trade Book</b> Horses <b>Genre:</b> Informational Text</p>	<p><b>Target Strategies</b> Monitor/Clarify Visualize Infer/Predict</p>		Expression	<p><b>Read Aloud</b> The Horse in Mongolian Culture</p> <p>Speaking/Listening: Explain Historical Events</p>	<p><b>Content Vocabulary Words</b> ancestor, grazing, faint, sensitive, sense, nuzzling, dominant, gaps, eride, markings, boys, roans, duns, offspring, fetal, mares, maimed, bareback, stud</p> <p><b>Domain-Specific Vocabulary</b> tame, animal husbandry, fetal, breeding, herd</p>	<p><b>Integrated Language Arts Review</b> Grammar Skills Review</p>	<p><b>Collaborative Project</b> Domestication Documentary</p> <p><b>Write About Media</b> Write About Reading</p>							

Lesson	READING LITERATURE & INFORMATIONAL TEXT				FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing			
21	<p><b>Anchor Text</b> The World According to Humphrey <b>Genre:</b> Fantasy</p> <p><b>Paired Selection:</b> Make the Switch <b>Genre:</b> Advertisement</p>	<p><b>Target Skill</b> Theme</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skills</b> Idioms Point of View</p>	VCV Pattern and Word Parts	Accuracy	<p><b>Read Aloud</b> Fun and Games on the Range</p> <p>Speaking/Listening: Paraphrase</p> <p><b>Speaking and Listening Skill</b> Literature Discussion</p>	<p><b>Target/Academic Vocabulary</b> appreciate, blame, combination, promptly, introduce, nocturnal, leads, effort, suggest, racket</p> <p><b>Vocabulary Strategies</b> Using Context</p>	<p><b>Grammar Skill</b> Comparative and Superlative Adjectives and Adverbs</p> <p><b>How English Works</b> Connecting Ideas</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Summary</p> <p><b>Writing Focus</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p>			
22	<p><b>Anchor Text</b> I Could Do That! Esther Morris Gens Women the Vote <b>Genre:</b> Biography</p> <p><b>Paired Selection:</b> The Role of the Constitution <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skills</b> Conclusions and Generalizations Domain-Specific Vocabulary</p>	Syllable Patterns and Word Parts	Phrasing: Pauses	<p><b>Read Aloud</b> Jane's Big Ideas</p> <p>Speaking/Listening: Use Connecting Words</p>	<p><b>Target/Academic Vocabulary</b> politics, intelligent, disorderly, approve, talks, legislature, amendment, candidates, informed, denied</p> <p><b>Domain-Specific Vocabulary</b> sabotage, legislative, assembly, judicial</p> <p><b>Vocabulary Strategies</b> Adages and Proverbs</p>	<p><b>Grammar Skill</b> Negatives</p> <p><b>How English Works</b> Modifying to Add Details</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Explanation</p> <p><b>Writing Focus</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Investigate a Topic</p>			

Lesson	READING LITERATURE & INFORMATIONAL TEXT				FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing				
23	<p><b>Anchor Text</b> The Ever-Living Tree: The Life and Times of a Coast Redwood <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Towering Trees <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skills</b> Similes Text Structure</p>	<p>Difficult VCCV Patterns</p>	<p>Stress</p>	<p><b>Read Aloud</b> Deserts on the Move? Speaking/Listening: Demonstrate Active Listening</p> <p><b>Speaking and Listening Skill</b> Recount an Experience</p>	<p><b>Target/Academic Vocabulary</b> resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent</p> <p><b>Domain-Specific Vocabulary:</b> seeding, pollination, maturity, life cycle, germinate</p> <p><b>Vocabulary Strategies</b> Prefixes: pre-, inter-, etc.</p>	<p><b>Grammar Skill</b> Punctuation</p> <p><b>How English Works</b> Text Structure</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Procedural Composition</p> <p><b>Writing Focus</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>				
24	<p><b>Anchor Text</b> Owen and Mzee: The True Story of a Remarkable Friendship <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> See Sanctuary <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skills</b> Fact and Opinion Author's Word Choice</p>	<p>VCCCV Pattern</p>	<p>Intonation</p>	<p><b>Read Aloud</b> New Friends in the Newsroom Speaking/Listening: Recount an Experience</p>	<p><b>Target/Academic Vocabulary</b> bond, suffered, intruder, companion, enclosure, inseparable, charged, chief, exhausted, affection</p> <p><b>Domain-Specific Vocabulary:</b> adaptation, community, learned behavior, survive, shelter</p> <p><b>Vocabulary Strategies</b> Suffixes -ed, -ly</p>	<p><b>Grammar Skill</b> Commas</p> <p><b>How English Works</b> Using Verb Types</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Research Report; Prewrite Purpose</p> <p><b>Writing Focus</b> Purpose</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Use Internet Sources</p>				

Lesson	READING LITERATURE & INFORMATIONAL TEXT				FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing			
25	<p><b>Anchor Text</b> The Fun They Had <b>Genre:</b> Science Fiction</p> <p><b>Paired Selection</b> Toys! Amazing Stories Behind Some Great Inventions <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Author's Purpose <b>Target Strategy</b> Question</p> <p><b>Second Read Skills</b> <b>Genre:</b> Science Fiction Formal and Informal Language</p>	W Pattern	Adjust Rate to Purpose	<p><b>Read Aloud</b> The Future of Flight</p> <p>Speaking/Listening: Identify Reasons and Text Evidence</p> <p><b>Speaking and Listening Skill</b> Tell a Story</p>	<p><b>Target/Academic Vocabulary</b> <i>progress, calculated, dispute, centuries, superior, insert, rivets, inspector, mechanical, average</i></p> <p><b>Domain-Specific Vocabulary:</b> <i>storage device, scanner, disc, records</i></p> <p><b>Vocabulary Strategies</b> Greek and Latin Words: Pairs <i>meter, therm, acid, fac</i></p>	<p><b>Grammar Skill</b> Proper Mechanics <b>How English Works</b> Condensing Ideas</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Research Report: Draft, Revise, Edit, Publish</p> <p><b>Writing Focus</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p>			
Performance Task	<p><b>Anchor Text</b> I Could Do That! <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> The Role of the Constitution <b>Genre:</b> Informational Text</p>						<p><b>Grammar Review</b> Proper Mechanics, Quotations</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Research Report</p>			

Lesson	READING LITERATURE & INFORMATIONAL TEXT			FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing		
26	<p><b>Anchor Text</b> The Girl Who Loved Spiders <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Web Wise <b>Genre:</b> Informational Text</p> <p>"The Spider," "Spider Races" <b>Genre:</b> Poetry</p> <p><b>Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skills</b> Point of View</p>	<p>Common Final Syllables</p>	<p>Expression</p>	<p><b>Read Aloud</b> The Importance of Spiders Speaking/Listening: Paraphrase Text</p> <p><b>Speaking and Listening Skill</b> Presuming/Viewing a Dramatic Performance</p>	<p><b>Target/Academic Vocabulary</b> <i>peculiar, intends, captured, nourishing, isolated, obtain, assist, favor, condition, memorable</i></p> <p><b>Vocabulary Strategies</b> Greek and Latin Word Pairs</p>	<p><b>Grammar Skill</b> Making Comparisons</p> <p><b>How English Works</b> Connecting Ideas</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response to Fiction</p> <p><b>Writing Focus</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p>		
	<p><b>Anchor Text</b> Ambition Alert <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Frog in the Milk Pail <b>Genre:</b> Fable</p> <p>"Toad by the Road," "The Poison-Dart Frog" <b>Genre:</b> Poetry</p> <p><b>Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>Trade Book</b> Phineas L. MacGuire... Gets Stunned! <b>Author:</b> Frances O'Roark Dowell <b>Genre:</b> Realistic Fiction</p>	<p><b>Target Skill</b> Main Ideas/Details</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skills</b> Word Choice</p>	<p>More Final Syllables</p>	<p>Phrasing: Punctuation</p>	<p><b>Read Aloud</b> Nowhere Else on Earth Speaking/Listening: Use Connecting Words</p> <p><b>Speaking and Listening Skill</b> Make an Informational Presentation</p>	<p><b>Target/Academic Vocabulary</b> <i>penalty, storage, species, container, score, focus, convey, alert, introduce, opportunities</i></p> <p><b>Vocabulary Strategies</b> Analogies</p>	<p><b>Grammar Skill</b> Write Comparisons</p> <p><b>How English Works</b> Modifying to Add Details</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Journal Entry</p> <p><b>Writing Focus</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p>		

Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing		
28	<p><b>Anchor Text</b> Museums: Words of Wonder <b>Genre:</b> Expository Nonfiction</p> <p><b>Paired Selection</b> Making the Most from Trash <b>Genre:</b> Photo Essay</p> <p>"Dinosaur Bone" "Museum Farewell" <b>Genre:</b> Poetry</p> <p><b>Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>Trade Book</b> Phineas L. MacGuire... Cats Slimed! <b>Author:</b> Frances O'Rourke Dowell <b>Genre:</b> Realistic Fiction</p>	<p><b>Target Skill</b> Fact and Opinion</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skills</b> Tone</p>	<p>Stress in Multisyllable Words</p>	<p>Rate</p>	<p><b>Read Aloud</b> Digging Up the Past</p> <p><b>Speaking/Listening:</b> Pose and Respond to Questions</p> <p><b>Speaking and Listening Skill</b> Make an Informal Presentation</p>	<p><b>Target/Academic Vocabulary</b> <i>apologize, genuine, triumph, source, registered, display, concluded, obstacles, affect, vast</i></p> <p><b>Vocabulary Strategies</b> Prefixes <i>co-, com-, in-, im-</i></p>	<p><b>Grammar Skill</b> Possessive Pronouns</p> <p><b>How English Works</b> Using Verb Types</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Public Service Announcement</p> <p><b>Writing Focus</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>		
	<p><b>Anchor Text</b> Save Timber Woods! <b>Genre:</b> Reader's Theater</p> <p><b>Paired Selection</b> Following Muir: Persuasive Essay <b>Genre:</b> Persuasive Essay</p> <p>"The Comb of Trees," "Enjoy the Earth" <b>Genre:</b> Poetry</p> <p><b>Trade Book</b> Justin and the Best Biscuits in the World <b>Author:</b> Mildred Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>Trade Book</b> Phineas L. MacGuire... Cats Slimed! <b>Author:</b> Frances O'Rourke Dowell <b>Genre:</b> Realistic Fiction</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skills</b> Mood</p>	<p>Words with Silent Consonants</p>	<p>Phrasing: Puses</p>	<p><b>Read Aloud</b> Creatures of the Bog</p> <p><b>Speaking/Listening:</b> Review Key Ideas</p> <p><b>Speaking and Listening Skill</b> Discuss Symbols and Images in Media</p>	<p><b>Target/Academic Vocabulary</b> <i>deteriorated, satisfied, confidence, symbol, baser, resourceful, brilliant, publicly, territory, proposed</i></p> <p><b>Vocabulary Strategies</b> Word Origins</p>	<p><b>Grammar Skill</b> Text Structure</p> <p><b>How English Works</b> Text Structure</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Essay</p> <p><b>Writing Focus</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>		



Lesson	READING LITERATURE & INFORMATIONAL TEXT				FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Language	Writing				
30	<p><b>Anchor Text</b> Mystery at Reed's Pond <b>Genre:</b> Mystery</p> <p><b>Paired Selection</b> A Big Python Problem <b>Genre:</b> Informational Text</p> <p>"Naming the Turtle," "Creator Flamingo" <b>Genre:</b> Poetry</p> <p><b>Trade Book</b> Justin and the Best Results in the World <b>Author:</b> Michael Pitts Walter <b>Genre:</b> Realistic Fiction</p> <p><b>Trade Book</b> Phineas L. MacGuire... Cats Slimed! <b>Author:</b> Frances O'Rourke Dawell <b>Genre:</b> Realistic Fiction</p>	<p><b>Target Skill</b> Conclusions/Generalizations</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skills</b> Word Choice</p>	<p>Unusual Spellings</p>	<p>Accuracy and Self-Correction</p>	<p><b>Read Aloud</b> Saving Sea Turtles</p> <p><b>Speaking/Listening:</b> Identify Reasons and Text Evidence</p> <p><b>Speaking and Listening Skill</b> Dramatize a Story</p>	<p><b>Target/Academic Vocabulary</b> <i>appreciate, effort, denied, informed, shallow, resources, average, suffered, inspector, progress</i></p> <p><b>Vocabulary Strategies</b> Suffixes -er, -or, -ist</p>	<p><b>Grammar Skill</b> Pronoun Contractions</p> <p><b>How English Works</b> Text Cohesion</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Essay</p> <p><b>Writing Focus</b> Conventions</p> <p><b>Write About Reading</b> Performance Task</p>				
Extended Reading	<p><b>Trade Book</b> Sea Turtles: Ocean Nomads <b>Genre:</b> Informational Text</p>	<p><b>Target Strategies</b> Visualize Question Inter/Predict Summarize</p>		<p>Phrasing: Punctuation</p>	<p><b>Read Aloud</b> Giant Turtles at Sea</p> <p><b>Speaking/Listening:</b> Paraphrase</p>	<p><b>Content Vocabulary</b> <i>reef, coincidentally, extinct, strew, sweaters, thrive, submerged, countless, parts, entangled, reptiles, external, comments, exceptionally, frequencies, streamlined, divert, vital, devour, intervals, knob, emerge, apparently, repelled, dunes, determines, percentage, significantly, depression, deposits, vague, internal, biologists, estimates, reproduce, snaillike, pinpoint, navigational, cues, lagoon, regarded, delicacy, ending, discards, ensure, cooperation, campy, refuges, heavens, obstructions</i></p> <p><b>Domain-Specific Vocabulary</b> <i>aquarium, liberate, nuptia, venerate</i></p>	<p><b>Integrated Language Arts Review</b> Grammar Skills Review</p>	<p><b>Collaborative Project</b> Save the Sea Turtles</p> <p><b>Write About Media</b></p> <p><b>Write About Reading</b></p>				