



Extending Vocabulary & Comprehension

Supplemental Instructions for *S.P.I.R.E.*®

CONTENTS

Vocabulary and Comprehension Instruction for *S.P.I.R.E.*

Vocabulary Instructional Routines.....	3
Vocabulary Assessment.....	3
Comprehension Instructional Routines.....	4
Vocabulary Activities.....	4

Vocabulary Words

Level 1.....	11
Level 2.....	16
Level 3.....	19
Level 4.....	23
Level 5.....	26
Level 6.....	31

Comprehension Activities

Level 1.....	36
Level 2.....	39
Level 3.....	43
Level 4.....	46
Level 5.....	50
Level 6.....	53

Rubrics

Sentence Writing Checklist.....	57
Paragraph Writing Checklist: Informative.....	57
Paragraph Writing Checklist: Narrative.....	57
Paragraph Writing Checklist: Argumentative.....	57

S.P.I.R.E.® 4th Edition provides comprehensive coverage of all five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—which are incorporated into systematic 10-step teacher-led lessons and reinforced by practice to ensure measurable gains.

This document highlights the extension of vocabulary and comprehension instruction within the *S.P.I.R.E.*® program to further enhance students' learning experiences.

Vocabulary and Comprehension Instruction for *S.P.I.R.E.*

Vocabulary Instructional Routines

These routines can be used during Step 6 (Reading and Reading Comprehension) for every *S.P.I.R.E.* lesson. For each skill, an Encoding activity should be implemented as part of the *S.P.I.R.E.* Introductory Lesson. For a *S.P.I.R.E.* "A" Reinforcing Lesson, a Storage activity should be used, and for a *S.P.I.R.E.* "B" Reinforcing Lesson, a Retrieval activity should be used. If you are teaching only a *S.P.I.R.E.* Introductory Lesson plus an "A" Reinforcing Lesson for a particular skill, the Storage and Retrieval activities can be combined. These activities can also be combined if you are teaching additional lessons for a particular skill beyond the "B" Reinforcing Lesson. Corrective feedback is bulleted below each specific activity description.

Vocabulary Assessment

Each group of words can be assessed as part of the *S.P.I.R.E.* Concept Assessment. Have the student read each word aloud, and then write a sentence incorporating the word. The words should be spelled correctly and used correctly in the context of each sentence. However, other misspellings and mistakes in the sentences do not count against the score. You can also administer this assessment verbally, if you prefer. Notate the number of correctly used and spelled vocabulary words in the Comments/Observations section of the Concept Recording Form, located in Blackline Masters book for each *S.P.I.R.E.* level.

Example Level 1, Lesson 1 – Short a

Tier 2 Vocabulary: blast, ask, craft, trap, grasp

Tier 3 Vocabulary: plan

Encoding Activity: **(E1) Parts of Speech**

Storage Activity: **(S6) Multiple Meanings**

Retrieval Activity: **(R5) What's the Word?**

Comprehension Instructional Routine

This routine can be used in Step 6 (Reading and Reading Comprehension), in addition to the comprehension skill that appears in the Teacher’s Guide, for select *S.P.I.R.E.* Reinforcing Lessons.

1. Read the title of the story (from the workbook or the Illustrated Decodable Reader). In a small group, ask students the Background Knowledge Activation question from the chart in this resource document.
2. Read aloud an article related to the topic and discuss. Suggested content is included in the resource document.
3. Complete Step 6 of the *S.P.I.R.E.* lesson, following instructions in the Teacher’s Guide. After students complete the graphic organizer, have them complete the Writing Assignment included in the chart in this resource document.
4. Work with students to review their writing, utilizing the sentence and paragraph writing checklists that appear at the end of this resource document.
5. Record notes on student performance on the comprehension skill and any writing issues on the Concept Recording Form, in the Comments/Observations section.
6. **NOTE:** During Independent Practice, students can use the Set B Illustrated Decodable Readers. Follow the steps above. For step 3, this resource document contains suggested questions and a reference to the graphic organizer in the Blackline Masters book for each *S.P.I.R.E.* level.

Vocabulary Activities

Encoding Activities

(E1) Parts of Speech Create a chart with four columns labeled *Noun*, *Verb*, *Adjective*, and *Adverb*. Review the parts of speech and have students determine where to write each vocabulary word. Prompt students to generate other forms of the word: *How can we make the verb “compare” into a noun? (comparison) An adjective? (comparable) An adverb? (comparably)* Students may be able to write some words in two columns without changing the form, while other words may not have additional forms. Display the chart or have students create the chart in their journals.

Corrective feedback:

- If the student puts the word in the wrong column, review the meaning of that particular part of speech (i.e., a noun is a person, place, thing, or idea) and ask the student to look again and determine the correct column.
- Ask the student to use the word in a sentence (verbally) as the indicated part of speech.

(E2) Verb Tenses Create a chart with three columns labeled *Past*, *Present*, and *Future*. Review the verb tenses and have students determine where to write each vocabulary word. Prompt students to generate other tenses: *How would we say this if it happened yesterday? If we plan to do it tomorrow?* To enrich this activity, include a review of progressive, perfect, and perfect progressive verb tenses and have students generate additional forms of each verb. Display the chart or have students create the chart in their journals.

Corrective feedback:

- If the student puts the word in the wrong column, review the verb tense indicated on that column and ask the student to say a sentence that uses the verb in that tense. After the student says the sentence, ask, “Did that happen yesterday, today, or tomorrow?” Provide hints and encouragement until the student is able to determine the correct tense.

(E3) Affixes and Roots Have students create a chart with three columns labeled *Prefix*, *Base or Root*, and *Suffix*. (As needed, explain that a base is a word part that can stand alone, and a root is a word part that needs another part to form a word.) Students should use a digital or print dictionary to research each vocabulary word, writing the two or three word parts in the chart and recording the meaning of each part. Encourage students to look for commonalities among the words and brainstorm a list of morphologically similar words.

Corrective feedback:

- If the student puts word parts in the wrong columns, ask the student to provide a different word part to go along with it. For example, if the word is *pretest*, and the student puts “test” in the Prefix column, ask the student to provide a different base word to attach to “test.”

(E4) Word Wheels Draw a wheel with a circle in the center and four or five spokes. Have students write a vocabulary word in the center of the circle and fill each section with related words, examples, morphology notes, a personal definition, and an example sentence.

Corrective feedback:

- If the student has some related items that are correct, ask about the correct items first.
- If the student puts something on a spoke that doesn’t make sense, ask the student to explain his or her thinking. Provide hints and encouragement to arrive at something else that makes sense.
- If the student has trouble thinking of items to put on the spokes, start the student off with an example and ask him or her to think of another one.

(E5) Wondering Word Hunt Encourage students to look for words they don't know or are unsure of and make a habit of stopping to wonder about and learn meanings and relationships between words. Have students make the following annotations to an assigned text: circle unfamiliar words and write definitions, highlight key words and provide examples and nonexamples, and draw lines to connect related words. After reading, students should share with a partner a word they circled.

Corrective feedback:

- Try to use peers to support one another. Provide them with a model of a conversation about their notations. For example, say, "I see you've circled the word _____ on your page. Have you ever heard that word before? What do you think it might mean? I'm not sure either. I wonder if we should look it up."
- If both peers are struggling, provide the feedback to them both for a few examples, and see if they can follow your model.

(E6) Synonym Challenge Have student pairs write a vocabulary word in the center of a sheet of paper. Set a timer for one minute and have one student call out words that are related or similar in meaning while the other writes them. Then have students switch roles to generate antonyms or additional synonyms. Encourage students to share or display their work.

Corrective feedback:

- Review the definitions of antonyms and synonyms and provide a few examples.
- Have students work in pairs to check each other's work and provide feedback.
- If both members of a pair are struggling, provide modeling of the process.

Storage Activities

(S1) Road Signs Have students work with a partner to create a vocabulary "road sign" using symbols or pictures to illustrate the meaning of a word. Some words may be tricky to illustrate; encourage students to be creative in thinking of context, examples, and related words or concepts. Students should label the back of their sign with the word and its definition. Number and display the signs for students, and have students try to identify and write each word. Review the correct answers as a class. **NOTE:** This activity works best with words that can be represented with images.

Corrective feedback:

- Ask students to verbally describe their images. Have other students ask questions and support students to improve their images.
- If student responses indicate they do not understand the word, ask them to use the word in a sentence.
- If a student uses the word incorrectly, provide a model sentence and then ask the student to try again.

(S2) Hear, Say, Spell Have students work with a partner or in small groups to actively process vocabulary words. Students should take turns leading the group by calling out a word for the other(s) to say and write on the board or a sheet of paper. Have the leader check the spelling of the word and use it in a sentence before switching roles to work with a new word.

NOTE: This activity works best with decodable words.

Corrective feedback:

- Most corrective feedback should come from the students to one another.
- If students get off track, provide a model and ask them to try again.

(S3) This, Not That Draw a T-chart on the board with columns labeled *Examples* and *Nonexamples*. Model the activity with a simple word such as *plant*. *What are some examples? (tree, grass, bean stalk) What are some nonexamples? (rock, animal, snow)* Then have students work with vocabulary words (e.g., *limb*; examples: *arm, leg, tree branch*; nonexamples: *brain, hair, tree trunk*).

Corrective feedback:

- If an example is incorrect, ask the student to explain his or her thinking. Encourage and support as the student provides additional examples.
- Ask students to look at one another's work and provide feedback.

(S4) Connections Create two groups of vocabulary words (e.g., two sets of word cards, two columns, two circles). Have students take turns selecting one word from each group and explaining how the words are related. For example: *appendix* and *index* are both parts of a book.

Corrective feedback:

- If an example is incorrect, ask the student to explain his or her thinking. Encourage and support as the student provides additional examples.
- Ask students to look at one another's work and provide feedback.

(S5) What? How? Where? Post vocabulary words around the classroom. Have student pairs walk from word to word, pausing at each one to take turns asking and answering three questions: *What does this word mean? How does this word relate to other words? Where would you see or use this word in your life?* Set a timer to prompt all students to move to the next word.

Corrective feedback:

- Most corrective feedback should come from the students to one another.
- If students get off track, provide a model and ask them to try again.

(S6) Multiple Meanings Explain that many words students will learn in their content-area classes can have slightly different meanings, depending on the context in which they are used. Post vocabulary words around the classroom. Have student pairs walk from word to word, pausing at each one to take turns asking and answering two questions: *What does this word mean when it is used in the context of a science class? What does this word mean when it is used in a non-science context?* Set a timer to prompt all students to move to the next word.

Corrective feedback:

- Most corrective feedback should come from the students to one another.
- If students get off track, provide a model and ask them to try again.

If pairs struggle to keep track of the word meanings, have them create a Word Wheel for each word. Students write the vocabulary word in the center of a circle and fill each spoke with a different meaning of the word.

Retrieval Activities

(R1) Conversation that Counts Encourage students to use learned vocabulary words in conversations throughout the day. Create an incentive chart to keep track of word usage. Each time a student uses a vocabulary word, celebrate and tally a point on the chart. Provide a reward for a determined number of individual or class points.

Corrective feedback:

- If an example is incorrect, ask the student to explain his or her thinking. Encourage and support as the student provides additional examples. Provide the reward if the student moves toward correct usage of the word.

(R2) Make a Match Create a set of vocabulary cards and a matching set of sentence cards with a blank line replacing the target word. Have students arrange the cards face down in a grid and play a memory matching game with a partner. After making a match, students should provide the definition of the word.

Corrective feedback:

- Most corrective feedback should come from the students to one another.
- If students get off track, provide a model and ask them to try again.

(R3) Vocabulary Triplets Draw a large triangle and write a vocabulary word at each point. Have students write a sentence on each side of the triangle using the two words at the connected points. Challenge students to write a sentence using all three words.

Corrective feedback:

- If the student has a correct sentence or two, ask the student to read those first.
- If the student creates a sentence that doesn't make sense, ask the student to explain his or her thinking. Provide hints and encouragement to arrive at something else that makes sense.
- If the student has trouble thinking of a sentence, start the student off with an example and ask him or her to think of another one.

(R4) Roll and Respond Have students work with a partner to create a set of vocabulary cards. Display a key for each side of a die: 1. *Synonym*; 2. *Antonym*; 3. *Sentence*; 4. *Definition*; 5. *Example*; 6. *Nonexample*. Student pairs should select a card and then each student should take a turn rolling the die and providing a response based on the number. (If a student rolls the same number as his or her partner, the student should roll again.) Encourage partners to check each other's answers for accuracy before selecting a new card and rolling the die again.

Corrective feedback:

- Most corrective feedback should come from the students to one another.
- If students get off track, provide a model and ask them to try again.

(R5) What's the Word? Write the terms *Synonym*, *Antonym*, *Definition*, *Experience*, and *Act Out* on individual cards and place in a stack. Write (or have students write) vocabulary words on individual cards and place them in a different stack. Have students take turns as the game host, selecting a card from each stack and giving clues to the other students about the selected vocabulary word. For example: If the host selects the *Experience* card, the host should describe an experience that gives clues about the word.

Corrective feedback:

- Most corrective feedback should come from the students to one another.
- If students get off track, provide a model and ask them to try again.

(R6) The Interview Have students create a set of vocabulary cards. Student pairs take turns interviewing each other by selecting a card and asking a subjective question that uses the word (e.g., *Would you admonish a puppy for chewing up your homework? Why or why not?*). Interviewees should answer the question with a complete sentence that uses the word again.

Corrective feedback:

- Most corrective feedback should come from the students to one another.
- If students get off track, provide a model and ask them to try again.

(R7) Tell a Story Have students work together to tell or write a story using a set of vocabulary words. Students take turns adding a sentence to the story, earning one point for each new sentence and two points for a sentence that includes a vocabulary word. Create friendly competition by challenging student teams to build a story with the most points.

Corrective feedback:

- If the student creates a sentence that doesn't make sense, ask the student to explain his or her thinking. Provide hints and encouragement to arrive at something else that makes sense.
- If the student has trouble thinking of a sentence, start the student off with an example and ask him or her to think of another one.

(R8) Context Clues Have students work with a partner to write two sentences for each vocabulary word. One sentence should use the word in a subject-specific context (e.g., geology, biology, physics), and the other should use the word in a more general context. For example: The word *bond* can mean *a force that holds atoms together* when it is used in the context of a chemistry class, and it can mean *a connection between friends* in a work of fiction.

Corrective feedback:

- If the student creates a sentence that doesn't make sense, ask the student to explain his or her thinking. Provide hints and encouragement to arrive at something else that makes sense.
- If the student has trouble thinking of a sentence, start the student off with an example and ask him or her to think of another one.

Vocabulary Words

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words				Tier 3 Word Definition and Link(s)	
1: short a	8	E1, S6, R5	blast (<i>noun</i>) a really fun time (have a blast); an explosion (we heard a loud blast). (<i>verb</i>) to cause an explosion	ask (<i>noun</i>) a request. (<i>verb</i>) to request something	craft (<i>noun</i>) something you make out of other materials. (<i>verb</i>) to create	trap (<i>noun</i>) a device you catch something in (like a mouse trap). (<i>verb</i>) to catch and hold something; to trick someone	grasp (<i>noun</i>) the way you hold something (your pencil grasp); an understanding of something (do you have a grasp on this project?). (<i>verb</i>) to hold something (to grasp a pencil); to understand something (to grasp an idea)	plan (<i>noun</i>) a drawing that shows how something is to be built Online Resource
2: short i	35	E6, S5, R7	tip (<i>noun</i>) the top of something (tip of the iceberg); an end of something, especially if pointy (tip of a pencil); a piece of advice (a travel tip); money given as an extra for a job well done (I left the tip on the table). (<i>verb</i>) to lean or tilt (usually used with <i>over</i> : That tree will tip over); to give money as an extra (did you tip the delivery person?)	map (<i>noun</i>) a picture or drawing of an area. (<i>verb</i>) to make a picture or drawing of an area (to map the coastline); to make a list of goals (usually used with <i>out</i> : to map out a plan)	grit (<i>noun</i>) determination or courage (she has grit); bits of dust or sand (covered in grit). (<i>verb</i>) to press together tightly (to grit your teeth)	split (<i>noun</i>) a rip or tear (a split in the seams); an ice cream dessert (banana split). (<i>verb</i>) to divide (the road split in two); to separate (usually used with <i>up</i> : to split up the pair); to leave (they split from the party after dinner)	lap (<i>noun</i>) a set distance, especially in a race (he ran a lap); the part of the body from the waist to the knees while sitting (the cat sat on her lap). (<i>verb</i>) to drink (usually used with <i>up</i> : to lap up water)	pact (<i>noun</i>) a written agreement between two or more countries Online Resource
3: short o	63	E1, S6, R8	spot (<i>noun</i>) a circular mark of a different color (a spot of ink); a general area or place (please stay in your spot); a little bit (a spot of tea). (<i>verb</i>) to see (to spot a mistake)	drop (<i>noun</i>) a little bit of liquid in a round shape (a rain drop); a lesser amount or decrease (a drop in sales); a type of candy (lemon drop). (<i>verb</i>) to let something fall (to drop the keys); to take a person to a place (usually used with <i>off</i> : drop off at the store); to get lower (the temperature will drop)	soft (<i>adjective</i>) easy to shape; not firm or hard (soft butter); comfortable (a soft bed); quiet (soft music); smooth (soft skin)	kit (<i>noun</i>) a group of related things (first aid kit), a group of parts to build something (model car kit); baby fox or beaver	milk (<i>noun</i>) a drink (dairy milk, almond milk). (<i>verb</i>) to squeeze the liquid out of (to milk a cow)	cross (<i>noun</i>) (cross[ing]) a painted or marked part of a road or sidewalk where people can cross the street. (<i>verb</i>) to move or go from one side of a road to the other Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words				Tier 3 Word Definition and Link(s)	
4: short u	91	E6, S6, R1	stunt (<i>noun</i>) an act of skill or daring (perform a stunt); a hoax or something done to attract attention (that stunt caused quite a scene). (<i>verb</i>) to stop or delay (stunt the growth of)	crush (<i>noun</i>) a strong liking for someone (she had a crush on him); a type of drink (lemon crush). (<i>verb</i>) to squeeze or press to the point of breaking; to be very sad or disappointed (the bad news will crush him); to lose a game by a lot (our team got crushed)	plug (<i>noun</i>) something that blocks a pipe or a drain so liquids cannot flow; the part of an electric device that connects to a power source. (<i>verb</i>) to fill something in (to plug a hole); to promote something (to plug an event)	plus (<i>noun</i>) the sign for addition; a perk or a bonus (having a best friend as a neighbor is a plus). (<i>preposition</i>) in addition to (two plus two). (<i>conjunction</i>) together with (shampoo plus conditioner)	just (<i>adverb</i>) exactly (just what I need); very recently (I just saw that); only (having just salad for lunch); barely or by a little bit (just in time). (<i>adjective</i>) ethically right or fair (a just society); appropriate (a just reward)	public (<i>adjective</i>) having to do with all the people in the community; open to and available for everyone Online Resource Online Resource
5: short e	118	E2, S3, R3	ton (<i>noun</i>) 2,000 pounds; a large number or lot (usually used with <i>of</i> : a ton of work); very heavy (this bag weighs a ton)	net (<i>noun</i>) fabric made of woven threads used to catch animals or things (fishing net); woven threads attached to a frame for sports (hockey net, basketball net); the internet (the Net). (<i>verb</i>) to catch an animal with a net (to net a fish). (<i>adjective</i>) the amount of money left after taxes and other deductions are taken out (net sum)	web (<i>noun</i>) a system of woven threads made by an animal (spider web); a system of connected things (a web of friendships); the World Wide Web	tag (<i>noun</i>) a sticker or piece of paper on a thing that gives information about the thing (price tag, name tag); a children’s game. (<i>verb</i>) to run after and catch someone as part of a game; to mark someone or something (usually online) as being part of a certain group (I’ll tag you in my photo); to follow behind someone (to tag along)	cut (<i>noun</i>) a physical hurt or wound (I fell and got a cut on my knee); a share or part of something (your cut of the treasure). (<i>verb</i>) to divide into pieces (to cut the fruit); to make an opening with something sharp (he cut his finger); to push your way into something (to cut the line); to make something smaller (to cut costs) or shorter (to cut hair)	swept (<i>verb</i>) past tense of sweep: to have cleaned dirt or dust off of something by using a broom or a brush (he swept the floor after everyone left) Online Resource Online Resource
6: sh	146	E4, S1, R7	ship (<i>noun</i>) a large boat; a spaceship. (<i>verb</i>) to move goods or people by boat (they were shipped overseas); to transport things over distances (we need to ship these parts today). (<i>suffix</i>) to have the quality of (friendship, companionship)	slush (<i>noun</i>) soggy, wet snow that has started to melt	gag (<i>noun</i>) a joke or funny scene in a movie or a show. (<i>verb</i>) to choke on something; to put tape or cloth over someone’s mouth so he or she can’t make any sounds	shelf (<i>noun</i>) a flat piece of wood or metal that holds other objects	rush (<i>noun</i>) a fast or quick movement (a rush to get out). (<i>verb</i>) to hurry or move quickly (to rush into action)	shed (<i>noun</i>) a small, simple building, usually in a yard, used to store items Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words				Tier 3 Word Definition and Link(s)	
7: <i>ch</i>	165	E4, S1, R1	class (<i>noun</i>) a group of students (kids in the class); a specific topic or area of study (music class); a system of ordering (in science: kingdom, phylum, class, order, etc.; in society: the ruling class); a sense of style, fashion, or sophisticated behavior (he's got class)	shin (<i>noun</i>) the front of the leg below the knee	branch (<i>noun</i>) a part of a tree that grows out from the trunk and has leaves; a smaller part of a larger whole (this office is the East Coast branch of the company). (<i>verb</i>) to reach outward (usually used with <i>out</i> : to branch out into new countries)	crunch (<i>noun</i>) a loud cracking sound made when chewing a hard, crispy, or dry piece of food. (<i>verb</i>) to eat or chew with a lot of noise; to break something in a loud way with a crushing or grinding sound (her foot crunched the dry leaves)	limit (<i>noun</i>) the point or place at which something ends (speed limit); an edge or border (the limit of our property). (<i>verb</i>) to not allow growth or movement (class size is limited)	Chad (<i>noun</i>) a country in Africa; the capital of Chad is N'Djamena Online Resource Online Resource
8: <i>th</i>	184	E4, S3, R1	thrift (<i>noun</i>) the act of saving or using money or items carefully and with little waste	path (<i>noun</i>) a narrow road or way for walking (a path through the forest); a general course or direction that someone is following (a career path)	patch (<i>noun</i>) a piece of cloth that covers a rip or a tear; a piece of cloth sewn on to clothing as a badge (fire and rescue patch); a small area of ground, often used for growing plants (a flower patch). (<i>verb</i>) to fix or mend something by sewing a piece of cloth over the torn area (to patch a rip); to treat or clean someone's injuries (to patch a wound)	west (<i>noun</i>) the direction in which the sun sets	land (<i>noun</i>) the part of Earth not covered by water (we live on land); a general area of ground (the land next to the school). (<i>verb</i>) to move from being in water to being on shore (the sailors land soon); to move from being in the air to on the ground (the plane will land at the airport); to come back to the ground after jumping or leaping (he landed on his feet), to get a new job or position (she landed a role in a movie)	thrush (<i>noun</i>) a type of small to medium-sized bird that lives on the ground and eats insects, other invertebrates, and fruit Online Resource Online Resource
9: <i>wh</i>	202	E5, S2, R7	whisk (<i>noun</i>) a kitchen tool (usually made of wire) used to whip or mix ingredients. (<i>verb</i>) to mix or stir foods quickly	whim (<i>noun</i>) a sudden or unusual change of mind (I bought it on a whim)	trust (<i>noun</i>) the belief that someone or something is honest, true, or reliable (earn someone's trust). (<i>verb</i>) to believe that someone or something is honest, true, or reliable (I trust you)	rash (<i>noun</i>) an area of skin that is red, sore, or itchy (diaper rash); a series of things, usually unwelcome, happening in a short span of time (a rash of break-ins)	stand (<i>noun</i>) attitude or opinion on something (what's your stand on this); a piece of furniture that displays or holds something (lemonade stand, mic stand); a section of raised seats at a sports game (watch from the stands). (<i>verb</i>) to put your body in an upright position on your feet (to stand up); to be located in a certain place (the house stands on a hill); to be in a certain condition or state (I stand corrected)	whelk (<i>noun</i>) a snail-like animal found in the sea near the shore that has a hard shell and a soft body Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words				Tier 3 Word Definition and Link(s)	
10: <i>ang</i>	222	E3, S3, R8	<i>guts</i> (<i>noun</i>) the stomach or intestines; the inner parts of a machine that make it work; courage or bravery	<i>rant</i> (<i>noun</i>) a loud and usually angry complaint about something. (<i>verb</i>) to complain about something in a loud, shouting way	<i>rig</i> (<i>noun</i>) the way the sails and masts are arranged on a boat; a device used for a single purpose (oil rig, drilling rig); a tractor trailer. (<i>verb</i>) to make a boat or ship ready for sailing; to get something ready for use but in a hurried or fast way (they began to rig the camera equipment)	<i>stag</i> (<i>noun</i>) a male deer	<i>ban</i> (<i>verb</i>) to legally not allow something (smoking is banned in school). (<i>noun</i>) a law that does not allow something (a ban on loud noise after 10 pm)	<i>gas</i> (<i>noun</i>) one of the four basic forms of matter that make up everything in the world. Gas is invisible and cannot be seen, but it can be felt. Wind is gas; the air we breathe is gas. Online Resource Online Resource
11: <i>ing</i>	225	E1, S3, R7	<i>wing</i> (<i>noun</i>) a part of the body some animals have that is used to help them fly; a part of a machine or vehicle that allows it to fly (an airplane wing); a part or section of a building (the gym is in the north wing). (<i>verb</i>) to act or speak without preparing or practicing first (I'll just wing my speech)	<i>tin</i> (<i>noun</i>) a type of metal; a container with a lid that holds food or items (a cookie tin)	<i>spring</i> (<i>noun</i>) the time of year between summer and winter; a curved piece of metal that keeps its shape if it is pushed or pulled; a flow of water that comes out of the ground. (<i>verb</i>) to suddenly jump up or move upward	<i>pod</i> (<i>noun</i>) a long, thin pouch that holds the seeds of a plant; a group of whales or dolphins	<i>flint</i> (<i>noun</i>) a very hard form of quartz that gives off sparks when it is struck by steel	<i>redwing</i> (<i>noun</i>) a type of small bird that lives in the United Kingdom and Europe. It is mostly brown with a patch of red under its wing. Online Resource Online Resource
12: <i>ong</i>	229	E4, S6, R8	<i>log</i> (<i>noun</i>) a large, thick piece of a tree that has fallen or has been cut down; a list or record of important dates, times, and events	<i>sting</i> (<i>noun</i>) a wound caused by an insect or animal with a stinger (bee sting); a feeling of sharp tingling or hurting (the sting of cold air)	<i>gong</i> (<i>noun</i>) a large, round piece of metal that makes a loud sound when hit with a hammer or mallet (a dinner gong)	<i>don</i> (<i>verb</i>) to get dressed or put on clothing (to don a hat)	<i>tongs</i> (<i>noun</i>) a tool with long, thin arms that is used to pick up or grab items	<i>ring</i> (<i>noun</i>) a piece of jewelry that is worn on the finger Online Resource Online Resource
13: <i>ung</i>	233	E1, S3, R1	<i>gobs</i> (<i>noun</i>) a lot (gobs of candy)	<i>shun</i> (<i>verb</i>) to avoid or stay away from	<i>stun</i> (<i>verb</i>) to make someone unconscious because of a physical injury (the crash stunned him); to shock or amaze someone so that they cannot act or speak (he was stunned by the sad news)	<i>fang</i> (<i>noun</i>) a long, sharp, pointy tooth	<i>bug</i> (<i>noun</i>) an insect; an illness (she caught a bug at school); a mistake or problem that keeps something from working correctly (bug in the machine). (<i>verb</i>) to pester or annoy someone (do not bug me)	<i>lung</i> (<i>noun</i>) the organ in the body that is used for gas exchange Online Resource Online Resource

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14: <i>ank</i>	261	E1, S6, R8	pant (<i>noun</i>) a short, quick breath; [plural] a type of clothing worn on the legs, trousers. (<i>verb</i>) to gasp or breathe in short, quick breaths	plod (<i>verb</i>) to move in a slow, heavy, or tired way	kin (<i>noun</i>) members of a family; relatives	plank (<i>noun</i>) a board or length of long, flat wood; a type of exercise	punt (<i>verb</i>) to drop and then kick (a football) before it hits the ground	rank (<i>noun</i>) a level of skill, knowledge, experience, or power that a person has in a community or a group Online Resource Online Resource
15: <i>ink</i>	265	E4, S3, R8	slink (<i>verb</i>) to sneak away quietly	ping (<i>noun</i>) a short, high-pitched sound. (<i>verb</i>) to make a short, high-pitched sound; to send an electronic message to someone	blank (<i>noun</i>) an empty space where something is missing. (<i>adjective</i>) without any marks or writing on it	fin (<i>noun</i>) a thin, flat body part on a fish or water animal that helps it to swim; a flipper worn on the feet to help a person swim faster underwater	slam (<i>verb</i>) to push, close, or shut something with a lot of power or force	sink (<i>verb</i>) to fall or drop to a lower level Online Resource Online Resource
16: <i>onk</i>	269	E1, S2, R1	link (<i>noun</i>) a single piece or loop of a chain; a bond or something that connects (the link between diet and exercise). (<i>verb</i>) to connect or hold (the signs were linked together)	blink (<i>noun</i>) a flicker or glimmer. (<i>verb</i>) to open and close your eyes quickly; to flash (a light) at a steady pace	bank (<i>noun</i>) a building or business where money is kept; the part of land that is next to water or up against a lake or a stream	strong (<i>adjective</i>) having a lot of power, force, or energy	wink (<i>noun</i>) the act of closing and opening one eye quickly in a way that is friendly or funny. (<i>verb</i>) to close and open one eye quickly in a way that is friendly or funny	prong (<i>noun</i>) a thin, sharp, pointed part of a tool (the prongs of a fork) Online Resource Online Resource
17: <i>unk</i>	273	E6, S6, R8	chunk (<i>noun</i>) a big piece or lump of something.	bunk (<i>noun</i>) a single, narrow bed that is usually attached to a wall; a type of double bed in which one bed is on top of another (bunk bed)	shrink (<i>verb</i>) to become smaller	sank (<i>verb</i>) past tense of <i>sink</i> : to have fallen or moved to a lower level	trunk (<i>noun</i>) the main woody stem of a tree; a large, strong box with a lid that is used to store or hold items; the closed area at the back of a car that is used to store things; the long nose of an elephant	chip (<i>noun</i>) a small, hard, flat piece of material that is part of a computer's electrical system Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words				Tier 3 Word Definition and Link(s)	
1: ff, ll, ss	8	E1, S1, R7	doll (<i>noun</i>) a toy made to look like a baby, a child, or some other person	cliff (<i>noun</i>) an area of very high rock or ground that is often found near the sea and has a steep or vertical edge	grass (<i>noun</i>) a short green plant with narrow pointed leaves that usually covers fields and yards	off (<i>adjective</i>) not on, working, or running (the machine was off). (<i>adverb</i>) away from a job, a position, or a point (we have Friday off; the dog ran off). (<i>preposition</i>) away from or not connected to (take your feet off the table).	hiss (<i>verb</i>) to express dislike by showing sharp teeth and breathing outward in a heavy or loud way (the cat hissed at the dog); to make an sss-like sound for a long time (the snake hissed as it slithered)	bell (<i>noun</i>) a hollow metal object shaped like an upside-down cup that has a piece hanging inside it called a clapper that hits the sides and makes a ringing sound Online Resource Online Resource
2: al	36	E4, S2, R1	salt (<i>noun</i>) a white substance found in sea water and in the earth, often used to add flavor to foods	fall (<i>noun</i>) a sudden or surprise movement from a high place to a low place (she was hurt in the fall); a decrease in size, number, or rate (a fall in unemployment); another name for <i>autumn</i> . (<i>verb</i>) to move from a higher point to a lower point in a very quick or fast way (to fall off a ladder); to get smaller in amount (temperatures will fall); to become captured or defeated (the city will fall)	shell (<i>noun</i>) the hard outer covering that an animal makes to protect itself; the thin outer covering of an egg	calm (<i>noun</i>) a time of peace or quiet (the calm before the storm). (<i>adjective</i>) to be peaceful, quiet, or still	small (<i>adjective</i>) little in size, number, or amount; tiny; not big	malt (<i>noun</i>) a type of grain that is used in cereal and other food and drink products Online Resource Online Resource
3: wa	63	E1, S3, R4	wand (<i>noun</i>) a thin stick or rod that is held by hand and used for certain actions like doing magic tricks or conducting music	wash (<i>noun</i>) clothing or laundry that needs to be cleaned or has just been cleaned (hang out the wash). (<i>verb</i>) to clean something with water and soap	stop (<i>noun</i>) a break or pause (a stop in the conversation); a place where transportation picks people up or drops them off (bus stop). (<i>verb</i>) to end an action, movement, or activity (to stop the music)	watch (<i>noun</i>) a small clock people wear on the wrist. (<i>verb</i>) to guard or pay attention to something for a period of time (my neighbor will watch my pets)	end (<i>noun</i>) the point at which anything that has length starts or stops (the end of a string); the point in time at which something stops or finishes (end of the day). (<i>verb</i>) to stop (the class ends at 2 pm)	walrus (<i>noun</i>) a large mammal that lives in the sea near the Arctic Circle; it is known for its long tusks and mustache. Online Resource Online Resource
4: qu	89	E4, S5, R7	quip (<i>noun</i>) a joke; a short and funny or clever answer or reaction	squash (<i>noun</i>) a type of fruit that grows on a vine close to the ground. It is usually not sweet and is cooked and eaten as a vegetable, like pumpkin. (<i>verb</i>) to press something until it is flat	spell (<i>noun</i>) a short period of time (sit for a spell); a group of words used in magic tricks. (<i>verb</i>) to name or write the letters of a word in order	quilt (<i>noun</i>) a bed covering made from different pieces of cloth that are sewn together into patterns	band (<i>noun</i>) a group of people who play music together; a flat, thin strip of material that is put around something to hold it together or decorate it; a type of plain ring (wedding band). (<i>verb</i>) to keep or stay together (to band together)	quill (<i>noun</i>) a tool used for writing that is made from the feather of a bird Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words					Tier 3 Word Definition and Link(s)
5: ck	114	E2, S2, R2	crack (<i>noun</i>) a line on the surface of an item that shows the item has a break in it but is still whole (a crack in a window); a thin, narrow space between two objects (the door opened a crack). (<i>verb</i>) to break something apart	duck (<i>noun</i>) a bird with a short neck and large feet that lives in or near water. (<i>verb</i>) to lower your head or body to avoid something that might hit you	snack (<i>noun</i>) a small meal eaten between large meals	dress (<i>noun</i>) a piece of clothing that covers the body from the shoulders to the legs. (<i>verb</i>) to put clothing on	deck (<i>noun</i>) a wooden floor attached to the outside of a house or other building; the floor of a ship; a pack of playing cards	truck (<i>noun</i>) a motor vehicle that is commonly used to carry and haul goods from one place to another Online Resource Online Resource
6: tch	139	E2, S4, R4	batch (<i>noun</i>) an amount or quantity of items used or made at one time (batch of cookies). (<i>verb</i>) to collect or put things in groups (to batch the signs)	king (<i>noun</i>) a male ruler of a country who is not elected and whose mother, father, or other close relative was a ruler before him	boss (<i>noun</i>) a person in charge who gives work to other people. (<i>verb</i>) to give other people orders or tell them what to do	match (<i>noun</i>) a thin piece of wood with a material on the end that burns when it is struck against something; a game or competition; two things that go together in size, shape, or use. (<i>verb</i>) to put two of the same things together	catch (<i>noun</i>) the act of getting or holding something that is moving (that was a good catch of fish); a hidden problem (what's the catch?). (<i>verb</i>) to take hold of something that is moving (to catch a ball); to become sick (to catch a cold); to step inside a form of transportation and ride it to somewhere else (to catch a bus)	ketch (<i>noun</i>) a small sailboat with two masts (long poles that support the sails) Online Resource Online Resource
7: a-e	164	E5, S3, R5	cane (<i>noun</i>) a stick made of metal or wood that helps someone walk	best (<i>adjective</i>) of the most excellent or top quality (the best singer). (<i>adverb</i>) to the highest degree or level (you know him best)	rake (<i>noun</i>) a tool that has a long handle and a row of long teeth at one end that is used to gather things lying on the ground or to smooth down soil. (<i>verb</i>) to collect, gather, or move items with a rake (to rake the leaves)	spade (<i>noun</i>) a tool with a long handle and a flat blade that is used for digging; a black shape like a pointed leaf with a short stem that is used on playing cards	sad (<i>adjective</i>) not happy	cake (<i>noun</i>) a sweet baked food made of flour, eggs, sugar, and flavoring Online Resource Online Resource
8: i-e	168	E2, S4, R3	crib (<i>noun</i>) a bed with high sides all around for a baby or young child to sleep in	dive (<i>verb</i>) to move down from a high place at high speed, usually with the head or front part first; to plunge headfirst into water	bide (<i>verb</i>) to remain or stay somewhere; to wait	nip (<i>noun</i>) a feeling of freezing cold (a nip in the air); a sharp pinch, squeeze, or bite (the puppy gave my finger a nip). (<i>verb</i>) to cut or pinch off (to nip the dead buds off the plants)	mine (<i>pronoun</i>) belonging to me. (<i>noun</i>) a hole or area of holes made in the earth from which coal, gold, silver, or other things are taken (coal mine, diamond mine). (<i>verb</i>) to dig things out of the ground (to mine gold)	pine (<i>noun</i>) a type of tree that has long, thin, needle-like leaves and stays green all year Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words					Tier 3 Word Definition and Link(s)
9: o-e	172	E6, S6, R7	bone (<i>noun</i>) one of the hard parts of a skeleton	robe (<i>noun</i>) a long, loose-fitting piece of clothing worn as a covering	song (<i>noun</i>) a short piece of music	sole (<i>noun</i>) the bottom part of a foot or a shoe that touches the ground; a type of flatfish found in the ocean. (<i>adjective</i>) single, alone, only	code (<i>noun</i>) a set of rules or laws (dress code); a system of symbols or signals used in place of letters and numbers that is used to send a secret message (secret code)	cone (<i>noun</i>) a solid figure with a flat base in the shape of a circle with a curved side that narrows to a point Online Resource Online Resource
10: u-e	176	E3, S1, R2	mute (<i>noun</i>) a person who is not able to or willing to speak; a button on a TV, radio, or other electronic item that turns off the sound. (<i>adjective</i>) silent, not able or not willing to speak	fetch (<i>verb</i>) to go somewhere, pick up something, and bring it back	plume (<i>noun</i>) a large, fluffy, colorful feather (a hat with a plume); a long cloud of smoke or gas that starts on/near the ground and spreads in the sky (a plume of smoke)	cuff (<i>noun</i>) a piece of material that is folded over at the bottom of a sleeve or pants leg and is often sewn in place	brute (<i>noun</i>) a cruel or unkind person (he is such a brute); any creature, beast, or animal that is not human (that lion is a magnificent brute). (<i>adjective</i>) done using physical strength (she pushed through the wall with brute force)	flute (<i>noun</i>) a long, thin musical instrument with holes along its body that is played by blowing air into one end while placing fingers over the holes to make different musical notes Online Resource Online Resource
11: e-e	180	E5, S5, R6	athlete (<i>noun</i>) a person who plays sports and takes part in physical activities	span (<i>noun</i>) the full size, range, time, or length of something from end to end (wing span, attention span). (<i>verb</i>) to stretch or reach over or across	pet (<i>noun</i>) an animal people keep in their home for company and pleasure. (<i>verb</i>) to pat or touch with a slow, loving motion	mere (<i>adjective</i>) being neither more nor better than what is spoken of (mere mortals); the smallest or slightest (a mere hint of makeup)	stove (<i>noun</i>) a tool or device that uses electricity, gas, or oil to provide heat for cooking or warmth (a kitchen stove)	concrete (<i>noun</i>) a strong, long-lasting, human-made material that is like stone Online Resource Online Resource
12: vowel-se	184	E4, S2, R4	rise (<i>verb</i>) to move up in direction; to move from sitting to standing	sniff (<i>noun</i>) a short breath of air through the nose that can be heard (I took a sniff of the stew). (<i>verb</i>) to take in short breaths of air through the nose to smell something or to clear the nose (to sniff a flower)	suppose (<i>verb</i>) to imagine or think that something could happen	hush (<i>noun</i>) a time of calm or silence after a noise stops. (<i>verb</i>) to stop making noise and become quiet	fuse (<i>noun</i>) a short wire in an electric system with a connection that melts if there is too much heat. A fuse can protect a building by breaking an electric flow before a fire can start. (<i>verb</i>) to cause two things to melt together and become one by adding heat	rose (<i>noun</i>) a flower that often has a nice smell and comes in many colors Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words					Tier 3 Word Definition and Link(s)
1: open syllables (<i>so, he, fly</i>)	8	E1, S3, R7	spy (<i>noun</i>) a person who watches in secret to get information about others. (<i>verb</i>) to watch something or someone in a secret and careful way	etch (<i>verb</i>) to create a picture, design, or lettering on a hard surface such as glass or metal by carving or scratching	fly (<i>noun</i>) a small common insect with two wings. (<i>verb</i>) to move through the air by using wings (birds fly); to travel in an airplane (we will fly tomorrow); to cause to move through the air (fly a kite)	tug (<i>noun</i>) a strong pull. (<i>verb</i>) to pull with power or force	be (<i>verb</i>) to live or exist	sky (<i>noun</i>) all of the air and space over our heads and above the earth that appears to bend over the earth Online Resource Online Resource
2: exceptions (<i>ild, old, ind, ost, oll</i>)	32	E3, S5, R6	most (<i>noun</i>) the greatest number or amount (It is the most I can do). (<i>adjective</i>) the majority of (most people like ice cream). (<i>adverb</i>) to the greatest degree (the most challenging puzzle)	colt (<i>noun</i>) a young male horse, donkey, zebra, or related animal, usually one that is less than four years old	mind (<i>noun</i>) the part of a person that thinks, understands, remembers, imagines, and feels. (<i>verb</i>) to think something is bad or not pleasant, often used with <i>don't</i> (I don't mind that); to pay attention to (to mind the gap)	mild (<i>adjective</i>) gentle, light, pleasant	cold (<i>noun</i>) a common sickness that often causes coughing and a runny nose. (<i>adjective</i>) without heat or warmth	toll (<i>noun</i>) a payment or a tax that is paid to use or do something (pay a toll to go over the bridge) Online Resource Online Resource
3: <i>ay</i>	55	E6, S3, R7	sway (<i>verb</i>) to swing back and forth or from side to side (sway in the breeze); to change an opinion or decision (her speech swayed the voters)	game (<i>noun</i>) a form of play or sport having certain rules and equipment; wild animals hunted for food or sport. (<i>adjective</i>) willing to try something new or challenging (I'm game to try mountain climbing)	day (<i>noun</i>) the period between the times that the sun rises and sets	scald (<i>verb</i>) to burn with a hot liquid or steam (the hot tea scalded her tongue)	quay (<i>noun</i>) a pier, wharf, or other landing place for loading and unloading boats or ships	bay (<i>noun</i>) a body of water that is partly surrounded by land Online Resource Online Resource
4: <i>-ed</i>	82	E2, S4, R1	sanded (<i>adjective</i>) to be made smooth and even by rubbing with a rough or harsh material, like sandpaper	blend (<i>noun</i>) a mixture of two or more things; two or more consonants that are next to each other in a word and that are pronounced together. (<i>verb</i>) to mix completely so that there no longer seem to be separate parts	rested (<i>verb</i>) past tense of <i>rest</i> : to relax by sleeping or lying down. (<i>adjective</i>) to feel refreshed or energetic after sleeping or relaxing	acted (<i>verb</i>) past tense of <i>act</i> : to behave or do something in a certain way; to perform on a stage in a play or a show	chide (<i>verb</i>) to nag or speak with disapproval	bed (<i>noun</i>) a piece of furniture that is used for sleeping and resting Online Resource Online Resource
5: suffixes <i>-s, -es, -ing, -er</i>	103	E4, S2, R3	nests (<i>noun</i>) plural of <i>nest</i> : a structure of sticks and other material that birds make to live in and hold their eggs	splashes (<i>noun</i>) plural of <i>splash</i> : a sound made by something falling into liquid; bright patches of color (splashes of blue in a field of green). (<i>verb</i>) present tense of <i>splash</i> : to scatter a liquid	thatch (<i>noun</i>) straw, palm leaves, or other dried plant material that is bundled together and used as a roof covering (the cottage has a roof of thatch)	talking (<i>verb</i>) present tense of <i>talk</i> : to communicate by saying words	trucker (<i>noun</i>) a person who drives a truck across long distances	bending (<i>verb</i>) present tense of <i>bend</i> : to use force or pressure to cause something to become curved or rounded Online Resource Online Resource

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6: suffixes -est, -en, -ish, -ly	107	E2, S4, R7	lengthen (<i>verb</i>) to make or become longer	selfish (<i>adjective</i>) having care or concern only for yourself	softly (<i>adjective</i>) quietly or in a way that makes little to no sound (walk softly)	dampest (<i>adjective</i>) having the most amount of wetness (the towel I used at the pool is the dampest)	clash (<i>noun</i>) a harsh, loud sound (a clash of metal against wood); a fight or a battle (clash of the warriors). (<i>verb</i>) to strike together with force, making a loud noise (the swords clashed); to disagree (their opinions clashed); to not match or work together in color, tone, or time (his hockey practice clashes with her music lesson)	goldfish (<i>noun</i>) a type of yellow or orange fish that is often kept as a pet Online Resource Online Resource
7: suffixes -y, -ful, -ness, -less	111	E6, S2, R2	swelled (<i>verb</i>) past tense of <i>swell</i> : to become larger because of growth or pressure	squishy (<i>adjective</i>) soft, wet, and easily squashed or flattened	thankful (<i>adjective</i>) showing relief, gratitude, or thanks (a thankful song or prayer); being pleased or relieved (she is thankful to be healthy)	fondness (<i>noun</i>) a liking for something or someone (a fondness for chocolate)	timeless (<i>adjective</i>) not affected by the passing of time or changes in style or fashion (a plain white T-shirt is timeless)	kindness (<i>noun</i>) a kind of behavior or way of acting that shows care and concern for other people without expecting anything in return Online Resource Online Resource
8: twin consonant syllable division	136	E1, S6, R8	wallet (<i>noun</i>) a small, flat, foldable case made of fabric or leather that is used to hold money, credit cards, and other important things	flags (<i>noun</i>) plural of <i>flag</i> (a piece of cloth with special colors and designs used as a symbol of a country or organization)	sullen (<i>adjective</i>) dark and gloomy (a sullen day); quietly showing anger (a sullen look)	blotches (<i>noun</i>) plural of <i>blotch</i> : a large stain or spot; a flaw or mark on the skin	classic (<i>noun</i>) a work of art or literature that is thought to be one of the best of all times. (<i>adjective</i>) something that remains popular over a long period of time	tennis (<i>noun</i>) a sport played by using a racket to hit a felt-covered rubber ball over a net; can have two or four players Online Resource Online Resource
9: non-twin consonant syllable division	160	E4, S5, R4	clay (<i>noun</i>) a kind of wet earth that can be molded and dried to make bricks, pots, and other things	napkin (<i>noun</i>) a piece of cloth or paper used at a meal to keep your mouth, hands, and clothes clean while you eat	perfect (<i>adjective</i>) having no flaw, problem, or defect (the new car is perfect); exactly right or accurate (a perfect circle); as good as it could possibly be (a perfect summer day)	velvet (<i>noun</i>) a tightly woven fabric of silk, cotton, or nylon that has a thick, short, soft weave on one side	swan (<i>noun</i>) a large waterbird, usually white, with a very long neck and webbed feet	cactus (<i>noun</i>) a type of desert plant that does not need much water and is often covered in sharp spines Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words				Tier 3 Word Definition and Link(s)	
10: <i>ou</i> (/ou/)	187	E3, S1, R5	house (<i>noun</i>) a building in which people live	mold (<i>noun</i>) a hollow form used to give a particular shape to a soft or liquid substance that is poured into it and then hardens (a mold to make chocolate eggs); a fungus that grows on the surface of plant or animal materials such as food or leather (mold on bread). (<i>verb</i>) to form clay or other material into a shape	flour (<i>noun</i>) the ground meal of wheat or other grain that is used to make bread, cake, and other foods	suspect (<i>noun</i>) a person who is thought to have done something wrong (he is a suspect in the robbery case). (<i>verb</i>) to believe to be true based on a small amount of evidence (I suspect that he is tired); to believe someone may be guilty (the police suspected her of the crime)	trout (<i>noun</i>) a fish that usually lives in fresh water	cloud (<i>noun</i>) a group of millions of very small water or ice drops that are light enough to float up in the air together Online Resource Online Resource
11: <i>ou</i> (/ō/)	191	E5, S3, R1	baseball (<i>noun</i>) a game played by two teams in which players earn points when they hit the ball with a bat and then run around four bases; the small, hard ball used in the game of baseball	shoulder (<i>noun</i>) the joint that connects the arm to the body (my shoulder hurts); the edge or border of a road where cars can stop (park the car on the shoulder). (<i>verb</i>) to carry a weight or a responsibility (she shouldered the blame for the accident)	court (<i>noun</i>) a marked area for playing a sport (basketball court); a place where legal cases are heard (the judge kept order in the court); a place where a ruler lives and works (the royal family met at court); a short street with a dead end (my court has only four houses). (<i>verb</i>) to gain the love or favor of someone (they courted for a year and then got married); to act in such a way as to cause something to happen (don't court disaster by walking on the ice)	chilly (<i>adjective</i>) uncomfortably affected by the cold	boulder (<i>noun</i>) a large, rounded rock	dough (<i>noun</i>) a thick mixture of flour, a liquid (like water or milk), and other seasonings that is then baked to make bread, cake, cookies, or other baked goods Online Resource Online Resource
12: <i>ou</i> (/ü/)	195	E4, S4, R2	rough (<i>adjective</i>) not smooth (rough cloth); something that is hard or tiring to live through or experience (a rough day of travel); not yet complete or finished (we have only a rough outline of the work)	cousin (<i>noun</i>) the family relationship of the child of a person's aunt or uncle	sibling (<i>noun</i>) a brother or a sister	enough (<i>adjective</i>) as much or as many as needed (I have enough time to do this)	splinter (<i>noun</i>) a small, sharp piece of material, usually wood, that is broken off from a larger piece (a splinter in my finger)	country (<i>noun</i>) an area of the world that has one government, defined borders, and a group of people within it that share a common culture or sense of belonging; also called a nation Online Resource Online Resource

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13: <i>ou</i> (/oo/)	199	E6, S2, R6	coupe (<i>noun</i>) a type of small car with two doors	time (<i>noun</i>) the passing of minutes, days, weeks, and years (time goes so fast); the amount of minutes, hours, weeks, days, and years between the beginning and the end of an event (how much time do you need?); a certain event (I remember the time when you broke your leg)	wound (<i>noun</i>) an injury that often involves broken skin. (<i>verb</i>) to cause an injury	wall (<i>noun</i>) a structure that is built to divide a space or area of land	troupe (<i>noun</i>) a group of dancers, actors, or other artists who perform together and usually travel to do their shows	coupon (<i>noun</i>) a ticket, sticker, or other printed piece of paper that lets a person get a good or service for a lower price or for free Online Resource Online Resource
14: prefix <i>a-</i>	209	E1, S2, R7	around (<i>adverb</i>) in a circle (the car spun around); in all directions or sides (we looked around); near (I will be around the school)	alike (<i>adverb</i>) in the same way (they dress alike)	slipper (<i>noun</i>) a type of shoe that is easy to put on and take off and is usually worn only indoors	amount (<i>noun</i>) a measure or quantity of something	awake (<i>verb</i>) to come out of sleep or to wake up. (<i>adjective</i>) not sleeping	basket (<i>noun</i>) a container made from wood, grass, straw, or plastic that is woven together Online Resource Online Resource

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1: ea (/ē/)	8	E4, S1, R5	<i>dream</i> (<i>noun</i>) a series of thoughts, pictures, or feelings that happen in your mind as you sleep (I had a weird dream last night); a strong hope or wish (her dream is to become an actress). (<i>verb</i>) to see pictures or images in your mind while you sleep (she dreamed about outer space last night); to think about what may happen in the future (he always dreamed this day would come)	<i>yeast</i> (<i>noun</i>) tiny, single cells of certain fungi that are used to make bread and some medicines	<i>found</i> (<i>verb</i>) past tense of <i>find</i> : to come upon after losing something and searching for it; to discover something; to set up, create, or establish (our school was founded in 1905)	<i>leash</i> (<i>noun</i>) a chain or kind of rope attached to the collar of an animal	<i>traffic</i> (<i>noun</i>) the group of moving vehicles along a road or path	<i>sneaker</i> (<i>noun</i>) shoes with a rubber sole that are worn for sports or exercise Online Resource Online Resource
2: ea (/ě/)	12	E1, S5, R8	<i>which</i> (<i>pronoun</i>) what one or ones (which of these three shirts are yours?). (<i>adjective</i>) what one or ones out of a certain group (which color do you like best)	<i>instead</i> (<i>adverb</i>) in place of or rather than (he does not like burgers, so he ate pizza instead)	<i>bread</i> (<i>noun</i>) a food made of flour, water, and a raising agent such as yeast, mixed together and cooked	<i>heavy</i> (<i>adjective</i>) having much weight (the box is too heavy); a great size or amount (heavy rains caused flooding)	<i>camping</i> (<i>noun</i>) the activity of staying in an outdoor place away from urban areas and sleeping in a tent or simple shelter	<i>thread</i> (<i>noun</i>) a long, fine, thin piece of material such as cotton or silk that is used for sewing Online Resource Online Resource
3: ea (/ā/)	16	E3, S6, R1	<i>bear</i> (<i>noun</i>) a large mammal with thick hair and a short tail. (<i>verb</i>) to hold up or support (help bear the weight of the load); to accept something (I cannot bear to see you cry)	<i>tear</i> (<i>noun</i>) the result of ripping (her sock had a tear in it). (<i>verb</i>) to pull apart or into pieces (tear the paper in half)	<i>clapping</i> (<i>verb</i>) present tense of <i>clap</i> : to hit your hands together again and again to show that you like something (everyone was clapping and cheering)	<i>wear</i> (<i>verb</i>) to have or carry on your body (wear your coat); to become weak or damaged through long use (the roof is starting to wear)	<i>hope</i> (<i>noun</i>) a feeling or chance that something you want to happen will happen (there is still hope that she will get better). (<i>verb</i>) to wish for something (I hope I get that job)	<i>pear</i> (<i>noun</i>) a sweet fruit that grows on a tree, usually green or yellow in color and in the shape of a bell or an oval Online Resource Online Resource
4: consonant-/e syllables	38	E2, S3, R2	<i>bubble</i> (<i>noun</i>) a thin layer of liquid in a round shape that is wrapped around air or some other gas (bubbles form in water when it boils). (<i>verb</i>) to have bubbles rising up, as in a liquid (a pot of soup bubbled on the stove)	<i>chuckle</i> (<i>verb</i>) to laugh in a soft or quiet way (the joke made them chuckle)	<i>puzzle</i> (<i>noun</i>) a toy or problem that you solve by thinking or by arranging letters, words, numbers, or objects	<i>simple</i> (<i>adjective</i>) easy to do or understand (the task was simple); basic or plain (a simple black T-shirt); made of only a few parts (a simple machine)	<i>riddle</i> (<i>noun</i>) a puzzling, tricky, and often funny question asked as a game or as a test of one's thinking skills (she told the class a riddle); any question, problem, person, or thing that is difficult to figure out (how the dog snuck into the car is a riddle). (<i>verb</i>) to have or make many holes in something (the old quilt was riddled with holes)	<i>thimble</i> (<i>noun</i>) a small cap or cover, usually made of metal or thick leather, that protects the finger that pushes the needle while sewing by hand Online Resource Online Resource

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5: oa (/ō/)	62	E4, S1, R3	roam (<i>verb</i>) to move or travel around without a plan	jingle (<i>noun</i>) a sound like light metal objects hitting against each other (we heard the jingle of coins in her pocket); a short song or poem that is easy to remember and is often used to help sell products in an ad (I remember the jingle for my favorite candy). (<i>verb</i>) to make a sound like light metal objects hitting against each other again and again (the sleigh bells jingled)	oak (<i>noun</i>) a tree with strong, hard wood and flat leaves that change color and fall off in autumn	hayloft (<i>noun</i>) the upper part of a barn or stable used for storing hay	skateboard (<i>noun</i>) a flat, short, narrow board with four wheels on the bottom that people stand on and ride	tugboat (<i>noun</i>) a small but powerful boat that is used to guide, push, or pull larger ships in and out of harbors Online Resource Online Resource
6: ai (/ā/)	92	E1, S5, R4	brain (<i>noun</i>) the organ in the body (inside the skull) that controls thought, movement, and feeling	plain (<i>noun</i>) a large, flat area of land, usually covered in grass. (<i>adjective</i>) simple or basic; not decorated (a plain white dress); able to be clearly seen or understood (it was plain that she was upset)	chain (<i>noun</i>) circles of metal or another material that are joined together (he locked his bike with a chain); a group of businesses of the same kind that have the same owner (she owns a chain of furniture stores)	coasted (<i>verb</i>) past tense of <i>coast</i> : to move easily and without problems or effort (he coasted to the finish line)	paintbrush (<i>noun</i>) a brush used to put paint on something	rainbow (<i>noun</i>) a curved, colorful arc that forms in the sky when sunlight shines through water droplets in the air Online Resource Online Resource
7: ee (/ē/)	121	E5, S3, R1	flea (<i>noun</i>) a tiny insect that does not have wings but can jump far; it feeds on the blood of the animals it bites	free (<i>adjective</i>) able to go where one wishes; not held back (we are free to do what we want); having no cost (they gave away free stickers); empty or not in use (is this seat free?)	weeding (<i>verb</i>) present tense of <i>weed</i> : to remove unwanted plants from an area of ground (she was weeding in the garden)	breeze (<i>noun</i>) a light or gentle wind (the cool breeze felt nice); something that is easy to do (getting to the park was a breeze)	helmet (<i>noun</i>) a hard covering worn to protect the head	beehive (<i>noun</i>) a structure in which bees live and make honey Online Resource Online Resource
8: oo (/ōō/)	148	E2, S6, R5	doodle (<i>noun</i>) a simple drawing made with no set purpose or goal (someone had drawn doodles on the wall). (<i>verb</i>) to draw or scribble without a goal or a purpose (he doodled in his notebook as he waited for class to start)	nutmeg (<i>noun</i>) the seed of a certain evergreen tree that is made into a powder and used as a spice	spoon (<i>noun</i>) a tool with a handle at one end and a small bowl at the other that is used for eating, stirring, serving, or measuring (use a spoon to eat soup). (<i>verb</i>) to move or scoop food items with a spoon (she spooned sugar into her tea)	zoo (<i>noun</i>) a place where animals are kept to be studied, protected, or viewed	crouch (<i>verb</i>) to lower the body close to the ground by bending the legs (he had to crouch down to look under the bed)	toothbrush (<i>noun</i>) a small, thin brush with short bristles on one end for cleaning the teeth Online Resource Online Resource

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9: <i>oo</i> (<i>oo</i>)	152	E5, S1, R1	goodness (<i>noun</i>) the quality or condition of being pleasant, caring, or kind	slime (<i>noun</i>) a slippery liquid that is usually thought of as gross or disgusting, such as thin mud or the slippery coating found on wet rocks, fish, or snails	muffins (<i>noun</i>) baked goods that taste like cake and have a small, round shape	brook (<i>noun</i>) a small stream	booklet (<i>noun</i>) a small book with only a few pages and a paper cover	wool (<i>noun</i>) a type of thick hair that grows on certain animals; it can be used to make products such as thread and yarn Online Resource Online Resource
10: <i>igh</i>	182	E4, S2, R8	night (<i>noun</i>) the period of time each day that starts when the sun sets in the evening and ends when the sun rises in the morning	bedroom (<i>noun</i>) a room used for sleeping	tightly (<i>adverb</i>) done in a close or firm way (the rope was wrapped tightly around the pole)	shampoo (<i>noun</i>) a soap-like product that is used to wash hair or clean items (I bought a new shampoo for my hair). (<i>verb</i>) to clean something deeply and well by using a cleaning product (we need to shampoo the rug)	mighty (<i>adjective</i>) having great power or strength (a mighty roar); large in size or amount (a mighty fortress was built)	lightbulb (<i>noun</i>) a device, usually made of metal and glass, that turns electrical energy into light Online Resource Online Resource
11: <i>ie</i> (<i>ie</i>)	204	E1, S4, R2	lie (<i>noun</i>) a false statement that is said on purpose (he told a lie). (<i>verb</i>) to make a false statement on purpose (do not lie to me); to rest on a flat surface (I need to lie down)	tie (<i>noun</i>) a string, rope, or cord used for fastening or closing; a connection or closeness (he has ties to the community); a piece of material worn around the neck (he needed a tie for his suit); an even score in a game of two or more players or teams (a tie for first place). (<i>verb</i>) to close or fasten something with a string or rope (tie your shoes); to connect (tie the string to the tree)	fries (<i>noun</i>) another name for French fries, or a potato that is cut into strips or sticks and then cooked in oil until crispy. (<i>verb</i>) present tense of <i>fry</i> : to cook in hot butter, oil, or other fat	ruffle (<i>noun</i>) a strip of cloth that is gathered along one edge in small folds (the dress has a ruffle along the bottom). (<i>verb</i>) to touch or move a smooth, even surface (wind ruffled the surface of the pond); to bother or annoy (the loud noise did not ruffle them at all)	plastic (<i>noun</i>) a human-made material created from chemicals that can be shaped when soft and then hardens	pie (<i>noun</i>) a baked food that has a crust as the bottom or outer layer and a filling that is made from either fruit or meat and vegetables Online Resource Online Resource
12: <i>ie</i> (<i>ie</i>)	208	E2, S3, R4	button (<i>noun</i>) a small, round, flat item that connects or closes clothing by fitting through a hole (a button on a coat); an object that is pressed to initiate a specific function (a power button). (<i>verb</i>) to close or tighten something by using buttons (button your shirt)	belief (<i>noun</i>) a strong opinion (the belief that every person can learn); trust in a person or an idea (your belief in me helped me win)	tier (<i>noun</i>) one row or layer in a series of rows or layers (the top tier of a wedding cake)	lightning (<i>noun</i>) natural electricity produced in clouds and appearing as a bright flash of light in the sky	yield (<i>verb</i>) to make or produce (the field will yield good crops); to wait and let other cars or people go first (you must yield to traffic already on the road)	shield (<i>noun</i>) a large piece of metal or wood that is carried by someone and used as protection Online Resource Online Resource

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1: soft c (/s/)	8	E6, S6, R3	mice (<i>noun</i>) plural of <i>mouse</i> : a small rodent with sharp teeth and a long, thin tail	slice (<i>noun</i>) a thin, broad piece of food that is cut from a larger whole (a slice of cake); a share of something, often having to do with money or wages (the workers fought to get a slice of the company's profits). (<i>verb</i>) to cut something into pieces (please slice the bread)	pickle (<i>noun</i>) a cucumber or another vegetable or fruit that is preserved with salt and a liquid (he ate a pickle with his burger); a hard, messy, or difficult problem or event (we ran out of money, which put us in a pickle). (<i>verb</i>) to preserve food by using salt and a liquid (she wants to pickle some eggs)	goose (<i>noun</i>) a bird with a long neck and large feet that lives in or near water	space (<i>noun</i>) an empty area or place (we need more space for these chairs); an area with a certain use (a parking space); the freedom, time, and area to live, think, or do as one pleases (I need my own space); the area that contains the entire universe beyond Earth (outer space)	lace (<i>noun</i>) a thin fabric made of fine threads that are woven into patterns; it often has a lot of holes in it as part of its design Online Resource Online Resource
2: soft g (/j/)	36	E5, S1, R1	gem (<i>noun</i>) a precious stone that has been cut and polished; a jewel (a diamond is a gem); someone or something that is valuable, special, or very good in some way (she is a real gem)	cringe (<i>verb</i>) to move away from or shrink back, usually because of fear or unpleasantness (the overflowing garbage made us cringe)	sigh (<i>noun</i>) a long, deep, outward breath that signals sadness, tiredness, or relief. (<i>verb</i>) to breathe out with a long breath because of sadness, tiredness, or relief	gym (<i>noun</i>) short for <i>gymnasium</i> , a building or large room that has equipment for physical education, sports, and games	file (<i>noun</i>) a place for keeping documents or other objects safe and in order (put these papers in a file); a hard, thin tool used to shape or smooth wood, metal, plastic, or other hard material (a nail file). (<i>verb</i>) to put or keep something safe and in order in a particular place	ginger (<i>noun</i>) a type of plant that is used as a spice to flavor food and sometimes is used as a medicine Online Resource Online Resource
3: er (/er/)	60	E3, S2, R7	verse (<i>noun</i>) one line or one part of a poem or a song	ponder (<i>verb</i>) to think about something deeply and carefully before making a decision (he needed time to ponder before making a choice)	great (<i>adjective</i>) of high quality, ability, or importance (a great athlete); large in size or number (a great crowd); good, pleasing, or enjoyable (great food, a great movie); in a family, a person who is one generation away (great-grandmother, great-uncle, great-granddaughter)	perch (<i>noun</i>) a branch or bar on which birds sit. (<i>verb</i>) to rest or sit on something high or narrow (he perched on the top of the ladder)	western (<i>noun</i>) a book, movie, or TV show about cowboys in North America during the 1800s and early 1900s. (<i>adjective</i>) facing or pointed west (western part of town); living in or coming from the part of the world that has the United States and parts of Europe in it	fern (<i>noun</i>) a type of green plant that has thick, broad leaves called fronds and no flowers Online Resource Online Resource

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4: <i>er</i> (/air/)	63	E2, S6, R5	shepherd (<i>noun</i>) a person who raises and takes care of sheep. (<i>verb</i>) to guide or protect (the police officer shepherded the people down the hallway)	claim (<i>noun</i>) a statement that is presented as true but may or may not actually be true (the claim that he was a spy stuck with him his whole life); a demand for something as a right or a reward (when our neighbor died, his family members made a claim for his house). (<i>verb</i>) to say something is true (she claimed her dad was seven feet tall)	clerical (<i>adjective</i>) having to do with office work (a clerical task); having to do with religious clergy (she wore a clerical robe)	brush (<i>noun</i>) a tool with a handle on one end and a tight group of hairs or fibers on the other that is used to clean or paint something (toothbrush, paintbrush); a thick group of small trees, shrubs, or bushes growing together (we got lost in the brush). (<i>verb</i>) to arrange hair by using a brush (to brush hair); to clean or remove dirt by sweeping or scrubbing (to brush the mud off shoes); to touch something lightly or gently (a cat brushed against my leg)	ferry (<i>noun</i>) a boat or ship that carries people or items back and forth across a river or other body of water (before the bridge was built, people used the ferry). (<i>verb</i>) to carry by boat or airplane a short distance, often across water (a small plane ferried visitors to the island)	periwinkle (<i>noun</i>) a type of small snail that lives in the ocean Online Resource Online Resource
5: <i>ur</i> (/er/)	67	E4, S4, R8	trace (<i>noun</i>) a small amount of something (a trace of rain in the air). (<i>verb</i>) to copy by following the lines of something as seen through a thin sheet of paper (to trace a picture)	curl (<i>noun</i>) an individual ring of hair (a curl of hair); something that has a circular or spiral shape (a curl of smoke). (<i>verb</i>) to form or make into a curved or rounded shape (his fingers curled around the cup)	burst (<i>noun</i>) a sudden action or event that happens quickly (a burst of activity). (<i>verb</i>) to suddenly break, open up, or explode (the balloon burst); to have a very strong feeling (her heart burst with joy)	berry (<i>noun</i>) a soft and usually small fruit that grows in clumps and has seeds you can eat	murky (<i>adjective</i>) cloudy, dark, or gloomy (murky water)	purse (<i>noun</i>) a small bag or wallet used to carry money and other small items Online Resource Online Resource
6: <i>ir</i> (/er/)	70	E1, S5, R2	thirsty (<i>adjective</i>) feeling the need to drink something	swirl (<i>noun</i>) a curved shape of something (a swirl of fudge in ice cream). (<i>verb</i>) to move around in a spinning motion (the water swirled)	heel (<i>noun</i>) the rounded back part of the foot; the part of a shoe under the back end of the foot (these shoes have high heels); the end part of a loaf of bread (a heel of bread). (<i>verb</i>) for a dog, to follow closely behind its human (we are teaching the dog to heel)	stir (<i>verb</i>) to move a spoon or other tool through a liquid to mix it (stir the sauce); to move a little bit (the breeze stirred the leaves); to wake up from sleep (not a creature was stirring), to cause someone or something to move or act (they were stirred to action)	grade (<i>noun</i>) students in a school who are grouped by age, skill, or ability (he is in third grade); a number or a mark that shows the quality of work done (I got a good grade on the test); a level of quality or value (we use only the finest grade eggs). (<i>verb</i>) to put things in order (these are graded based on color); to review work and give it a mark or a number as a score or rating (he graded the students' papers)	birthday (<i>noun</i>) the day of a person's birth, usually celebrated on the same day every year Online Resource Online Resource

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7: ear (er/)	73	E2, S3, R6	pearl (<i>noun</i>) a smooth, hard, round object that is formed inside the shell of some sea animals (a pearl in an oyster); a person or thing of great worth (she shared pearls of knowledge)	research (<i>noun</i>) the work or study needed to collect information about something or someone (medical research). (<i>verb</i>) to gather and collect facts and information about a topic (he plans to research ancient Egypt for his book)	couch (<i>noun</i>) a sofa or other large, comfortable piece of furniture to sit and relax on	earn (<i>verb</i>) to get or receive money or awards by doing work	train (<i>noun</i>) a group of railroad cars connected together on a track (this train goes to the city); a long piece of material attached to the back of a formal dress or robe that trails along the ground (her wedding dress has a train). (<i>verb</i>) to teach skills or actions (to train a new employee)	Earth (<i>noun</i>) the planet on which we live; the third planet from the sun in our solar system and the only known planet that is livable for humans, plants, and animals Online Resource Online Resource
8: wor	76	E6, S1, R4	worm (<i>noun</i>) an animal with a long, thin, round or flat body with no legs that can live in water or on land. (<i>verb</i>) to sneak or work your way into something (they wormed their way into the party)	win (<i>noun</i>) a victory or triumph (another win for the team). (<i>verb</i>) to finish in first place in a game, sport, or contest (win a game); to get something through a lot of work or effort (to win their freedom)	worthy (<i>adjective</i>) having good qualities (worthy of respect); being good or deserving of time or energy (a worthy cause)	hamper (<i>noun</i>) a large basket with a lid that is used to store or carry things (a laundry hamper). (<i>verb</i>) to stop or slow down the movement of something or someone (our hike was hampered by bad weather)	fireworks (<i>noun</i>) things that burn or explode to make noise and colored lights, usually used for holidays or celebrations	worry (<i>noun</i>) a feeling or way of thinking that is focused on what could go wrong Online Resource Online Resource
9: dge	113	E2, S4, R7	cradle (<i>noun</i>) a baby's bed on rockers (the baby napped in her new cradle). (<i>verb</i>) to hold or rock (the mom cradled the baby in her arms)	edge (<i>noun</i>) the point at which two sides meet (the edge of a desk); the outside of a border (the students stood at the edge of the gym bleachers); an advantage (their team has an edge up on the game)	bridge (<i>noun</i>) a structure used to travel over water or land (the cars drive over the bridge to cross the river); the bony upper part of the nose (the bridge of his nose was swollen); a high area on a ship from which the captain steers (the captain looked out from the bridge to see the coast). (<i>verb</i>) to create a connecting link (she bridged the gap between her and a classmate's desk)	brick (<i>noun</i>) a hard block used for building	merge (<i>verb</i>) to bring things together as one	badge (<i>noun</i>) a marker or a sign that is worn on the clothing to show that a person belongs to a certain group or class Online Resource Online Resource
10: s = /z/	141	E1, S2, R5	easel (<i>noun</i>) a stand used to hold art	present (<i>noun</i>) a gift (she opened the present on her birthday); now, related to time (enjoy each moment by living in the present. (<i>adjective</i>) being current (he was the present councilman in town); being in attendance (the whole class was present for the test)	germs (<i>noun</i>) a bacteria or virus that causes illness or disease	kingdom (<i>noun</i>) a country ruled by royalty (the royal family is famous throughout the kingdom); groups into which living things are classified (plant kingdom, animal kingdom)	impose (<i>verb</i>) to make or order that something be followed, done, or obeyed (the state imposed a new tax)	sunrise (<i>noun</i>) the time every day when the top part of the sun can be seen rising above the horizon Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words				Tier 3 Word Definition and Link(s)	
11: <i>ow</i> (/ō/)	174	E4, S1, R4	crow (<i>noun</i>) a type of black bird (the crow flies over the corn fields). (<i>verb</i>) to make the loud sound of a rooster (we heard the crowing from the barn)	glow (<i>noun</i>) the light given off by something bright (the lamp's glow lit up the room). (<i>verb</i>) to shine brightly (the neon sign glowed in the window); to show feelings, usually strong ones (she was glowing while she walked down the aisle at her wedding)	handy (<i>adjective</i>) talented with skills done by hand (he is very handy when it comes to household chores); easy to get or access (she had a tissue handy when I sneezed)	shallow (<i>adjective</i>) not deep in measurement (the pool was shallow enough that the children could stand); without kindness (she made a shallow remark about the model's outfit)	paddle (<i>noun</i>) a long tool with a wide blade at one end used to row a boat (he used the paddle to turn the canoe around); a piece of equipment with a short handle and larger top face used for table tennis. (<i>verb</i>) to use this tool to move a small boat (we paddled down the river to get to our campsite)	snowman (<i>noun</i>) a shape made of snow that is made to look like a person Online Resource Online Resource
12: <i>ow</i> (/ou/)	178	E5, S3, R2	umpire (<i>noun</i>) a person who rules on the plays in a game (the umpire called a strike on the batter). (<i>verb</i>) to act as umpire (they needed someone to umpire the championship game)	powerful (<i>adjective</i>) having power or force (the team had a powerful pitcher who would strike out the hitters)	plow (<i>noun</i>) a machine that has a wide, shovel-like tool used to push things away (the plow removed the snow from the driveway); a machine used on a farm to lift and turn soil (the farmer used the plow to prepare the field for planting). (<i>verb</i>) to move soil or snow with a plow (the farmer plowed the field); to move through something with force (he plowed through the crowd to get a good seat)	leafy (<i>adjective</i>) consisting of leaves	downtown (<i>adverb</i>) toward the lower part or business area of a city or town (the bus took us downtown to have dinner)	owl (<i>noun</i>) a type of bird with a flat face, a hooked beak, and large eyes that is active mostly at night; it is a bird of prey, which means it hunts and eats animals Online Resource Online Resource
13: <i>kn</i>	215	E1, S4, R3	knit (<i>verb</i>) to loop yarn with a needle or machine to make fabric (she likes to knit winter hats); to bring together (they are a closely knit group of friends)	trouble (<i>noun</i>) a condition of being in need (they were in trouble when the storm came); difficult (this dog is nothing but trouble); difficulty doing something (I had trouble steering the boat through the waves). (<i>verb</i>) to worry or disturb (is it troubling you to fold the laundry?)	knapsack (<i>noun</i>) a bag that can be carried on your back	grate (<i>noun</i>) metal bars used to cover an opening (the grate on the sidewalk covered the subway tracks). (<i>verb</i>) to rub against to make smaller pieces; shred (he grated the cheese onto the pasta)	knowledge (<i>noun</i>) understanding or awareness (he had no knowledge of the test being given today); education (going to school will strengthen your knowledge)	knoll (<i>noun</i>) a small, round hill Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words					Tier 3 Word Definition and Link(s)
14: <i>oe</i> (/ō/)	218	E6, S5, R6	foe (<i>noun</i>) an enemy	doe (<i>noun</i>) a female adult deer, rabbit, or goat	swerve (<i>verb</i>) to quickly change direction or go out of line fast (she had to swerve so she didn't hit the deer)	tiptoe (<i>noun</i>) the tip of the toe (she had to stand on her tiptoes to reach the candy). (<i>verb</i>) to walk very quietly (we had to tiptoe around the house so we did not wake the baby)	crowded (<i>verb</i>) past tense of <i>crowd</i> : to be full of things or people (the room was crowded with spectators)	mistletoe (<i>noun</i>) a type of plant with yellowish flowers and waxy white berries that grows on tree branches and tree trunks Online Resource Online Resource
15: <i>or</i> (/or/)	239	E5, S4, R1	porch (<i>noun</i>) an open area with a roof that is attached to a house, usually in the front or back	quit (<i>verb</i>) to stop doing something you started; to refuse to continue (he quit the race because he was losing)	acorn (<i>noun</i>) a small fruit from an oak tree	hedge (<i>noun</i>) a row of shrubs or bushes used as a fence (the hedge separated our house from the park). (<i>verb</i>) to make a border for something (the bushes hedged in the sandbox to block it off)	support (<i>verb</i>) to hold up (the legs were tightened to support the table); to help (the teacher gave extra support to some students before the math test); to give proof (the videos supported his argument that he didn't steal); to agree with (her parents supported her decision to move away)	popcorn (<i>noun</i>) a type of corn that forms a light and fluffy puff when it is heated Online Resource Online Resource
16: <i>ar</i> (/ar/)	279	E4, S5, R3	smart (<i>adjective</i>) clever, intelligent	charm (<i>noun</i>) a small object usually worn on a chain for decoration (she put a letter charm on her necklace); an object that is deemed lucky (the penny the boy found became his lucky charm). (<i>verb</i>) to be able to please (she knows how to charm her teacher)	drain (<i>noun</i>) a hollow, pipe-like device through which liquid is drained (the drain was clogged, so the sink filled up with water). (<i>verb</i>) to empty water or liquid from something (he drained the pool after the summer)	marble (<i>noun</i>) a small, round glass ball (the marble rolled through the maze); type of stone (she wanted marble countertops in her new kitchen)	whiz (<i>noun</i>) a person who is very smart or clever (she is a whiz at video games). (<i>verb</i>) to move quickly past (he whizzed by on his scooter)	star (<i>noun</i>) a huge, glowing ball of gas in outer space that makes and gives off its own light and heat Online Resource Online Resource
17: <i>ar</i> (/ar/)	282	E2, S3, R2	quarter (<i>noun</i>) one-fourth of a whole (the pie was cut into quarters); a U.S. coin worth twenty-five cents (I put the quarter in my piggy bank); one-fourth of an hour (it was a quarter to 10 when they finally went to bed). (<i>verb</i>) to divide into equal parts (he quartered the sandwich to share with the crew)	target (<i>noun</i>) a mark at which something is aimed (we tried to hit the moving target at the archery range); a goal or objective (the girl's target was to score a goal in the final game). (<i>verb</i>) to make a target of (the toy commercial targets young children)	warden (<i>noun</i>) a person who runs a prison (the warden checked all the locks); a person in charge of or responsible for someone or something (the warden watched over the children at the daycare)	swarm (<i>noun</i>) a group of insects, animals, or people that move together (the swarm of people gathered toward the stage). (<i>verb</i>) to move as a large group (the bees swarmed the nest)	quack (<i>noun</i>) the sound a duck makes (we heard a quack come from the barn). (<i>verb</i>) to make a quack (the ducks quack to each other in the pond)	award (<i>noun</i>) something that is given as a prize or an honor Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words				Tier 3 Word Definition and Link(s)	
1: prefix <i>a-</i>	8	E1, S6, R4	ago (<i>adjective/adverb</i>) earlier than now	away (<i>adverb</i>) in another direction (she walked away). (<i>adjective</i>) in another place; not here (she moved away); at a different time (the race is one week away)	art (<i>noun</i>) branch of learning that uses a skill to create beautiful or meaningful things such as pictures, stories, sculptures, and songs	asleep (<i>adjective</i>) being in a state of sleep. (<i>adverb</i>) without feeling, numb (my foot fell asleep)	apart (<i>adverb</i>) away from each other in distance, age, or time (the siblings are five years apart); into different parts (he took apart the puzzle)	alert (<i>noun</i>) a signal of danger (the car alarm went off). (<i>adjective</i>) awake and ready to move or act Online Resource Online Resource
2: ending <i>-a</i>	11	E5, S4, R2	banana (<i>noun</i>) a soft, tropical yellow fruit with a peel and seeds that can be eaten	opera (<i>noun</i>) a show in which most of the words are sung	vanilla (<i>noun</i>) a flavor made from a tropical plant. (<i>adjective</i>) flavored with vanilla (vanilla ice cream)	nana (<i>noun</i>) a grandmother	gorilla (<i>noun</i>) a very large ape	camera (<i>noun</i>) a tool or instrument used to take or record pictures and videos Online Resource Online Resource
3: suffix <i>-able</i>	14	E3, S3, R6	readable (<i>adjective</i>) able to be read	loveable (<i>adjective</i>) able to be loved	changeable (<i>adjective</i>) able to be changed	manageable (<i>adjective</i>) able to be managed	huggable (<i>adjective</i>) able to be hugged	comfortable (<i>adjective</i>) feeling relaxed or at ease Online Resource Online Resource
4: <i>ph</i>	48	E1, S6, R3	phase (<i>noun</i>) one of the stages of the moon (the moon is in its full phase when it is completely round); a step in a development or process of change (we are in the beginning phase of remodeling our house)	phantom (<i>noun</i>) something that seems real but is not; a ghost	phonics (<i>noun</i>) a method of teaching how to spell, pronounce, and read words	physical (<i>noun</i>) a medical exam of the body (he needs a physical for school). (<i>adjective</i>) having to do with the body (they were a very physical team); having to do with the world (my house is surrounded by physical trees and bushes)	elephant (<i>noun</i>) a large mammal with a trunk	telephone (<i>noun</i>) a device used to communicate over a long distance Online Resource Online Resource
5: <i>ought, aught</i>	78	E4, S2, R4	thought (<i>noun</i>) an opinion or idea (what is your thought about this?); a product of deep or serious thinking (she shared her thought with the class). (<i>verb</i>) past tense of <i>think</i> : to have in the mind	bought (<i>verb</i>) past tense of <i>buy</i> : to purchase something by using money (she bought the toy)	taught (<i>verb</i>) past tense of <i>teach</i> : to educate or help to gain knowledge (he taught us how to draw a cat)	caught (<i>verb</i>) past tense of <i>catch</i> : to capture or get ahold of something (we caught seven fish)	brought (<i>verb</i>) past tense of <i>bring</i> : to take toward (I brought dessert to the party)	daughter (<i>noun</i>) a person's female child Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words				Tier 3 Word Definition and Link(s)	
6: <i>ue</i> (/ʊə/, /yʊə/)	105	E1, S6, R2	fondue (<i>noun</i>) a hot liquid or sauce, usually used to dip or cook food in (the apples were dipped into the cheese fondue)	rude (<i>adjective</i>) not nice	rescue (<i>noun</i>) the act of saving from danger (the rescue was shown on national television). (<i>verb</i>) to free or save (the firefighter had to rescue the dog from the burning house)	runner (<i>noun</i>) a person, animal, or thing that runs (the cheetah is a fast runner); a long, narrow piece of cloth or carpet (we put a runner on the table for decoration)	glue (<i>noun</i>) a sticky substance used to join things together (the glue helped keep the pieces together)	barbecue (<i>noun</i>) an outdoor meal at which slow-cooked food is eaten Online Resource Online Resource
7: <i>ew</i> (/ʊə/, /yʊə/)	108	E2, S2, R5	shrewd (<i>adjective</i>) clever, careful	breezy (<i>adjective</i>) a little windy (it was breezy by the water); lighthearted or carefree (he made a breezy comment about the other team)	crew (<i>noun</i>) people who work together in a group (the stage crew created the scenery for the show); a group of people who work on a ship or airplane (we had to wait for the crew to board)	reason (<i>noun</i>) an explanation for something that happened (she had a good reason for showing up early); the ability to think clearly (he had to reason with his mom to get the toy). (<i>verb</i>) to talk to another person to influence actions or opinions (she tried to reason with her tired kid)	grew (<i>verb</i>) past tense of <i>grow</i> : to become larger (he grew 3 inches in one year); to become or turn into something else (the weather grew colder as the winter neared); to develop (his love of soccer grew from watching his older brother)	stew (<i>noun</i>) a meal of meat and vegetables that is slowly cooked in liquid in a covered pot Online Resource Online Resource
8: <i>tu</i>	111	E5, S4, R3	turtle (<i>noun</i>) a green reptile with a soft body protected by hard shell	artist (<i>noun</i>) someone who creates art (music, painting, writing)	actual (<i>adjective</i>) real, true, or existing	moving (<i>adjective</i>) to change a position or place (that car is moving); causing emotion (the boy told a moving story about his grandma)	spatula (<i>noun</i>) a cooking utensil with a handle on one side and a flat end on the other, usually used to spread or flip food easily	tarantula (<i>noun</i>) the largest kind of spider; it has a hairy body and legs and can come in many different colors Online Resource Online Resource
9: <i>oi</i>	138	E6, S1, R1	avoid (<i>verb</i>) to stay away from	noise (<i>noun</i>) a sound or sounds	vowel (<i>noun</i>) a letter in the English alphabet (<i>a, e, i, o, u</i> , and sometimes <i>y</i>)	coin (<i>noun</i>) a piece of money that is flat and round (penny, nickel, dime, quarter). (<i>verb</i>) to make up or create a new name, phrase, or saying (they coined the name of their team)	rode (<i>verb</i>) past tense of <i>ride</i> : to be carried by a vehicle or animal (we rode in the car to the theater)	choice (<i>noun</i>) the act of picking or selecting something (I have a choice); a decision that is made about something (what choice did you make?) Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words				Tier 3 Word Definition and Link(s)	
10: oy	141	E4, S3, R2	boy (<i>noun</i>) a male child (the boy is playing ball). (<i>interjection</i>) an expression of surprise (boy, was that loud!)	toy (<i>noun</i>) an object that can be used for play (the baby played with the toy blocks). (<i>verb</i>) to play with or handle something carelessly (the boy toyed with the machine)	owner (<i>noun</i>) someone to whom property or an object belongs	oatmeal (<i>noun</i>) porridge made from oats	ploy (<i>noun</i>) a strategy used to gain an advantage	cowboy (<i>noun</i>) a person who works on a ranch or a farm and herds or tends to cattle, often while riding a horse Online Resource Online Resource
11: aw	166	E2, S1, R5	paw (<i>noun</i>) a foot of an animal (the dog's paw was injured). (<i>verb</i>) to move with force by using the foot (the cat pawed at the toy)	boat (<i>noun</i>) a vehicle used to travel in water (the boat sailed to the island). (<i>verb</i>) to travel on a boat (we boated across the pond)	claw (<i>noun</i>) a nail on the foot or hand of an animal (the cat's claw needed to be trimmed). (<i>verb</i>) to scratch or dig with claws (the cat clawed at the rabbit when it came too close)	peanut (<i>noun</i>) a nut that grows in the ground in a pod	jaw (<i>noun</i>) bones that frame the mouth	drawing (<i>noun</i>) a picture that is made on paper using a pencil or a pen Online Resource Online Resource
12: au	169	E3, S4, R4	author (<i>noun</i>) someone who writes (a book, story, song, play, etc.)	gleeful (<i>adjective</i>) full of joy and delight	saucer (<i>noun</i>) a small dish usually used to hold a cup	cherry (<i>noun</i>) a round fruit with a pit that grows on a tree (we picked the cherries off the tree); a bright, deep red color (the paint is cherry colored)	because (<i>conjunction</i>) for the reason that	laundry (<i>noun</i>) clothing, towels, sheets, or other linens that need to be washed, dried, folded, and put away for future use Online Resource Online Resource
13: ey	195	E5, S5, R6	they (<i>pronoun</i>) those ones (people, things, or animals)	happy (<i>adjective</i>) to feel joy or pleasure	obey (<i>verb</i>) to follow direction or order	volleyball (<i>noun</i>) a sport in which two teams use their hands to hit a ball back and forth over a net (they played in a volleyball tournament last night); the ball used in the sport (the volleyball needed to be inflated)	August (<i>noun</i>) the eighth month of the calendar year	money (<i>noun</i>) a type of coin or paper bill that is given to someone else in payment for goods and services Online Resource Online Resource
14: kn, wr	222	E6, S3, R2	knee (<i>noun</i>) the joint that connects the upper and lower leg (she bent her knee). (<i>verb</i>) to push, touch, or hit into something with a knee (She kned his leg by accident when they were dancing)	wreath (<i>noun</i>) a circular decoration made from twisted leaves, flowers, or twigs	knight (<i>noun</i>) a chess piece (he moved his knight forward); a soldier with a special military rank in the Middle Ages (the knight protected the castle)	wrinkled (<i>verb</i>) to make folds or ridges in (the man wrinkled the paper). (<i>adjective</i>) not flat or ironed (the shirt was wrinkled from laying in the pile)	write (<i>verb</i>) to form letters or words on a surface with a pen, pencil, or other tool that can make marks	knot (<i>noun</i>) the tying of some material such as rope, string, or yarn in such a way that a tight loop is formed and will stay formed until it is untied Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words				Tier 3 Word Definition and Link(s)	
15: <i>mb, gh, gu</i>	225	E1, S2, R4	ghost (<i>noun</i>) the spirit of a person who has died	comb (<i>noun</i>) a thin tool with rows of narrow teeth on one side used to smooth hair (she used a comb in her wet hair). (<i>verb</i>) to get out knots or smooth hair (she combed her hair after the shower); to search through closely (they combed the area for the missing earring)	guard (<i>noun</i>) a person who watches and protects from harm (the guard made sure no one tried to attack). (<i>verb</i>) to watch and protect (the dog guarded its food)	climbing (<i>verb</i>) present tense of <i>climb</i> : to move upward	guest (<i>noun</i>) a welcome visitor	thumb (<i>noun</i>) the first finger of the hand (toward the center of the body) that is next to the pointer finger Online Resource Online Resource
16: <i>-age</i>	250	E3, S6, R1	beverage (<i>noun</i>) a liquid to drink (not medicine)	passage (<i>noun</i>) a smaller part of a larger written piece (he read a passage from the story); a place through which something can pass (the boat sailed through the passage to get to the other side of the island)	fudge (<i>noun</i>) a type of candy, usually soft, made from sugar and butter	valley (<i>noun</i>) an area of land between mountains or hills	message (<i>noun</i>) information that is written or spoken from one person or group to another (he sent a message that he will be late); a public announcement (the principal gave his daily message to the staff). (<i>verb</i>) information sent electronically (he messaged his mom to wish her a happy birthday)	damage (<i>noun</i>) any harm, injury, or change to something that causes its condition to be worse than before Online Resource Online Resource
17: open syllable <i>a/cv</i>	278	E4, S5, R3	shaky (<i>adjective</i>) not stable, safe, or secure (the table is cracked and shaky); unsure or weak (after a shaky start, the team did well)	Amy (<i>noun</i>) a personal name	baby (<i>noun</i>) a very young boy or girl (the baby learned how to crawl); the youngest in a family (she will always be the baby of the family). (<i>verb</i>) to treat an older person in a childish way (they baby him, and now he will not do things for himself). (<i>adjective</i>) young, infant-like (the baby seal had to swim with his mom)	monkeys (<i>noun</i>) small primate mammals. (<i>verb</i>) to play mischievously (the boys monkey around in the classroom)	butter (<i>noun</i>) a fat used for cooking that is made by churning cream (the butter was soft so we could spread it on the bagel). (<i>verb</i>) to spread butter on (he buttered the bagel)	gravy (<i>noun</i>) a sauce that is made from the juices of cooked meat Online Resource Online Resource

Lesson and Skill	Word Find Student Workbook Page	Routines	Tier 2 Words					Tier 3 Word Definition and Link(s)
18: open syllable <i>i/cv</i>	281	E5, S1, R8	tiny (<i>noun</i>) very small	tidy (<i>verb</i>) to make neat (the kids had to tidy up their playroom for the guests). (<i>adjective</i>) clean, neat (the room was tidy after the cleaning ladies came)	cider (<i>noun</i>) a juice made from apples	icy (<i>adjective</i>) made of or covered with ice (the icy sidewalk was slippery); very cold (the polar bears live in icy conditions)	pilot (<i>noun</i>) a person who flies an airplane (the pilot flew the airplane to Florida). (<i>verb</i>) to steer (he will pilot the ship through the storm)	final (<i>adjective</i>) being the last of something or coming at the end of something Online Resource Online Resource
19: open syllable <i>o/cv</i>	284	E2, S4, R2	photo (<i>noun</i>) short for <i>photograph</i> : an image produced by a camera	oboe (<i>noun</i>) a woodwind instrument that produces a high tone	few (<i>adjective</i>) a small amount (there were few options left for ice cream flavors)	molar (<i>noun</i>) a tooth located toward the back of the mouth	robot (<i>noun</i>) a machine that resembles a living creature that can perform complex tasks	tomato (<i>noun</i>) a juicy, pulpy fruit that grows on a vine and is usually red; is largely used as a vegetable for cooking and eating Online Resource Online Resource
20: open syllable <i>u/cv</i>	287	E6, S6, R8	argument (<i>noun</i>) a disagreement among people (they had an argument about the rules); a reason to be for or against something (her argument against the rule was supported by good reasons)	human (<i>noun</i>) a person; a human being (humans live all over the world). (<i>adjective</i>) having to do with a person or people (this is a model of a human skeleton)	Pluto (<i>noun</i>) a dwarf planet in our solar system; the name of a Disney dog character	tulip (<i>noun</i>) a type of plant that has a colorful flower shaped like a cup	tuner (<i>noun</i>) a person or a thing that tunes musical instruments	tuba (<i>noun</i>) a large musical instrument that looks like a big horn and is played by blowing air in a mouthpiece and pressing keys with the fingers to make sounds; it is the largest and lowest-sounding brass instrument Online Resource Online Resource
21: open syllable <i>e/cv</i>	290	E1, S2, R7	threw (<i>verb</i>) past tense of <i>throw</i> : to send something through the air, usually by hand	zero (<i>noun</i>) a symbol used to show a value or amount of nothing	umbrella (<i>noun</i>) an item used to provide protection from the rain or sun	fever (<i>noun</i>) a body temperature that is higher than normal, usually caused by an illness (he had a fever of 101 degrees); a state of excitement (they had summer fever during the last week of school)	even (<i>adjective</i>) equal (they both had an even number of cards); flat, level (they had to even out the bricks in the sidewalk)	true (<i>adjective</i>) right, correct, honest, or in agreement with facts Online Resource Online Resource

Comprehension Activities

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Additional Comprehension Skill Focus	Writing Assignment
1A	1: <i>The Pig and the Ant</i> (Fiction)	Biology: Interaction of Mammals and Insects	Have you ever gotten an ant bite? Why do you think the ant bit you?	Online Resource	Compare and Contrast	Main Idea and Details	Write a paragraph about what happens to the pig in the story.
1A	2: <i>The Lost Dog</i> (Fiction)	Pets: Lost Dog	Have you ever looked for a lost dog? Why would a dog run away? Where could a dog hide?	Online Resource Online Resource	Sequencing	Sequencing	Write a new story about Bob and his dog in which they have an adventure. Include details about where they go and what they do.
1A	3: <i>The Gum</i> (Fiction)	Earth Science: Gum	Have you ever stepped on a piece of gum or gotten gum stuck in your hair? How did you get the gum off your shoe or out of your hair?	Online Resource Online Resource	Cause and Effect	Cause and Effect	Write a list of all the sticky things you can think of. Explain whether the sticky things are found in nature or made by people. What do you think makes them sticky?
1A	4: <i>The Pet Hen</i> (Fiction)	Biology: A Pet Hen	What kind of animal is a hen? Describe what it looks like and where you would most likely see one. What are some things that hens do?	Online Resource Online Resource	Drawing Conclusions	Main Idea and Details	Pretend you have a pet hen and are bringing it to class. What are some fun facts about hens that you would want people to know? Write down this information to share with your class.
1A	5: <i>The Fish Wish</i> (Fiction)	Sports/Games: Fishing	Have you ever gone fishing? What do people do when they go fishing? What kind of equipment is needed for fishing?	Online Resource Online Resource	Cause and Effect	Sequencing	Pretend you went fishing and caught a magical fish. Write a story about what the fish can do.
1A	6: <i>At Lunch</i> (Fiction)	SEL: Self-Management: Time Management	Have you ever been so busy or interested in something that you forgot what time it was? Did that make you late for something else or cause any problems? What happened as a result?	Online Resource Online Resource	Sequencing	Cause and Effect	Write about a time when you or someone you know were late to something, like school, class, or a party. What happened as a result? What are some ideas to help a person be on time?
1A	7: <i>Dash on the Path</i> (Fiction)	Sports/Games: Group Activities	What does it mean to dash? If someone is dashing somewhere, what are they doing?	Online Resource Online Resource	Sequencing	Main Idea and Details	This story is about a group of friends who do different things together. Write about a time when you had a good day with your friends. What things did you do? What made the day a good one?
1A	8: <i>A Whiz Kid</i> (Fiction)	SEL: Self-Awareness: Personal Abilities	What things are you good at? What things do you still need to work on?	Online Resource Online Resource	Main Idea and Details	Main Idea and Details	Write about a time when you did something well. Then write about a time when you did not do something well. What might help you get better at the activity you did not do well?
1A	9: <i>The Lost Ring</i> (Fiction)	SEL: Self-Management: Managing Emotions	Emotions are very strong feelings. What are some different emotions people can have?	Online Resource Online Resource	Cause and Effect	Cause and Effect	Write a paragraph about a time when you were sad at first, but then you were happy. What caused the change in your emotions?
1A	10: <i>Hank's Fish Tank</i> (Fiction)	Biology: Pet Fish	Have you even been to an aquarium? What kinds of fish have you seen in a fish tank?	Online Resource Online Resource	Compare and Contrast	Sequencing	Think about what happens in this story. Why do you think Hank has a net over the top of the tank?

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Additional Comprehension Skill Focus	Oral Comprehension Questions	Writing Assignment
1B	1: <i>Snip and Snap</i> (Fiction)	Safety: Fall Prevention	Have you ever tripped on something on the ground or on the floor? What can we do in our classroom and school to prevent tripping and falling?	Online Resource	Cause and Effect	What does Snap do at the beginning of the story? What effect does that have on Snip? Why is Snip sad? What does Snap do to make Snip feel better?	Write a paragraph about a time when you did something you did not mean to do that caused someone else to be sad. Tell what you did to make it better.
1B	2: <i>Mom and Dad Jog</i> (Fiction)	Sports/Games: Jogging	What does it mean to jog? What do people do when they jog?	Online Resource Online Resource	Sequencing	What are Mom and Dad doing at the beginning of the story? How do they get separated? What happens at the end of the story?	Write a paragraph that describes the trick that Mom played on Dad.
1B	3: <i>Gus and His Pup</i> (Fiction)	SEL: Responsible Decision-Making: Taking Care of a Puppy	Puppies are popular pets. How does a person take care of a puppy? What kinds of things do puppies need? What kinds of things do puppies do?	Online Resource Online Resource	Cause and Effect	What are Gus and his pup doing at the beginning of the story? How do Gus and the pup get messy? What does Gus do to clean up the mess?	Write about a time when you had to clean up a mess. What caused the mess? How did you clean it up? How did you feel when you were finished?
1B	4: <i>Get the Pets!</i> (Fiction)	SEL: Responsible Decision-Making: Taking Care of Animals on a Farm	What kinds of animals live on a farm? How does a person take care of farm animals?	Online Resource Online Resource	Main Idea and Details	What pets does Ben have on his farm? What is Ben doing at the beginning of the story? What is the main problem in the story? How is the problem fixed?	Think about this story. What is the main idea of the story? What details help support the main idea?
1B	5: <i>A Red Sash</i> (Fiction)	SEL: Relationship Skills: Relationships	What is a sash? Where would you most likely see or use a sash?	Online Resource Online Resource	Cause and Effect	What does Dad do at the beginning of the story? Why is the main character sad? How does Dad feel? What does Dad do to help her feel happy again? What does the main character do at the end of the story?	Write about a time when you felt sad, and a friend helped you feel happy again.
1B	6: <i>Lunch on the Sand</i> (Fiction)	SEL: Relationship Skills: Solving Problems	This story takes place on a beach. What is a beach? Where would you find a beach? What kinds of things do people do at the beach?	Online Resource Online Resource	Cause and Effect	What are Chad and Sal doing at the beginning of the story? What causes the main problem in the story? How do the different characters feel about the problem, and how do you know? How is the problem solved?	Write about a time when you worked together with someone else or a group of people to solve a problem. What was the problem? How was it solved?
1B	7: <i>The Math Test</i> (Fiction)	SEL: Social Awareness: Helping Others	Have you or someone you know ever needed help at school? Or have you helped someone else at school? What kinds of things might someone need help with at school?	Online Resource Online Resource	Sequencing	There are many helpers in this story. What happens to Jan? How does Liz help Jan? How does Ken help Mrs. Rath? What is everyone doing by the end of the story?	Write about a time when people came together to help someone. What was the problem? How did they help?
1B	8: <i>A Fast Dog</i> (Fiction)	Pets: Types of Dogs	A whippet and a pug are both types of dogs. How are they the same? How are they different?	Online Resource Online Resource Online Resource	Main Idea and Details	Who are the characters in this story? What do Rex and Min do together? What do Dan and Pam do together?	Write about an animal that you like. What are the main features of the animal? Would it make a good pet? Why or why not?

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Additional Comprehension Skill Focus	Oral Comprehension Questions	Writing Assignment
1B	9: <i>Lunch with the Gang</i> (Fiction)	SEL: Relationship Skills: Working Together	Have you ever had a hot dog? Hot dogs are a popular food eaten for lunch. What other foods are good for lunch?	Online Resource Online Resource	Sequencing	Who are the characters in this story? What are the characters doing? Describe what happens first, then second, then third. What are all the characters doing by then end of the story?	Write a paragraph that explains how to make your favorite lunch. First, list the ingredients. Then, explain how to put the ingredients together to make the lunch.
1B	10: <i>Mink and Skunk</i> (Fiction)	Biology: A Mink and a Skunk	What kind of animal is a mink? What kind of animal is a skunk? How are they alike? How are they different?	Online Resource Online Resource Online Resource Online Resource	Main Idea and Details	Who are the characters in this story? Why does Wink go into the water? What can Wink do that Rob cannot do? How does Wink help Rob?	Write a new story about Wink and Rob in which Rob can do something that Wink cannot. How does Rob help Wink?

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2A	1: <i>Deb and Ross on the Job</i> (Fiction)	Job/Work: Cutting and Splitting Logs (Lumberjack)	Cutting and splitting logs is a hard job. A person who does this job is called a lumberjack. Would you like to do this kind of work?	Online Resource Online Resource	Drawing Conclusions	Main Idea and Details	Write about a time when you had a hard job or task to do. What made the job or task hard? How did you successfully complete the task? Describe how you felt when it was finished.
2A	2: <i>Help!</i> (Fiction)	SEL: Responsible Decision-Making: Problem Solving	What is a well? What might be found in a well? How is a well useful for people?	Online Resource Online Resource	Sequencing	Cause and Effect	In this story, Nell and Jon do not solve the problem. (They do not get their ball back.) Write about a time when you tried to solve a problem, but every idea you thought of did not work. How did the problem end?
2A	3: <i>Watch the Frog Hop</i> (Fiction)	Biology: Frogs	Name some traits and features that frogs have. Where do frogs live? How do they move? What do they eat?	Online Resource Online Resource	Drawing Conclusions	Main Idea and Details	Write about an animal you like to watch. Where can you find this animal? What does this animal do? What about this animal makes it interesting or enjoyable to watch?
2A	4: <i>Chad's Problem</i> (Fiction)	SEL: Responsible Decision-Making: Problem Solving	This story has a quilt in it. What is a quilt? How would someone use a quilt?	Online Resource Online Resource	Sequencing	Cause and Effect	Write about a time when a family pet or other animal caused a problem. What did the animal do? How was the problem solved?
2A	5: <i>Bad Luck?</i> (Fiction)	SEL: Self-Awareness: Managing Emotions	Where would you most likely see or find a duck? Describe where ducks live. What do ducks eat?	Online Resource Online Resource	Cause and Effect	Main Idea and Details	Write about a time when you had a bit of good luck. What was the good luck? What happened as a result of the good luck?
2A	6: <i>Tricks Will Not Fetch</i> (Fiction)	Biology: Pet Dog	Many dogs can be trained to do tricks. What are some common tricks you have seen dogs do?	Online Resource Online Resource	Main Idea and Details	Sequencing	Write about a trick you have seen an animal do. What was the animal? What was the trick?
2A	7: <i>The Whale</i> (Fiction)	Biology: Whale Rescue	Have you ever seen a whale in the water? Why might it be unsafe for a whale to be stuck on land?	Online Resource Online Resource	Sequencing	Sequencing	Think about a time when you helped someone who was having a hard time. Write a paragraph that explains what happened and how you helped. Explain what happened first, second, third, and so on.
2A	8: <i>The Long Hike</i> (Fiction)	Sports/Games: Hiking	What is hiking? What do people do on a hike? What kind of equipment or gear is needed to go hiking?	Online Resource Online Resource		Main Idea and Details	If you could go hiking anywhere, where would you go? Write a paragraph explaining where you would hike. Why did you choose that area? What would you be most excited to see there? Who would be with you?
2A	9: <i>A Scare</i> (Fiction)	Biology: Snakes	Snakes live in almost every part of the world. How do snakes move? How do they sound? What do they eat?	Online Resource Online Resource	Cause and Effect	Cause and Effect	Write about a time when something scared you. Where were you? What happened?

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2A	10: <i>A Valentine</i> (Fiction)	SEL: Relationship Skills: Relationships	Every year, people send millions of Valentine's Day cards to friends and loved ones. How did Valentine cards start? In the United States, it was with a woman named Esther Howland, who was known as the "Mother of the American Valentine."	Online Resource Online Resource		Main Idea and Details	Write a Valentine card and give it to someone you love. (It is okay if it is not Valentine's Day yet. It will be a fun surprise for the person you give it to!)

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Oral Comprehension Questions	Writing Assignment
2B	1: <i>Miss Hiss</i> (Fiction)	Biology: Pet Cat	What does it mean to hiss? What does it mean if a cat hisses at someone or something?	Online Resource Online Resource	Cause and Effect	Who is Miss Hiss? Where do Nell and Miss Hiss go? What other animals does Miss Hiss see at the pond? What happens at the end of the story?	Write a paragraph that explains these things from the story: What does Miss Hiss do when she sees the frog at the pond? What does she do when she sees the dog at the pond? Why does she act in a different way with each animal?
2B	2: <i>A Walk to the Mall</i> (Fiction)	SEL: Social Awareness: Helping Others	What is moss? Where would you most likely find moss?	Online Resource Online Resource	Sequencing	Where are Jen and Nat going at the beginning of the story? What causes Nat to slip and fall? How does Nat get help? What happens at the end of the story?	Write about a time when something unexpected changed your plans. What happened? How did your plans change? What was the result?
2B	3: <i>The Swamp</i> (Fiction)	Biology: Bugs in a Swamp	What is a swamp? Where would you most likely find a swamp? What kinds of animals might live in a swamp?	Online Resource Online Resource	Cause and Effect	What do Tong and Dan see as they walk through the swamp? Why does Tong tell Dan to run? What does Tong do to the wasp? Tong says, "I am strong." What makes him feel strong?	Write about a time when you or someone you know were stung or bitten by an insect. How did it happen? What did it feel like? How did the sting or bite affect you or the person? How long did it take for the sting to heal?
2B	4: <i>Quin's Pet</i> (Fiction)	SEL: Self-Management: Setting Goals	What kind of animal is a squid? Where does a squid usually live?	Online Resource Online Resource	Main Idea and Details	What is Quin's goal? Quin's boss says he has to do something before he can get a squid. What does he have to do? Explain what Quin does when he goes home.	Write a paragraph describing what you would find in a pet store besides the pets.
2B	5: <i>Stuck!</i> (Fiction)	SEL: Social Awareness: Helping Others	Think about what mud looks like and feels like. What words would you use to describe it? How do things get stuck in mud?	Online Resource Online Resource	Sequencing	What causes Chuck's truck to get stuck? How does Mack help?	Write about a time when you helped someone get unstuck. Maybe that person got stuck in the mud, snow, sand, rain, or something else! How did you help that person?
2B	6: <i>Catch a Batch of Fish</i> (Fiction)	Sports/Games: Fishing	Look up the definition of the word batch. It means more than one thing. Now look at the title of this book. What do you think batch means in the title?	Online Resource	Sequencing	Think of the characters and events in this story. In the beginning of the story, what do Mitch, Ann, and Dad say they are going to do? By the end of the story, what does each character actually do?	Write about a trip you took with your family. Where did you go? What did you do?
2B	7: <i>Kate's Game</i> (Fiction)	Sports/Games: Baseball	Have you ever watched or played a baseball game? How is baseball played? Think about what these words mean in baseball: pitch, hit, catch, run, home. Can these words mean more than one thing?	Online Resource Online Resource	Main Idea and Details	In the beginning of the story, why does Kate have to rush? What position in baseball does Kate play? Describe the game as the teams play. How does the game end?	Describe a sport or a game you like to play. How many people can play? What equipment or game pieces are needed? How does a team or player win? Use descriptive words and details when you write.

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2B	8: <i>The Love Note</i> (Fiction)	SEL: Relationship Skills: Relationships	Fun fact: One of the oldest love notes was written more than 5,000 years ago! What else can a person do to show love toward someone else?	Online Resource Online Resource	Cause and Effect	Think about the events in this story. What is the first thing Jane receives? What is the second thing? How do these things make Jane feel, and how do you know? What happens at the end of the story?	Write a note to a friend or family member who means a lot to you and let the person know why he or she is important to you.
2B	9: <i>The Kite</i> (Fiction)	Sports/Games: Kite Flying	Have you ever seen a kite up in the sky? How do you think kites fly?	Online Resource Online Resource	Main Idea and Details	Where does this story take place? Rose says Jake “cannot wade in the lake.” Why not? What is the main problem in this story? How is the problem solved?	Write some sentences explaining these things from the story: Why is it important that Rose and Jake do not go in the lake if Mom is not with them? What is Rose and Jake’s main worry when the kite is lost? When the man returns the kite, it has been in the lake. How do Rose and Jake know?
2B	10: <i>Plane Pals</i> (Fiction)	Travel: A Plane Ride	People fly in planes every day all around the world. What is it like to travel in a plane?	Online Resource Online Resource	Main Idea and Details	Who are the characters in this story? What are they doing in the story? How does the setting of the story change from the beginning to the end? Wade says he “made a pal here and in Washington.” What does he mean by that?	Write about a time when you made a new friend. How did you meet? How did you spend time together? Describe something about the person that you liked.

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Additional Comprehension Skill Focus	Writing Assignment
3A	1: <i>The Big Catch</i> (Fiction)	Sports/Games: Fishing	What is a skiff? When and where would a person use a skiff?	Online Resource Online Resource	Cause and Effect	Sequencing	Write a paragraph describing the events that happen to Jake and Fred in the boat. Why do you think the author calls the story “The Big Catch”? What makes the catch “big”?
3A	2: <i>The Bold Robins</i> (Nonfiction)	Biology: Robins	Robins are one of the most common birds in the United States. You have probably heard or seen robins in your area!	Online Resource Online Resource	Main Idea and Details	Main Idea and Details	Write a few sentences about the kinds of birds found in your area. What birds do you see or hear the most? How do you know what kinds of birds they are?
3A	3: <i>The Rays of the Sun</i> (Nonfiction)	Earth Science: The Sun’s Rays	The sun is the biggest star in the sky. And we could not live without it!	Online Resource Online Resource	Main Idea and Details	Cause and Effect	Think about what you have read in this book. Write a paragraph explaining how the sun affects humans. What are some good effects? What are some effects people need to be careful of?
3A	4: <i>A Day of Play at Black Cove</i> (Fiction)	SEL: Relationship Skills: Family Relationships	This story takes place at a beach. What kinds of natural things can you find at a beach?	Online Resource Online Resource	Sequencing	Main Idea and Details	Write about how you like to spend time with your family. What are some favorite family events or trips your family has done?
3A	5: <i>No Time to Ride</i> (Fiction)	SEL: Self-Management: Goal Setting	Think about the different jobs that people have. What kind of job would you like to do? What does it mean to work for or save for something?	Online Resource Online Resource	Making Inferences	Making Inferences	Write about a time when you had a goal and worked to make the goal happen. What was your goal? What did you do to make the goal a reality? If you had to do it again, would you do it the same way? Why or why not?
3A	6: <i>Helpful Pals</i> (Fiction)	SEL: Relationship Skills: Friend Relationships	Think about your close group of friends. What makes a good friend?	Online Resource Online Resource	Compare and Contrast	Main Idea and Details	Write about how you and your friends support one another. What kinds of things do you and your friends do that show you care?
3A	7: <i>The Best</i> (Fiction)	Sports/Games: Running	Sometimes, athletes (like runners) get a cramp. What is a cramp?	Online Resource Online Resource	Drawing Conclusions	Cause and Effect	Write about a time when you practiced or trained for an event, but you did not do as well as you hoped. What was the event? What happened, and what did you do about it?
3A	8: <i>A Play</i> (Fiction)	Art/Culture: Acting/Performing	What is a skit? What does a person do in a skit?	Online Resource Online Resource	Sequencing	Sequencing	What makes something funny? Write about a funny movie, skit, or show that you like. Why does it make you laugh?
3A	9: <i>The Humpback Whale</i> (Nonfiction)	Biology: Humpback Whale	There are many kinds of whales. How can you tell if a whale is a humpback whale?	Online Resource Online Resource	Main Idea and Details	Main Idea and Details	Write a short list of things that people can do to help humpback whales. Ask an adult to help you find a book or a website that has good information on the topic.
3A	10: <i>A Big Problem</i> (Fiction)	SEL: Relationship Skills: Family Relationships	A trumpet is a difficult instrument to play. Have you ever taken trumpet lessons?	Online Resource Online Resource	Cause and Effect	Making Inferences	It can be difficult to be honest with someone. Write about a time when you needed to tell someone the truth, but it was hard to do so. What happened?

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Oral Comprehension Questions	Writing Assignment
3B	1: <i>Blake's Flying Class</i> (Fiction)	SEL: Self-Management: Overcoming Difficulties, Setting Goals	What does a pilot do?	Online Resource Online Resource	Cause and Effect	What is Blake's goal? What does she have to do to make her goal happen? Blake does not pass her test. Why not? What does Blake need to do differently to pass her test next time?	Write about a time when you had trouble focusing on a task or a goal. What caused the difficulty in focusing? What did you do to make your goal a success?
3B	2: <i>The Fish Pond</i> (Fiction)	Sports/Games: Fishing	What is a pond? What types of animals would you most likely find in or around a pond?	Online Resource Online Resource	Sequencing	Where does this story take place? Based on what you know of the story, what do you think is in the box that Dad asks Jeff to hold, and why? What is the main problem in this story? Who is Mike? How is Mike important to the story? How does the problem get solved? What happens at the end of the story?	Rewrite this story from Mike's point of view. Write about how he and Dad are pals and how Mike tells Dad about how he always gets a lot of fish at the pond. What do you think causes Mike to go to the pond when Dad and Jeff are there?
3B	3: <i>Otters</i> (Nonfiction)	Biology: Otters	What kind of animal is an otter? Where do otters live? What kind of things can otters do?	Online Resource Online Resource	Main Idea and Details	Describe what a mother otter does. Describe what pups do. What do otters eat? Why is a lake a good place for otters to live?	Write a paragraph explaining why an otter would or would not make a good pet. Use details from this book and your own thoughts and ideas to support your answer.
3B	4: <i>All Is Well</i> (Fiction)	SEL: Relationship Skills: A Day with Friends	One of the places in this story is a bandstand. What is a bandstand? What kind of events take place at a bandstand?	Online Resource Online Resource	Cause and Effect	The main character's day does not begin well. Why not? Where does the main character go first? Where does she go after that? What happens when she finds her friends?	Write a paragraph explaining how the main character's late morning affects the rest of her day. At the end, the main character says, "All is well that ends well." What do you think she means by that?
3B	5: <i>The Wishing Lamp</i> (Fiction)	SEL: Self-Awareness: Managing Expectations	What does it mean to "make a wish"? Can wishes really come true?	Online Resource Online Resource	Making Inferences	What does Jim buy at the sale? What does Jim think the lamp can do? Why does Jim think the lamp does not work? Why does Jill think the lamp is useful? How does this story end?	Think about this story. Write a few sentences explaining why Jim thinks the lamp can grant him wishes. How does the lamp answer a wish for Jill? How does Jim's wish to be a baseball player come true?
3B	6: <i>Who Plays Tricks?</i> (Fiction)	Sociology/ Psychology: Problem Solving/ Critical Thinking	Sometimes, things are lost or go missing. If you lost something and wanted to find it, what would you do?	Online Resource Online Resource	Sequencing	Describe the problem in the story. What event happens first in the story? What events happen after that? What makes Kenny think about the dog? Explain how the problem is solved at the end of the story.	Write about a time when you needed to solve a problem. What was the problem? What were some difficulties or hard things that got in your way? How did you solve the problem?
3B	7: <i>My Clothes Do Not Fit</i> (Fiction)	SEL: Responsible Decision-Making: Solving Problems	This story uses the word hem. What is a hem? Where would you most likely find a hem?	Online Resource	Cause and Effect	What problem do Nelly and Ned have at the beginning of the story? What happens when Nelly and Ned play with the puppy and the kitten? What is Nelly's idea?	What causes the problems Nelly and Ned have in the story? What are the effects? Write a few sentences to explain.

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3B	8: <i>Sunset Magnet</i> (Fiction)	Art/Culture: Music	What is a magnet? How does a magnet work?	Online Resource Online Resource	Making Inferences	Who are the characters in this story? What are they doing in the story? Describe how the setting changes from the beginning of the story to the end. How do they find the cabin?	Write a paragraph explaining what the “magnet” is in this story. Is there more than one “magnet”?
3B	9: <i>Big Hippos, Small Hippos</i> (Nonfiction)	Biology: Hippos	What kind of animal is a hippo? In the wild, hippos can be found only on one continent. Can you guess what that continent is?	Online Resource Online Resource	Main Idea and Details	Describe the life of a hippo, such as where it lives, how it moves, and what it eats. How are a hippo and a human the same?	Write about an animal that you have not seen in person but would like to. What is the animal and where does it live? Why would you like to see it in person? What kind of travel would you have to do to see this animal?
3B	10: <i>Ned's Pout</i> (Fiction)	SEL: Self-Awareness: Emotions	What does it mean to pout? If someone is pouting, what feeling or emotion is he or she most likely having?	Online Resource Online Resource	Making Inferences	How is Ned feeling at the start of the story, and how can you tell? Describe some of the things the kids do at the farm. When do Ned's feelings begin to change? What causes this? How is Ned feeling at the end of the story? How do you know?	Write about a time when something made you pout. How would you describe that feeling? What caused you to stop pouting?

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4A	1: <i>Basketball Dreams</i> (Fiction)	Sports/Games: Basketball	Great basketball players have a lot of skills. What kind of skills would be important in basketball?	Online Resource Online Resource	Cause and Effect	Predicting Outcomes	The author includes details about Dean that let readers know what kind of person he is. Write a few sentences describing Dean. What will he most likely do to get ready for basketball next year?
4A	2: <i>A Great Mess</i> (Fiction)	Art/Culture: Cooking	Pancakes are eaten in some form all around the world. How do you like your pancakes?	Online Resource Online Resource	Cause and Effect	Main Idea and Details	Write about a time when you made a meal for your family. What was the meal, and how did you make it?
4A	3: <i>Rob's Wish</i> (Fiction)	Sports/Games: Boating/Rowing	People have rowed boats for centuries. You've probably heard the nursery rhyme, "Row, row, row your boat gently down the stream." But rowing in real life is a lot harder.	Online Resource Online Resource	Cause and Effect	Cause and Effect	Write about a time when you did something brave. What did you do?
4A	4: <i>Just Like Old Times</i> (Fiction)	SEL: Relationship Skills: Friend Relationships	What makes a friend a "best friend"?	Online Resource Online Resource	Compare and Contrast	Main Idea and Details	Write a paragraph about what being a best friend means to you.
4A	5: <i>A Fearful Tale</i> (Fiction)	Mystery/Adventure: A Shipwreck	What is a ketch? When would a person use a ketch? What is another name for a ketch?	Online Resource Online Resource	Cause and Effect	Figurative Language	Write about a time when you had an adventure. What was the adventure? Was it scary, fun, or something else? How did it end?
4A	6: <i>Live Your Dream</i> (Fiction)	Sociology/ Psychology: Daydreams/Future Thoughts	What does it mean to daydream? It is common to daydream about the future. What do you think your future will be like?	Online Resource Online Resource	Drawing Conclusions	Drawing Conclusions	What do you see yourself doing in the future? Write a paragraph describing what you might like to do or try.
4A	7: <i>Shooting Hoops</i> (Fiction)	Sports/Games: Basketball	The word dribble has more than one meaning. What does it mean in sports?	Online Resource Online Resource	Drawing Conclusions	Cause and Effect	Write about a time when you kept working or practicing at something and did not give up. What did you do? What was your end result?
4A	8: <i>Goofy Zoo</i> (Fiction)	Biology: Zoo Animals	What types of animals would you most likely find in a zoo?	Online Resource Online Resource	Drawing Conclusions	Main Idea and Details	What makes the zoo in this story "goofy"? Write a few sentences explaining what "goofy" means and why the animals could be described that way.
4A	9: <i>Light</i> (Nonfiction)	Light: How Humans Have Created and Used Light	Think about the times you turn on a light. How does a light change the space you are in? How would your life be different if people did not have a way to make light?	Online Resource Online Resource	Main Idea and Details	Drawing Conclusions	Write a paragraph describing an item you use today that people did not have long ago. What is the item? What are your thoughts/opinions about this item, and why?

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Additional Comprehension Skill Focus	Writing Assignment
4A	10: <i>The Oak and the Reeds</i> (Fable)	SEL: Self-Awareness: Knowing Your Strengths and Weaknesses	The word yield can mean more than one thing. What does it mean to yield to something?	Online Resource Online Resource	Cause and Effect	Cause and Effect	The end of this story states, “And here is the lesson of this tale: It is better to yield when you cannot win. If you do not give in, you may be lost.” Write a paragraph about what you think this means.

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Oral Comprehension Questions	Writing Assignment
4B	1: <i>Kenny's Visit</i> (Fiction)	SEL: Relationship Skills: Family Relationships	Have you ever heard of the golden rule? Think about how you act toward others. Then think about how you would like others to act toward you.	Online Resource Online Resource	Cause and Effect	Why is Kenny upset after the last visit he has with Jeff and Jean? What do Jeff and Jean plan to do differently this time? How does their plan work out?	Write about a time when someone treated you very well. How did that affect the way you treated others?
4B	2: <i>The Castle</i> (Fiction)	SEL: Relationship Skills: Helping Others	Many houses have bushes around them. What happens when bushes get too big?	Online Resource Online Resource	Cause and Effect	What is "The Castle"? What do Alex and Tammy find at The Castle? What main problem do Mr. and Mrs. Gumbles have? What idea do Alex and Tammy have to help?	Write about a time when you helped a neighbor or a neighbor helped you. What was the problem? How did you or the neighbor help fix the problem?
4B	3: <i>Mick and Granddad's Doughnuts</i> (Fiction)	Art/Culture: Baking/Bake Sales	Holding a bake sale is a popular way to raise money. Have you ever been to or been part of a bake sale? What kinds of baked goods were sold?	Online Resource Online Resource	Figurative Language	What task does Mick have to do? How does Granddad help Mick? Describe the bake sale. How can you tell if it is successful or not?	At the end of the story, Granddad says, "You could say that our doughnuts made a lot of dough." Explain what he means by that.
4B	4: <i>Brother? Sister?</i> (Fiction)	SEL: Relationship Skills: Family Relationships	What does the word sibling mean? Are there any other words that mean the same thing as sibling? Do you have any siblings?	Online Resource Online Resource	Predicting Outcomes	The characters in this story are waiting for an event to happen. What is the event? What do Rob and Amber do with Uncle Pete? Dad calls and says, "I have something wonderful to tell you!" What is his good news? How do both Rob and Amber get what they want?	Imagine that you are friends with Amber and Rob. Their house is very busy with two new babies, and Amber and Rob are not sure how to help. What would you tell them? Write a list of things that Amber and Rob can do to help both their parents and their new siblings.
4B	5: <i>A Job at the Ranch</i> (Fiction)	Biology: Sheep	Sheep have thick coats. What does it mean to shear sheep?	Online Resource Online Resource	Main Idea and Details	What kind of place is a ranch? What kind of help does Dad's friend Ray need? What do Jay and Dee have to do with the sheep coats? How does their day at the ranch end?	Write a paragraph on the different kinds of things that can be made from sheep wool.
4B	6: <i>The Best Gift</i> (Fiction)	SEL: Social Awareness: Considering Others	In this story, characters go shopping at a place with stalls. What is a stall?	Online Resource Online Resource	Making Inferences	What is Rick's plan to get a gift for Mom? Where do Rick and Mom go? How does Lee help Rick?	What kind of person is Rick, and how do you know? Write a few sentences describing what kind of person he is. Cite the details in the text that give you that information.
4B	7: <i>The Campers</i> (Fiction)	Sports/Games: Camping	What does it mean to go camping? What kinds of areas or places are usually popular for camping?	Online Resource Online Resource	Main Idea and Details	What makes Liz want to go camping? Where do Liz and Josh live? How is the camping that Josh and Liz do different from the kind of camping the man in the book does?	Write a list of the things a person would need to go camping. Think about things like weather (hot or cold, sunny or rainy) and location (lake, forest, beach, or mountain). What supplies would be needed for camping?
4B	8: <i>Free!</i> (Poetry)	Biology: Butterflies	What kind of animal is a butterfly?	Online Resource Online Resource	Making Inferences	Describe the items the lad is holding at the beginning of the story. What do you think he wants to do? What is strange about the butterfly? Why does the lad let the butterfly go?	Write a few sentences about what you think free means. What does it mean in this story?

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Oral Comprehension Questions	Writing Assignment
4B	9: <i>Night Flight</i> (Nonfiction)	Biology: Bats	When or where would you be most likely to see a bat?	Online Resource Online Resource	Main Idea and Details	How are a bat's wings different from a bird's wings? How do bats sleep? How do bats hunt for food when they fly? What other animals would be a danger to a bat? How are bats helpful?	Write about an animal or insect that many people think is scary but you think is not. Why do people think this animal or insect is scary? What would you want people to know about this animal or insect?
4B	10: <i>Chief and Mouse</i> (Fiction)	SEL: Social Awareness: Helping Others	Think about what you know about cats and mice. What would a cat usually do to a mouse?	Online Resource Online Resource	Cause and Effect	The story states, "In some ways, Chief was like the mouse." How? What does Chief do for the mouse? What does the mouse do for Chief?	The end of this story states, "The lesson of the tale is this: One good deed calls for another." Write a paragraph about what you think this means.

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Additional Comprehension Skill Focus	Writing Assignment
5A	1: <i>Heat: Molecules on the Move</i> (Nonfiction)	Earth Science: Heat/Molecules	Think about the difference between hot and cold. How do you know when something is hot or cold? What causes something to be hot or cold?	Online Resource Online Resource	Cause and Effect	Predicting Outcomes	Write a paragraph describing what happens when water becomes very hot or freezing cold. How does the cause (adding or taking away heat) lead to an effect (the change in the water)? Be sure to describe how and why these changes happen.
5A	2: <i>The Rooster and the Gemstone</i> (Fable)	SEL: Self-Awareness: Understanding Your Needs	What is a gemstone? Where would a person most likely see a gemstone?	Online Resource Online Resource	Drawing Conclusions	Cause and Effect	The end of the story states, “Here is the lesson of this fable: Riches mean nothing to those who cannot use them.” Write a paragraph explaining what you think this means.
5A	3: <i>A Great American: A School Essay</i> (Fiction)	SEL: Relationship Skills: Family Relationships	This story is written like a biography. What is a biography?	Online Resource Online Resource	Drawing Conclusions	Main Idea and Details	Write a short biography of a family member. Remember to include details about when the person was born, where the person grew up, and what the person’s life is like.
5A	4: <i>The Badger</i> (Nonfiction)	Biology: Badgers	What kind of animal is a badger? Where would you most likely see or find a badger?	Online Resource Online Resource	Drawing Conclusions	Main Idea and Details	Write a paragraph about a nocturnal animal that you think is interesting. Where does it live? How does it see or hear? How does it find food?
5A	5: <i>Deserts of the World</i> (Nonfiction)	Geography: Deserts	There are many deserts in the world. What makes an area a desert?	Online Resource Online Resource	Compare and Contrast	Main Idea and Details	Think about a desert that you would like to visit. Write a paragraph describing the desert and what you would see there. Ask an adult to help you find reliable information about it.
5A	6: <i>The Butterfly and the Moth</i> (Nonfiction)	Biology: Butterfly and Moth	Butterflies and moths look similar in many ways, but they are different animals.	Online Resource Online Resource	Compare and Contrast	Main Idea and Details	Think about the information you read in this text. Write a paragraph explaining how butterflies and moths are the same and different.
5A	7: <i>If You Can’t Say Something Nice</i> (Fiction)	SEL: Social Awareness: Relating to Others	There is a well-known saying: “If you can’t say something nice, don’t say anything at all.” What do you think of this saying?	Online Resource Online Resource	Recognizing Viewpoint: Bias	Recognizing Viewpoint: Bias	Mr. Meany is upset that people seem to be rude to him. Write a letter to Mr. Meany to give him advice on how to talk to people without seeming mean.
5A	8: <i>The Loris</i> (Nonfiction)	Biology: Lorises	What kind of animal is a loris?	Online Resource Online Resource	Compare and Contrast	Main Idea and Details	Pretend you are a zookeeper and there is a loris in your zoo. Write a list of facts about the loris that you would share with people who came to the zoo.
5A	9: <i>The Ugly Buckling</i> (Fiction)	Biology: Moose and Deer	This story is about a white-tailed deer family. What kind of animal is a white-tailed deer?	Online Resource Online Resource	Drawing Conclusions	Cause and Effect	Write a paragraph that continues the story of Morris and Lorraine. Where do they live? What is their new family like? If Morris’s deer parents met Lorraine’s moose parents, what do you think will happen?
5A	10: <i>Moose in Love: A Real Story</i> (Nonfiction)	Biology: A Moose and a Cow	Can a moose fall in love with a cow? Once upon a time, one did!	Online Resource Online Resource	Predicting Outcomes	Main Idea and Details	Write about a time when you saw an animal act in an odd way. What did the animal do that was strange? Why do you think the animal did that?

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Oral Comprehension Questions	Writing Assignment
5B	1: <i>Grace the Dancing Rat</i> (Fiction)	SEL: Self-Management: Finding Balance	The word balance can mean more than one thing. What does it mean to balance something?	Online Resource Online Resource	Cause and Effect	What kind of problems is Grace having in the city? Why does Grace move to the country? What problems does Grace have in the country? The story says, “Grace needed balance in her life.” What does that mean? How does the story end?	Write about a time when you felt unbalanced. What made you feel “off” or not quite right? What did you do to become balanced?
5B	2: <i>Stage Fright</i> (Fiction)	Art/Culture: Performing	Have you ever been part of a performance? What does it mean to perform something?	Online Resource Online Resource	Sequencing	What does Nick want to do for Kids on Stage? How does Nick get Mr. Chen to agree? Describe the performance. What causes Gene to run off the stage? How does the story end?	Write about a time when you were in or watched a performance. What kind of performance was it? What did you do or see in it? Would you like to be in or go to another performance like it? Why or why not?
5B	3: <i>The Prince and the Gobbler</i> (Fairy Tale)	SEL: Social Awareness: Concern for Others	This story has researchers in it. What do researchers do?	Online Resource Online Resource	Recognizing Viewpoint: Bias	At the beginning of the story, why are people afraid of the Gobbler? The researchers have ideas, but they do not work. Why not? What is Prince Perry’s idea? How does Prince Perry help solve the Gobbler’s problems?	Write about a time when you had incorrect information or the wrong idea about something or someone. How did you get the correct information? How did the correct information change the way you thought?
5B	4: <i>Sky City</i> (Nonfiction)	Geography: Sky City (Acoma Pueblo)	Sky City is in New Mexico. Sky City is centuries old!	Online Resource Online Resource	Main Idea and Details	How did Sky City get its name? Who lives in Sky City? Describe the buildings and pottery in Sky City. What happens on feast days?	Write about a time when you visited a town or area that was new to you. Where did you go? What was the town like? What made it different from the town where you live?
5B	5: <i>It Pays to Advertise</i> (Nonfiction)	Sociology/ Psychology: Advertising	What ads have you seen or heard recently, and what were they selling? Did an ad make you want to buy a product? Why or why not?	Online Resource Online Resource	Recognizing Viewpoint: Bias	Why do people make ads? How do ads appeal to different kinds of people? Is there something that an ad should always or never do? If so, what is it, and why?	Write an ad for a product you invented. (It could be a real or a make-believe product). Keep in mind that you want to sell as many of your products as possible!
5B	6: <i>Rainbows</i> (Nonfiction)	Earth Science: Rainbows	How do rainbows form?	Online Resource Online Resource	Cause and Effect	How does white light turn into a rainbow? What does a prism do? How can you make or “catch” a rainbow?	Some old stories say there is treasure at the end of a rainbow. If that were true, what do you think people would find there? Write a story about characters who find a treasure at the end of a rainbow.
5B	7: <i>Hiccups</i> (Fiction)	Biology: Hiccups	Many people get hiccups from time to time. What is happening in your body when you hiccup?	Online Resource Online Resource	Sequencing	What are the most likely reasons why Moe gets hiccups? How do the kids on the bus try to help Moe? When do Moe’s hiccups finally stop?	Sometimes a story ends with something unexpected. This is called a “surprise ending” or a “twist.” Write a few sentences that explain the surprise ending at the end of this story.

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Oral Comprehension Questions	Writing Assignment
5B	8: <i>Alice's Strange Friend</i> (Nonfiction)	Biology: Dormice	What kind of animal is a dormouse? Where would you most likely find or see a dormouse?	Online Resource Online Resource	Main Idea and Details	How can you tell that a dormouse is not a chipmunk or a mouse? Dormice are dormant and nocturnal. What does that mean? Describe the kind of nests that dormice make.	What does a dormouse have to do with the story of Alice in Wonderland? Write a few sentences explaining why the author uses the story of Alice in Wonderland at the beginning of this text about dormice.
5B	9: <i>Corny</i> (Fiction)	SEL: Self-Awareness: Knowing/Using Your Strengths	People tell jokes to make themselves and others laugh. Did you know that one of the earliest recorded jokes dates back to 1600 BCE?	Online Resource Online Resource	Figurative Language	What is a “corny” joke? What school event is Morton excited about? How does he practice for this event?	In this story, Morton tells lots of corny jokes. Now it's your turn! Write some corny jokes of your own to share with your class.
5B	10: <i>A Hard Game</i> (Nonfiction)	Sports/Games: Golf	Have you ever played or watched golf? What equipment is needed for golf?	Online Resource Online Resource	Main Idea and Details	How is golf played? What is a good score in golf? Define these words: tee, drive, fairway, sand trap, green. What is a club, and why do golfers use different kinds?	Write about a sport you like to play. What is the sport? How is it played? What equipment is needed? What about the sport do you find most enjoyable?

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Additional Comprehension Skill Focus	Writing Assignment
6A	1: <i>The Shark</i> (Nonfiction)	Biology: Sharks	Sharks have been around for millions of years. How much do you know about them?	Online Resource Online Resource	Compare and Contrast	Main Idea and Details	There are hundreds of species (or types) of sharks. Choose a type of shark and write a “cool facts” sheet about it. Include a picture if you can. Ask an adult to help you find a book or website that has reliable information about the type of shark you choose.
6A	2: <i>The Inventor of the Telephone</i> (Biography)	History: Alexander Graham Bell	Alexander Graham Bell is best known as the inventor of the telephone.	Online Resource Online Resource	Cause and Effect	Recognizing Viewpoint: Author’s Perspective	Think about what you have read about Alexander Graham Bell. Now think about what phones look like today. Write a paragraph on how phones today compare and contrast with the phone Bell invented. What do you think Bell would say about smartphones?
6A	3: <i>The Boy Who Thought Friends Could Be Bought</i> (Fiction)	SEL: Relationship Skills: Making Friends	How did you get the friends you have now? Is there a special way to make friends?	Online Resource Online Resource	Making Inferences	Drawing Conclusions	Write about a time when you or someone you know had trouble making friends. What did you or they do to help fix that?
6A	4: <i>The Statue of Liberty</i> (Nonfiction)	History: The Statue of Liberty	Have you ever seen the Statue of Liberty? It was a gift to the United States from France.	Online Resource Online Resource	Sequencing	Sequencing	Write a paragraph explaining what you think the Statue of Liberty means to people today.
6A	5: <i>The City of Troy</i> (Nonfiction)	History: The City of Troy	Troy was an ancient city with a long history.	Online Resource Online Resource	Main Idea and Details	Cause and Effect	Write a paragraph explaining why the city of Troy can be difficult to study. In your opinion, what makes the ancient city so interesting?
6A	6: <i>The Hawk</i> (Nonfiction)	Biology: Hawks	A hawk is a bird of prey. What does it mean to be a bird of prey?	Online Resource Online Resource	Main Idea and Details	Main Idea and Details	There are hundreds of kinds of birds of prey. Write a paragraph about a bird of prey that you find interesting. What is it? Where does it live? What does it hunt and eat? What other cool or fun facts about it can you share with your classmates?
6A	7: <i>Valley Forge</i> (Nonfiction)	History: Valley Forge (Continental Army, 1777)	Picture this: It is 1777, and you are a soldier in Washington’s Continental Army. Winter is coming, and there are very few supplies. How do you survive?	Online Resource Online Resource	Main Idea and Details	Recognizing Viewpoint: Author’s Perspective	Pretend you are part of Washington’s camp in 1777-1778. Write a paragraph about a day in your life at camp. What is camp like? How do you get food and stay warm? Use details from the text to help write your answer.
6A	8: <i>The Tomb of King Tut</i> (Nonfiction)	History: King Tut’s Tomb	King Tut was a pharaoh (king) in ancient Egypt. He was buried in a tomb. When his tomb was found, it was an amazing discovery.	Online Resource Online Resource	Making Inferences	Sequencing	Write a paragraph describing the kinds of things found in King Tut’s tomb. Why do you think he was buried with those items?

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Additional Comprehension Skill Focus	Writing Assignment
6A	9: <i>The Voyager Spacecraft: Messages from Outer Space</i> (Nonfiction)	History: Voyager 1 and 2 Spacecrafts	Space probes travel millions of miles and go where human astronauts cannot.	Online Resource Online Resource	Main Idea and Details	Main Idea and Details	What would you want alien life-forms to know about Earth? Write a paragraph explaining life on Earth. What do you think is important for an alien to know?
6A	10: <i>A Tale of King Midas</i> (Myth)	Literature: Myth of King Midas	Have you ever heard the saying "Be careful what you wish for?" What do you think it means?	Online Resource Online Resource	Figurative Language	Figurative Language	Write about a time when you or someone you know had a wish come true, only to find out that it was really not what you or they wanted at all. What was the problem, and how was it solved?

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Oral Comprehension Questions	Writing Assignment
6B	1: <i>Amanda Has a Scare</i> (Fiction)	Geography: Alaska	This story takes place by a lake in Alaska. What kind of area is Alaska?	Online Resource Online Resource	Sequencing	Why is Amanda in Alaska? What are Amanda's plans while her mom is at work? Describe what happens when Amanda is picking fruit. What do Amanda and her mom find when they return to the place where Amanda saw the bear?	Write about a scary experience you or someone you know had. What happened?
6B	2: <i>Bottlenose Dolphins</i> (Nonfiction)	Biology: Dolphins	Where would you be most likely to see a dolphin? What adjectives would you use to describe a dolphin, and why?	Online Resource Online Resource	Main Idea and Details	How are dolphins like humans? Where do dolphins live? Describe how dolphins "see" and "talk." Most dolphins are thought to be friendly. Why do you think that is?	Pretend you are the host of a show about dolphins. What are some cool facts you would want people to know? What are some things people can do to help protect dolphins? Write down this information to share with your audience.
6B	3: <i>I Caught It!</i> (Fiction)	Sports/Games: Softball	Have you ever played or watched softball? It is a popular variation of baseball.	Online Resource Online Resource	Drawing Conclusions	What does the Butler family like to do? Describe how Mrs. Butler practices with Morgan and Patty. What does Morgan need help with? How does Morgan become a catcher?	Write a paragraph comparing and contrasting softball and baseball. Ask an adult to help you find reliable information on both to help you write your paragraph.
6B	4: <i>Rescue Dogs</i> (Nonfiction)	Biology: Rescue Dogs	Some animals are trained to do certain tasks. What do rescue dogs do?	Online Resource Online Resource	Main Idea and Details	What do rescue dogs do? What kind of dog makes a good rescue dog? What kind of training do rescue dogs have? How does a rescue dog do its job?	Rescue dogs have hard jobs. Write a paragraph explaining why dogs make such good rescue animals.
6B	5: <i>Nat Love, American Cowboy</i> (Nonfiction)	Social Studies: Biography	This story is about a real person who lived during the mid-1800s and early 1900s. He worked as a cowboy and a porter. What kinds of jobs were those at that time?	Online Resource Online Resource	Sequencing	Describe the events in Nat's life. Where was he born? How did he learn to ride horses? What was his life like as a cowboy? Why did he change jobs to become a porter?	Write a paragraph describing Nat. Based on what you have read, what words would you use to describe him, and why? What things do you think he learned as a cowboy that helped him become a porter?
6B	6: <i>Tide Pools</i> (Nonfiction)	Earth Science: Tide Pools	What is a tide pool? Where would you find a tide pool?	Online Resource Online Resource	Main Idea and Details	How does a tide pool form? What plants and animals can be found in a tide pool? The sea animals that live in a tide pool must be able to survive being dry. Why? If someone is tide pooling, what are they doing?	Choose a sea animal mentioned in this text and write an information sheet about it. Draw a picture of the animal or include a photograph of it and include a list of facts.
6B	7: <i>Can Turkeys Fly?</i> (Nonfiction)	Biology: Assorted Animals	The animal world is filled with fun and amazing facts!	Online Resource Online Resource	Main Idea and Details	Think about the fun animal facts listed in this book. What facts did you know? Which ones are new to you?	Write a "fun and amazing facts" sheet about an animal you are interested in. Think about where it lives, what it eats, and interesting or unusual things it does. Draw a picture of the animal or include a photograph of it. Hang it in your classroom to share with others.

Set	Book Number and Title	Subject and Topic	Background Knowledge Activation (Prereading)	Suggested Oral Reading Content	Comprehension Skill Focus in Lesson	Oral Comprehension Questions	Writing Assignment
6B	8: <i>Mark Twain's Great River</i> (Nonfiction)	Earth Science: The Mississippi River	Have you seen the Mississippi River? It is one of the longest rivers in the United States.	Online Resource Online Resource	<u>Sequencing</u>	Where does the Mississippi River begin? How did it get its name? What are some cities it passes through as it flows? Where does the river end?	Write about a time you or someone you know took a boat trip on a river or other body of water. Where did you go? What did you see? Write it as if you were a tour guide telling others about your adventure.
6B	9: <i>Maiden Voyage, Last Voyage</i> (Nonfiction)	History: The <i>Titanic</i>	Have you ever heard about or seen pictures of the Titanic? The Titanic was a beautiful ship with a terrible fate--it sank on its very first voyage.	Online Resource Online Resource	<u>Cause and Effect</u>	What is a "maiden voyage"? Describe the Titanic. What made it different from other ships at that time? The Titanic is described as a "floating village." What does this mean? Why was the Titanic thought to be unsinkable? What caused the ship to sink?	The remains of the Titanic are on the bottom of the Atlantic Ocean, but they are falling apart. Some people think the remains of the ship should be saved and put in a museum. Others think it should be left where it is and remembered as an underwater cemetery. Write a paragraph giving your opinion on this.
6B	10: <i>A Tale from Crete</i> (Myth)	Art/Culture: Greek Myth of Daedalus	Do you know the story of Daedalus? It is a very old story from ancient Greece.	Online Resource Online Resource	<u>Sequencing</u>	Who is Daedalus? What is a Minotaur? Why are people afraid of the Minotaur? Why is King Minos angry at Theseus? Explain who Icarus is and what happens to him.	A myth is a kind of story. It often has make-believe creatures who have some kind of adventure with humans. It is also sometimes used to explain how something was created or came to be. Write a short myth of your own. Does it take place today or long ago? Who are the characters? What adventures do they have? Does it try to explain how something was created?

Rubrics

Sentence Writing Checklist

- Use a capital letter to begin a sentence, for a proper noun, and for the pronoun *I*.
- Use a period at the end of a statement.
- Use a question mark at the end of a question.
- Use an exclamation point at the end of a sentence to show emotion or emphasis.
- Use a comma after a long prepositional phrase or to separate words in a series or clauses.
- Use a colon to introduce an idea or before a list.
- Use at least one noun.
- Use at least one verb.
- Express a complete thought.

Paragraph Writing Checklist: Informative

- Write a topic sentence that states your main idea.
- Write three or more sentences that support the topic sentence.
- Use linking words and phrases to connect ideas.
- Write a concluding sentence.

Paragraph Writing Checklist: Narrative

- Write a hook to spark the reader's interest.
- Describe the setting and establish the mood.
- Develop characters through description and dialogue.
- Use vivid adjectives and sensory language.

Paragraph Writing Checklist: Argumentative

- Write a topic sentence that states your claim.
- State your reasons for making the claim and provide evidence from credible sources (e.g., statistics, quotations, examples) to support your reasons.
- Use linking words and phrases to connect ideas.
- Write a concluding sentence that restates your claim.



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