



LITERACY
Footprints

Fifth/Sixth Grade

Lesson Summary Charts

Level S Summary Chart

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
1	<i>The Inuit</i>	Day 1: Retelling: Stop-Think-Paraphrase (STP) Using Illustrations Day 2: Asking and Answering Questions: Red Questions (Inferential)	Affix: <i>-able</i> Make a Big Word: <i>adorable</i>	<i>reliable</i> : consistent <i>sacrifice</i> : offering	Writing about the Main Idea
2	<i>The Sunbird</i>	Day 1: Asking and Answering Questions: Red Questions (Inferential) Day 2: Analyzing Characters: Track the Character's Feelings	Affix: <i>-able</i> Write a Big Word: <i>comfortable, comparable, dependable</i>	<i>stealthy</i> : secret <i>intuitively</i> : naturally	Writing about the Character
3	<i>Hurricane Maria: Disaster in Puerto Rico</i>	Day 1: Retelling: Identify Key Words Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>-able</i> Affix Word Cards: <i>admirable, desirable, detestable, honorable, passable, solvable</i>	<i>endured</i> : dealt with <i>torrential</i> : drenching	Writing about the Story from a Different Point of View
4	<i>Oki and the Baby Seal</i>	Day 1: Retelling: Stop-Think-Paraphrase (STP) without Using Illustrations Day 2: Analyzing Characters: Action-Motivation	Affix: <i>mid-</i> Make a Big Word: <i>midpoint</i>	<i>haphazard</i> : no order or direction <i>hoarded</i> : gathered and hid	Writing from a Different Point of View
5	<i>Hurricane Evacuation</i>	Day 1: Asking and Answering Questions: Green Questions (Literal) and Red Questions (Inferential) Day 2: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction)	Affix: <i>mid-</i> Write a Big Word: <i>midnight, midsection, midwinter</i>	<i>reassuring</i> : bringing comfort <i>seething</i> : constantly moving	Writing about the Characters
6	<i>Gator Trappers</i>	Day 1: Identifying Main Idea and Details: Turn Headings into Questions Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>mid-</i> Affix Word Cards: <i>midair, midfielder, midrange, midstream, midsummer, midweek</i>	<i>wary</i> : cautious <i>nuisance</i> : annoyance	Writing about the Problem
7	<i>The Truth about Pluto</i>	Day 1: Comprehension Monitoring: Stop and Use Fix-Up Strategies Day 2: Evaluating: Thesis-Proof	Affix: <i>un-</i> Make a Big Word: <i>ungracious</i>	<i>debated</i> : argued <i>unravel</i> : fall apart	Writing an Opinion
8	<i>The Driver</i>	Day 1: Retelling: Five-Finger Retelling Day 2: Inferring: Infer from a Character's Inner Thoughts	Affix: <i>un-</i> Write a Big Word: <i>unfashionable, unjustified, unpopulated</i>	<i>frantically</i> : desperately <i>miraculously</i> : unexpectedly	Writing a Five-Finger Retelling
9	<i>The Last Bicycle</i>	Day 1: Developing Vocabulary: Use Strategies to Explain New Words Day 2: Analyzing Relationships: Sociogram	Affix: <i>un-</i> Affix Word Cards: <i>unacceptable, unassuming, unexceptional, unfavorable, unproductive, unqualified</i>	<i>desperation</i> : hopelessness <i>liberate</i> : set free	Writing about the Theme

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
10	<i>Odysseus and the Cyclops</i>	Day 1: Retelling: Who-What-Why Day 2: Analyzing Characters: Character Motivation	Review Affixes: <i>-able, mid-, and un-</i>	<i>perilous</i> : dangerous <i>comrades</i> : friends	Writing about a Character's Motivation
11	<i>Toolkit for Test-Taking Strategies: A Boy and His Dog/ Hello, World</i>	Day 1: Strategic Thinking for Test Taking			

Level T Summary Chart

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
12	<i>Perseus and Medusa</i>	Day 1: Retelling: Five-Finger Retelling Day 2: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction)	Affix: <i>inter-</i> Make a Big Word: <i>interruption</i>	<i>cunning</i> : clever <i>quest</i> : mission	Writing about the Problem/ Solution
13	<i>The Flying Test</i>	Day 1: Asking and Answering Questions: Green Questions (Literal) and Red Questions (Inferential) Day 2: Inferring: Make Inferences from Dialogue	Affix: <i>inter-</i> Write a Big Word: <i>intercept, interference, interplanetary</i>	<i>badgered</i> : annoyed <i>abysmal</i> : terrible	Writing about the Character
14	<i>Ahimsa</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Asking and Answering Questions: Red Questions (Inferential)	Affix: <i>inter-</i> Affix Word Cards: <i>interchangeable, intercoastal, interconnection, intermission, international, interweave</i>	<i>desolate</i> : lifeless <i>distraught</i> : very upset	Writing about Figurative Language
15	<i>Nelson Mandela</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) Day 2: Analyzing Characters: Action-Motivation	Affix: <i>post-</i> Make a Big Word: <i>postseason</i>	<i>designated</i> : assigned <i>luxuries</i> : things not needed	Writing about the Important Details
16	<i>From Scratch</i>	Day 1: Asking and Answering Questions: Yellow Questions Day 2: Inferring: Infer from Actions, Dialogue, and Inner Thoughts	Affix: <i>post-</i> Write a Big Word: <i>postoperative, postponement, postproduction</i>	<i>bilingual</i> : able to speak two languages <i>pang</i> : strong pain	Writing about the Character's Feelings
17	<i>Welcome to the Circus</i>	Day 1: Asking and Answering Questions: Red Questions (Inferential) and Yellow Questions Day 2: Identifying Main Idea and Details: Turn Headings into Questions	Affix: <i>post-</i> Affix Word Cards: <i>postelection, postgraduate, posthypnotic, postlude, postscript, postwar</i>	<i>activists</i> : protestors <i>coerced</i> : pressured or forced	Writing an Opinion
18	<i>The Circus Is in Town</i>	Day 1: Analyzing Characters: Track the Character's Feelings Day 2: Analyzing Relationships: Sociogram	Affix: <i>super-</i> Make a Big Word: <i>superhero</i>	<i>mesmerized</i> : fascinated <i>diminutive</i> : little	Writing about the Character's Feelings
19	<i>Vampire Spiders</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Using Text Features: Determine the Author's Purpose	Affix: <i>super-</i> Write a Big Word: <i>supersonic, supertanker, supervision</i>	<i>beneficial</i> : producing good or helpful results <i>transmitting</i> : passing on	Writing about the Text Features

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
20	<i>Earthquakes: Rocking Our World</i>	Day 1: Retelling: Identify Key Words Day 2: Analyzing Relationships: Yellow Questions	Affix: <i>super-</i> Affix Word Cards: <i>superabundant, supercharged, superhighway, supernatural, supersaturated, supersensitive</i>	<i>ravaging</i> : damaging <i>extensive</i> : widespread	Writing about Cause-Effect
21	<i>The Gold Locket</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) Day 2: Analyzing Characters: Action-Motivation	Review Affixes: <i>inter-, post-, and super-</i>	<i>astounded</i> : surprised <i>surged</i> : rushed	Writing about the Theme
22	<i>Toolkit for Test-Taking Strategies: King Midas and the Golden Touch/ The Thrill of Getting Grubby</i>	Day 1: Strategic Thinking for Test Taking			

Level U Summary Chart

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
23	<i>Emily's Mom</i>	Day 1: Asking and Answering Questions: Green Questions (Literal) and Red Questions (Inferential) Day 2: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction)	Affix: <i>sub-</i> Make a Big Word: <i>subdivision</i>	<i>fatigued</i> : tired <i>subdued</i> : quiet	Writing about the Character
24	<i>Nature's Perfect Partners</i>	Day 1: Retelling: Identify Key Words Day 2: Analyzing Relationships: Yellow Questions	Affix: <i>sub-</i> Write a Big Word: <i>subcommittee, subcontractor, substandard</i>	<i>decomposing</i> : decaying <i>harbors</i> : gives a home to	Writing about Different Relationships
25	<i>Cat People, Dog People, Gecko People</i>	Day 1: Asking and Answering Questions: Yellow Questions Day 2: Summarizing: Key Word Summary	Affix: <i>sub-</i> Affix Word Cards: <i>subconscious, sublease, subnormal, subpopulation, substructure, subtropical</i>	<i>eccentric</i> : odd <i>novelty</i> : newness	Writing about Key Details
26	<i>Mountain Climbing: Dangerous and Deadly</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Combining Strategies: Reciprocal Teaching	Affix: <i>de-</i> Make a Big Word: <i>destabilize</i>	<i>adept</i> : expert <i>novice</i> : beginner	Writing about the Main Idea
27	<i>Theseus and the Minotaur</i>	Day 1: Retelling: Five-Finger Retelling Day 2: Analyzing Relationships: Sociogram	Affix: <i>de-</i> Write a Big Word: <i>deactivate, decentralize, deportation</i>	<i>tribute</i> : something given to show honor <i>fate</i> : destiny	Writing a Summary
28	<i>Wildfires</i>	Day 1: Identifying Main Idea and Details: Turn Headings into Questions Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>de-</i> Affix Word Cards: <i>deconstruct, decriminalize, dehumanize, dehydration, depersonalize, deregulate</i>	<i>voracious</i> : uncontrollable <i>encroach</i> : intrude	Writing about Cause-Effect Relationship

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
29	<i>Strange Creatures: Benny's Pet</i>	Day 1: Comprehension Monitoring: Stop and Use Fix-Up Strategies Day 2: Inferring: Infer from Actions, Dialogue, and Inner Thoughts	Affix: <i>in-</i> Make a Big Word: <i>inexcusable</i>	<i>remote</i> : isolated <i>gingerly</i> : carefully	Writing from a Different Point of View
30	<i>Strange Creatures: The Quest for the Giant Squid</i>	Day 1: Retelling: Stop-Think-Paraphrase (STP) Day 2: Understanding Text Structure: Problem/Solution	Affix: <i>in-</i> Write a Big Word: <i>incognito, invalid, invisible</i>	<i>formidable</i> : powerful <i>probe</i> : investigate	Writing about the Problem
31	<i>Strange Creatures: Flesh Eaters</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) Day 2: Asking and Answering Questions: Red Questions (Inferential) and Yellow Questions	Affix: <i>in-</i> Affix Word Cards: <i>inconspicuous, independent, indiscreet, inedible, inexperienced, ingrate</i>	<i>devour</i> : eat quickly <i>clammers</i> : climbs	Writing about Similarities and Differences
32	<i>Strange Creatures: Rampaging Reptiles</i>	Day 1: Retelling: Identify Key Words Day 2: Inferring: Draw Conclusions	Review Affixes: <i>de-, in-, and sub-</i>	<i>flammable</i> : can catch fire <i>yield</i> : produce	Writing about the Main Idea
33	<i>Strange Creatures: Once They All Believed in Dragon</i>	Day 1: Analyzing Characters: Track the Characters' Feelings			
34	<i>Toolkit for Test-Taking Strategies: The Carver of Grand Isle/ Dog Rescue Saves Lives</i>	Day 1: Strategic Thinking for Test Taking			

Level V Summary Chart

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
35	<i>Good as Gold</i>	Day 1: Asking and Answering Questions: Green Questions (Literal) and Red Questions (Inferential) Day 2: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction)	Affix: <i>under-</i> Make a Big Word: <i>underweight</i>	<i>prospective</i> : potential <i>lured</i> : tempted	Writing about the Main Idea
36	<i>Pirates: Robbers at Sea</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Combining Strategies: Reciprocal Teaching	Affix: <i>under-</i> Write a Big Word: <i>undercurrent, underfunded, underlying</i>	<i>notorious</i> : famous for being bad <i>mercy</i> : compassion	Writing a Fictional Narrative
37	<i>The Ghost of Blackbeard</i>	Day 1: Asking and Answering Questions: Red Questions (Inferential) Day 2: Analyzing Characters: Action-Motivation	Affix: <i>under-</i> Affix Word Cards: <i>underachiever, underestimate, undernourished, underprivileged, underutilize, undervalued</i>	<i>sentiment</i> : opinion or belief <i>pilfered</i> : stole	Writing about the Character

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
38	<i>Spies of the American Revolution</i>	Day 1: Comprehension Monitoring: Stop and Use Fix-Up Strategies Day 2: Identifying Main Idea and Details: Turn Headings into Questions	Affix: re- Make a Big Word: <i>rehearsal</i>	<i>eavesdrop</i> : listen in secret <i>plotted</i> : planned in secret	Writing an Opinion
39	<i>Beneath the Ocean Waves</i>	Day 1: Analyzing Relationships: Yellow Questions Day 2: Using Text Features: Use Text Features to Enhance Understanding	Affix: re- Write a Big Word: <i>rechargeable, reclassify, rededicate</i>	<i>impersonate</i> : mimic <i>scarce</i> : hard to find	Writing to Compare and Contrast Key Details
40	<i>Salamander Crossing</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) Day 2: Analyzing Characters: Evidence of Character Traits	Affix: re- Affix Word Cards: <i>recondition, reconfigure, redistribute, reinvestigate, renegotiate, reupholster</i>	<i>mischievous</i> : full of mischief <i>indignantly</i> : angrily	Writing about Character Traits
41	<i>Passion for Play: A Ring for All</i>	Day 1: Retelling: Who-What-Why Day 2: Asking and Answering Questions: Yellow Questions	Affix: im- Make a Big Word: <i>impolite</i>	<i>accusations</i> : claims of wrongdoing <i>controversy</i> : strong disagreement	Writing about Key Details
42	<i>Passion for Play: Real Sports, Virtual Reality</i>	Day 1: Asking and Answering Questions: Green Questions (Literal) and Red Questions (Inferential) Day 2: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction)	Affix: im- Write a Big Word: <i>immature, immortal, impatient</i>	<i>amateur</i> : not professional <i>acceleration</i> : the act of speeding up	Writing about the Main Idea
43	<i>Passion for Play: It's Not Just a Game</i>	Day 1: Identifying Main Idea and Details: Turn Headings into Questions Day 2: Understanding Text Structure: Identify Multiple Text Structures	Affix: im- Affix Word Cards: <i>imbalanced, impartial, impenetrable, imperfect, impractical, improper</i>	<i>negotiate</i> : make an agreement <i>revolutionized</i> : changed	Writing about the Main Idea
44	<i>Passion for Play: Smooth Sailing</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Inferring: Infer from Actions, Dialogue, and Inner Thoughts	Review Affixes: im-, re-, and under-	<i>dislodge</i> : to force out of position <i>potential</i> : possibility	Writing about the Theme
45	<i>Passion for Play: The Arrow and the Song</i>	Day 1: Summarizing: Visualizing and Summarizing Poetry			
46	<i>Toolkit for Test-Taking Strategies: Glowing in the Dark: Flashlight or Fish Lights?/From Hunting to Helping</i>	Day 1: Strategic Thinking for Test Taking			

Level W Summary Chart

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
47	<i>Understanding Dolphins</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Understanding Text Structure: Identify Multiple Text Structures	Affix: <i>anti-</i> Make a Big Word: <i>antiwrinkle</i>	<i>inhumane</i> : cruel <i>chastise</i> : discipline	Writing about the Main Idea
48	<i>Plants That Poison</i>	Day 1: Identifying Main Idea and Details: Turn Headings into Questions Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>anti-</i> Write a Big Word: <i>antibiotic, antifreeze, antislavery</i>	<i>ravenous</i> : starving <i>evolved</i> : changed or grew	Writing a Compare/Contrast about Two Topics
49	<i>Bellerophon and Pegasus the Flying Horse</i>	Day 1: Retelling: Five-Finger Retelling Day 2: Analyzing Characters: Who-What-Why	Affix: <i>anti-</i> Affix Word Cards: <i>antibacterial, anticompetitive, antidiscrimination, antigovernment, antiperspirant, antisocial</i>	<i>writhing</i> : twisting or squirming <i>menacing</i> : threatening	Writing about the Theme
50	<i>Futuristic Farming</i>	Day 1: Comprehension Monitoring: Stop and Use Fix-Up Strategies Day 2: Inferring: Draw Conclusions	Affix: <i>en-</i> Make a Big Word: <i>encourage</i>	<i>debris</i> : rubbish <i>modified</i> : changed	Writing a Persuasive Essay
51	<i>Smart Houses</i>	Day 1: Summarizing: Key Word Summary Day 2: Evaluating: Thesis-Proof	Affix: <i>en-</i> Write a Big Word: <i>encounter, endanger, enduring</i>	<i>conventional</i> : traditional <i>innovations</i> : new creations or ideas	Writing a Persuasive Essay
52	<i>Journey to Freedom: The Call to Fight: Slave Rebellions</i>	Day 1: Retelling: Stop-Think-Paraphrase (STP) Day 2: Identifying Main Idea and Details: Key Words	Affix: <i>en-</i> Affix Word Cards: <i>endear, enlighten, enlistment, enrichment, entangled, entitled</i>	<i>revolt</i> : fight <i>benevolent</i> : good	Writing about the Main Idea
53	<i>Journey to Freedom: Abolitionists Join the Struggle</i>	Day 1: Analyzing Characters: Who-What-Why Day 2: Asking and Answering Questions: Yellow Questions	Affix: <i>auto-</i> Make a Big Word: <i>automatic</i>	<i>prohibited</i> : forbidden <i>petitions</i> : written requests	Writing about the Main Idea
54	<i>Journey to Freedom: The Louisiana Bayou: Part 1</i>	Day 1: Analyzing Relationships: Sociogram Day 2: Inferring: Infer from Actions, Dialogue, and Inner Thoughts	Affix: <i>auto-</i> Write a Big Word: <i>autocorrect, autograph, automotive</i>	<i>outlandish</i> : very weird <i>stoic</i> : emotionless	Writing about How a Character Changes
55	<i>Journey to Freedom: The Louisiana Bayou: Part 2</i>	Day 1: Analyzing Characters: Evidence of Character Traits Day 2: Analyzing Relationships: Comparing Two Versions of the Same Story	Affix: <i>auto-</i> Affix Word Cards: <i>autocrat, autofocus, autohypnosis, automation, autonomous, autopilot</i>	<i>vulnerable</i> : weak <i>cajoled</i> : persuaded	Writing about How Events Influence an Outcome
56	<i>Journey to Freedom: Under Siege</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) Day 2: Asking and Answering Questions: Yellow Questions	Review Affixes: <i>anti-, auto-, and en-</i>	<i>provisions</i> : supplies <i>severed</i> : cut off	Writing a Comparison

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
57	<i>Journey to Freedom: Bury Me in a Free Land</i>	Day 1: Summarizing: Visualizing and Summarizing Poetry			
58	<i>Toolkit for Test-Taking Strategies: Douglass's True Story/I Spy Women Undercover</i>	Day 1: Strategic Thinking for Test Taking			

Level X Summary Chart

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
59	<i>Amazing Migrations</i>	Day 1: Summarizing: Key Word Summary Day 2: Asking and Answering Questions: Yellow Questions	Affix: <i>fore-</i> Make a Big Word: <i>forecaster</i>	<i>undisputed</i> : certain <i>precisely</i> : exactly	Writing a Comparison
60	<i>Daredevils Who Conquered the Skies</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Analyzing Characters: Who-What-Why	Affix: <i>fore-</i> Write a Big Word: <i>foreground, forehead, foreshadow</i>	<i>vying</i> : competing <i>undaunted</i> : not discouraged	Writing about a Sequence of Events
61	<i>Scarecrows</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) Day 2: Inferring: Infer from Actions, Dialogue, and Inner Thoughts	Affix: <i>fore-</i> Affix Word Cards: <i>forefather, forefront, foregone, foreknowledge, foretell, forethought</i>	<i>unceasing</i> : constant <i>deftly</i> : skillfully	Writing about Character Traits
62	<i>The Age of Castles</i>	Day 1: Identifying Main Idea and Details: Turn Headings into Questions Day 2: Using Text Features: Use Text Features to Enhance Understanding	Affix: <i>counter-</i> Make a Big Word: <i>counterspies</i>	<i>penetrate</i> : to go through something <i>chivalrous</i> : honorable	Writing about the Main Idea
63	<i>Japanese American Internment</i>	Day 1: Comprehension Monitoring: Stop and Use Fix-Up Strategies Day 2: Evaluating: Draw Conclusions	Affix: <i>counter-</i> Write a Big Word: <i>counteroffer, countersign, counterthrust</i>	<i>persevered</i> : did not give up <i>injustice</i> : unfairness	Writing about the Main Idea
64	<i>How I Became an American: Working on the Railroad</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>counter-</i> Affix Word Cards: <i>counterattack, counterculture, counterpart, counterpunch, countershading, counterterror</i>	<i>discrimination</i> : unfair treatment <i>grueling</i> : exhausting	Writing an Opinion
65	<i>How I Became an American: The Mop Bucket Encore</i>	Day 1: Comprehension Monitoring: Explain Figurative Language Day 2: Analyzing Relationships: Sociogram	Affix: <i>micro-</i> Make a Big Word: <i>microphone</i>	<i>silhouette</i> : a shadowed outline <i>coaxes</i> : persuades	Writing about Challenges
66	<i>How I Became an American: The Last Gobble</i>	Day 1: Analyzing Characters: Track the Character's Feelings Day 2: Analyzing Characters: Evidence of Character Traits	Affix: <i>micro-</i> Write a Big Word: <i>microfilm, micromanage, microwave</i>	<i>exertion</i> : effort <i>careens</i> : moves without control	Writing about Connections between Two Texts

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
67	<i>How I Became an American: Immigrants from Around the World</i>	Day 1: Retelling: Who-What-Why Day 2: Asking and Answering Questions: Yellow Questions	Affix: <i>micro-</i> Affix Word Cards: <i>microbiology, microcomputer, microcircuit, microorganism, microscopic, microsurgery</i>	<i>persecution</i> : harsh treatment <i>beacon</i> : a source of inspiration or hope	Writing a Comparison
68	<i>How I Became an American: Gateway to America</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) Day 2: Asking and Answering Questions: Red Questions (Inferential)	Review Affixes: <i>counter-</i> , <i>fore-</i> , and <i>micro-</i>	<i>disembark</i> : to leave a ship <i>undernourished</i> : not fed enough	Writing from a Different Point of View
69	<i>How I Became an American: Hauntings</i>	Day 1: Analyzing Characters: Track the Character's Feelings			
70	<i>Toolkit for Test-Taking Strategies: How a Knight Got His Shiny Shell/ A Different Drummer</i>	Day 1: Strategic Thinking for Test Taking			

Level Y Summary Chart

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
71	<i>Riding Rockets</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>ir-</i> Make a Big Word: <i>irresponsible</i>	<i>immense</i> : large <i>futuristic</i> : relating to the future	Writing a Comparison
72	<i>The Wooden Apple</i>	Day 1: Analyzing Characters: Track the Character's Feelings Day 2: Inferring: Infer from Actions, Dialogue, and Inner Thoughts	Affix: <i>ir-</i> Write a Big Word: <i>irrefutable, irrelevant, irreplaceable</i>	<i>enviously</i> : jealously <i>feigned</i> : pretended to be	Writing about Symbolism
73	<i>Gemstones and Jewels</i>	Day 1: Identifying Main Idea and Details: Turn Headings into Questions Day 2: Using Text Features: Use Text Features to Enhance Understanding	Affix: <i>ir-</i> Affix Word Cards: <i>irrational, irredeemable, irreproachable, irresistible, irretrievable, irreversible</i>	<i>coveted</i> : desired <i>avert</i> : prevent	Writing about the Main Idea
74	<i>The Spider Beast</i>	Day 1: Analyzing Characters: Track the Character's Feelings Day 2: Comprehension Monitoring: Explain Figurative Language	Affix: <i>-ity</i> Make a Big Word: <i>scarcity</i>	<i>forbidding</i> : threatening in appearance <i>meandered</i> : moved in a curving path	Writing about How a Character Changes
75	<i>Ruth Bader Ginsburg</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Analyzing Characters: Who-What-Why	Affix: <i>-ity</i> Write a Big Word: <i>deformity, hostility, maturity</i>	<i>advocating</i> : promoting <i>prestigious</i> : admired for its importance	Writing about the Main Idea
76	<i>Artificial Body Parts</i>	Day 1: Asking and Answering Questions: Yellow Questions Day 2: Using Text Features: Use Text Features to Enhance Understanding	Affix: <i>-ity</i> Affix Word Cards: <i>disability, immaturity, monstrosity, regularity, similarity, tranquility</i>	<i>sufficient</i> : enough <i>commandeered</i> : took control	Writing a Persuasive Essay

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
77	<i>Helping Hands: Two Dollars</i>	Day 1: Inferring: Infer from Actions, Dialogue, and Inner Thoughts Day 2: Analyzing Relationships: Sociogram	Affix: <i>hyper-</i> Make a Big Word: <i>hypermobile</i>	<i>despondent</i> : very depressed <i>emaciated</i> : extremely thin	Writing about Symbolism
78	<i>Helping Hands: At Your Service!</i>	Day 1: Asking and Answering Questions: Green Questions (Literal) and Red Questions (Inferential) Day 2: Summarizing: Key Word Summary	Affix: <i>hyper-</i> Write a Big Word: <i>hyperexcited, hyperextended, hypersensitive</i>	<i>summon</i> : to call <i>chronic</i> : long-lasting	Writing about the Main Idea
79	<i>Helping Hands: The Measure of a Hero</i>	Day 1: Combining Strategies: Reciprocal Teaching Day 2: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction)	Affix: <i>hyper-</i> Affix Word Cards: <i>hyperaggressive, hyperconscious, hypercritical, hyperefficient, hyperinflated, hyperthermia</i>	<i>barbarism</i> : cruelty <i>altruistic</i> : having a great deal of unselfishness	Writing about the Main Idea
80	<i>Helping Hands: Lending a Hairy Hand</i>	Day 1: Comprehension Monitoring: Stop and Use Fix-Up Strategies Day 2: Asking and Answering Questions: Yellow Questions	Review Affixes: <i>hyper-, ir-, and -ity</i>	<i>patrol</i> : walking around an area to ensure it is safe <i>turf</i> : an area under your control	Writing about Relationships
81	<i>Helping Hands: The Bridge Builder</i>	Day 1: Inferring: Infer from Actions, Dialogue, and Inner Thoughts			
82	<i>Toolkit for Test-Taking Strategies: Eliza Lucas Pinckney/Rats to the Rescue</i>	Day 1: Strategic Thinking for Test Taking			

Level Z Summary Chart

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
83	<i>Look, No Hands!</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>mal-</i> Make a Big Word: <i>malformed</i>	<i>interactive</i> : involving a user's input or actions <i>redundant</i> : more than necessary	Writing about the Main Idea
84	<i>Composting</i>	Day 1: Asking and Answering Questions: Green Questions (Literal) and Red Questions (Inferential) Day 2: Identifying Main Idea and Details: Turn Headings into Questions	Affix: <i>mal-</i> Write a Big Word: <i>maladjusted, malevolent, malnutrition</i>	<i>thrive</i> : grow stronger <i>intricate</i> : complex or elaborate	Writing about the Main Idea
85	<i>Two Violins</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) Day 2: Analyzing Relationships: Sociogram	Affix: <i>mal-</i> Affix Word Cards: <i>malcontented, maldistribution, malfunction, malodorous, malpractice, maltreatment</i>	<i>exquisite</i> : very beautiful <i>lumbered</i> : moved slowly	Writing about Key Events from the Beginning, Middle, and End
86	<i>Holocaust Rescuers</i>	Day 1: Analyzing Characters: Who-What-Why Day 2: Asking and Answering Questions: Yellow Questions	Affix: <i>trans-</i> Make a Big Word: <i>translucent</i>	<i>anonymous</i> : unidentified <i>allies</i> : nations that support another country during war	Writing an Opinion

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
87	<i>The Iroquois Confederacy</i>	Day 1: Comprehension Monitoring: Stop and Use Fix-Up Strategies Day 2: Summarizing: Key Word Summary	Affix: <i>trans-</i> Write a Big Word: <i>transcontinental, transcultural, transformation</i>	<i>ruthlessly</i> : brutally <i>incessant</i> : nonstop	Writing about the Main Idea
88	<i>Voting Rights: Baboon for President: Long Live the Queen Bee</i>	Day 1: Summarizing: Key Word Summary Day 2: Asking and Answering Questions: Yellow Questions	Affix: <i>trans-</i> Affix Word Cards: <i>transaction, transfer, translate, transmit, transparent, transplant</i>	<i>hierarchy</i> : a leveled system where individuals have different statuses <i>dominant</i> : most powerful or important	Writing a Comparison
89	<i>Voting Rights: Driving for the Vote</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Identifying Main Idea and Details: Create Headings	Affix: <i>pre-</i> Make a Big Word: <i>prehistoric</i>	<i>encrusted</i> : coated <i>resemblance</i> : likeness	Writing about the Characters
90	<i>Voting Rights: Joining the Fight</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) Day 2: Asking and Answering Questions: Yellow Questions	Affix: <i>pre-</i> Write a Big Word: <i>preadmission, preliminary, preparation</i>	<i>emancipate</i> : set free <i>vital</i> : necessary and important	Writing an Opinion
91	<i>Voting Rights: One Vote</i>	Day 1: Combining Strategies: Reciprocal Teaching Day 2: Inferring: Infer from Actions, Dialogue, and Inner Thoughts	Affix: <i>pre-</i> Affix Word Cards: <i>preadolescent, precondition, predestined, predetermine, predisposed, premeditated</i>	<i>solemnly</i> : seriously <i>adequately</i> : appropriately	Writing about Lessons Learned
92	<i>Voting Rights: A Long, Hard March</i>	Day 1: Inferring: Draw Conclusion Day 2: Evaluating: Thesis-Proof	Review Affixes: <i>mal-, pre-, and trans-</i>	<i>relentless</i> : continuing in a determined manner <i>bigotry</i> : racism	Writing an Argument
93	<i>Voting Rights: Song for Equal Suffrage</i>	Day 1: Evaluating: Identify the Author's Purpose			
94	<i>Toolkit for Test-Taking Strategies: The ε> Quest/ Womanpower!</i>	Day 1: Strategic Thinking for Test Taking			