

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
1	<i>Making a Place for Bikes</i>	Day 1: Retelling: Stop-Think-Paraphrase (STP) Using Illustrations Day 2: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction)	Affix: <i>un-</i> Make a Big Word: <i>unequal</i>	<i>barrier</i> : obstacle <i>route</i> : path	Writing about Important Facts
2	<i>Nerve</i>	Day 1: Retelling: Stop-Think-Paraphrase (STP) without Using Illustrations Day 2: Analyzing Relationships: Yellow Questions	Affix: <i>un-</i> Write a Big Word: <i>unexpected, unfinished, unimportant</i>	<i>maneuvered</i> : moved <i>feeble</i> : weak	Writing a Five-Finger Retelling
3	<i>Monkey Trouble</i>	Day 1: Asking and Answering Questions: Green Questions (Literal) Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>un-</i> Affix Word Cards: <i>unbound, unconditional, undecided, uninteresting, unnatural, unsteady</i>	<i>aggressive</i> : forceful <i>fleeing</i> : running away	Writing about the Problem/ Solution
4	<i>Brave Dog</i>	Day 1: Asking and Answering Questions: Green Questions (Literal) Day 2: Retelling: Who-What-Why	Affix: <i>-ful</i> Make a Big Word: <i>respectful</i>	<i>guffawed</i> : laughed <i>preoccupied</i> : lost in thought	Writing about the Story Using a Different Point of View
5	<i>Mush!</i>	Day 1: Asking and Answering Questions: Red Questions (Inferential) Day 2: Using Text Features: Use Text Features to Enhance Understanding	Affix: <i>-ful</i> Write a Big Word: <i>cheerful, shameful, thoughtful</i>	<i>risky</i> : dangerous <i>endurance</i> : the ability to keep doing something difficult	Writing about the Main Idea
6	<i>Amiga</i>	Day 1: Developing Vocabulary: Use Strategies to Explain New Words Day 2: Inferring: Make Inferences from Actions	Affix: <i>-ful</i> Affix Word Cards: <i>doubtful, dreadful, forgetful, merciful, truthful, wishful</i>	<i>disposition</i> : attitude <i>tethered</i> : tied	Writing a Summary
7	<i>Boogers at Work</i>	Day 1: Comprehension Monitoring: Stop and Use Fix-Up Strategies Day 2: Identifying Main Idea and Details: Turn Headings into Questions	Affix: <i>re-</i> Make a Big Word: <i>rediscover</i>	<i>expel</i> : to force out <i>sensation</i> : a feeling	Writing about New Facts
8	<i>Home Sweet Home: Made of Mud</i>	Day 1: Analyzing Relationships: Compare and Contrast Concepts in an Informational Text Day 2: Retelling: Who-What-Why	Affix: <i>re-</i> Write a Big Word: <i>recount, replenish, reproduce</i>	<i>durable</i> : able to last a long time <i>nimble</i> : able to move quickly	Writing about Similarities and Differences
9	<i>Home Sweet Home: Learning from the Masters</i>	Day 1: Retelling: Identify Key Words Day 2: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction)	Affix: <i>re-</i> Affix Word Cards: <i>readjust, reapply, rebound, reconstruct, recycle, reenact</i>	<i>fiber</i> : plant material <i>porous</i> : having small holes	Writing about the Main Idea
10	<i>Home Sweet Home: Native American Homes Long Ago</i>	Day 1: Analyzing Relationships: Compare and Contrast Concepts in an Informational Text Day 2: Analyzing Relationships: Cause-Effect	Review Affixes: <i>un-, -ful, re-</i>	<i>platform</i> : a raised, flat surface <i>discharged</i> : let out	Writing about Two Texts
11	<i>Toolkit for Test-Taking Strategies: Bird Architects/ Rescue by Ice</i>	Day 1: Strategic Thinking for Test Taking			

Level P

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
12	<i>Two Thirty Crossing</i>	Day 1: Comprehension Monitoring: Stop and Use Fix-Up Strategies Day 2: Comprehension Monitoring: Explain Figurative Language	Affix: -less Make a Big Word: <i>humorless</i>	<i>ravenous</i> : very hungry <i>bellowed</i> : yelled	Writing about Figurative Language
13	<i>From Wild to Mild</i>	Day 1: Asking and Answering Questions: Contrast Ideas Day 2: Asking and Answering Questions: Yellow Questions	Affix: -less Write a Big Word: <i>fruitless, penniless, spineless</i>	<i>feral</i> : wild <i>domestic</i> : tame	Writing a Description
14	<i>Quynh and the Golden Gate</i>	Day 1: Retelling: Who-What-Why Day 2: Analyzing Characters: Character Motivation	Affix: -less Affix Word Cards: <i>ambitionless, emotionless, exhaustless, expressionless, meaningless, regardless</i>	<i>donated</i> : gave away <i>malice</i> : hatred	Writing about the Moral
15	<i>Bug Bites</i>	Day 1: Asking and Answering Questions: Red Questions (Inferential) Day 2: Identifying Main Idea and Details: Turn Headings into Questions	Affix: in- Make a Big Word: <i>incompetent</i>	<i>edible</i> : can be eaten <i>taboo</i> : not acceptable	Writing about the Key Ideas
16	<i>Benjamin Franklin</i>	Day 1: Using Text Features: Use Text Features to Enhance Understanding Day 2: Retelling: Key Words	Affix: in- Write a Big Word: <i>indefinite, inability, inhuman</i>	<i>conduct</i> : to do <i>legend</i> : a story about the past that might be true	Writing about the Text Features
17	<i>School of Freedom</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) Day 2: Inferring: Infer from a Character's Inner Thoughts	Affix: in- Affix Word Cards: <i>inadequate, inappropriate, incomplete, inevitable, infrequent, inseparable</i>	<i>authorities</i> : people in charge <i>concealed</i> : hidden	Writing about the Characters
18	<i>Mighty Brave Girls</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) Day 2: Analyzing Characters: Compare Characters	Affix: -ness Make a Big Word: <i>ineptness</i>	<i>desegregate</i> : to end segregation <i>protest</i> : to disapprove	Writing about the Character
19	<i>Making Life Sweeter: Milton Hershey: Founder of The Hershey Company</i>	Day 1: Inferring: Red Questions (Inferential) Day 2: Analyzing Characters: Evidence of Character Traits	Affix: -ness Write a Big Word: <i>dampness, fondness, sternness</i>	<i>depression</i> : hard times <i>inspiration</i> : encouragement	Writing about the Character
20	<i>Making Life Sweeter: Bitter Chocolate</i>	Day 1: Analyzing Relationships: Who-What-Why Day 2: Evaluating: Identify the Author's Purpose	Affix: -ness Affix Word Cards: <i>bitterness, callowness, eagerness, nearness, spunkiness, ugliness</i>	<i>consumed</i> : ate <i>massive</i> : very large	Writing an Opinion
21	<i>Making Life Sweeter: The Sweet Surprise of Spring</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Analyzing Characters: Track the Character's Feelings	Review Affixes: -less, in-, -ness	<i>abandon</i> : to leave alone <i>plunge</i> : to go down quickly	Writing a Summary
22	<i>Toolkit for Test-Taking Strategies: The Camel and the Jackal/Changing the Game Forever</i>	Day 1: Strategic Thinking for Test Taking			

Level Q

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
23	<i>From Wolf to Woof</i>	Day 1: Summarizing: Key Word Summary Day 2: Understanding Text Structure: Compare and Contrast	Affix: <i>dis-</i> Make a Big Word: <i>dismantle</i>	<i>cooperate</i> : to work together <i>social</i> : likes to be with others	Writing an Opinion
24	<i>The Fire on the Mountain</i>	Day 1: Analyzing Relationships: Sociogram Day 2: Analyzing Characters: Character Motivation	Affix: <i>dis-</i> Write a Big Word: <i>disconnect, disinfect, distrust</i>	<i>hesitant</i> : unsure <i>tantalizing</i> : appealing	Writing about the Theme
25	<i>Gone Forever</i>	Day 1: Asking and Answering Questions: Literal and Inferential Questions Day 2: Understanding Text Structure: Problem/Solution	Affix: <i>dis-</i> Affix Word Cards: <i>disadvantage, disbelieve, disloyal, disorder, displace, disqualify</i>	<i>extinct</i> : gone forever <i>cope</i> : to deal with	Writing about the Problem/Solution
26	<i>Spring Fever</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Evaluating: Analyze the Author's Craft	Affix: <i>-est</i> Make a Big Word: <i>fiercest</i>	<i>shriek</i> : a high-pitched scream <i>trudge</i> : to walk slowly	Writing from a Different Point of View
27	<i>Betsy and Sal</i>	Day 1: Analyzing Characters: Track the Character's Feelings Day 2: Analyzing Characters: Track the Character's Feelings	Affix: <i>-est</i> Write a Big Word: <i>boldest, cheapest, soonest</i>	<i>malnourished</i> : not having enough to eat <i>retort</i> : an angry reply	Writing about a Character's Feelings
28	<i>Fairy-Tale Science</i>	Day 1: Identifying Main Idea and Details: Turn Headings into Questions Day 2: Inferring: Draw Conclusions	Affix: <i>-est</i> Affix Word Cards: <i>dearest, easiest, freshest, oddest, smoothest, weakest</i>	<i>gesture</i> : communication using the body <i>imprisoned</i> : held in a prison	Writing about the Main Idea
29	<i>Say What, Horse?</i>	Day 1: Retelling: Key Words Day 2: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction)	Affix: <i>non-</i> Make a Big Word: <i>nonverbal</i>	<i>detect</i> : to notice <i>controversial</i> : causing disagreement	Writing about the Important Information
30	<i>What Made Me Sick?: Can We Be Too Clean?</i>	Day 1: Retelling: Stop-Think-Paraphrase (STP) Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>non-</i> Write a Big Word: <i>nonfiction, nonresponsive, nonspecific</i>	<i>symptom</i> : a sign of something <i>immune</i> : not affected	Writing about Cause-Effect
31	<i>What Made Me Sick?: Frog Tank Fever</i>	Day 1: Asking and Answering Questions: Green Questions (Literal) Day 2: Combining Strategies: Reciprocal Teaching	Affix: <i>non-</i> Affix Word Cards: <i>nonabrasive, noncombustible, noncontagious, nonexistent, nonfactual, nonstop</i>	<i>distributed</i> : spread across <i>culprit</i> : the cause of a problem	Writing about Two Articles on a Similar Topic
32	<i>What Made Me Sick?: Beetle Blisters</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Inferring: Make Inferences from Fiction	Review Affixes: <i>dis-, -est, non-</i>	<i>misconception</i> : wrong idea <i>hideous</i> : ugly	Writing a Retelling
33	<i>Toolkit for Test-Taking Strategies: Guide Dogs/Coco the Guide Dog</i>	Day 1: Strategic Thinking for Test Taking			

Level R

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
34	<i>What's That Noise?</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction) Day 2: Asking and Answering Questions: Red Questions (Inferential) and Yellow Questions	Affix: <i>-ible</i> Make a Big Word: <i>compatible</i>	<i>unintentionally</i> : accidentally <i>covert</i> : secret	Writing about the Important Details
35	<i>Dances with Animals</i>	Day 1: Understanding Text Structure: Description Day 2: Using Text Features: Use Text Features to Enhance Understanding	Affix: <i>-ible</i> Write a Big Word: <i>accessible, flexible, plausible</i>	<i>rival</i> : competitor <i>jeer</i> : to make a <i>rude remark</i> or <i>sound</i>	Writing a Descriptive Paragraph
36	<i>Say Cheese!</i>	Day 1: Asking and Answering Questions: Green Questions (Literal) and Red Questions (Inferential) Day 2: Summarizing: Key Word Summary	Affix: <i>-ible</i> Affix Word Cards: <i>admissible, audible, feasible, gullible, incredible, visible</i>	<i>grimace</i> : facial expression of disgust or pain <i>contagious</i> : able to spread from person to person	Writing a Letter
37	<i>Hunger Around the World</i>	Day 1: Retelling: Stop-Think-Paraphrase (STP) Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>over-</i> Make a Big Word: <i>overrated</i>	<i>drought</i> : a time without enough rain <i>modified</i> : changed	Writing about the Problem
38	<i>Count Your Blessings</i>	Day 1: Analyzing Characters: Track the Character's Feelings Day 2: Analyzing Characters: Sociogram	Affix: <i>over-</i> Write a Big Word: <i>overboard, overcast, overreact</i>	<i>irrigate</i> : to provide water <i>envious</i> : jealous	Writing about the Author's Purpose
39	<i>Working Days</i>	Day 1: Comprehension Monitoring: Stop and Use Fix-Up Strategies Day 2: Evaluating: Thesis-Proof	Affix: <i>over-</i> Affix Word Cards: <i>overcoat, overcrowded, overflowing, overhang, overpowering, overwhelm</i>	<i>nurture</i> : to help grow <i>reformer</i> : a person who tries to change things for the better	Writing an Opinion
40	<i>The Shrimp and the Four Secrets</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Inferring: Make Inferences from Dialogue	Affix: <i>-ly</i> Make a Big Word: <i>abruptly</i>	<i>colossal</i> : huge <i>compassion</i> : kindness	Writing a Retelling
41	<i>A Warmer World: Harnessing the Sun</i>	Day 1: Using Text Features: Ask Questions to Enhance Comprehension Day 2: Combining Strategies: Reciprocal Teaching	Affix: <i>-ly</i> Write a Big Word: <i>constantly, distinctly, frequently</i>	<i>regenerate</i> : to create again <i>harness</i> : to use for a purpose	Writing about the Text Features
42	<i>A Warmer World: Cool Roofs</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) Day 2: Analyzing Relationships: Compare and Contrast Concepts in an Informational Text	Affix: <i>-ly</i> Affix Word Cards: <i>bitterly, cleverly, rapidly, sparingly, uniquely, worldly</i>	<i>benefits</i> : good results <i>engineered</i> : designed	Writing about Two Sides of an Issue
43	<i>A Warmer World: An Important Partnership with Coral Reefs</i>	Day 1: Understanding Text Structure: Identify Multiple Text Structures Day 2: Understanding Text Structure: Use Graphic Organizers	Review Affixes: <i>-ible, over-, -ly</i>	<i>delicate</i> : easily damaged <i>endangered</i> : in danger of disappearing	Writing about the Problem
44	<i>A Warmer World: Warned</i>	Summarizing: Visualizing and Summarizing Poetry			
45	<i>Toolkit for Test-Taking Strategies: Lowell Mill Girls/ Letter From a Mill Girl</i>	Day 1: Strategic Thinking for Test Taking			

Level 5

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
46	<i>Who's Hiding in the Spy Museum?</i>	Day 1: Asking and Answering Questions: Literal and Inferential Questions Day 2: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Fiction)	Affix: <i>mis-</i> Make a Big Word: <i>miscalculate</i>	<i>peculiar</i> : unusual <i>episode</i> : event	Writing about the Important Details
47	<i>Yao and the Egg Pirates</i>	Day 1: Identifying Main Idea and Details: Determine Important Events Day 2: Inferring: Make Inferences from Actions	Affix: <i>mis-</i> Write a Big Word: <i>misfire, mislead, mispronounce</i>	<i>haphazard</i> : not organized <i>furrow</i> : to wrinkle	Writing about the Plot
48	<i>Shadow</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Inferring: Red Questions (Inferential)	Affix: <i>mis-</i> Affix Word Cards: <i>misfortune, mismatch, misprint, misread, mistreat, misunderstood</i>	<i>astonished</i> : very surprised <i>delusional</i> : seeing things that aren't real	Writing about the Character
49	<i>Who Turned on the Faucet?</i>	Day 1: Identifying Main Idea and Details: Turn Headings into Questions Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>-tion</i> Make a Big Word: <i>destination</i>	<i>duct</i> : small tube in the body that carries liquid <i>reflex</i> : an automatic response	Writing about Cause-Effect
50	<i>Cars Get Smart</i>	Day 1: Combining Strategies: Reciprocal Teaching Day 2: Evaluating: Thesis-Proof	Affix: <i>-tion</i> Write a Big Word: <i>cooperation, declaration, expectation</i>	<i>autonomous</i> : independent <i>navigating</i> : guiding	Writing a Description
51	<i>Vanishing Coasts</i>	Day 1: Comprehension Monitoring: Use Fix-Up Strategies Day 2: Evaluating: Fact-Opinion	Affix: <i>-tion</i> Affix Word Cards: <i>accumulation, colonization, complication, fortification, installation, manipulation</i>	<i>vulnerable</i> : not protected <i>alternative</i> : different	Writing about Text Features
52	<i>Moving to Mars</i>	Day 1: Summarizing: Key Words Day 2: Using Text Features: Use Text Features to Enhance Understanding	Affix: <i>pre-</i> Make a Big Word: <i>precaution</i>	<i>mission</i> : a task or job <i>deflate</i> : to let air out	Writing about the Main Idea
53	<i>Up in Space: Living on the International Space Station</i>	Day 1: Retelling: Stop-Think-Paraphrase (STP) Day 2: Understanding Text Structure: Use Graphic Organizers	Affix: <i>pre-</i> Write a Big Word: <i>preapprove, prearrange, prejudice</i>	<i>ensure</i> : to make sure <i>dehydrate</i> : to remove water	Writing a Letter
54	<i>Up in Space: Christa McAuliffe, Teacher Astronaut</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Analyzing Relationships: Cause-Effect	Affix: <i>pre-</i> Affix Word Cards: <i>precede, prenatal, prequalify, preregister, prerelease, preseason</i>	<i>claustrophobia</i> : the fear of being in small spaces <i>contract</i> : to get smaller	Writing about a Sequence of Steps
55	<i>Up in Space: Don't Fly Me to the Moon</i>	Day 1: Comprehension Monitoring: Use Fix-Up Strategies Day 2: Evaluating: Thesis-Proof	Review Affixes: <i>mis-, -tion, pre- www</i>	<i>skeptic</i> : a person who doubts something <i>debunk</i> : to prove false	Writing from Different Points of View
56	<i>Up in Space: First Men on the Moon</i>	Evaluating: Author's Craft			
57	<i>Toolkit for Test-Taking Strategies: Escaping the Titanic/The Sinking of the Titanic</i>	Day 1: Strategic Thinking for Test Taking			

Level T

Lesson No.	Title	Comprehension Focus	Word Study	New Word List	Guided Writing
58	<i>Hot Lunch</i>	Day 1: Developing Vocabulary: Use Strategies to Explain New Words Day 2: Inferring: Infer from Actions and Dialogue	Affix: -ment Make a Big Word: <i>abandonment</i>	<i>proclaimed</i> : announced <i>confounded</i> : confused	Writing a Summary
59	<i>Three Aunties</i>	Day 1: Analyzing Relationships: Sociogram Day 2: Analyzing Characters: Character Motivation	Affix: -ment Write a Big Word: <i>disbandment, enforcement, enrollment</i>	<i>glowering</i> : scowling <i>despair</i> : hopelessness	Writing about the Theme
60	<i>Rivers: The Source of Life</i>	Day 1: Identifying Main Idea and Details: Turn Headings into Questions Day 2: Inferring: Draw Conclusions	Affix: -ment Affix Word Cards: <i>adjournment, bombardment, endorsement, enslavement, inducement, requirement</i>	<i>contaminated</i> : not healthy to eat or drink <i>divert</i> : to change direction	Writing about the Main Idea
61	<i>Noah Count and the Arkansas Ark</i>	Day 1: Developing Vocabulary: Vocabulary Strategies Day 2: Analyzing Characters: Character Traits	Affix: bi- Make a Big Word: <i>biannual</i>	<i>bedraggled</i> : dirty and messy <i>chortled</i> : laughed	Writing from a Different Point of View
62	<i>Life Is Electric</i>	Day 1: Evaluating: Thesis-Proof Day 2: Combining Strategies: Reciprocal Teaching	Affix: bi- Write a Big Word: <i>binoculars, bipartisan, bivalve</i>	<i>circuit</i> : pathway <i>generate</i> : to create	Writing a Persuasive Essay
63	<i>Robot Roaches</i>	Day 1: Asking and Answering Questions: Red Questions (Inferential) and Yellow Questions Day 2: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction)	Affix: bi- Affix Word Cards: <i>biangular, bicentennial, bilingual, biped, biracial, biweekly</i>	<i>unfazed</i> : not confused <i>unstable</i> : likely to change	Writing a Description
64	<i>Civil Rights</i>	Day 1: Summarizing: Key Words Day 2: Using Text Features: Determine the Author's Purpose	Affix: -ous Make a Big Word: <i>anxious</i>	<i>abolish</i> : to get rid of <i>superior</i> : better	Writing about a Sequence of Events
65	<i>It's Our Right: Back Door Sugar</i>	Day 1: Retelling: Who-What-Why Day 2: Evaluating: Make Connections between Two Texts	Affix: -ous Write a Big Word: <i>generous, tremendous, wondrous</i>	<i>bustled</i> : hurried <i>ambled</i> : walked slowly	Writing about Two Texts with the Same Topic
66	<i>It's Our Right: Birmingham Children's Crusade</i>	Day 1: Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) Day 2: Asking and Answering Questions: Red Questions (Inferential)	Affix: -ous Affix Word Cards: <i>glamorous, hazardous, industrious, ingenious, notorious, pretentious</i>	<i>nonviolence</i> : without violence <i>dignity</i> : self-respect	Writing about the Important Details
67	<i>It's Our Right: Ida Takes a Stand</i>	Day 1: Understanding Text Structure: Sequential Text Structure Day 2: Analyzing Characters: Character Traits	Review Affixes: -ment, bi-, -ous	<i>incident</i> : an unpleasant event <i>appeal</i> : to request a new trial	Writing a Letter
68	<i>It's Our Right: I, Too</i>	Comprehension Monitoring: Ask and Answer Questions			
69	<i>Toolkit for Test-Taking Strategies: Great White Shark: Danger or Endangered?/Great Gold vs. Great White</i>	Day 1: Strategic Thinking for Test Taking			