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## Chapter 6 .....70

- Grammar:** correctly capitalizing and punctuating sentences that contain days, dates, locations, and addresses and identifying abstract nouns in sentences
- Writing:** writing a letter stating a claim that is argued from reasons which are informed by personal experiences
- Spelling:** spelling words that have the long *i* sound
- Speaking and Listening:** contributing to a topical discussion by courteously listening and responding to others' comments and by offering opinions that are supported by examples from personal experiences; identifying the main idea of an orally delivered text
- Vocabulary Builder:** interpreting pronunciation symbols, making word connections, and defining vocabulary words

## Chapter 7 .....84

- Grammar:** distinguishing various types of verbs and using them correctly
- Writing:** writing a poem about nature that includes figurative language, sensory details, and rhyme
- Spelling:** spelling words that have the short *o* sound
- Speaking and Listening:** respectfully engaging in discussions as a class and in groups
- Vocabulary Builder:** identifying key words, applying words in context, and defining vocabulary words

## Chapter 8 .....98

- Grammar:** analyzing verb context and determining correct use of past, present, and future verb tenses
- Writing:** writing a memoir that includes vivid description and that has a clear purpose
- Spelling:** spelling words that have the long *o* sound
- Speaking and Listening:** asking clarifying questions and contributing ideas to group discussions
- Vocabulary Builder:** identifying key words in a passage, sorting words according to their parts of speech, and defining vocabulary words

## Chapter 9 .....112

- Grammar:** determining the correct use of regular and irregular verbs in various tenses
- Writing:** performing research by gathering information from print and digital sources, writing a focused report using the researched information, and incorporating transition words within the report
- Spelling:** spelling words that have the short *u* sound
- Speaking and Listening:** asking questions relevant to a topic and collaborating to find answers through research; verbally paraphrasing texts read and heard
- Vocabulary Builder:** practicing dictionary skills and defining domain-specific vocabulary words

## Chapter 10 .....126

- Grammar:** identifying and utilizing various types of pronouns
- Writing:** writing a well-organized business letter using formal language
- Spelling:** spelling words that have the long *u* sound
- Speaking and Listening:** courteously listening and responding to others' comments during discussions and identifying the main idea of an independently read text
- Vocabulary Builder:** examining the meaning of words by using their Latin roots, associating words with their definitions, and defining vocabulary words

## Chapter 11 .....140

- Grammar:** identifying and correctly using reflexive and relative pronouns
- Writing:** researching and writing notes for a focused, well-organized news article using formal language
- Spelling:** spelling words that have the schwa sound spelled *a* and *o*
- Speaking and Listening:** respectfully engaging in discussions to reach conclusions as part of a group
- Vocabulary Builder:** developing note-taking skills, associating word meanings, and defining vocabulary words

## Chapter 12 .....154

- Grammar:** identifying and writing singular and plural possessive pronouns
- Writing:** outlining an editorial that includes a clear claim supported by arguments, which are developed from evidence and reasons
- Spelling:** spelling words that have the /ò/ sound
- Speaking and Listening:** asking clarifying questions and contributing ideas to group discussions, verbally paraphrasing texts read aloud, and making eye contact with listeners and speaking at an appropriate volume while presenting editorials
- Vocabulary Builder:** completing word maps, matching synonyms, and defining vocabulary words

## Chapter 13 .....168

- Grammar:** correctly categorizing, ordering, and using adjectives that tell what kind, which one, how many, how much, and whose
- Writing:** reading print and digital sources about a topic and taking notes focused on a specific subtopic
- Spelling:** spelling words that have diphthongs and the vowel digraph *oo*
- Speaking and Listening:** discussing the relevance of information to a focused topic and verbally paraphrasing information prior to writing the paraphrase
- Vocabulary Builder:** recognizing suffixes, classifying words, and defining vocabulary words

## Chapter 14 .....182

- Grammar:** identifying and accurately using adverbs that answer the questions how, when, and where and using the relative adverbs *when*, *where*, and *why*
- Writing:** constructing a time line centered around a person's significant accomplishments or contributions to society and including relevant pictures and callouts
- Spelling:** spelling words that have the /u/, /û/, and /ô/ sounds
- Speaking and Listening:** discussing the relevance and organization of information about a focused topic and speaking understandably while making an organized presentation of a time line within small groups
- Vocabulary Builder:** sorting academic and domain-specific words, arranging words in order of level of specificity, and defining vocabulary words

## Chapter 15 .....196

- Grammar:** identifying and using prepositions and prepositional phrases
- Writing:** selecting and using a graphic organizer to outline an original play
- Spelling:** spelling compound words
- Speaking and Listening:** understandably speaking dialogue during a play and using formal or informal language as appropriate to the play's purpose and characters
- Vocabulary Builder:** distinguishing pronunciations, making connections, and defining vocabulary words

## Chapter 16 .....210

- Grammar:** determining the meanings of homonyms, homophones, and homographs and using them correctly in sentences
- Writing:** writing test essay questions and answers that require reasons or evidence to support the main ideas
- Spelling:** spelling contractions
- Speaking and Listening:** assessing the focus and thoroughness of verbal answers to essay questions
- Vocabulary Builder:** identifying unknown words in a passage, identifying the parts of speech of various words, and defining vocabulary words

## Chapter 17 .....224

- Grammar:** listing synonyms, finding synonyms in context, and using a thesaurus to replace words with synonyms
- Writing:** creating a poster that persuades a particular audience to participate in a specified solution to an identified problem
- Spelling:** spelling plural words
- Speaking and Listening:** delivering a presentation, enhanced by a poster, that draws attention to a problem and its solution
- Vocabulary Builder:** identifying key words in a sentence, completing analogies, and defining vocabulary words

## Chapter 18 .....238

- Grammar:** identifying antonyms, recognizing antonyms in sentences, and using antonyms correctly in context
- Writing:** writing a draft of a tall tale that includes a memorable narrator and a central problem or conflict and in which the series of events progresses in a way befitting the genre
- Spelling:** spelling words that are homonyms, homophones, and homographs
- Speaking and Listening:** telling, in a well-paced and clear manner, a tall tale that includes sufficient details for the audience to create vivid mental images
- Vocabulary Builder:** examining the meaning of words using their Greek roots, solving analogies, and defining vocabulary words

## Chapter 19 .....252

- Grammar:** combining base words and prefixes and determining the meaning of new words formed
- Writing:** writing and revising a poem that creates comparisons using figurative language
- Spelling:** spelling words that have *r*-controlled vowels
- Speaking and Listening:** reading a poem aloud in a well-paced and clear manner and including vocal expression consistent with the poem's punctuation and text
- Vocabulary Builder:** completing concept maps, applying concepts to a model, and defining vocabulary words

## Chapter 20 .....266

- Grammar:** combining base words and suffixes and determining the meaning of new words formed
- Writing:** writing, revising, and proofreading opinion essays in which claims are supported with arguments based on evidence or reasons and using transition words to connect their claims, arguments, and evidence or reasons
- Spelling:** spelling words that have *r*-controlled vowels
- Speaking and Listening:** discussing and developing components of a report about an animal
- Vocabulary Builder:** identifying key words in a passage, using words to describe a demonstration, and defining vocabulary words

## Chapter 21 .....280

- Grammar:** accurately identifying and using pronoun-verb contractions, negative contractions, and modal-verb contractions
- Writing:** creating flowcharts with precise directions for performing a task or making an object
- Spelling:** spelling words that have hard and soft *c* and *g* sounds
- Speaking and Listening:** respectfully engaging in discussions about procedures and flowcharts and summarizing an orally delivered text
- Vocabulary Builder:** identifying unknown words, recognizing shades of meaning, and defining vocabulary words

## Chapter 22 .....294

- Grammar:** choosing and applying correct determiners in writing and speaking
- Writing:** writing a detailed outline of a personal narrative nonfiction story, including introduction and conclusion statements
- Spelling:** spelling words that have prefixes
- Speaking and Listening:** speaking clearly at a moderate pace while telling narrative nonfiction stories
- Vocabulary Builder:** associating different pronunciations with their word meanings, completing graphic organizers to make connections, and defining vocabulary words

## Chapter 23 .....308

- Grammar:** identifying and correctly using various determiners and using dictionaries to determine word spellings, pronunciations, and meanings
- Writing:** researching and beginning to write a focused, well-organized report on a region
- Spelling:** spelling words that have prefixes
- Speaking and Listening:** relaying and discussing information learned while researching a region to contribute to the group's preparation for writing a report
- Vocabulary Builder:** practicing dictionary skills, making word associations, and defining vocabulary words

## Chapter 24 .....322

- Grammar:** comparing and contrasting similes and metaphors and interpreting common idioms, adages, and proverbs
- Writing:** composing an introduction and a conclusion to a report and preparing an outline from which to deliver a speech about the report
- Spelling:** spelling words that have suffixes
- Speaking and Listening:** using formal language to deliver an organized, informative speech about a region
- Vocabulary Builder:** developing reading and note-taking skills, organizing words according to levels of specificity, and defining vocabulary words

## Chapter 25 .....336

- Grammar:** using spatial and temporal signal words correctly, sorting precise action and emotion words, abbreviating words, and adding punctuation to a business letter
- Writing:** writing and revising a free-verse poem that includes alliteration and is about a common human experience
- Spelling:** spelling words that have suffixes
- Speaking and Listening:** creating illustrations to complement poems read aloud and reading poems with appropriate body language, facial expression, and pacing
- Vocabulary Builder:** identifying key words, classifying words, and defining vocabulary words

## Chapter 26 .....350

**Grammar:** using proofreading marks to edit sentences and passages

**Writing:** writing autobiographies that include vivid descriptions of events, appropriate transition words to connect ideas, and conclusions that provide readers with a sense of closure

**Spelling:** spelling words that have suffixes

**Speaking and Listening:** respectfully discussing possible revisions to students' autobiographies and summarizing the main ideas in autobiographies read to students

**Vocabulary Builder:** examining the meaning of words using Latin roots, completing analogies, and defining vocabulary words

## Chapter 27 .....364

**Grammar:** correctly ordering adjectives and producing comparative and superlative adjectives and adverbs

**Writing:** writing engaging and well-organized folktales that include identifiable characters, a setting, a problem and solution, and cultural values

**Spelling:** spelling words that have Greek and Latin roots

**Speaking and Listening:** respectfully asking questions, offering suggestions, and discussing ideas related to revising students' writing

**Vocabulary Builder:** mapping words, matching synonyms, and defining vocabulary words

## Chapter 28 .....378

**Grammar:** adding coordinating and subordinating conjunctions to sentences, examining sentences that use conjunctions to combine different elements, and using semicolons to separate parts of compound sentences

**Writing:** researching specific topics about a foreign country and using the information to prepare well-organized slideshow presentations that include headings, bullet points, and pictures

**Spelling:** spelling words that have easily confused spellings

**Speaking and Listening:** delivering oral presentations that are easily understood, paced well, and supported with slideshows

**Vocabulary Builder:** identifying key words in a sentence, classifying words, and defining vocabulary words

## Chapter 29 .....392

**Grammar:** distinguishing complete sentences from fragments and run-ons and making appropriate corrections

**Writing:** collaboratively revising or writing stories appropriate for young children, mapping the stories for use in picture books, and planning illustrations for each page

**Spelling:** spelling words that have variant consonant spellings

**Speaking and Listening:** respectfully asking questions, offering suggestions, and discussing ideas related to revising students' writing

**Vocabulary Builder:** identifying unknown words in a sentence, using words in context, and defining vocabulary words

## Chapter 30 .....406

**Grammar:** identifying and writing simple, compound, and complex sentences

**Writing:** using word-processing devices or web-based programs to create engaging children's picture books utilizing previously planned stories and illustrations

**Spelling:** spelling words that have silent letters

**Speaking and Listening:** speaking clearly at an appropriate volume and with appropriate expression while reading students' own picture books to children

**Vocabulary Builder:** identifying suffixes, recognizing parts of speech, and defining vocabulary words

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