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- **Grammar:** identifying sentence fragments, finding simple and complete subjects and predicates in sentences, analyzing sentences that have direct and indirect objects, and recognizing predicate nouns and predicate adjectives in sentences
- **Writing:** writing an original short story that has a time-ordered plot and is focused on a problem and solution
- **Spelling:** spelling words that have the short *a* sound
- **Speaking and Listening:** respectfully engaging in discussions about stories
- **Vocabulary Builder:** using dictionary skills, distinguishing shades of meaning, and defining vocabulary words

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- **Grammar:** classifying, punctuating, and utilizing the four sentence types and identifying direct and indirect objects, predicate nouns, and predicate adjectives
- **Writing:** writing a personal letter responding to an author’s or illustrator’s work
- **Spelling:** spelling words that have the long *a* sound
- **Speaking and Listening:** referencing prior reading to contribute insights and examples to a class discussion
- **Vocabulary Builder:** completing word maps, using words correctly in context, and defining vocabulary words

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- **Vocabulary Builder:** completing word maps, using words correctly in context, and defining vocabulary words

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- **Speaking and Listening:** respectfully engaging in discussions about fables as a class and in groups
- **Vocabulary Builder:** identifying unknown words in a passage, arranging words in order of level of specificity, and defining vocabulary words

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- **Grammar:** identifying, forming, and using regular and irregular singular and plural nouns; recognizing the correct singular and plural possessive noun forms; and inserting commas within sentences that have an introductory phrase, a noun of direct address, or items in a series
- **Writing:** drafting and typing a how-to article that is based on a sculpture or model students create
- **Spelling:** spelling words that have the short *i* sound
- **Speaking and Listening:** asking clarifying questions and contributing ideas to group discussions
- **Vocabulary Builder:** identifying suffixes, modifying parts of speech, and defining vocabulary words
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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
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Vocabulary Builder: identifying keywords in a passage, sorting words according to their parts of speech, and defining vocabulary words

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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

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Spelling: spelling words that have the long u sound
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Vocabulary Builder: examining the meaning of words by using their Latin roots, associating words with their definitions, and defining vocabulary words
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| Vocabulary Builder: developing note-taking skills, associating word meanings, and defining vocabulary words |

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| Spelling: spelling words that have the /u/, /a/, and /o/ 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 |
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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
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  Spelling: spelling words that have easily confused spellings
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  Speaking and Listening: respectfully asking questions, offering suggestions, and discussing ideas related to revising students' writing
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