Chapter 1 ........................................................................................................................................1

Grammar: identifying and labeling parts of speech, distinguishing among sentence types, and identifying functions of nouns and verbs
Writing: retelling a fable from another character’s point of view by using dialogue to show the chosen character’s feelings and thoughts
Spelling: spelling words that have short vowels in the first syllable
Speaking and Listening: concisely and precisely summarizing a retelling of a fable
Vocabulary Builder: using dictionary skills, using words correctly in context, and defining vocabulary words

Chapter 2 .......................................................................................................................................14

Grammar: identifying complements, including direct objects, indirect objects, predicate nouns, and predicate adjectives, and diagramming sentences that have compound complements
Writing: drafting an engaging, informative, and well-organized how-to blog about a topic students have knowledge or expertise in
Spelling: spelling words that have the long a sound
Speaking and Listening: developing topically relevant ideas by asking and answering pertinent questions and by linking ideas with transitional phrases
Vocabulary Builder: completing word maps, identifying synonyms and antonyms, and defining vocabulary words

Chapter 3 .......................................................................................................................................28

Grammar: classifying nouns and writing sentences that have correct subject-verb agreement and a variety of noun types
Writing: drafting a feature article about a person, location, or event and incorporating transitional words between body paragraphs
Spelling: spelling words that have the long e sound
Speaking and Listening: respectfully asking and answering questions for clarification and clearly connecting students’ ideas with those of others during discussions
Vocabulary Builder: completing word maps, identifying synonyms and antonyms, and defining vocabulary words

Chapter 4 .......................................................................................................................................42

Grammar: correctly spelling singular and plural nouns, correctly using subject-verb agreement, and correctly following comma usage for nouns of direct address
Writing: writing two cinquain poems related to one theme
Spelling: spelling words that have the long i and long e sounds
Speaking and Listening: respectfully engaging in discussions 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

Chapter 5 .......................................................................................................................................56

Grammar: correctly punctuating sentences with commas, semicolons, and quotation marks; using proofreading marks to edit mistakes in punctuation and capitalization; and identifying appositives
Writing: incorporating transitional words into autobiographies and supplemental texts that students write in their own voices
Spelling: spelling words that have the long u sound
Speaking and Listening: respectfully engaging in collaborative discussions
Vocabulary Builder: connecting prefixes to meanings of words, making word associations, and defining vocabulary words
Chapter 6 ...........................................................................................................................................70
Grammar: identifying verb phrases; distinguishing between action, helping, and linking verbs in context; and using modals in sentences
Writing: writing and revising two memoir vignettes that share a common theme
Spelling: spelling words that have different sounds for the letter y
Speaking and Listening: respectfully asking questions, offering suggestions, and discussing ideas relevant to revising students’ writing
Vocabulary Builder: examining the meaning of words that have Greek or Latin roots, completing analogies, and defining vocabulary words

Chapter 7 ...........................................................................................................................................84
Grammar: analyzing verb context and determining correct use of past, present, and future verb tenses
Writing: constructing a project and writing a how-to article detailing the steps for construction
Spelling: spelling words that have the /o/ sound
Speaking and Listening: listening and responding courteously during discussions
Vocabulary Builder: identifying key words in a sentence, making word connections, and defining vocabulary words

Chapter 8 ...........................................................................................................................................98
Grammar: determining and using the correct regular and irregular verbs in various tenses
Writing: drafting news articles that accurately reflect information learned from interviews students conduct
Spelling: spelling words that have diphthongs
Speaking and Listening: using formal English while conducting interviews
Vocabulary Builder: identifying key words, classifying words, and defining vocabulary words

Chapter 9 ...........................................................................................................................................112
Grammar: distinguishing between subjective- and objective-case pronouns; identifying sentences in which pronouns agree with their antecedents in number, person, and gender; and analyzing sentences for subject-verb agreement
Writing: writing a folktale organized around a clear problem, obstacles to a solution, and a solution to the problem
Spelling: spelling words that have schwa /a/ and schwa /a:
Speaking and Listening: accurately paraphrasing texts
Vocabulary Builder: identifying key words, classifying words, and defining vocabulary words

Chapter 10 ........................................................................................................................................126
Grammar: identifying and correctly using reflexive and relative pronouns
Writing: creating posters that communicate problems students encounter, possible solutions, and practical actions students can take to help
Spelling: spelling words that have the schwa sound in unstressed syllables
Speaking and Listening: delivering a presentation, enhanced by a poster, that draws attention to a problem, its solutions, and practical actions
Vocabulary Builder: associating different pronunciations with their word meanings, applying words in context, and defining vocabulary words

Chapter 11 ........................................................................................................................................140
Grammar: identifying the functions of and correctly using possessive pronouns
Writing: writing a persuasive email to the editor, effectively providing arguments and reasons or evidence to support students’ claims
Spelling: spelling words that are homophones
Speaking and Listening: following rules of courtesy as listeners and speakers by not interrupting one another and by identifying specific ideas to which students are responding
Vocabulary Builder: developing note-taking skills, organizing words according to levels of specificity, and defining vocabulary words
Chapter 12 .................................................................................154  
Grammar: correctly categorizing, ordering, and using adjectives that tell what kind, which one, how many, how much, and whose  
Writing: drafting an original sequel to a familiar story as a play script  
Spelling: spelling words that are homophones  
Speaking and Listening: accurately restating story plots  
Vocabulary Builder: interpreting grade-level words by using context, understanding word connotations, and defining vocabulary words  

Chapter 13 .................................................................................168  
Grammar: using adverbs that answer the questions how, when, where, and to what extent and using the relative adverbs when, where, and why  
Writing: writing a poem about nature, from students’ own observations, that includes sensory details, figurative language, and a sound device  
Spelling: spelling words that are homographs  
Speaking and Listening: engaging in small group discussions and respectfully following the rules of courtesy as listeners and as speakers  
Vocabulary Builder: completing word maps, matching synonyms, and defining vocabulary words  

Chapter 14 .................................................................................182  
Grammar: effectively identifying, using, and diagramming prepositional phrases  
Writing: creating a time line of thematically related events in the life of a historic figure and including at least two relevant callouts  
Spelling: spelling words with the endings able, ance, ant, ence, ent, and ible  
Speaking and Listening: respectfully engaging in collaborative discussions as a class and in groups  
Vocabulary Builder: classifying words by suffixes, recognizing parts of speech, and defining vocabulary words  

Chapter 15 .................................................................................196  
Grammar: analyzing and diagramming sentences with compound adjectives, adverbs, prepositions, and objects of the preposition  
Writing: writing a short biography focused on why the subject is well-known  
Spelling: spelling words with the endings cial, cian, cious, sion, tial, and tion  
Speaking and Listening: using time lines as supporting visuals for oral presentations about historic figures  
Vocabulary Builder: examining the meaning of words using their Greek and Latin roots, solving analogies, and defining vocabulary words  

Chapter 16 .................................................................................210  
Grammar: determining the meanings of homonyms, homophones, and homographs and using them correctly in sentences  
Writing: writing focused biographical vignettes including dialogue and vivid language  
Spelling: spelling words that have VCCV and VCCCV spelling patterns  
Speaking and Listening: engaging in respectful, collaborative discussions in connection with the writing process  
Vocabulary Builder: distinguishing pronunciations, making connections, and defining vocabulary words  

Chapter 17 .................................................................................224  
Grammar: arranging synonyms in order of intensity, selecting synonyms to use in context, and using a thesaurus to replace words with synonyms  
Writing: writing an effective letter of application including information about students’ relevant skills and past experiences  
Spelling: spelling words that have r-controlled vowels  
Speaking and Listening: appropriately choosing to speak in formal or informal English according to students’ audience and purpose  
Vocabulary Builder: identifying unknown words in a passage, classifying words by parts of speech, and defining vocabulary words
Chapter 18 .........................................................................................................................238
| Grammar: identifying antonyms, recognizing antonyms in sentences, and using antonyms correctly in context |
| Writing: drafting historical fiction journal entries that include vivid and specific descriptive words and fitting conclusions |
| Spelling: spelling words that have r-controlled vowels |
| Speaking and Listening: giving accurate verbal summaries of text communicated orally |
| Vocabulary Builder: developing reading and note-taking skills, applying words in context, and defining vocabulary words |

Chapter 19 .........................................................................................................................252
| Grammar: determining meanings of words using knowledge of Greek and Latin word parts |
| Writing: using multiple sources to research a historical topic and begin writing a well-organized, descriptive report about the topic |
| Spelling: spelling words that have prefixes |
| Speaking and Listening: courteously engaging in discussions |
| Vocabulary Builder: examining the meaning of words by using their Latin roots, associating words with their definitions, and defining vocabulary words |

Chapter 20 .........................................................................................................................266
| Grammar: combining word roots with prefixes or suffixes and determining the meaning of new words formed |
| Writing: typing a focused, well-organized report about an assigned historical topic |
| Spelling: spelling words that have prefixes |
| Speaking and Listening: respectfully engaging in focused discussions |
| Vocabulary Builder: completing word maps, applying words in context, and defining vocabulary words |

Chapter 21 .........................................................................................................................280
| Grammar: accurately identifying and using pronoun- and noun-verb contractions, negative contractions, and modal-verb contractions |
| Writing: creating attractive slideshows that succinctly communicate main ideas and key details |
| Spelling: spelling words that have suffixes |
| Speaking and Listening: preparing to deliver multimedia presentations by creating supportive, engaging slideshows |
| 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: preparing informal speeches about historical topics |
| Spelling: spelling words that have suffixes |
| Speaking and Listening: using formal language to clearly deliver organized, informative speeches about historical topics |
| Vocabulary Builder: distinguishing pronunciations, making connections, and defining vocabulary words |

Chapter 23 .........................................................................................................................308
| Grammar: correctly using cardinal and ordinal determiners and analyzing and comparing entries from web and print dictionaries |
| Writing: composing narrative poems incorporating poetic devices that create an intentional mood |
| Spelling: spelling words that have suffixes |
| Speaking and Listening: respectfully engaging in discussions |
| Vocabulary Builder: practicing thesaurus skills, identifying synonyms and antonyms, and defining vocabulary words |
Chapter 24 ................................................................. 322
Grammar: interpreting figurative language and sayings, such as similes, metaphors, idioms, adages, and proverbs
Writing: writing an interesting and well-paced science fiction story that includes dialogue
Spelling: spelling words that are plurals
Speaking and Listening: lending insights to discussions by drawing upon prior knowledge
Vocabulary Builder: identifying key words in a passage, completing and creating analogies, and defining vocabulary words

Chapter 25 ................................................................. 336
Grammar: correctly using signal words, abbreviating words, using colons, and proofreading business letters and emails for correct punctuation
Writing: drafting a persuasive opinion essay in which arguments are supported by reasons and researched evidence
Spelling: spelling words that have variant consonant spellings
Speaking and Listening: courteously engaging in focused and balanced group discussions
Vocabulary Builder: interpreting grade-level words by using context, understanding word associations, and defining vocabulary words

Chapter 26 ................................................................. 350
Grammar: appropriately using comparative and superlative adjectives and correctly ordering adjectives
Writing: composing and typing a well-organized opinion essay in which arguments are supported by reasons and researched facts
Spelling: spelling words that have Latin roots
Speaking and Listening: clearly summarizing speakers' main points and supporting evidence and reasons
Vocabulary Builder: interpreting grade-level words by using context, understanding word associations, and defining vocabulary words

Chapter 27 ................................................................. 364
Grammar: differentiating simple and compound sentences and identifying conjunctions and explaining their functions in sentences
Writing: writing summative note cards in preparation for delivering a speech and accurately taking notes about and summarizing classmates' speeches
Spelling: spelling words that have Latin roots
Speaking and Listening: delivering speeches clearly and persuasively
Vocabulary Builder: completing word maps, identifying shades of meaning, and defining vocabulary words

Chapter 28 ................................................................. 378
Grammar: distinguishing complete sentences from fragments and run-ons and making appropriate corrections
Writing: writing well-constructed animal fantasy stories that include dialogue
Spelling: spelling words that have Greek and Latin roots
Speaking and Listening: verbally summarizing texts accurately
Vocabulary Builder: identifying the meanings of word parts and words, arranging words in levels of specificity, and defining vocabulary words

Chapter 29 ................................................................. 392
Grammar: differentiating and writing simple, compound, and complex sentences
Writing: effectively planning the rewriting of biographies as narrative nonfiction stories with related peripheral text
Spelling: spelling words that come from French
Speaking and Listening: courteously bringing relevant prior knowledge to bear during discussions
Vocabulary Builder: identifying unknown words, categorizing words, and defining vocabulary words
Chapter 30 ......................................................................................................................... 406

| Grammar: demonstrating command of standard grammar and conventions and understanding of figurative language |
| Writing: composing engaging and informative narrative nonfiction stories with related peripheral text |
| Spelling: spelling words that come from Spanish |
| Speaking and Listening: reading short stories with appropriate expression |
| Vocabulary Builder: identifying prefixes, modifying parts of speech, and defining vocabulary words |

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