



## PLANNED COURSE OF STUDY

<b>Course Title</b>	English Language Arts – Fourth Grade
<b>Grade Level</b>	Fourth
<b>Content Area / Dept.</b>	ELA
<b>Length of Course</b>	One Year
<b>Author(s)</b>	Kimberly Dallinga, Jill Rosenfeld, Michael Koppel

### Course Description:

Fourth grade students accurately read and understand literature and informational text. They can read aloud with fluency and expression. They use evidence from a text to support their thinking. Fourth graders use correct grammar, capitalization, punctuation, and spelling when writing. They can plan and deliver a presentation about a story or experience.

### Course Rationale:

Fourth Grade English Language Arts (ELA) is the active involvement of students demonstrating that they can communicate effectively through speaking, listening, reading and writing. These skills will enable the students to develop competence in evaluating written, visual, and oral communication from a variety of sources.

The purpose of Fourth Grade English Language Arts is to provide an opportunity for the students to experience a variety of texts and to use effective speaking, listening, reading, and writing skills as tools to communicate in daily living.



### Philosophy of English Language Arts in Elementary

The School District of Springfield Township has adopted a Comprehensive Balanced Literacy Framework for teaching literacy in the elementary grades. Guiding students toward proficient and lifelong reading is the goal of the district. The components of a Comprehensive Balanced Literacy Framework outlined below, comprise the core instructional program.

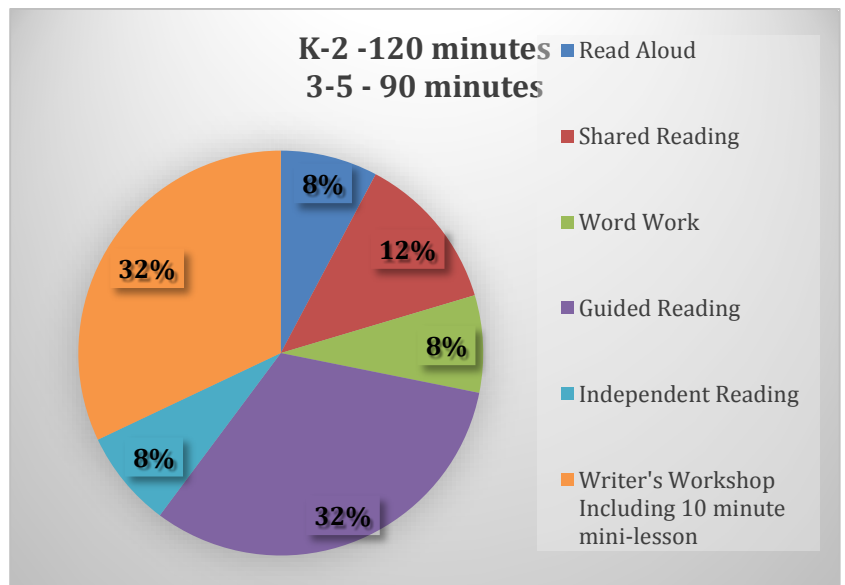
#### *What is Balanced Literacy?*

The Balanced Literacy Framework is based on the Gradual Release of Responsibility model based on Vygotsky’s research. The framework is taught from the ideology of “I do, We do, You do.” This pedagogical approach encourages every student to become independent readers and writers.

The district has adopted *The Journeys Program* by HMHC and the Fountas and Pinnell *Continuum of Literacy Learning as the vehicle* to teach the strategies and skills in the Comprehensive Balanced Literacy Framework. These programs provide the instructional resources designed to meet the many instructional achievement levels of our students. Not all the components of the Journeys program are used, but rather, the teachers make instructional decisions based on the continued monitoring of their students’ instructional needs. A brief description of The Balanced Literacy Framework components and the Journeys resources that correspond to each piece is provided below. The chart below indicates the approximate amount of time on average that would be devoted to the balanced literacy components. Keep in mind that the amount of time on a given day may change based on a variety of factors.

#### The Components of the Balanced Literacy Framework include:

- Read Aloud (8%)
- Shared Reading (12%)
- Word Work (8%)
- Guided Reading (32%)
- Independent Reading and Writing (8%)
- Writer’s Workshop (32%)





### Read Aloud (I Do)

The interactive read aloud engages the students in actively discussing a text during the reading to deepen comprehension through discourse and active thinking. As the program unfolds, students learn to appreciate literature and develop a love for reading. The Read Aloud provides the students the opportunity to listen to age appropriate text in a variety of genres. It serves as an important vehicle for text-talk, extension of students' ability to think critically while practicing their metacognitive reading comprehension practices.

### Shared Reading/Performance Reading (We Do)

Shared reading goes beyond the interactive read-aloud. Students reread the text with teacher support over the course of a few days. The students go beyond active listening and discussion by participating in the reading in some way. It can be called performance reading as well. The goal of shared reading is increased fluency leading to higher levels of comprehension.

### Guided Reading/Literature Circle or Book Clubs (We Do)

Guided Reading is the core of the reading program. It is the ability for students to work with the strategies and concepts introduced during the whole class instruction. The goal is to help the children through the process of becoming independent readers. When planning, it is important to schedule this time to maintain the integrity of a balanced literacy approach. The other students are working in book clubs, literature centers or a must do activity.

### Word Work (We Do)

Word Study is an approach to spelling instruction that moves away from memorization. In this approach, teachers use a variety of hands-on activities to explore layers of information. Students study patterns and meanings of words and how they relate to our systems of reading and writing.

It includes the following:

- Phonemic Awareness
- Phonics
- Structural Analysis
- **Word Study** lessons are used to support decoding, encoding and vocabulary development.
- **Vocabulary** lessons must include text and content vocabulary, as well as, academic vocabulary.



### Independent Reading and Writing (You Do)

Students write independently. This allows time for students to work through the process of writing while the teacher conferences with other students to individualize their growth in the newly gained skills.

### Guided/Interactive Writing (We Do)

The elementary program uses the Writer's Workshop Model of teaching writing. In this model, the focus is on writers rather than the process. The instruction from the teachers is to use the writing process to get pieces ready for publication. Students should also have practice on all aspects of writing including "quick writes," writing responses in all content areas, process writing and writing on demand. All steps of the writing process need not be completed for each writing piece. Required published pieces are listed below and are based on the Journeys' themes. These formats include opinion/argument, informational, and narrative modes. The teacher may also supplement poetry, technology/web-based pieces, advertisement, etc.



### Curriculum Map

Month		Lessons	Topics
September	4 weeks	1-3	Story Structure, Author's Purpose, Cause and Effect
October	4 weeks	4-7	Theme, Understanding Characters, Story Structure, Fact and Opinion
November	3 weeks	8-9	Understanding Characters, Conclusions and Generalizations
December	3 weeks	10-12	Author's Purpose, Text and Graphic Features, Sequence of Events
January	4 weeks	13-16	Sequence of Events, Text and Graphic Features, Main Idea and Supporting Details, Compare and Contrast
February	4 weeks	17-19	Sequence of Events, Story Structure, Conclusions and Generalizations
March	4 weeks	20-23	Main Idea and Supporting Details, Theme, Cause and Effect, Text and Graphic Features
April	4 weeks	PSSAs	
May	4 weeks	24-26	Compare and Contrast, Author's Purpose, Story Structure
June	2 weeks	27-30	Main Ideas and Supporting Details, Fact and Opinion, Understanding Characters, Conclusions and Generalizations



<b>Lesson Topic</b>	<b>1- Helping Others</b>
Essential Question	How do friends help each other?
Anchor Text	<i>Because of Winn-Dixie</i> (Realistic Fiction)
Paired Selection	<i>Because of BookEnds</i> (Informational text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.C CC.1.3.4.B CC.1.3.4.F		CC.1.1.4.A CC.1.1.4.Eb	CC.1.4.4 CC.1.4.4.F CC.1.4.4.T CC.1.4.4.S CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.D	CC.1.5.4.G CC.1.4.4.L CC.1.4.3.I

### Focus Literacy Skills

Foundation	Decoding	The VCV Syllable Pattern
	Fluency	Accuracy and Self-Correction
Comprehension Skills and Strategies	Target Skill:	Story Structure
	Target Strategy:	Summarize
	Supporting Skills:	Point of View Flashback
Language	Vocabulary Strategies	Prefixes <i>re-</i> , <i>un-</i> , <i>dis-</i>
	Domain-Specific Vocabulary	<i>citizen, resident, volunteer, public servant</i>
	Academic Vocabulary	<i>comfort, mention, mood, properly, intends, consisted, positive, advanced, peculiar, talent</i>
	Grammar	What is a Sentence?
Writing	Writing Mode	Narrative Writing
	Writing Form	Descriptive Paragraph
	Focus Trait	Word Choice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Sideline Support</i> Speaking/Listening: Sharing similar stories
	Skill	How to have a Literature Discussion
Spelling	Principle	Short <i>a</i> and Long <i>a</i>
	Words	Basic: <i>blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail,</i>



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		<p><i>crayon, fact, stale, steak</i></p> <p>Review: <i>skate, plan, chain, today, erase</i></p> <p>Challenge: <i>fraction, trait, champion, activity, graceful</i></p>
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<b>Lesson Topic</b>	<b>2- Civil Rights</b>
Essential Question	What might lead a person to change the world?
Anchor Text	<i>My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr. (Biography)</i>
Paired Selection	<i>Langston Hughes: A Poet and a Dreamer (Poetry)</i>

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.D CC.1.3.4.A	CC.1.2.4.B CC.1.2.4.A CC.1.2.4.F CC.1.2.4.E CC.1.2.4.H CC.1.2.4.I	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.A CC.1.4.4.B CC.1.4.4.C CC.1.4.4.M CC.1.4.4.T CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.C	CC.1.4.4.L CC.1.4.3.K CC.1.2.4.J

**Focus Literacy Skills**

Foundation	Decoding	Open and Closed Syllables
	Fluency	Phrasing: Pauses
Comprehension Skills and Strategies	Target Skill:	Author's Purpose
	Target Strategy:	Monitor/Clarify
	Supporting Skills	Explain Historical Events Idioms
Language	Vocabulary Strategies	Prefixes <i>in-, im-, il-, ir-</i>
	Domain-Specific Vocabulary	<i>abolish, disobedience, slavery, reform</i>
	Academic Vocabulary	<i>injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall, example</i>
	Grammar	Kinds of Sentences
Writing	Writing Mode	Narrative Writing
	Writing Form	Story
	Focus Trait	Word Choice
	Write about reading	Performance Task
	Research/Media Literacy skills	Use Internet Sources
Speaking and Listening	Read aloud	<i>The Troublemaker Who Healed a Nation</i> Speaking/Listening: Listing text details
	Skill	NA





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Spelling	Principle	Short <i>e</i> and Long <i>e</i>
	Words	Basic: <i>west, steep, member, gleam, fresh, freedom, speed, steam, beast, believe, speck, kept, cheap, pretend, greed, shelf, least, eager, reason, chief</i> Review: <i>sweet, smell, spent, treat, leave</i> Challenge: <i>echo, menu, creature, reveal, restaurant</i>



<b>Lesson Topic</b>	<b>3- Media</b>
Essential Question	How are books and libraries important to people and communities?
Anchor Text	<i>My Librarian Is a Camel</i> (Informational Text)
Paired Selection	<i>From Idea to Book</i> (Informational text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.F	CC.1.2.4.E	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4 CC.1.4.4.T CC.1.4.4.S	CC.1.5.4.A CC.1.5.4.D CC.1.5.4.E	CC.1.4.4.L CC.1.4.3.K CC.1.4.3.I

**Focus Literacy Skills**

Foundation	Decoding	The VCCV Syllable Pattern
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Cause and Effect
	Target Strategy:	Visualize
	Supporting Skills	Interpret Visuals Domain-Specific Vocabulary
Language	Vocabulary Strategies	Using Context
	Domain-Specific Vocabulary	<i>demographics, censorship, public domain, public opinion</i>
	Academic Vocabulary	<i>isolated, virtual, devour, remote, impassable, access, obtain, preserve, extremes, avid</i>
	Grammar	Quotations
Writing	Writing Mode	Narrative Writing
	Writing Form	Dialogue
	Focus Trait	Voice
	Write about reading	Performance Task
	Research/Media Literacy Skills	Take Notes and Categorize Information
Speaking and Listening	Read aloud	<i>Bridging the Gap</i> Speaking/Listening: Citing text evidence to support a view
	Skill	NA
Spelling	Principle	Short <i>i</i> and Long <i>i</i>
	Words	Basic: <i>skill, crime, grind, tonight, brick, flight, live, chill,</i>



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		<p><i>delight, build, ditch, decide, witness, wind, district, inch, sigh, fright, remind, split</i></p> <p>Review: <i>gift, tight, sight, blind, shiny</i></p> <p>Challenge: <i>ignorant, recognize, advice, twilight, rigid</i></p>
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<b>Lesson Topic</b>	<b>4- Raising Money</b>
Essential Question	Why might people raise money for a cause?
Anchor Text	<i>The Power of W.O.W.!</i> (Play)
Paired Selection	<i>The Kid's Guide to Money</i> (Informational Text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.C CC.1.3.4.F CC.1.3.4.E CC.1.3.4.G	CC.1.2.4.A CC.1.2.4.F CC.1.2.4.B	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4 CC.1.4.4.F CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W	CC.1.5.4.A CC.1.5.4.B	CC.1.4.4.L

### Focus Literacy Skills

Foundation	Decoding	VCV and VCCV Syllable Patterns
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Theme
	Target Strategy:	Analyze/Evaluate
	Supporting Skills	Elements of Drama Allusion
Language	Vocabulary Strategies	Prefixes <i>non-</i> , <i>mis-</i>
	Domain-Specific Vocabulary	<i>charity, coalition, involvement, community service</i>
	Academic Vocabulary	<i>assist, burglaries, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior</i>
	Grammar	Fragments and Run-on Sentences
Writing	Writing Mode	Narrative Writing
	Writing Form	Fictional Narrative: Prewrite
	Focus Trait	Ideas
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Bookmobile Rescue</i> Speaking/Listening: Sharing similar experiences
	Skill	Recount an Experience
Spelling	Principle	Short <i>o</i> and Long <i>oo</i>
	Words	Basic: <i>block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope, throat, host, online, shock, solve,</i>



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		<p><i>known, remote, stock, boast, globe</i></p> <p>Review: <i>foam, shadow, clock, glow, coach</i></p> <p>Challenge: <i>bonus, approach, motion, continent, accomplish</i></p>
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<b>Lesson Topic</b>	<b>5- Traditional Tales</b>
Essential Question	Why do people pass down stories over the years?
Anchor Text	<i>Stormalong</i> (Tall Tale)
Paired Selection	<i>Honderi the Fisherman</i> (Play/Folk tale)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.C CC.1.3.4.B CC.1.3.4.F CC.1.3.4.E CC.1.3.4.D CC.1.3.4.H		CC.1.1.4.E	CC.1.4.4 CC.1.4.4.M CC.1.4.4.F CC.1.4.4.T CC.1.4.4.W CC.1.4.4.S CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.C	CC.1.5.4.G CC.1.4.4.L CC.1.4.3.K CC.1.4.3.I CC.1.2.4.J

**Focus Literacy Skills**

Foundation	Decoding	Homophones
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Understanding Characters
	Target Strategy:	Infer/Predict
	Supporting Skills	Hyperbole Point of View
Language	Vocabulary Strategies	Reference Materials
	Domain-Specific Vocabulary	<i>lifestyle, tolerance, values, social rules</i>
	Academic Vocabulary	<i>yearning, memorable, betrayed, condition, seafaring, shortage, tidal, outcast, foaming, horrified</i>
	Grammar	Proper Nouns
Writing	Writing Mode	Narrative Writing
	Writing Form	Imaginative Story: Draft, Revise, Edit, Publish
	Focus Trait	Organization
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Mighty Joe Magarac</i> Speaking/Listening: Retelling
	Skill	Literature Discussion
Spelling	Principle	Homophones



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	Words	Basic: <i>wait, weight, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, feet, feat, vain, vane, vein, miner, minor</i> Review: <i>it's, its, their, there, they're</i> Challenge: <i>raise, raze, rays, principal, principle</i>
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<b>Lesson Topic</b>	<b>6- Performance Arts</b>
Essential Question	How are performances similar to and different from written stories?
Anchor Text	<i>Invasion from Mars</i> (Play)
Paired Selection	<i>The History of Radio</i> (informational Text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.F CC.1.3.4.G CC.1.3.4.H	CC.1.2.4.A CC.1.2.4.I CC.1.2.4.B	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.A CC.1.4.4.B CC.1.4.4.F CC.1.4.4.T CC.1.4.4.S	CC.1.5.4.A CC.1.5.4.D	CC.1.5.4.G CC.1.4.4.L CC.1.4.3.K

### Focus Literacy Skills

Foundation	Decoding	Common Consonant Patterns: Digraphs
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Story Structure
	Target Strategy:	Infer/Predict
	Supporting Skills	Elements of Drama Formal and Informal Language
Language	Vocabulary Strategies	Suffixes <i>-y, -ous</i>
	Domain-Specific Vocabulary	<i>broadcast, correspondent, journalism, public relations</i>
	Academic Vocabulary	<i>alarmed, reacted, convey, daring, awe, luminous, indescribable, extraordinary, fade, conferring</i>
	Grammar	Verbs
Writing	Writing Mode	Informative Writing
	Writing Form	News Report
	Focus Trait	Ideas
	Write about reading	Performance task
Speaking and Listening	Read aloud	<i>The Tunguska Event</i> Speaking/Listening: Paraphrasing a particular part
	Skill	Listen to a Recording
Spelling	Principle	Vowel Sounds: short <i>u</i> and Long <i>, /yoo /, /oo /</i>
	Words	Basic: <i>bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, trust,</i>





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		<p><i>dew, stuck, rescue, brush</i></p> <p>Review: <i>drew, true, cube, Sunday, stuff</i></p> <p>Challenge: <i>computer, mustard, tissue, customer, attitude</i></p>
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<b>Lesson Topic</b>	<b>7- Media</b>
Essential Question	How are movies a form of communication?
Anchor Text	<i>Coming Distractions: Questioning Movies</i> (Informational Text)
Paired Selection	<i>How Do They Do That?</i> (Informational Text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	CC.1.2.4.B CC.1.2.4.A CC.1.2.4.E CC.1.2.4.G CC.1.2.4.B	CC.1.1.4.D	CC.1.4.4.G CC.1.4.4.H CC.1.4.4.T CC.1.4.4.S CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.D	CC.1.4.4.L CC.1.4.3.K CC.1.4.3.I CC.1.2.4.J

**Focus Literacy Skills**

Foundation	Decoding	Common Consonant Patterns: Clusters
	Fluency	Phrasing: Punctuation
Comprehension Skills and Strategies	Target Skill:	Fact and Opinion
	Target Strategy:	Summarize
	Supporting Skills	Explain Concepts and Ideas Domain-Specific Vocabulary
Language	Vocabulary Strategies	Greek and Latin Word Parts <i>phon, photo, graph, auto, tele</i>
	Domain-Specific Vocabulary	<i>studio, producer, release, manipulate</i>
	Academic Vocabulary	<i>entertaining, promote, focus, advertise, jolts, critics, target, thrilling, angles, generated</i>
	Grammar	Verb Tenses
Writing	Writing Mode	Informative Writing
	Writing Form	Informational Paragraph
	Focus Trait	Word Choice
	Write about reading	Performance Task
	Research/Media Literacy Skills	Gather Relevant Information
Speaking and Listening	Read aloud	<i>Steven Spielberg: A Filmmaker's Journey</i> Speaking/Listening: Identifying supporting reasons
	Skill	NA
Spelling	Principle	Vowel Sounds: / <u>oo</u> /, / o $\ddot{o}$ /



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	Words	Basic: <i>bloom, cookbook, tool, shampoo, put, wool, stool, proof, prove, group, brook, foolish, bush, crooked, booth, raccoon, hook, groom, roof, soup</i> Review: <i>stood, spoon, shook, balloon, tooth</i> Challenge: <i>bulletin, cocoon, cushion, proofread, marooned</i>
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<b>Lesson Topic</b>	<b>8- Visual Arts</b>
Essential Question	How do an artist's experiences affect his or her art?
Anchor Text	<i>Me and Uncle Romie</i> (Realistic Fiction)
Paired Selection	<i>Sidewalk Artists</i> (Readers' Theater)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.B CC.1.3.4.F CC.1.3.4.D		CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.M CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W	CC.1.5.4.A	CC.1.4.4.L CC.1.4.3.K CC.1.2.4.J

**Focus Literacy Skills**

Foundation	Decoding	Stressed and Unstressed Syllables
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Understanding Characters
	Target Strategy:	Visualize
	Supporting Skills	Point of View Theme
Language	Vocabulary Strategies	Figurative Language
	Domain-Specific Vocabulary	<i>craftsmanship, aesthetics, exhibition, representation</i>
	Academic Vocabulary	<i>glorious, studio, concerned, model, smeared, ruined, yanked, streak, schedule, feast</i>
	Grammar	Progressive Verb
Writing	Writing Mode	Informative Writing
	Writing Form	Book Report
	Focus Trait	Organization
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Jazzy Jasmine</i> Speaking/Listening: Telling similar stories
	Skill	Hold a Literature Discussion
Spelling	Principle	Vowel Sounds: /ou/, /ô /
	Words	Basic: <i>aloud, bald, hawk, south, faucet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier</i>



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		Review: <i>awful, power, sound, almost, thousand</i> Challenge: <i>applaud, foul, browse, gnaw, doubt</i>
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<b>Lesson Topic</b>	<b>9- Research</b>
Essential Question	What are some different ways to do research?
Anchor Text	<i>Dear Mr. Winston</i> (Realistic fiction)
Paired Selection	<i>Field Guide to Snakes of the Southwest</i> (Informational Text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.B CC.1.3.4.F CC.1.3.4.K	CC.1.2.4.G CC.1.2.4.I	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.G CC.1.4.4.H CC.1.4.4.F CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W CC.1.4.4.S CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.D	CC.1.4.4.L CC.1.4.3.I

**Focus Literacy Skills**

Foundation	Decoding	Common Beginning Syllables
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Conclusions and Generalizations
	Target Strategy:	Question
	Supporting Skills	Understanding Characters Humor
Language	Vocabulary Strategies	Antonyms
	Domain-Specific Vocabulary	<i>reference material, database, retrieval, bibliography</i>
	Academic Vocabulary	<i>fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted</i>
	Grammar	Compound and Complex Sentences
Writing	Writing Mode	Informational Writing
	Writing Form	Explanatory Essay: Prewrite
	Focus Trait	Organization
	Write about reading	Performance Task
	Research/Media Literacy Skills	Investigate a Topic
Speaking and Listening	Read aloud	<i>Is Sasquatch Out There?</i> Speaking/Listening: Identifying text evidence



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	Skill	NA
Spelling	Principle	Vowel +/r/ Sounds
	Words	Basic: <i>spark, prepare, cheer, tear, scarf, scare, repair, earring, scarce, weird, sharp, rear, spare, gear, hairy, compare, alarm, harsh, upstairs, square</i> Review: <i>air, clear, large, pair, chair</i> Challenge: <i>weary, startle, appear, barnacle, awareness</i>



<b>Lesson Topic</b>	<b>10- Performance Arts</b>
Essential Question	What does it take to be a great performer?
Anchor Text	<i>José! Born to Dance</i> (Biography)
Paired Selection	<i>Dance to the Beat</i> (Poetry)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.B CC.1.3.4.E CC.1.3.4.G	CC.1.2.4.B CC.1.2.4.F CC.1.2.4.E CC.1.2.4.I	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.G CC.1.4.4.H CC.1.4.4.I CC.1.4.4.F CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W CC.1.4.4.S CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.B CC.1.5.4.C CC.1.5.4.D CC.1.5.4.E	CC.1.5.4.G CC.1.4.4.L CC.1.4.3.K CC.1.2.4.J

**Focus Literacy Skills**

Foundation	Decoding	Vowel + <i>r</i> in Multi-Syllable Words
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Author's Purpose
	Target Strategy:	Analyze/Evaluate
	Supporting Skills	Simile and Metaphor Genre: Biography
Language	Vocabulary Strategies	Shades of Meaning
	Domain-Specific Vocabulary	<i>choreography, dynamic, intermission, troupe</i>
	Academic Vocabulary	<i>debut, stubborn, permission, hauling, mournful, towered, triumph, discouraged, toured, border</i>
	Grammar	Pronouns
Writing	Writing Mode	Informational Writing
	Writing Form	Explanatory Essay: Draft, Revise, Edit, Publish
	Focus Trait	Word Choice
	Write about reading	Performance Task
Speaking and	Read aloud	<i>Mexican Dove</i>





# School District of Springfield Township

Montgomery County, PA

Listening		Speaking/Listening: Paraphrasing a particular part
	Skill	Recount an Experience
Spelling	Principle	More Vowel + /r/ Sounds
	Words	Basic: <i>learn, dirty, worn, sore, thirst, burn, record, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current</i> Review: <i>first, hurt, work, third, storm</i> Challenge: <i>curious, thorough, earnest, portion, foreign</i>



<b>Lesson Topic</b>	<b>11- Hurricanes</b>
Essential Question	What are the benefits of studying weather?
Anchor Text	<i>Hurricanes: Earth's Mightiest Storms</i> (Informational Text)
Paired Selection	<i>Recovering from Katrina</i> (Newspaper Article)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.E	CC.1.2.4.B CC.1.2.4.F CC.1.2.4.E	CC.1.1.4.D	CC.1.4.4.G CC.1.4.4.H CC.1.4.4.F CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W CC.1.4.4.X	CC.1.5.4.A	CC.1.4.4.L CC.1.2.4.J

**Focus Literacy Skills**

Foundation	Decoding	Compound Words
	Fluency	Phrasing: Punctuation
Comprehension Skills and Strategies	Target Skill:	Text and Graphic
	Target Strategy:	Infer/Predict
	Supporting Skills	Explain Scientific Ideas Text Structure
Language	Vocabulary Strategies	Suffixes <i>-ful, -less, -ness, -ment</i>
	Domain-Specific Vocabulary	<i>barometer, humidity, pressure, condensation</i>
	Academic Vocabulary	<i>whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered</i>
	Grammar	Frequently Confused Words
Writing	Writing Mode	Opinion Writing
	Writing Form	Persuasive Paragraph
	Focus Trait	Ideas
	Write about reading	Performance Task
	Research/Media Literacy Skills	Conduct a Research Project
Speaking and Listening	Read aloud	<i>The Big Storm</i> Speaking/Listening: Paraphrasing
	Skill	NA



# School District of Springfield Township

Montgomery County, PA

Spelling	Principle	Compound Words
	Words	<p>Basic: <i>somebody, fireplace, nearby, toothbrush, homesick, make-believe, anything, all right, goodbye, forehead, classmate, flashlight, haircut, twenty-two, driveway, alarm clock, baby-sit, airport, forever, mailbox</i></p> <p>Review: <i>birthday, anyone, everything, without, sometimes</i></p> <p>Challenge: <i>field trip, absent-minded, life jacket, skyscraper, nevertheless</i></p>



<b>Lesson Topic</b>	<b>12- Forces of Nature</b>
Essential Question	How do natural disasters affect people?
Anchor Text	<i>The Earth Dragon Awakes</i> (Historical Fiction)
Paired Selection	<i>Twisters</i> (Informational Text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.B CC.1.3.4.F CC.1.3.4.D	CC.1.2.4.F CC.1.2.4.G CC.1.2.4.B	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.A CC.1.4.4.F CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W CC.1.4.4.X	CC.1.5.4.A	CC.1.4.4.L CC.1.4.3.I

### Focus Literacy Skills

Foundation	Decoding	Base Words and Endings
	Fluency	Rate
Comprehension Skills and Strategies	Target Skill:	Sequence of Events
	Target Strategy:	Visualize
	Supporting Skills	Conclusions and Generalizations Author's Word Choice
Language	Vocabulary Strategies	Synonyms
	Domain-Specific Vocabulary	<i>core, crust, epicenter, landform, rock</i>
	Academic Vocabulary	<i>trembles, wreckage, slab, possessions, tenement, crushing, rubble, debris, timbers, constructed</i>
	Grammar	Possessive Nouns
Writing	Writing Mode	Opinion Writing
	Writing Form	Problem-Solution Composition
	Focus Trait	Ideas
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Safe from Harm</i> Speaking/Listening: Identify supporting reasons and evidence
	Skill	Paraphrase Information in Diverse Media
Spelling	Principle	Words with <i>-ed</i> , or <i>-ing</i>



# School District of Springfield Township

Montgomery County, PA

	Words	Basic: <i>rising, traced, stripped, slammed, dancing, striped, winning, snapping, bragging, handled, dripped, begged, dared, skipped, hitting, spotted, raced, dimmed, spinning, escaped</i> Review: <i>changing, joking, swimming, wrapped, tapping</i> Challenge: <i>urged, striving, whipped, breathing, quizzed</i>
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<b>Lesson Topic</b>	<b>13- Interdependence</b>
Essential Question	How are the different parts of an ecosystem connected?
Anchor Text	<i>Antarctic Journal: Four Months at the Bottom of the World</i> (Narrative Nonfiction)
Paired Selection	<i>Cold, Cold Science</i> (Informational Text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	CC.1.2.4.B CC.1.2.4.A CC.1.2.4.F CC.1.2.4.E CC.1.2.4.I	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.G CC.1.4.4.T CC.1.4.4.S CC.1.4.4.X	CC.1.5.4.A	CC.1.4.4.L CC.1.4.3.I

### Focus Literacy Skills

Foundation	Decoding	Recognizing Common Word Parts
	Fluency	Phrasing: Pauses
Comprehension Skills and Strategies	Target Skill:	Sequence of Events
	Target Strategy:	Summarize
	Supporting Skills	Simile and Metaphor Domain-Specific Vocabulary
Language	Vocabulary Strategies	Greek and Latin Word Parts <i>spect, struct, tele, vis</i>
	Domain-Specific Vocabulary	<i>ecosystem, food web, energy, resource</i>
	Academic Vocabulary	<i>display, alert, weariness, fractured, standards, vision, huddle, graceful, stranded, concluded</i>
	Grammar	Modal Auxiliaries
Writing	Writing Mode	Opinion Writing
	Writing Form	Persuasive Letter
	Focus Trait	Voice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>On My Way to Meet the Khan: Excerpts from Marco Polo's Adventures</i> Speaking/Listening: Discussing the text, reviewing key ideas
	Skill	Discuss to Compare and Contrast Accounts
Spelling	Principle	More Words with <i>-ed</i> or <i>-ing</i>



# School District of Springfield Township

Montgomery County, PA

	Words	Basic: <i>wiped, covered, mapped, pleasing, slipped, putting, traveled, seeking, visiting, mixed, shipped, phoning, offered, smelling, hiking, checking, fainted, landed, becoming, wandering</i> Review: <i>fixing, saving, stared, dropped, grinning</i> Challenge: <i>amusing, entertained, admitted, stunning, starving</i>
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<b>Lesson Topic</b>	<b>14- Insects</b>
Essential Question	How do living things each have an important role in the world?
Anchor Text	<i>The Life and Times of the Ant</i> (Informational Text)
Paired Selection	<i>The Dove and the Ant</i> (Fable/Traditional Tale)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.C	CC.1.2.4.A CC.1.2.4.C CC.1.2.4.F CC.1.2.4.E CC.1.2.4.G CC.1.2.4.I CC.1.2.4.B	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.G CC.1.4.4.H CC.1.4.4.F CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W CC.1.4.4.S CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.D CC.1.5.4.E	CC.1.4.4.L CC.1.2.4.J

### Focus Literacy Skills

Foundation	Decoding	Recognizing Suffixes
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Text and Graphic Features
	Target Strategy:	Question
	Supporting Skills	Explain Scientific Concepts and Ideas Author's Purpose
Language	Vocabulary Strategies	Suffixes <i>-able, -ible</i>
	Domain-Specific Vocabulary	<i>arthropod, exoskeleton, larva, invertebrate</i>
	Academic Vocabulary	<i>social, exchanges, excess, reinforce, storage, transport, chamber, scarce, obstacles, transfers</i>
	Grammar	Participles
Writing	Writing Mode	Opinion Writing
	Writing Form	Persuasive Essay: Prewrite
	Focus Trait	Organization
	Write about reading	Performance Task
	Research/Media Literacy Skills	Take Notes and Categorize Information
Speaking and Listening	Read aloud	<i>Wicked Wind</i> Speaking/Listening: Listen to make connections





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	Skill	NA
Spelling	Principle	Final Long <i>e</i>
	Words	Basic: <i>turkey, lonely, colony, steady, hungry, valley, hockey, starry, melody, movie, duty, drowsy, chimney, plenty, daily, alley, fifty, empty, injury, prairie</i> Review: <i>cherry, jelly, sticky, worry, curly</i> Challenge: <i>envy, fiery, mercy, discovery, mystery</i>



<b>Lesson Topic</b>	<b>15- The Environment</b>
Essential Question	Why is it important to be informed about what is happening in our world?
Anchor Text	<i>Ecology for Kids</i> (Informational Text)
Paired Selection	<i>Wonderful Weather: "Fog," "Weather," "Umbrella," "Spring Rain," and "Weatherbee's Diner"</i> (Poetry)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.E	CC.1.2.4.B CC.1.2.4.A CC.1.2.4.C CC.1.2.4.F CC.1.2.4.E CC.1.2.4.D CC.1.2.4.G CC.1.2.4.H CC.1.2.4.I	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.G CC.1.4.4.H CC.1.4.4.F CC.1.4.4.T CC.1.4.4.U CC.1.4.4.W CC.1.4.4.S.b CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.B CC.1.5.4.C CC.1.5.4.D	CC.1.5.4.G CC.1.4.4.L CC.1.4.3.K CC.1.4.3.I CC.1.2.4.J

### Focus Literacy Skills

Foundation	Decoding	Three-Syllable Words
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Main Ideas and Details
	Target Strategy:	Monitor/Clarify
	Supporting Skills	Author's Word Choice Analyze an Argument
Language	Vocabulary Strategies	Using Context
	Domain-Specific Vocabulary	<i>conversation, extinction, endangered, erosion, climate</i>
	Academic Vocabulary	<i>organisms, directly, affect, traces, vast, habitats, variety, species, banned, radiation</i>
	Grammar	Irregular Verbs
Writing	Writing Mode	Opinion Writing
	Writing Form	Persuasive Essay: Draft, Revise, Edit, Publish
	Focus Trait	Ideas
	Write about reading	Performance Task
	Research/Media Literacy Skills	Conduct a Research Project



Speaking and Listening	Read aloud	<i>Forests Are Forever</i> Speaking/Listening: Summarize ideas
	Skill	NA
Spelling	Principle	Changing final <i>y</i> to <i>i</i>
	Words	Basic: <i>tiniest, hobbies, copied, countries, pitied, easier, laziest, families, spied, happiest, ladies, friendlier, studied, busier, breezier, prettiest, noisier, healthier, butterflies, funniest</i> Review: <i>hurried, stories, carried, pennies, babies</i> Challenge: <i>heaviest, categories, communities, multiplied, qualities</i>



<b>Lesson Topic</b>	<b>16- Individual Contributions</b>
Essential Question	What traits do successful people have?
Anchor Text	<i>Riding Freedom</i> (Historical Fiction)
Paired Selection	<i>Spindletop</i> (Informational Text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.C CC.1.3.4.B CC.1.3.4.F		CC.1.1.4.E	CC.1.4.4 CC.1.4.4.M CC.1.4.4.F CC.1.4.4.T CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.D	CC.1.4.4.L CC.1.4.3.I

### Focus Literacy Skills

Foundation	Decoding	Sound/Spelling Changes
	Fluency	Rate
Comprehension Skills and Strategies	Target Skill:	Compare and Contrast
	Target Strategy:	Monitor/Clarify
	Supporting Skills	Personification Genre: Historical Fiction
Language	Vocabulary Strategies	Figurative Language
	Domain-Specific Vocabulary	<i>frontier, pioneer, expansion, territory</i>
	Academic Vocabulary	<i>escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied</i>
	Grammar	Adjectives
Writing	Writing Mode	Narrative Writing
	Writing Form	Descriptive Paragraph
	Focus Trait	Ideas
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Getting the Story</i> Speaking/Listening: Reviewing key ideas
	Skill	Report on a Text
Spelling	Principle	Spelling /k/, /ng/, and /kw/
	Words	Basic: <i>risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck,</i>



# School District of Springfield Township

Montgomery County, PA

		<p><i>earthquake, picnic, banker, electric, blanket, mistake, stomach</i></p> <p>Review: <i>quick, squeeze, shark, second, circus</i></p> <p>Challenge: <i>request, skeleton, peculiar, attic, reckless</i></p>
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<b>Lesson Topic</b>	<b>17- Service Animals</b>
Essential Question	How do people and animals benefit each other?
Anchor Text	<i>The Right Dog for the Job: Ira's Path from Service Dog to Guide Dog</i> (Narrative Nonfiction)
Paired Selection	<i>Knowing Noses: Search-and-Rescue Dogs</i> (Informational Text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.H	CC.1.2.4.B CC.1.2.4.A CC.1.2.4.F CC.1.2.4.E	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.D CC.1.5.4.F	CC.1.4.4.L CC.1.4.3.K

### Focus Literacy Skills

Foundation	Decoding	More Sound/Spelling Changes
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Sequence of Events
	Target Strategy:	Summarize
	Supporting Skills	Main Idea and Details Domain-Specific Vocabulary
Language	Vocabulary Strategies	Suffixes <i>-ion, -ation, -ition</i>
	Domain-Specific Vocabulary	<i>safety, well-being, lifestyle, precaution</i>
	Academic Vocabulary	<i>reward, graduate, symbol, foster, disobey, confidence, patiently, confesses, ceremony, performs</i>
	Grammar	Adverbs
Writing	Writing Mode	Narrative Writing
	Writing Form	Friendly Letter
	Focus Trait	Voice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Let Me Be Brave</i> Speaking/Listening: Paraphrasing
	Skill	Literature Discussion
Spelling	Principle	Words with Final /j/ and /s/
	Words	Basic: <i>glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office,</i>



# School District of Springfield Township

Montgomery County, PA

		<p><i>message, bridge, chance, notice, ridge, manage, palace, bandage</i></p> <p>Review: <i>once, dance, change, age, bounce</i></p> <p>Challenge: <i>fringe, average, fleece, fragrance, excellence</i></p>
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<b>Lesson Topic</b>	<b>18- Traditional Tales</b>
Essential Question	What makes a character memorable?
Anchor Text	<i>Hercules' Quest (Myth)</i>
Paired Selection	<i>Zomo's Friends (Folktale)</i>

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.B CC.1.3.4.F CC.1.3.4.D	CC.1.2.4.A CC.1.2.4.B	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4 CC.1.4.4.M CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.D	CC.1.5.4.G CC.1.4.4.L CC.1.4.3.K CC.1.4.3.I

### Focus Literacy Skills

Foundation	Decoding	Recognizing Prefixes <i>re-, un-, dis-</i>
	Fluency	Accuracy and Self-Correction
Comprehension Skills and Strategies	Target Skill:	Story Structure
	Target Strategy:	Question
	Supporting Skills	Theme Allusion
Language	Vocabulary Strategies	Adages and Proverbs
	Domain-Specific Vocabulary	<i>legacy, mythology, tradition, quest</i>
	Academic Vocabulary	<i>acquire, unfortunate, coerce, boasted, beamed, glared, ceased, declared, devised, resourceful</i>
	Grammar	Prepositions and Prepositional Phrases
Writing	Writing Mode	Narrative Writing
	Writing Form	Story
	Focus Trait	Word Choice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Theseus and the Minotaur</i> Speaking/Listening: Paraphrasing
	Skill	Tell a Story
Spelling	Principle	Prefixes: <i>re-, un-, dis-</i>





# School District of Springfield Township

Montgomery County, PA

	Words	Basic: <i>unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displease, uneven, rebuild, restart, uncover, untidy, discolor</i> Review: <i>reuse, unfair, rewrite, unclear, untie</i> Challenge: <i>disband, rearrange, discontinue, refund, unusual</i>
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<b>Lesson Topic</b>	<b>19- Agriculture</b>
Essential Question	Why is farming important?
Anchor Text	<i>Harvesting Hope: The Story of Cesar Chavez</i> (Biography)
Paired Selection	<i>The Edible Schoolyard</i> (Informational Text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	CC.1.2.4.B CC.1.2.4.A CC.1.2.4.C CC.1.2.4.F CC.1.2.4.E CC.1.2.4.G CC.1.2.4.H CC.1.2.4.I	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4 CC.1.4.4.F CC.1.4.4.T CC.1.4.4.W CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.F	CC.1.4.4.L CC.1.4.3.I

### Focus Literacy Skills

Foundation	Decoding	More Common Suffixes
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Conclusions and Generalizations
	Target Strategy:	Infer/Predict
	Supporting Skills	Idioms Problem and Solution
Language	Vocabulary Strategies	Reference Materials
	Domain-Specific Vocabulary	<i>agronomy, commerce, cultivate subsistence</i>
	Academic Vocabulary	<i>overcome, association, capitol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant</i>
	Grammar	Relative Pronouns and Adverbs
Writing	Writing Mode	Narrative Writing
	Writing Form	Personal Narrative: Prewrite
	Focus Trait	Organization
	Write about reading	Performance Task
	Research/Media Literacy Skills	Gather Relevant Information
Speaking and	Read aloud	<i>The Father of India</i>



# School District of Springfield Township

Montgomery County, PA

Listening		Speaking/Listening: Discussing text details
	Skill	NA
Spelling	Principle	Suffixes: <i>-ful, -less, -ness, -ment</i>
	Words	Basic: <i>colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment</i> Review: <i>kindness, careful, sickness, helpless, fearful</i> Challenge: <i>numbness, ailment, resourceful, cleanliness, appointment</i>



<b>Lesson Topic</b>	<b>20- Native American History</b>
Essential Question	How do people from different cultures contribute to American history?
Anchor Text	<i>Sacagawea</i> (Biography)
Paired Selection	<i>Native American Nature Poetry</i> (Poetry)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.C CC.1.3.4.F CC.1.3.4.E CC.1.3.4.H	CC.1.2.4.B CC.1.2.4.A CC.1.2.4.C CC.1.2.4.F CC.1.2.4.E	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4 CC.1.4.4.M CC.1.4.4.F CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W CC.1.4.4.S CC.1.4.4.X	CC.1.5.4.A	CC.1.5.4.G CC.1.4.4.L CC.1.4.3.I CC.1.2.4.J

### Focus Literacy Skills

Foundation	Decoding	VCCV Pattern and Word Parts
	Fluency	Phrasing: Punctuation
Comprehension Skills and Strategies	Target Skill:	Main Ideas and Details
	Target Strategy:	Visualize
	Supporting Skills	Onomatopoeia Text Structure
Language	Vocabulary Strategies	Shades of Meaning
	Domain-Specific Vocabulary	<i>cultural identity, language, celebration, indigenous</i>
	Academic Vocabulary	<i>territory, accompany, proposed, interpreter, duty, supplies, route, corps, clumsy, landmark</i>
	Grammar	Abbreviations
Writing	Writing Mode	Narrative Writing
	Writing Form	Personal Narrative: Draft, Revise, Edit, Publish
	Focus Trait	Ideas
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Race Against Death</i> Speaking/Listening: Citing text reasons and evidence
	Skill	Paraphrase Test Read Aloud
Spelling	Principle	Words with VCCV Pattern



# School District of Springfield Township

Montgomery County, PA

	Words	Basic: <i>million, collect, lumber, pepper, plastic, borrow, support, thirty, perfect, attend, canyon, traffic, fortune, danger, soccer, engine, picture, survive, seldom, effort</i> Review: <i>until, invite, happen, forget, letter</i> Challenge: <i>occur, venture, challenge, rascal, splendid</i>
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<b>Lesson Topic</b>	<b>21- Media</b>
Essential Question	How can media be a distraction?
Anchor Text	<i>The World According to Humphrey?</i> (Fantasy)
Paired Selection	<i>Make the Switch</i> (Advertisement)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.A CC.1.3.4.C CC.1.3.4.B CC.1.3.4.F CC.1.3.4.D CC.1.3.4.H	CC.1.2.4.A CC.1.2.4.G	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.F CC.1.4.4.T CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.C	CC.1.4.4.L

### Focus Literacy Skills

Foundation	Decoding	VCV Pattern and Word Parts
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Theme
	Target Strategy:	Summarize
	Supporting Skills	Idioms Point of View
Language	Vocabulary Strategies	Using Context
	Academic Vocabulary	<i>appreciate, blaring, combination, promptly, introduce, nocturnal, feats, effort, suggest, racket</i>
	Grammar	Comparative and Superlative Adjectives and Adverbs
Writing	Writing Mode	Informative Writing
	Writing Form	Summary
	Focus Trait	Ideas
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Fun and Games on the Range</i> Speaking/Listening: Telling similar stories (relating own experiences to story)
	Skill	Literature Discussion
Spelling	Principle	Words with VCV Pattern
	Words	Basic: <i>event, humor, rapid, music, relief, planet, detail, unite, frozen, figure, siren, polite, hotel, protest, punish, defend, relay, habit, student, moment</i>



# School District of Springfield Township

Montgomery County, PA

		<p>Review: <i>alive, open, orange, begin, forest</i> Challenge: <i>rumor, jealous, license, image, rival</i></p>
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<b>Lesson Topic</b>	<b>22- Citizens' Rights</b>
Essential Question	What causes change in a community?
Anchor Text	<i>I Could Do That! Esther Morris Gets Women the Vote</i> (Biography)
Paired Selection	<i>The Role of the Constitution</i> (Informational Text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.E	CC.1.2.4.B CC.1.2.4.A CC.1.2.4.C CC.1.2.4.F CC.1.2.4.E CC.1.2.4.H CC.1.2.4.I	CC.1.1.4.E	CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W CC.1.4.4.S CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.E	CC.1.4.4.L CC.1.4.3.I CC.1.2.4.J

**Focus Literacy Skills**

Foundation	Decoding	Syllable Patterns
	Fluency	Phrasing: Pauses
Comprehension Skills and Strategies	Target Skill:	Cause and Effect
	Target Strategy:	Infer/Predict
	Supporting Skills	Conclusions and Generalizations Domain-Specific Vocabulary
Language	Vocabulary Strategies	Adages and Proverbs
	Domain-Specific Vocabulary	<i>suffrage, legislation, assembly, judicial</i>
	Academic Vocabulary	<i>politics, intelligent, disorderly, approve, polls, legislature, amendment, candidates, informed, denied</i>
	Grammar	Negatives
Writing	Writing Mode	Informative Writing
	Writing Form	Explanation
	Focus Trait	Sentence Fluency
	Write about reading	Performance Task
	Research/Media Literacy Skills	Investigate a Topic
Speaking and Listening	Read aloud	<i>Jane's Big Ideas</i> Speaking/Listening: Paraphrasing particular part
	Skill	NA





# School District of Springfield Township

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Spelling	Principle	Words with VCCV and VCV Patterns
	Words	Basic: <i>dentist, final, finish, narrow, shelter, ahead, corner, hollow, divide, famous, recent, silver, capture, cabin, dinner, minus, minute, value, reward, broken</i> Review: <i>again, enough, market, pencil, powder</i> Challenge: <i>decent, secure, standard, frontier, stampede</i>



<b>Lesson Topic</b>	<b>23- Life Cycles</b>
Essential Question	How do forests and tree show change?
Anchor Text	<i>The Ever-Living Tree: The Life and Times of a Coast Redwood</i> (Informational Text)
Paired Selection	<i>Towering Trees</i> (Poetry)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.E	CC.1.2.4.B CC.1.2.4.A CC.1.2.4.C CC.1.2.4.F CC.1.2.4.E CC.1.2.4.G	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.B CC.1.4.4.C CC.1.4.4.A CC.1.4.4.E CC.1.4.4.F CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W CC.1.4.4.S CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.D	CC.1.4.4.L CC.1.2.4.J

**Focus Literacy Skills**

Foundation	Decoding	Difficult VCCV Patterns
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Text and Graphic Features
	Target Strategy:	Monitor/Clarify
	Supporting Skills	Similes Text Structure
Language	Vocabulary Strategies	Prefixes <i>pre-, inter-, ex-</i>
	Domain-Specific Vocabulary	<i>seedling, pollination, maturity, life cycle, germinate</i>
	Academic Vocabulary	<i>resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent</i>
	Grammar	Punctuation
Writing	Writing Mode	Informative Writing
	Writing Form	Procedural Composition
	Focus Trait	Organization
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Deserts on the Move?</i> Speaking/Listening: Explaining the Text



	Skill	Recount an Experience
Spelling	Principle	Words with VCCV Pattern
	Words	Basic: <i>poster, secret, whether, author, rocket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whiskers, degree, gather, achieve, rather, bracket, machine</i> Review: <i>person, basket, between, artist, jacket</i> Challenge: <i>regret, nephew, method, decline, vibrate</i>



<b>Lesson Topic</b>	<b>24- Animal Behavior</b>
Essential Question	How can animal behavior be like human behavior?
Anchor Text	<i>Owen and Mzee: The True Story of a Remarkable Friendship</i> (Narrative Nonfiction)
Paired Selection	<i>Sea Sanctuary</i> (Informational Text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	CC.1.2.4.B CC.1.2.4.A CC.1.2.4.F CC.1.2.4.E CC.1.2.4.G CC.1.2.4.I	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.A CC.1.4.4.B CC.1.4.4.F CC.1.4.4.T CC.1.4.4.V CC.1.4.4.W CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.D CC.1.5.4.E	CC.1.4.4.L

**Focus Literacy Skills**

Foundation	Decoding	VCCCV Pattern
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Compare and Contrast
	Target Strategy:	Analyze/Evaluate
	Supporting Skills	Fact and Opinion Author's Word Choice
Language	Vocabulary Strategies	Suffixes <i>-ed, -ly</i>
	Domain-Specific Vocabulary	<i>adaptation, community, learned behavior, survive, shelter</i>
	Academic Vocabulary	<i>bond, suffered, intruder, companion, enclosure, inseparable, charged, chief, exhausted, affection</i>
	Grammar	Commas
Writing	Writing Mode	Informative Writing
	Writing Form	Research Report: Prewrite
	Focus Trait	Ideas
	Write about reading	Performance Task
	Research/Media Literacy Skills	Use Internet Sources
Speaking and Listening	Read aloud	<i>New Friends in the Newsroom</i> Speaking/Listening: Recounting a similar experience
	Skill	NA



# School District of Springfield Township

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Spelling	Principle	Words with VCCCV Pattern
	Words	Basic: <i>hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom</i> Review: <i>daughter, neighbor, children, pumpkin, uncle</i> Challenge: <i>fortress, instant, exclaim, mattress, sculptor</i>



<b>Lesson Topic</b>	<b>25- Inventions</b>
Essential Question	How do inventions change the way we do things?
Anchor Text	<i>The Fun They Had</i> (Science Fiction)
Paired Selection	<i>Toys! Amazing Stories Behind Some Great Inventions</i> (Informational Text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.B CC.1.3.4.F CC.1.3.4.H	CC.1.2.4.B CC.1.2.4.C CC.1.2.4.E CC.1.2.4.G	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.B CC.1.4.4.C CC.1.4.4.A CC.1.4.4.T CC.1.4.4.W CC.1.4.4.S CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.B CC.1.5.4.D CC.1.5.4.E	CC.1.5.4.G CC.1.4.4.L CC.1.4.3.K CC.1.4.3.I

**Focus Literacy Skills**

Foundation	Decoding	VV Pattern
	Fluency	Adjust Rate to Purpose
Comprehension Skills and Strategies	Target Skill:	Author's Purpose
	Target Strategy:	Question
	Supporting Skills	Genre: Science Fiction Formal and Informal Language
Language	Vocabulary Strategies	Greek and Latin Word Parts <i>meter, therm, aud, fac</i>
	Domain-Specific Vocabulary	<i>storage device, scanner, disc, records</i>
	Academic Vocabulary	<i>progress, calculated, dispute, centuries, superior, insert, waste, inspector, mechanical, average</i>
	Grammar	Proper Mechanics
Writing	Writing Mode	Informative Writing
	Writing Form	Research Report: Draft, Revise, Edit, Publish
	Focus Trait	Word Choice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>The Future of Flight</i> Speaking/Listening: Identifying reasons and text evidence
	Skill	Tell a Story
Spelling	Principle	Words with VV Pattern



# School District of Springfield Township

Montgomery County, PA

	Words	Basic: <i>idea, lion, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin, period, February, cereal, video, meteor, rodeo</i> Review: <i>giant, lesson, program, quart, problem</i> Challenge: <i>variety, gradual, geography, diagram, punctuate</i>
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<b>Lesson Topic</b>	<b>26- Spiders</b>
Essential Question	How does exploring nature help our understanding of the world?
Long Article	<i>The Girl Who Loved Spiders</i> (Realistic Fiction)
Short Article	<i>Web Wise</i> (Informational Text)
Poetry	<i>The Spider, Spider Ropes</i>
Trade Books (Leveled Readers)	Below: <i>Justin and the Best Biscuits in the World</i> , Mildred Pitts Walter (Realistic Fiction) On: <i>Phineas L. MacGuire...Gets Slimed!</i> , Frances O’Roark Dowell (Realistic Fiction) Advanced: <i>Sea Turtles: Ocean Nomads</i> , Mary M. Cerullo (Informational Text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.B CC.1.3.4.E CC.1.3.4.G	CC.1.2.4.G	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.X	CC.1.5.4.A	CC.1.4.4.L CC.1.4.3.K CC.1.4.3.I

**Focus Literacy Skills**

Foundation	Decoding	Common Final Syllables
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Story Structure
	Target Strategy:	Visualize
	Supporting Skills:	Point of View
Language	Vocabulary Strategies	Greek and Latin Word Parts
	Academic Vocabulary	<i>peculiar, intends, captured, nourishing, isolated, obtain, assist, favor, condition, memorable</i>
	Grammar	Making Comparisons
Writing	Writing Mode	Opinion Writing
	Writing Form	Response to Fiction
	Focus Trait	Word Choice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>The Importance of Spiders</i> Speaking /Listening: Paraphrasing main points
	Skill	Presenting/Viewing a Dramatic Performance
Spelling	Principle	Final Schwa + /r/ Sound
	Words	Basic: <i>enter, banner, sugar, shower, motor, collar, labor,</i>





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		<p><i>finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever</i></p> <p>Review: <i>river, summer, dollar, center, number</i></p> <p>Challenge: <i>calendar, error, popular, barrier, director</i></p>
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<b>Lesson Topic</b>	<b>27- Amphibians</b>
Essential Question	Why is it important to learn about amphibians?
Long Article	<i>Amphibian Alert!</i> (Informational Text)
Short Article	<i>The Frog in the Milk Pail</i> (Fable)
Poetry	<i>Toad by the Road, The Poison-Dart Frogs</i>
Trade Books (Leveled Readers)	Below: <i>Justin and the Best Biscuits in the World</i> , Mildred Pitts Walter (Realistic Fiction) On: <i>Phineas L. MacGuire...Gets Slimed!</i> , Frances O’Roark Dowell (Realistic Fiction) Advanced: <i>Sea Turtles: Ocean Nomads</i> , Mary M. Cerullo (Informational Text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.E CC.1.3.4.H CC.1.3.4.A	CC.1.2.4.A	CC.1.1.4.D		CC.1.5.4.A	CC.1.4.4.L

**Focus Literacy Skills**

Foundation	Decoding	More Final Syllables
	Fluency	Phrasing: Punctuation
Comprehension Skills and Strategies	Target Skill:	Main Ideas/Details
	Target Strategy:	Question
	Supporting Skills	Word Choice
Language	Vocabulary Strategies	Analogies
	Academic Vocabulary	<i>betrayed, shortage, species, continent, scarce, focus, convey, alert, introduce, opportunities</i>
	Grammar	More Comparisons
Writing	Writing Mode	Opinion Writing
	Writing Form	Journal Entry
	Focus Trait	Voice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Nowhere Else on Earth</i> Speaking/Listening: reviewing key ideas to support a point
	Skill	Make an Informational Presentation
Spelling	Principle	Final Schwa + /l/ Sound
	Words	Basic: <i>title, towel, battle, pedal, metal, simple, eagle,</i>



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		<p><i>special, total, trouble, nickel, gentle, barrel, model, tangle, ankle, marvel, juggle, squirrel, riddle</i></p> <p>Review: <i>circle, travel, apple, little, purple</i></p> <p>Challenge: <i>cancel, decimal, material, pretzel, triangle</i></p>
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<b>Lesson Topic</b>	<b>28- Visual Arts</b>
Essential Question	How do museums teach us about our world?
Long Article	<i>Museums: Worlds of Wonder</i> (Expository Nonfiction)
Short Article	<i>Making the Most from Trash</i> (Photo Essay)
Poetry	<i>Dinosaur Bone, Museum Farewell</i>
Trade Books (Leveled Readers)	Below: <i>Justin and the Best Biscuits in the World</i> , Mildred Pitts Walter (Realistic Fiction) On: <i>Phineas L. MacGuire...Gets Slimed!</i> , Frances O’Roark Dowell (Realistic Fiction) Advanced: <i>Sea Turtles: Ocean Nomads</i> , Mary M. Cerullo (Informational Text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.E	CC.1.2.4.B CC.1.2.4.A CC.1.2.4.G CC.1.2.4.H	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.G CC.1.4.4.F CC.1.4.4.X	CC.1.5.4.A CC.1.5.4.D	CC.1.4.4.L

**Focus Literacy Skills**

Foundation	Decoding	Stress in Multisyllable Words
	Fluency	Rate
Comprehension Skills and Strategies	Target Skill:	Fact and Opinion
	Target Strategy:	Monitor/Clarify
	Supporting Skills	Tone
Language	Vocabulary Strategies	Prefixes <i>con-</i> , <i>com-</i> , <i>in-</i> , <i>im-</i>
	Academic Vocabulary	<i>apologize, genuine, triumph, source, registered, display, concluded, obstacles, affect, vast</i>
	Grammar	Possessive Pronouns
Writing	Writing Mode	Opinion Writing
	Writing Form	Public Service Announcement
	Focus Trait	Organization
	Write about reading	Performance Task
Speaking and Listening	Read aloud	NA
	Skill	Make an Informal Presentation
Spelling	Principle	Three-Syllable Words
	Words	Basic: <i>library, another, hospital, example, deliver, history, however, several, vacation, important, victory,</i>



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		<p><i>imagine, camera, potato, remember, together, memory, favorite, continue, president</i></p> <p>Review: <i>unlucky, powerful, grandmother, November</i></p> <p>Challenge: <i>internal, ornament, interview, universe, article</i></p>
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<b>Lesson Topic</b>	<b>29- Conservation</b>
Essential Question	What can people learn by working for a cause?
Long Article	<i>Save Timber Woods!</i> (Readers' Theater)
Short Article	<i>Following Muir: A Persuasive Essay</i> (Persuasive Essay)
Trade Books (Leveled Readers)	Below: <i>Justin and the Best Biscuits in the World</i> , Mildred Pitts Walter (Realistic Fiction) On: <i>Phineas L. MacGuire...Gets Slimed!</i> , Frances O'Roark Dowell (Realistic Fiction) Advanced: <i>Sea Turtles: Ocean Nomads</i> , Mary M. Cerullo (Informational Text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.B CC.1.3.4.E	CC.1.2.4.B CC.1.2.4.G CC.1.2.4.H	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.G CC.1.4.4.H CC.1.4.4.F CC.1.4.4.V CC.1.4.4.W CC.1.4.4.X	CC.1.5.4.A	CC.1.4.4.L CC.1.4.3.I

### Focus Literacy Skills

Foundation	Decoding	Words with Silent Consonants
	Fluency	Phrasing: Pauses
Comprehension Skills and Strategies	Target Skill:	Understanding Characters
	Target Strategy:	Infer/Predict
	Supporting Skills	Mood
Language	Vocabulary Strategies	Word Origins
	Academic Vocabulary	<i>defended, satisfied, confidence, symbol, boasted, resourceful, brilliant, publicity, territory, proposed</i>
	Grammar	Correct Pronouns
Writing	Writing Mode	Opinion Writing
	Writing Form	Opinion Essay
	Focus Trait	Ideas
	Write about reading	Performance Task
Speaking and Listening	Read aloud	NA
	Skill	Discuss Symbols and Images in Media
Spelling	Principle	Words with Silent Consonants



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	Words	Basic: <i>half, comb, mortgage, honor, fasten, kneel, wreath, calm, answer, handsome, wrinkle, listen, fetch, yolk, climb, honest, knuckle, plumber, limb, folktale</i> Review: <i>talk, knife, wrong, knock, hour</i> Challenge: <i>tomb, glisten, design, hasten, wrestle</i>
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<b>Lesson Topic</b>	<b>30- Ecology</b>
Essential Question	What can we do to protect the environment?
Long Article	<i>Mystery at Reed's Pond</i> (Mystery)
Short Article	<i>A Big Python Problem</i> (Informational Text)
Poetry	<i>Naming the Turtle, Greater Flamingo</i>
Trade Books (Leveled Readers)	Below: <i>Justin and the Best Biscuits in the World</i> , Mildred Pitts Walter (Realistic Fiction) On: <i>Phineas L. MacGuire...Gets Slimed!</i> , Frances O'Roark Dowell (Realistic Fiction) Advanced: <i>Sea Turtles: Ocean Nomads</i> , Mary M. Cerullo (Informational Text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.4.A CC.1.3.4.C CC.1.3.4.B	CC.1.2.4.A	CC.1.1.4.D CC.1.1.4.E	CC.1.4.4.A CC.1.4.4.B CC.1.4.4.C CC.1.4.4.E CC.1.4.4.F CC.1.4.4.V CC.1.4.4.W CC.1.4.4.X	CC.1.5.4.A	CC.1.4.4.L CC.1.4.3.I

### Focus Literacy Skills

Foundation	Decoding	Unusual Spellings
	Fluency	Accuracy and Self-Correction
Comprehension Skills and Strategies	Target Skill:	Conclusions/Generalizations
	Target Strategy:	Summarize
	Supporting Skills	Word Choice
Language	Vocabulary Strategies	Suffixes <i>-er, -or, -ist</i>
	Academic Vocabulary	<i>appreciate, effort, denied, informed, shallow, resources, average, suffered, inspector, progress</i>
	Grammar	Pronoun Contractions
Writing	Writing Mode	Opinion Writing
	Writing Form	Opinion Essay
	Focus Trait	Sentence Fluency
	Write about reading	Performance Task





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Speaking and Listening	Read aloud	NA
	Skill	Dramatize a Story
Spelling	Principle	Unusual Spellings
	Words	Basic: <i>meant, routine, style, flood, month, pleasant, guess, women, either, against, disguise, sweat, magazine, guard, receive, wonder, league, type, ceiling, money</i> Review: <i>front, head, elbow, shoe, mind</i> Challenge: <i>plaid, onion, guarantee, rhyme, submarine</i>