

# Teachers Resource Guide



earobics<sup>®</sup>  
reach





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# Introduction

The *Earobics Reach Teacher's Resource Guide* provides resources and suggestions on how to use the *Earobics Reach* reading intervention program in the classroom. The guide is intended as a reference to help teachers manage student use of the program and provide remedial instruction when necessary.

The first section of this guide contains general information on how and why the program functions the way it does. The remainder of this guide contains specific information on the skills and concepts covered in each unit of the program.

Please consult other *Earobics Reach* resources for the following specific uses:

## **Fluency Assessment Guide**

This guide contains instructions for teachers on administering formal Fluency Assessments using *Earobics Reach*. Fluency Assessments are intended to measure students' progress toward building the skills of reading rate, accuracy, and prosody. To capture this data, assessments must be evaluated by teachers. In addition to instructions on how to administer and grade Fluency Assessments, the manual includes the complete text of each unit's reading passage to allow students to read aloud from a printed page during the assessments.

## **Technical Administrator's Manual**

This document contains instructions for technical administrators on how to install and set up the *Earobics Reach* program, including the creation of user accounts, managing licenses, merging users, and changing settings.

## **Technical Support**

If you need assistance, you can access Earobics Support 24 hours a day at <http://earobics.helpserve.com>, or call 888-328-8199 between the hours of 7:00 a.m. and 7:00 p.m. CST.

# Overview of Earobics Reach

## What Is Earobics Reach?

*Earobics Reach* is a software-based reading intervention program rich in cross-curricular content and nonfiction texts. *Earobics Reach* provides a powerful, flexible, and highly interactive student experience in which pedagogically sound instruction and actual teaching – not just practice and reinforcement – are central to the program. It is a highly adaptive program that allows for teacher customization and involvement.

## Who Is Earobics Reach For?

*Earobics Reach* is designed to meet the unique needs of students in grades 4 through 8 reading below grade level. The program follows a carefully prescribed scope and sequence of instruction that is automated and tailored to students' exact point of need in order to help them catch up with their peers.

## How Do I Know If Earobics Reach Is Appropriate for My Students?

The first time a student begins using *Earobics Reach*, the student takes a placement test to determine his or her current reading comprehension ability. Based on the Lexile score as determined by this assessment, the system places the student into the program at a level that is appropriately challenging.

If the placement test indicates that the student's Lexile score is outside the range of *Earobics Reach*, the student will be instructed that he or she has not been placed in the program. The teacher will be alerted that the student's score indicates that he or she is reading at a level above or below the range of the program.

The teacher has the option to override this automatic placement procedure by placing the student in the program manually at a level of the teacher's choosing. For more details on scenarios for placing students in the program, see "Placing Students" on p. 12.

## What Does the Student Experience in Earobics Reach?

*Earobics Reach* contains a sequence of instructional units based around 72 reading passages of gradually increasing Lexile level. Each unit consists of four different instructional areas—Phonics, Vocabulary, Comprehension, and Fluency. Each of the four areas presents a series of instructional animations, activities, and games that helps the student learn and build distinct reading skills. Once the student masters the material presented in each of the four instructional areas within a unit, the student moves on to the next unit in the sequence.

Students are accompanied on their journey through the program by a virtual guide, or "friend," who appears onscreen to give students feedback on their work. The student customizes the friend's appearance by choosing the physical attributes (gender, skin color, hairstyle, facial features, etc.) of the friend the first time the student logs in to *Earobics Reach*. As students move through the program, they earn points for correct answers. At the end of each series of instructional activities, the student's points are converted into gems, which can then be used to buy clothing and accessories to further customize the buddy's look. This "shopping" feature of the program allows a student to purchase a variety of other rewards besides clothing—including pets,

sporting equipment, vehicles, and musical instruments—each time the student completes a series of related activities within a unit.

## How Is Student Progress Measured?

*Earobics Reach* tracks students' progress through the program in a number of ways.

### Reports

Through various PDF reports available in *Earobics Reach*, teachers can view data on student usage, scoring, and progress through the various units. Both individual and aggregate student data can be retrieved for students, classes, and groups. In addition to tracking student activity within the instructional units, the program regularly evaluates student skill levels through two types of assessments: Fluency Assessments, which are live student readings of sample passages administered in person and evaluated by the teacher, and Level Assessments, which are multiple-choice tests administered and scored automatically. Both types of assessments provide data with which teachers can measure the progress of students toward building reading skills.

### Fluency Assessment

The formal Fluency Assessment is a tool for measuring the student's progress on building the fluency skills of reading rate, accuracy, and prosody. Fluency Assessments produce student performance data that is recorded by the system and is presented in the Unit Score Report. Fluency Assessments are administered in person by the teacher every three units, and they

require the teacher to enter some scores based on their evaluation of the student's performance while reading aloud from an unfamiliar passage. For instructions on administering, grading, retrieving, and interpreting Fluency Assessments, please consult the *Earobics Reach Fluency Assessment Guide*.

### Level Assessment

Six weeks after a student begins working in *Earobics Reach*, and every six weeks thereafter, a Level Assessment is automatically administered to the student. Similar in format but shorter in length than the placement test the student completes when he or she first begins the program, this 20-question multiple-choice test produces an updated Lexile score with which the student's progress over time can be monitored. Scores from the Level Assessments are recorded in the system and can be presented in various individual and aggregate reports. For more details on the Level Assessment, see "Placement and Level Assessments" on p. 42.

# Getting Started

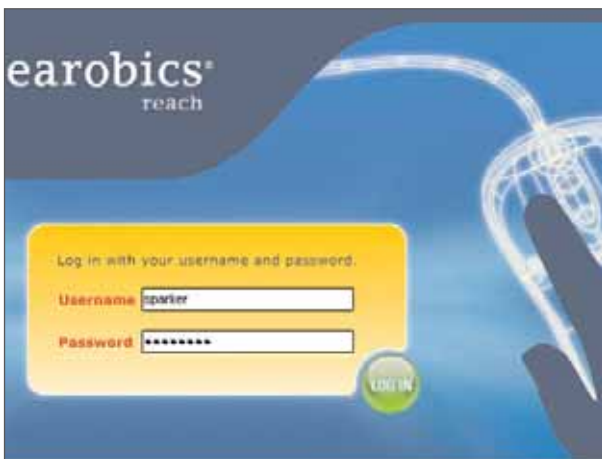
To get started using *Earobics Reach* in your classroom, follow the directions below. These are the minimum actions required to get your students working in the program using the default settings.

## Logging In

Your system administrator should provide you with an *Earobics Reach* user name and password, which allows you to access the system. Before entering this information, make sure you turn off any pop-up blockers in your browser, and make sure you have the latest version of Java on your computer.

Enter the address

<http://www.earobicsreach.com> in your browser. You will see the login screen.



Type your user name in the first field and your password in the second field. User names and passwords are case-sensitive. Then click the green **Log In** button.

## Earobics Reach Dashboard

After successfully logging in, you will be at the dashboard screen. The dashboard includes a welcome, a list of messages, and menu choices across the top.



In the teacher's dashboard, these choices include:

**Home:** This dashboard

**Messages:** View the inbox, view sent mail, create a message

**Settings:** Reset passwords

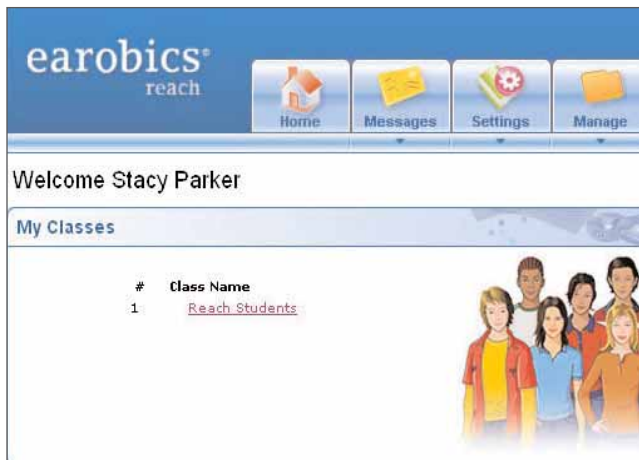
**Manage:** Set up users, grade fluency assessments, review student recordings

**Teaching Tools:** View level assessments, set up classes and groups, promote students

**Reports:** View and print documents showing student and class performance and other data

## Creating a Class

Before your students can begin working in *Earobics Reach*, you must have a class in the system. If the name of a class appears in the **My Classes** area of the dashboard, your class has already been created. Skip ahead to “Creating Student Accounts,” below.



If the message “Classes not available” appears under **My Classes** on the dashboard screen, you will need to create the class yourself. To do so:

1. Move your cursor over **Teaching Tools** and click **Classes**. The **View Classes** screen appears.
2. Click the **Add** button at the bottom of the screen. The **Add Class Details** screen appears.
3. Type in a class name and description. Your school’s name should appear in the **School Name** field automatically.
4. Click the drop-down arrow next to the **Product Name** field. Select **Earobics Reach**.
5. Your user name should appear in the **Teacher Name** field automatically.
6. Click the calendar icon next to **Start Date** and select a date to begin the class. Click the calendar icon next to **Expiration Date** and select a date to end the class.



**Note:** The class starting and ending dates dictate when the class will be active. Students enrolled in a class will not be able to use Earobics Reach before the start date or after the end date. When a class expires, all the students in the class are no longer associated with it.

7. Click the **Submit** button.

## Creating Student Accounts

Check with your technical administrator to make sure your students have been added to the program. If not, you will have to create them. To do that, follow the steps below.

1. Select **Manage** and click **Users**. The **Search User** screen appears.
2. Click the **Add User** button at the bottom of the screen.
3. On the **Add User** screen, click the drop-down arrow next to **Profiles**, and select **Student**. Click **Continue**. The **Add User - Student** screen appears:

4. Type in the student's user name, password, first name, last name, and school ID number.

**Note:** The user name and password can be typed in manually or auto-generated. User names must be unique across the entire system. The auto-generate feature generates a user name and a password based on a name and a sequence of numbers. Whether typed in or auto-generated, passwords created in this step must be changed by students the first time they log in.

5. Click the **Search** icon next to the **School Name** field. The **School Details** screen appears. If the school is listed, click the option button next to its name and click **Select**. If the school is not listed, click **Search**; enter the name of the school and/or the ZIP code and state, locate the school, click the option button and click **Select**. The name of the school will appear in the **School Name** field.
6. Click the drop-down box next to the **Class Name** field. The name of the class you created should appear there; select it.
7. Enter the rest of the information about the student; note that the grade is required.
8. At the bottom of the screen, select the check box next to **Associate with License now**.
9. Click the **Submit** button.

## Adding Students to a Class

Select **Teaching Tools** and click **Classes**.

Find your class; select it by clicking the option button next to it and click **Edit**. Scroll down until you see the **Student Details** section of the next screen. Make sure that all of your students appear there. If any students' names are missing from this list, you will need to add them to the class manually. To add students to a class:

1. Click the **Add Student** button at the bottom of the screen. The **View Students** screen appears.

Select	Student Name	Login ID	School Student ID	Grade
<input type="checkbox"/>	A, Steve	Steve	56hg66	3
<input type="checkbox"/>	Adams, Alice	alicea1	School0001a11	4
<input type="checkbox"/>	Adams, Kyle	kadams	897897807	6
<input type="checkbox"/>	Adams, Tony	tyadms	345634	4
<input type="checkbox"/>	Allen, Grace	galen	3425553	4
<input type="checkbox"/>	Allen, Ted	tallen	212212222	4
<input type="checkbox"/>	Alvarez, Roberto	ralvarez	6046546	4
<input type="checkbox"/>	Anderson, Betty	bettya	121212	4
<input type="checkbox"/>	andy, andy	sandy	andy	4
<input type="checkbox"/>	Banks, Ernie	ebanks	11111	3
<input type="checkbox"/>	Beral, Joe	Fubun	9650965	6
<input type="checkbox"/>	Beaumont, Bruce	bruceb1	School0001a21	5
<input type="checkbox"/>	Blair, Ben	benrie	5234526	2
<input checked="" type="checkbox"/>	Bianca, Tina	tbianca	8888	4
<input type="checkbox"/>	Brandt, Kyle	kbrandt	03930	1

19 items found, displaying 1 to 19 [Prev] 1 2 3 4 5 6 7 [Next]

Select Back

2. Click the box next to each student you want to add to your class, then click the **Select** button. The **Edit Class Details** screen should reappear with the selected

students displayed. Your students have been added to your class.

Select	Teacher Name	Login ID
<input type="checkbox"/>	Peter, Stacy	speter

Add Teacher Remove Teacher

Select	Student Name	Login ID	License Status
<input type="checkbox"/>	Gordon, Alan	agordon	Y
<input type="checkbox"/>	Jackson, Anna	ajackson	Y
<input type="checkbox"/>	Ramirez, Juan	jramirez	Y
<input type="checkbox"/>	Turner, Jason	jturner	Y
<input type="checkbox"/>	Adams, Kyle	kadams	Y
<input type="checkbox"/>	Alvarez, Roberto	ralvarez	Y
<input type="checkbox"/>	Kimura, Robert	rkimura	Y
<input type="checkbox"/>	Puerta, Raquel	rpuerta	Y
<input type="checkbox"/>	Devi, Samantha	sdevi	Y
<input type="checkbox"/>	Green, Dely	dgreen	Y
<input type="checkbox"/>	Bianca, Tina	tbianca	Y

11 items found, displaying all items

Add Student Remove Student Assign License Unassign License

## Giving Students Access

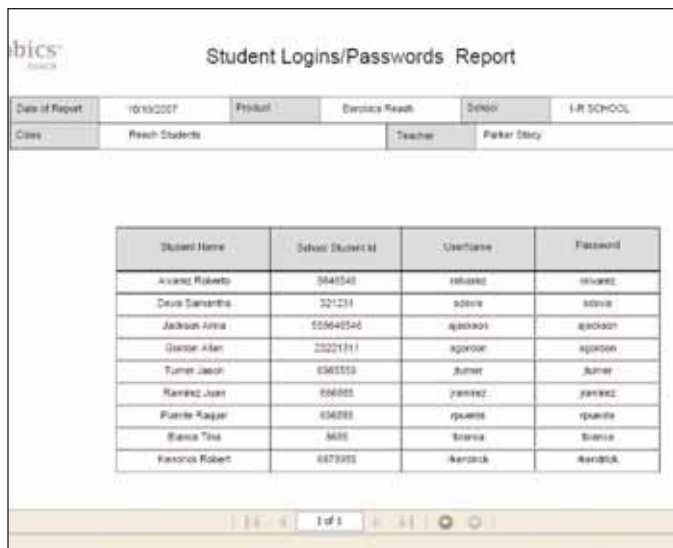
In order to prepare your students to access *Earobics Reach*, you need to provide them with their user names and initial passwords. To do this:

1. Click on **Reports**. Select the **Product** (*Earobics Reach*).

- Now select **Student Logins Password Report** and click **View Report**.



- Pick your class from the **Class Name** drop-down menu and click **Generate Report**.
- A list of student user names and passwords appears. Print this list and take it with you to class.



*Note: The passwords shown in this report are initial passwords, which students are required to change the first time they log in. To retrieve a student's permanent password, you must view an individual student's user account by selecting **Manage**, clicking **Users**, and searching for the student's user account. From the **View Users** search results page, click on the student's user name link. The **View Student Details** page displays the permanent password.*

### Editing Student Information

After students have been created, it may be necessary to go back and add or change information in the student profile. To do this:

- Move your cursor over **Manage**, then click **Users**. The **Search User** screen appears. Click **View all**.
- Click the box next to the name of the student that you want to edit. Click the **Edit** button at the bottom of the screen.
- The **Edit User** screen appears. Make necessary changes to the desired fields and click **Submit**.



# Placing Students

Students can be placed in *Earobics Reach* in two ways: automatically, by the program, or manually, by the teacher.

The default is automated placement, in which the program determines an appropriate starting point for the student by administering a placement test the first time a student logs in. It is recommended that teachers utilize automated placement because it provides an experience tailored to the individual student and because the initial placement test produces a baseline Lexile score that is useful for tracking the student's progress. Automated placement also requires fewer steps for the teacher.

However, under certain conditions it may be necessary to place students in the program manually. For example, if a teacher wants to have all the students in a class begin working in the same unit, students will need to be placed manually. Also, when the placement test indicates a student's reading ability is outside the scope of the program, the student will have to be placed manually to begin working in *Earobics Reach*.

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## Automated Placement

If the teacher does not elect manual placement, the student will be given a placement test the first time he or she logs in to *Earobics Reach*. At the conclusion of this 40-question multiple-choice test, the student immediately begins working in the program. The student will automatically be placed in a unit corresponding to a Lexile level 20 to 50 points below the student's baseline Lexile score as determined by the placement test.

Automated placement utilizes a number of possible inputs to calculate a student's baseline score within the Lexile framework. The student's performance on the placement test determines the baseline score, but other inputs about the student's reading ability prior to beginning *Earobics Reach* also affect the way the placement test is administered and scored. These inputs on prior ability include the student's grade, a prior Lexile score assessed within the past six months, and a subjective teacher's rating of prior reading ability.

## Prior Reading Ability Inputs

**Grade Level:** The student's grade is entered when the student's account is set up. If the teacher does not enter any prior reading score information, the program will use this information to assume a prior Lexile score in which the student is reading below grade level.

**Prior Lexile Score:** The teacher has the opportunity to enter the most recent Lexile score measured for the student. The score and the date of the previous assessment must be entered before the student takes the placement test. The teacher does this by going to the **Edit Class Details** screen and clicking the **Lexile Settings** button.

**Teacher Rating of Prior Ability:** If the student does not have a prior Lexile score available, the teacher may enter a subjective rating of the student's reading ability on a scale from 1 to 5 (a rating of 3 indicates the student is reading at grade level). This rating must be entered before the student takes the placement test. The teacher does this by going

to the **Edit Class Details** screen and clicking the **Lexile Settings** button.

For details on how the placement test is administered and graded, see “Placement and Level Assessments” on p. 42.

## Manual Placement

A teacher can choose to place a student directly into any unit in the program based on the teacher’s knowledge of the student’s current reading abilities. This option may also be desired if the student is not placed automatically due to a score on the placement test that is out of range for the program. To manually place a student:

1. Select **Teaching Tools** from the menu choices and click **Classes** in the drop-down menu. The **View Classes** screen appears.
2. Click the option button next to the class name. Click the **Edit** button at the bottom of the screen. The **Edit Class Details** screen appears.

**Class Details**

Class Name: Reach Students

Class Description: B3, Packets in reading class

School Name: N-RSCHOOL

Product Name: Earobics Reach

Start Date: 09/19/2007

Expiration Date: 05/15/2008

Status: Active

**Teacher Details**

Select	Teacher Name	Login ID
<input type="checkbox"/>	Patric, Steve	teacher

**Student Details**

Select	Student Name	Login ID	License Status
<input type="checkbox"/>	Condon, Alan	agordon	Y
<input checked="" type="checkbox"/>	Jackson, Anna	anajackson	Y
<input type="checkbox"/>	Parsons, Alan	alparson	Y
<input type="checkbox"/>	Turner, Jason	turner	Y

3. At the bottom of the screen, select the student you wish to place by clicking the check box that appears next to the

student’s name. Then click **Manual Placement**. The **Student Placement** screen appears.

**Student Placement**

Manual Placement of Student

**Submit** **Cancel**

4. This screen allows you to set the place where the student will begin *Earobics Reach* activities. Do this by selecting a lesson from the dropdown list, next to **Manual Placement of Student**.
5. Click **Submit**.

When placing students manually, please consult the *Earobics Reach* Unit Table on pp. 51-53 to select an appropriate starting place for the student’s reading ability. The table contains information on each unit’s corresponding Lexile level.

The Scale Map for Grade Level and Reading Scores on p. 47 also may be helpful when placing students manually. This table provides grade level equivalents for score ranges in the Lexile Framework, as well as equivalent ranges in the leveling methodologies of Guided Reading and DRA.

*Note: It is suggested that students placed manually in Earobics Reach begin working in the first unit within any three-unit sub-theme (i.e., a unit with a code number ending in 1, such as B41).*

# Learning Environment and Instructional Flow

This section contains a description of how students move through the instructional activities of *Earobics Reach*. Each of the sections below discusses an aspect of the program that affects the student's experience and progression through the program. Understanding these aspects of *Earobics Reach* will enable you to understand whether students are getting the most out of their experience with the program, and will help you provide differentiated and targeted instruction for those students when necessary.

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## Advancement through the Program

*Earobics Reach* contains a sequence of instructional units based around 72 reading passages that gradually increase in difficulty as the student moves through the program. Each unit contains instructional material in four different areas—Phonics, Vocabulary, Comprehension, and Fluency. Each of the four areas of instruction presents a series of animated lessons, activities, and games that help the student learn and build distinct reading skills.

A student must achieve mastery of all four instructional areas within a unit before he or she is allowed to advance to the next unit in the sequence. What constitutes mastery of a skill is discussed in detail below (see "Achieving Mastery" on pp. 16-19), but it is important to remember that students are typically required to complete activities in each instructional area multiple times until mastery is achieved.

## Repetition of Units

Although students are typically expected to repeat most the activities within a given unit, it is worth noting that a student's instructional experience in any unit will vary each time the unit's activities are presented. *Earobics Reach* presents a varied experience because of a number of features of the program's design.

First, the system randomizes a large pool of content to ensure that the question and answer choices vary each time a student is presented with an activity. Second, the program reacts to the student's performance in a way that adjusts the activities to emphasize material that has yet to be mastered. Finally, as a student works toward mastery of a unit, the activities become more challenging because fewer and fewer supports are provided as the student progresses toward mastery (see "Levels of Support" on pp. 13-16).

## Failure to Advance: Alerts

If a student fails to master the material in a unit and ends up repeating the activities in a certain instructional area without progress toward mastery, the teacher is notified through alerts sent through the *Earobics Reach* message system.

A Yellow Alert indicates the student has repeated certain activities in a particular instructional area three times without advancement. A Red Alert indicates the student has repeated the same instructional area five times. Teachers receiving alerts are expected to intervene and help the student to master the material they are struggling with in order to move on to the next unit (see "Teacher Intervention Strategies" on pp. 30-36).

## Order of Instruction

Once a student is placed in the program, the student progresses incrementally from units at lower Lexile levels to units at higher Lexile levels. Once the four instructional areas within a particular unit have been mastered, the student moves to the next highest unit in the program. Within each unit, however, there are a number of ways that a student can move through the instructional areas of Phonics, Vocabulary, Comprehension, and Fluency.

Each time a student enters a unit, he or she is presented with the **Instructional Area Selection** screen. The student is asked to click on a button to begin. Depending on the settings controlled by the teacher, the student may choose any area yet to be mastered (Student Selected setting) or the student will be directed to choose the instructional areas in a particular order (Teacher Selected or Default setting) because only the desired button will be active.



In the program's default setting, the student cycles through one round, or "iteration," of each of the four skills, rather than mastering one area first and then going to the next one.

The default order of instruction within a unit is:

1. Phonics
2. Vocabulary
3. Comprehension
4. Fluency

## Adjusting Order of Instruction

The teacher may change the default order of instruction by making adjustments to the student settings. Order of instruction can be customized to any sequence desired, including turning off some areas of instruction entirely. For details on changing the order of instruction, see "Customizing Settings" on pp. 37-41.

The system allows (but does not require) a teacher to set a timer for the length of a session. When the student returns to the program, he or she returns to the spot where the last session ended. For details on setting session timers, see "Customizing Settings" on pp. 37-41.

## Levels of Support

*Earobics Reach* is designed to accommodate the needs of individual students. Students are assigned an initial place in the program that is appropriately challenging (either by the automated or manual placement). If a student is challenged too much or too little, the program will adjust to bring the instruction closer to the level of support that the student needs.

The adjustment in the amount of support provided typically occurs after the completion of the first iteration of activities in a skill area. The next time the student enters the same skill area, he or she begins the iteration at a higher or lower level of support.



Regardless of whether the student requires additional support to complete the activities in a unit, the student must eventually master all the activities at the highest level (with minimal support) before moving on to the next unit. For an explanation of what constitutes mastery in *Earobics Reach* see “Achieving Mastery” on pp. 16-19.

The levels of support work differently in the four different areas of instruction. The following sections detail the ways in which individual support is provided in Phonics, Vocabulary, Comprehension, and Fluency.

### Levels in Phonics and Vocabulary

The same system of instructional support is used in both Phonics and Vocabulary

activities. (The activities for High Frequency Phrases, which are presented in the Fluency area, also use this system.) In these areas, students can work at three different levels: high support (Level –1), average support (Level 1), and mastery level (Level 2).

In general, a student begins working in the Phonics and Vocabulary areas at Level 1. Depending on the performance recorded in that first iteration, the student may move up to Level 2 or down to Level –1. The student repeats Phonics and Vocabulary activities at increasingly higher levels of instruction (i.e., lower support) until the student masters the area at Level 2. The status bar at the top of the activity screen displays a different color depending on which level the student is working at.

## LEVELS OF SUPPORT

### Level –1: High Support / Status bar: Violet

At Level –1, the student has the option of viewing word cards for each target word. Clicking on word cards reveals definitions, example sentences, synonyms and antonyms, and audio pronunciations. Feedback at this level is given for individual answers where possible, as opposed to batch feedback given for a group of answers submitted together. In most activities, the student is given multiple chances to answer before the correct answer is shown.

### Level 1: Average Support / Status bar: Yellow

At Level 1, the activities are more difficult because the student has less support than at Level –1. The student does not have the option of viewing word cards, though audio support for target words is available. The student must submit answers in batches before receiving feedback in most activities, and fewer attempts are allowed before the correct answer is shown. As in Level –1, this level allows the student to review the relevant instructional animation (when appropriate) by clicking the **Remind** button at the bottom of the screen.

### Level 2: Mastery / Status bar: Aqua Blue

Level 2 is the most difficult to complete because the student receives minimal support. Audio support and review of instructional animation through the **Remind** button are no longer available. The student is allowed only one attempt to answer each question. In many activities, students have a limited amount of time to submit answers before the correct answer is shown.

Note that because a single instructional area may include instruction on more than one concept or sub-area, a student may work at different levels of support within the same area. For instance, an iteration of Phonics may contain activities related to two or three phonics rules. Another example would be an iteration of Vocabulary with activities related to lessons on morphology and homophones. Because the program scores student performance separately for each concept presented, a student may work at different levels of support for each sub-area.

For instance, a student might begin an iteration on Concept A at Level 1 and master that concept at that level. The student might then move on to Concept B at Level 1 and struggle significantly. The student may be moved back to Level -1 for Concept B. The student might then work on Concept C starting at Level -1 and master that level. On the student's next iteration, the student would begin Concept A at Level 2, Concept B at Level -1, and Concept C at Level 1.

### Adjusting Levels of Support

The system allows the teacher to customize settings to provide students with the highest level of support each time a new unit is presented. For details on how to activate high support in student settings, see "Running Start Support" on p. 41.

### Levels in Comprehension

There is only one level of support in the Comprehension area. Students read a passage and answer questions, both during and after reading, that demonstrate understanding of the meaning of the text.

The student receives immediate feedback to

Comprehension questions and is allowed to refer back to the text of the passage in order to answer the questions. The student demonstrates mastery in Comprehension by answering each question correctly. If a student's answers demonstrate that there were areas of the passage that he or she did not fully understand, the student is required to complete additional iterations until comprehension is demonstrated.

During subsequent iterations, the program adjusts the types of activities presented based on the student's previous answers. The student has the opportunity to read the passage again and is asked to answer questions (some new, some recurring) specifically in those areas where the student previously struggled. In areas where the student has already answered correctly, the student may be asked to review his or her previous answers but is not required to answer again.

### Levels in Fluency

In the Fluency area, the student practices reading a familiar passage aloud. The level system in Fluency consists of three different templates for student practice, providing different amounts of support. In Fluency Practice, the student chooses from among three support levels, each of which allows the student to make practice recordings for self-assessment.

### Echo Reading

The student practices by listening to modeled readings delivered one sentence at a time. The passage provides word card support for vocabulary and passage-specific words. The student is able to hear instructional commentary on the passage, including tips

on expressive reading and comprehension. The student may record and play back recordings of himself reading the passage.

### **Pacing Practice**

The student listens to modeled readings delivered at a constant pace. The student can also practice reading with text highlighted at three different rates that the student controls. The passage is presented with word card support and instructional commentary. The student may record and play back recordings of himself reading the passage.

### **Final Practice**

The passage is presented with word card support and instructional commentary, but no modeled reading is provided at this level. The student may record and play back recordings of himself reading the passage. The student may also submit these recordings to the teacher for review.

### **Achieving Mastery**

The goal for students using *Earobics Reach* is not just to complete all the activities in each unit, but to master each of the concepts presented. This is done by reaching a certain threshold of accuracy in completing the activities with minimal support. Once he or she achieves mastery in all four instructional areas that make up a unit, the student is allowed to move on to the next unit.

Please note that it is possible for a student to master one of the concepts, or sub-areas, within a particular iteration without mastering the others. The activities related to the concepts not yet mastered will continue to be presented until the student masters these concepts as well. Once a sub-area has been

mastered by the student, he or she is no longer presented with the activities related to that concept.

The program defines the threshold for mastery in different ways in each skill area. Mastery thresholds also may vary slightly within skill areas, depending on the individual concepts presented. A description of how mastery is achieved in the four skill areas is provided below.

### **Mastery in Phonics**

The Phonics area contains separate sub-areas for individual phonics rules and High Frequency Words. Each of these sub-areas is scored and mastered separately.

If a student working at Level –1 or 1 completes all the activities related to a particular Phonics sub-area with an overall score of 92% or higher, the program adjusts the level of instruction for the next iteration one level higher. Once the student has completed the activities at Level 2 with a score of **92% or higher**, then the student is deemed to have mastered that sub-area, and the activities are dropped from the instructional flow.

In High Frequency Word activities, the threshold for advancement toward mastery is an overall score of 93%.

### **Regression in Phonics**

In Phonics, a student working at Level 1 or 2 who completes all the activities related to any sub-area (including High Frequency Words) with an overall score **below 70%** is moved down one level of instruction. When the student enters Phonics for the next iteration, the student will complete those activities with greater support. There is no regression scenario for students working at Level –1.

### Early Advance, Restart, and Early Bailout

*Earobics Reach* is designed to provide students with an appropriate level of support when needed. Occasionally this means the program will adapt the level of instruction for students who may be struggling or who may need a greater challenge earlier in the instructional flow.

If a student performs extremely well in the initial Phonics activities, the student is allowed to immediately progress to the next level of instruction. In this “early advance” scenario, the student does not complete all the activities related to the current phonics rule and instead proceeds to the next sub-area. Early advance takes place at Levels –1 and 1 if the student has scored **97% or higher** on the first four activities. There is no early advance scenario for students working at Level 2 (mastery).

If the student performs very poorly in the initial Phonics activities, the student is given the chance to begin the iteration again at the same level. This “restart” scenario takes place at Levels 1 and 2 if the student scores **35% or lower** on the first four activities.

If the student has already experienced restart and again scores poorly on the initial Phonics activities, the program immediately moves the student down one level of instruction to provide greater support. This “early bailout” scenario takes place at Levels 1 and 2 if the student scores **35% or lower** on the first three activities.

Early advance, restart, and early bailout do not apply to High Frequency Word activities.

### Mastery in Vocabulary

The Vocabulary skill area contains the following sub-areas:

- Vocabulary Words
- Morphology
- Idioms
- Homophones
- Multiple Meaning Words

As with Phonics, students master each Vocabulary sub-area separately. A student working at Level -1 or 1 must complete all the activities related to any Vocabulary sub-area with an overall score of **90% or higher** before the level of instruction progresses to the next level. Once the student has completed the activities at Level 2 with a score of 90% or higher, then the student is deemed to have mastered that sub-area, and the activities are dropped from the instructional flow. There is no early advance scenario in Vocabulary.

### Regression in Vocabulary

In Vocabulary, the thresholds for regression to a lower level of instruction vary slightly depending on the sub-area. In each case, however, the student completes each sub-area before beginning the next iteration with greater support.

A student completing the Vocabulary Words and Morphology activities at Level 1 or 2 with an overall score **below 70%** is moved down one level of instruction. In the sub-areas of Idioms, Homophones, and Multiple Meaning Words, the overall score must be **below 50%** before the student is moved down one level. There is no restart or early bailout scenario in Vocabulary.

### **Mastered vs. Active Vocabulary Words**

In addition to tracking a student's overall score in the sub-area of Vocabulary Words, *Earobics Reach* monitors the student's mastery of each vocabulary word on a word-by-word basis. The program does this by maintaining a list of Active and Mastered vocabulary words.

Upon entering a Vocabulary unit for the first time, the student is presented with a series of "pre-evaluation" activities. The student is asked to identify the vocabulary words that he or she already knows. If the student doesn't identify the word as known, it is given a status of Active. Active words become part of the instructional pool for the activities in the unit, allowing the program to concentrate instruction on unfamiliar words.

The program then presents a number of activities where the student is asked to define the words that he or she previously identified as known. A student must earn **90% or more** of the points possible for any given word for that word to be deemed Mastered. When the program determines that a student has mastered any particular word, that word is removed from the Active word list and added to the list of Mastered words.

### **Mastered Words in Activities**

Note that the program will continue to hold students accountable for words on the Mastered list by randomly presenting two Mastered words as part of each activity. Two incorrect answers will result in a previously Mastered word being returned to the Active word list.

Note also that mastery of Vocabulary words is applicable only to the level of support in which the student is working. The student must con-

tinue to demonstrate word mastery at all levels. Only when mastery of all Vocabulary words in a unit is demonstrated at Level 2 will the Vocabulary area be deemed mastered and the student allowed to move to the next unit

### **Mastery in Comprehension**

The Comprehension area contains the following sub-areas, which are scored together for the purposes of demonstrating mastery:

- Activating Prior Knowledge
- Questioning
- Understanding the Text
- Summarizing
- Main Idea and Details
- Monitoring Understanding
- Text Structure

Students read the unit passage and answer questions both during and after reading that demonstrate the above skills. If a student answers incorrectly to any questions, the student is required to complete additional iterations and attempt to answer correctly.

In order to demonstrate mastery, the student must complete an iteration in Comprehension with an overall score of **90% or higher**.

In the event that a student has already mastered both the Phonics and Vocabulary areas in a unit, but after multiple iterations in Comprehension still has not scored 90% on that passage, the program will move the student on to the next unit. The program will not hold the student back simply so he or she can prove understanding of a particular passage. In contrast to an area like Phonics, where mastery of each concept is important, a student can effectively practice and improve Comprehension strategies on another, similar passage.

## Mastery in Fluency

The Fluency area contains separate sub-areas for Fluency Practice (all units) and High Frequency Phrases (selected units). These sub-areas are scored separately.

## High Frequency Phrases

In High Frequency Phrase activities, the threshold for advancement toward mastery is an overall score of **82% or higher**. Once the student has completed the activities at Level 2 with a score of 82% or higher, the student is deemed to have mastered High Frequency Phrases. The threshold for regression to a lower instructional level for High Frequency Phrases is a score **below 50%**.

## Fluency Practice

Fluency Practice is entirely student-directed in terms of levels of support and length of time spent on the activities. (Teachers have the option to specify time limits for Fluency Practice by customizing settings.) These activities give a student a chance to practice reading and making recordings, and the recordings may be submitted for teacher review and evaluation.

There is no mastery threshold for Fluency Practice. Provided the student has completed at least one iteration of Fluency, the student moves to the next unit once the student has demonstrated mastery in the current unit's

other three instructional areas.

Although the program focuses on building Fluency skills through modeling, student practice, and self-evaluation, the program does collect measurements on reading rate, accuracy, and prosody. At the end of every three-unit sub-theme, a formal one-minute Fluency Assessment is administered to the student by the teacher. For instructions on administering and grading Fluency Assessments, please consult the *Earobics Reach Fluency Assessment Guide*.

# Activity Overviews

Each instructional area of *Earobics Reach* has a different set of activities intended to teach students different reading skills. What follows is a summation of the type and order of activities presented to students in Phonics, Vocabulary, Comprehension, and Fluency.

## Navigating the Activity Screens

Most non-game activities within *Earobics Reach* display the same onscreen navigational tools.

The screenshot shows a software interface for a vocabulary activity. At the top, there is a title bar with 'The Sun's Energy' on the left, a 'Vocabulary' tab, a progress bar, and a '0012' score display. Below this is a instruction box: 'Combine words and word parts to make a new word with the meaning described below.' The main content area is titled 'Building Words' and contains a text box with the definition: 'A grouch is someone who is not happy and complains a lot. Which unit should be added to make the word mean "showing that you are a grouch"?'. Below the text box is a word-building interface with a central box containing 'grouch' and a 'y' unit, and three buttons below it labeled 'es', 'ily', and 'ly'. A 'Submit' button is at the bottom right of the main area. On the right side of the screen is a character of a man wearing a headset. At the bottom of the screen is a navigation bar with several icons and buttons: a globe icon, a bar chart icon, a 'Remind' button, a 'Demo' button, and a 'Next >>' button. Labels with lines pointing to these elements are provided: 'Instructional area' points to the 'Vocabulary' tab; 'Level of Support' points to the progress bar; 'Current points' points to the '0012' score; 'Show earned jewels' points to the globe icon; 'Increase/decrease volume' points to the bar chart icon; 'Launch instructional animation' points to the 'Remind' button; 'Launch activity demonstration' points to the 'Demo' button; 'Advance to the next step' points to the 'Next >>' button; and 'Decide how friends appear' points to the character icon.

Instructional area

Level of Support

Current points

Show earned jewels

Increase/decrease volume

Launch instructional animation

Launch activity demonstration

Advance to the next step

Decide how friends appear

## Phonics Activity Overview

The Phonics area begins with an instructional animation. The animation teaches phonics rules (such as how base words change when various suffixes are added) that make it easier to read and spell words.

### Sample Phonics Animation



While instructional animation is playing, the student may use controls at the bottom of the screen to adjust the volume, pause, fast-forward, rewind, or replay the animation. Along the right side of the screen, a list of main points is displayed, summarizing the rules presented. Once the animation finishes playing, the student is prompted to click **Next** to begin the scored activities. The student can skip past the animation at any time by clicking **Next**.

Throughout the subsequent activities, the student may view the animation again simply by clicking on the **Remind** button. This replay function is available at any point in the iteration, provided the student is not working at the mastery level (Level 2).

## Activity Flow

**Phonics Rules:** After viewing the animation, the student proceeds through a number of activities and games requiring the student to demonstrate understanding of the concepts presented. The navigation used is relatively consistent from one activity to another.

Some phonics units contain a second or third animation, which the student views after the completion of the activities related to the first animation.

**High Frequency Words:** At the conclusion of each series of Phonics activities, the student is presented with three High Frequency Word activities designed to familiarize students with very common words.



### Sample Phonics Activities

#### Blind Spelling



#### Word Sort



#### Complete the Sentence



#### Word Matrix



#### Launch the Word



#### Manipulate Base Words



## Vocabulary Activity Overview

The Vocabulary area contains activities for evaluating existing knowledge of vocabulary words; inferring meaning of unknown words; mastering vocabulary words; learning about morphological units; and learning about homophones, idioms, and multiple meaning words.

### Activity Flow

**Vocabulary Words:** Vocabulary begins with a sequence of activities designed to evaluate which words the student already knows. Vocabulary words are sorted into Mastered and Active word pools during the course of instruction. Instruction uses words from the Active word pool and a few words randomly pulled from the Mastered word pool.

The student then is shown a series of activities in which text from the reading passage for the unit is presented and the student is asked to infer the meaning of a vocabulary word from topic clues and related words.

Then a series of activities and games tests the student's knowledge of vocabulary word definitions.

### Homophones, Idioms, and Multiple

**Meaning Words:** The student is presented with a short series of activities geared toward helping the student understand common homophones, idioms, or multiple meaning words. The student is encouraged to review the various definitions of the words before completing the activities.

## Sample Homophones Activity



**Morphology:** The student is presented with numerous instructional animations on various morphological units, such as prefixes, suffixes, and root words. After viewing each animation, the student must demonstrate mastery of these concepts through a series of activities and games.

Throughout the morphology activities, the student may view the related animation again simply by clicking on the Remind button. This review function is available only at the higher support levels (Level -1 and 1).

## Sample Morphology Animation Menu



## Sample Vocabulary Activities

### Inferring Meaning



### Synonyms



### Building a Sentence



### Match Word to Definition



### Define Morphological Units



### Multiple Meanings Game

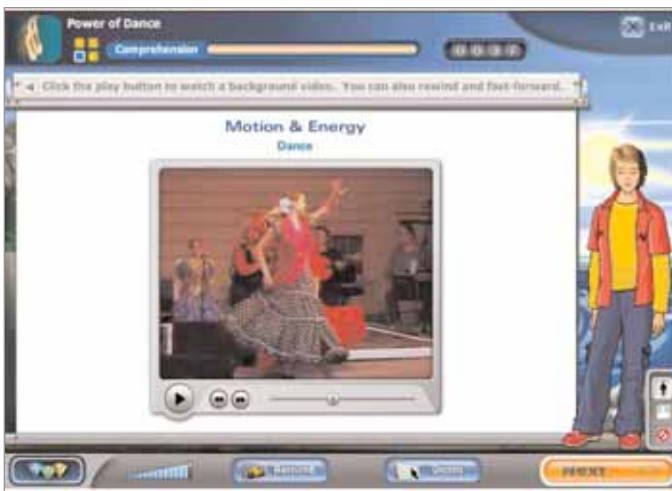


## Comprehension Activity Overview

The Comprehension area consists of a reading passage and a series of activities intended to strengthen reading comprehension skills. A number of Comprehension activities are only presented once, during the student's first iteration through that unit.

The first time the student enters the Comprehension area of any given sub-theme (group of three related units that apply the theme at a particular Lexile level), the student will begin the unit by watching a video that provides background for the sub-theme (e.g. Around the Galaxy). After the first automatic launch, the video will be available to the student by clicking the **Review Video** button.

### Sample Video



If video is disabled in the settings, the student will hear an audio track and see a series of still photos to provide some background images. For details on disabling video, see "Customizing Settings" on pp. 37-41.

### Activity Flow

**Making Predictions:** Comprehension begins with a series of activities asking the student to

make predictions about the subject of the passage based on a preview of the title, headings, photos, and captions. Later, after reading the passage, the student is given a chance to revisit these predictions. This activity appears only once, during the student's first iteration.

**Activating Prior Knowledge:** Next, the program presents an unscored activity intended to activate the student's background knowledge about the passage topic. This activity appears only once, during the student's first iteration.

**Questioning, Developing Comprehension, Understanding the Text:** The student is encouraged to read the entire passage. While the student reads, he or she is asked a number of comprehension questions. In some cases even when the student answers a question correctly, the program will ask the student to go back to the text and show what portion of the text the student relied upon to reach his answer.

**Summarizing, Main Idea and Details, Monitoring Understanding, Text Structure:** Next, a series of activities asks the student to practice reading comprehension skills such as building summaries; distinguishing main ideas from supporting details; identifying errors in logic, reasoning and syntax; and identifying text structure (e.g., description, sequence, cause and effect, compare and contrast, classification).

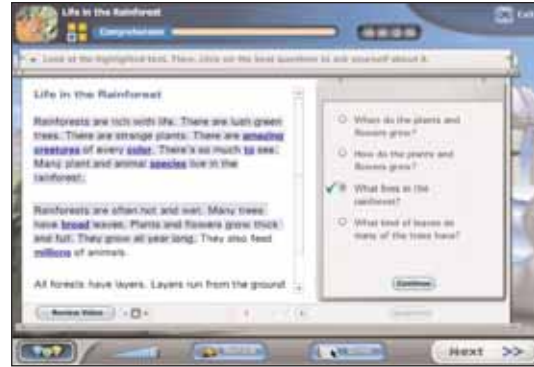
If a question in Comprehension is answered correctly during the first iteration, the student will not be expected to submit an answer again in subsequent iterations. However, the student will be allowed to review most answers previously answered correctly. Incorrect answers are presented again in subsequent iterations until the student can answer them on the first attempt.

Sample Comprehension Activities

Passage Preview



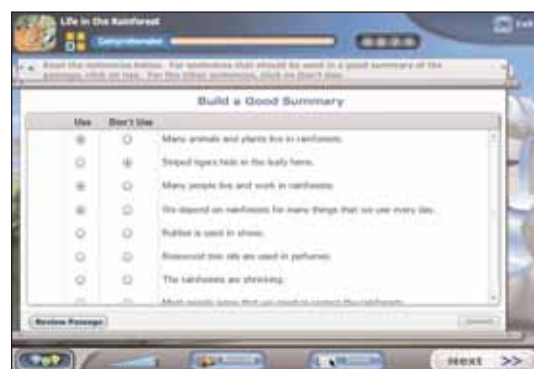
Comprehension Questions



Find the Errors



Build a Summary



Description Web



Supporting Details



## Fluency Activity Overview

The Fluency area allows students to practice reading aloud high frequency phrases and sections of passages. Instructional commentaries provide audio instruction on prosody skills. Students may submit the informal recordings they make as part of Fluency Practice to the teacher for review and evaluation.

### Activity Flow

In Fluency Practice, students may choose to practice reading the passage in three different ways:

**Echo Reading:** The student may advance through each reading passage line by line, and may hear audio recordings of each sentence. If audio recording is available, the student may record his or her own readings of each sentence and play them back.

**Pacing Practice:** The student is given visual cues to aid in pacing, and he or she may record and play back readings.

**Final Recording:** The student makes a recording that can be submitted for teacher review, although not as part of the formal Fluency Assessment.

In some units, Fluency also includes High Frequency Phrase activities. These activities teach students to recognize commonly occurring phrases—groups of words that express a single idea. By learning to read words in groups, students increase reading speed and comprehension.

## Fluency Assessment

Since Fluency Practice has no mastery hurdle that must be cleared before the student can advance to the next unit, *Earobics Reach* measures the student’s progress using a system of teacher-graded Fluency Assessments administered at regular intervals. These Fluency Assessments also produce student performance data that is recorded by the system and can be presented in various individual and aggregate reports.

For instructions on administering and grading Fluency Assessments, please consult the *Earobics Reach Fluency Assessment Guide*.

## Sample Fluency Activities

### Flash Cards



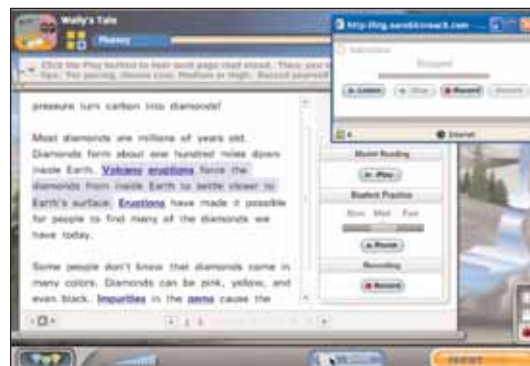
### Spaceman Game



### Echo Reading



### Recording



# Earobics Reach Motivation

*Earobics Reach* is designed to create a learning experience that motivates struggling readers, makes them want to learn, and keeps them actively engaged. In addition to the on-screen virtual friend that guides and coaches the student, reading passages with high-interest thematic content, and an engaging format that offers a variety of learning experiences, the program also includes a reward system that encourages students to master the concepts and skills being taught.

After a student completes the activities in an instructional area, the points earned during that iteration are converted into “gems,” which the student can use to purchase items in a virtual shopping mall. The student’s purchases—which may include clothing and

accessories for the virtual friend, pets, musical instruments, and vehicles — are housed in the virtual friend’s home. The more points one accumulates, the greater the number of items one can purchase. Items range in cost from 7 to over 40 gems.





# Teacher Intervention Strategies

If a student is struggling to progress through the units of *Earobics Reach*, the teacher is expected to intervene and provide help using the program or remedial instruction on the concepts being presented. The following tables provide advice on intervention instruction based on specific problems encountered by students.

For more detailed information on the skills/strategies covered in each unit of the program, please consult the section of this book titled “Instructional Material by Unit ” beginning on p. 50.

## General Usage Intervention

A student’s difficulty progressing may be due to general issues with using the program.

### TIPS FOR ADDRESSING GENERAL USAGE PROBLEMS

Student is not attending to program.

- Discuss the purpose of the program with the student.
- Review with students the empowerment and motivation components of the program (i.e., earning points, accumulating gems, shopping).
- Consider multiple shorter sessions over the course of the day rather than one long session.

Student doesn’t seem to be able to hear or see the program.

- Check to be sure that the headphones work and that volume settings on the computer and on the headphones (if applicable) are appropriate.
- Check school health records for student’s hearing and vision status.

Student does not know what to do on the activity screens.

- Remind student to click the audio icon at the top of each activity screen to hear the directions.
- Have student click the **Demo** button to see an example of how to complete each activity.
- Enable audio directions in Spanish by activating language support in student settings or class settings.

Student struggles with activities requiring key-boarding skills.

- Remind student he has the option of using the onscreen alphabetical keyboard by clicking on letters or using the actual keyboard.
- Disable short answer/spelling activities in student settings.

Reading passages are too difficult for student.

- Did student take the placement test? If yes, he should be set to the appropriate level of difficulty. Review suggestions in the table below. If student was manually placed, place student in a lower unit (see “Manual Placement” on p. 11).
- Reset student settings to default order of instruction (Phonics → Vocabulary → Comprehension → Fluency). This sequence allows students to work on Phonics and Vocabulary for the unit prior to encountering the passage, reducing the likelihood of decoding and semantics impacting comprehension.

## TIPS FOR ADDRESSING GENERAL USAGE PROBLEMS *(continued)*

In Fluency, student cannot read the passage fluently.

- Be sure the student is adequately reviewing and practicing the passage before recording.
- Remind student to click on the **Commentary** button and listen to suggestions on reading fluently.
- Review the Fluency tools with the student:
  - > Echo Reading – Student hears a sentence and then reads the sentence. Student can record and listen for self-evaluation (recording is not submitted to teacher).
  - > Pacing Practice – Student hears the passage read aloud and then reads it. Student can adjust the pacing. Student can record and listen for self-evaluation (recording is not submitted to teacher).
  - > Final Practice – Student reads the passage without any supports. Student records passage when ready. Student listens to recording and submits final version to teacher.

Student doesn't seem to be able to hear or see the program.

- Check to be sure that the headphones work and that volume settings on the computer and on the headphones (if applicable) are appropriate.
- Check school health records for student's hearing and vision status.

### What Performance Alerts Mean

To alert the teacher when a student is struggling, the teacher receives a message in his or her inbox indicating that the student has completed the activities in an instructional area a number of times without progress toward mastery (i.e., without moving up one level of instruction). A Yellow Alert is generated if a student completes three iterations in an instructional area without making progress. If a student completes five iterations in an instructional area without progress, a Red Alert is generated.

### Performance Alert Intervention

If you receive a performance alert for one of your students, you may want to provide remedial instruction based on the following tips. It may also help to review the student's Unit Score Report for the unit that generated the performance alert. This report contains more specific information on how the student has scored in each iteration of each instructional area and sub-area within that unit.

For more detailed information on the skills/strategies covered in each unit of the program, please consult the section of this book titled "Instructional Material by Unit" beginning on p. 50

## TIPS FOR RESPONDING TO PERFORMANCE ALERTS

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Phonics Rules	<ul style="list-style-type: none"><li>• Share with student that the instructional animation is where they learn about the phonics rule. Emphasize the need to watch the entire animation.</li><li>• Watch the instructional animation with the student. Talk through the key points – reiterate them in your own words and have student restate in his words.</li><li>• Show student how to use the <b>Remind</b> button during an activity to see the instructional animation again and encourage him to review it whenever he feels it is necessary.</li><li>• Have the student copy the “note card” from the instructional animation onto an index card or a notebook.</li><li>• Remind student to click on any speaker icons that appear in activities to hear the words or specific directions.</li><li>• Change the game timers from the default setting of “medium” to “slow.” This can be done for individual students (student settings) or an entire class (class settings).</li></ul>
High Frequency Words	<ul style="list-style-type: none"><li>• Change the activity timer for HF Word Practice from the default setting of “medium” to “slow.” This can be done for individual students (student settings) or an entire class (class settings).</li></ul>
High Frequency Phrases	<ul style="list-style-type: none"><li>• Change the activity timer for HF Phrase Practice from the default setting of “medium” to “slow.” This can be done for individual students (student settings) or an entire class (class settings).</li></ul>
Vocabulary Words	<ul style="list-style-type: none"><li>• Remind student to click on the word card icon and study the word card. Student should click on speaker icons on the word card to hear the information (i.e., word, definition, usage, synonyms, antonyms).</li><li>• Remind student he can click on word card icons during activities (availability depends on level of support) to review the vocabulary words as needed.</li><li>• Review vocabulary words away from the computer (see “Instructional Material by Unit” beginning on p. 50). Challenge student to find the words in a dictionary and discuss the definition. Have student create a personal dictionary including the word, the word in a sentence, and a sketch or visual reminder of the meaning.</li><li>• Review the need to read the entire item before selecting an answer. For Complete the Sentence tasks, students should read to the end of the sentence and then go back to select a word. For Answer the Riddle activities, students should read the entire riddle before answering.</li><li>• Be sure the student understands the terms <i>synonym</i> and <i>antonym</i> in order to follow directions for these tasks.</li><li>• Change the game timers from the default setting of “medium” to “slow.” This can be done for individual students (student settings) or an entire class (class settings).</li></ul>

**TIPS FOR RESPONDING TO PERFORMANCE ALERTS** *(continued)*

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## Morphology

- Share with student that the instructional animation is where they learn about the morphemes. Watch instructional animations with the student. Talk through the key points – reiterate them in your own words and have student restate in his own words.
  - Show student how to use the **Remind** button during an activity to see the instructional animation again. Encourage student to review the animation whenever he or she feels it is necessary.
  - Have the student copy the “note card” from the instructional animation onto an index card or a notebook.
  - Review target morphemes away from the computer (see “Instructional Material by Unit” beginning on p. 50). Have student create a personal dictionary including the morpheme, its meaning, and example words.
- 

## Homophones

- Remind student to click each set of homophones onscreen to reveal the word cards and study the meanings of the words.
  - Remind student to read the entire sentence before selecting the homophone in the cloze task.
  - Review target homophones away from the computer (see “Instructional Material by Unit” beginning on p. 50). Have student create a personal dictionary including the homophones and their meanings.
- 

## Idioms

- Remind student to click each idiom to reveal the word card and study the meaning.
  - Remind student to read the entire sentence before selecting the idiom in the cloze task. The student may need to use the arrows to scroll down to see all of the idiom choices for each sentence.
  - Review target idioms away from the computer (see “Instructional Material by Unit” beginning on p. 50). Have student create a personal dictionary including the idioms and their meanings.
- 

## Multiple Meaning Words

- Remind student to click each word to see the multiple definitions for each word.
- During the game activity, remind the student that he or she should read each definition and “chop” all the incorrect uses of the word.
- Review target words away from the computer (see “Instructional Material by Unit” beginning on p. 50). Have student create a personal dictionary including the words and their multiple definitions.

## TIPS FOR RESPONDING TO PERFORMANCE ALERTS *(continued)*

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### Activating Prior Knowledge

- Review the “Activating Prior Knowledge” animation with the student by clicking the **Remind** button.
  - Review the “Making Predictions” animation with the student by clicking the **Remind** button.
  - For the passage preview, remind the student not to try and read the grayed out text, but to preview the passage by reading the title, headings, and captions and looking at the pictures.
  - Remind the student to use the down arrow to scroll on the current page and the right arrow to move to the next page.
- 

### Questioning

- Review the “Questioning” animation with the student by clicking the **Remind** button.
  - Check that the student is he reading the whole passage. Remind him to use the scroll bar to see all the text on the current page and then click on the right arrow to move to the next page.
  - Remind the student that after reading, he should click on the **Questions** button. He will first be selecting the best question to ask himself to monitor comprehension. Then he will be selecting the answer to that question and may need to scroll down to read all the answer options.
- 

### Developing Comprehension

- Review the “Developing Comprehension” animation with the student by clicking the **Remind** button.
  - Check that the student is reading the question and scrolling down to read all the answer choices before making a selection.
  - If the question is answered incorrectly, the student needs to locate and read the highlighted text.
- 

### Understanding the Text

- Review the “Understanding the Text” animation with the student by clicking the **Remind** button.
- Review the “Inferencing” animation with the student.
- Show the student how to click the **Review Passage** button before answering a question as well as to review recommended pages and/or find and review highlighted text.

**TIPS FOR RESPONDING TO PERFORMANCE ALERTS** *(continued)*

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Summarizing	<ul style="list-style-type: none"><li>• Review the “Summarizing” animation with the student by clicking the <b>Remind</b> button.</li><li>• Remind student to read and mark each item after deciding it if is appropriate part of the summary. He may need to scroll down to see all the statements.</li><li>• Encourage the student to use the <b>Review Passage</b> button to check the passage to decide which statements should be included in the summary.</li></ul>
Main Idea and Details	<ul style="list-style-type: none"><li>• Review the “Main Idea and Details” animation with the student by clicking the <b>Remind</b> button.</li><li>• Reinforce that the student should read all the main idea options before making a selection.</li><li>• Encourage the student to use the <b>Review Passage</b> button to look back to the passage for the main idea and supporting details.</li><li>• Remind the student to scroll to the left and right to read all the supporting details choices before submitting answers.</li></ul>
Monitoring Understanding	<ul style="list-style-type: none"><li>• Review the “Monitoring Understanding” animation with the student by clicking the <b>Remind</b> button.</li><li>• Remind the student that he is looking for errors in grammar, vocabulary, and content.</li></ul>
Text Structure	<ul style="list-style-type: none"><li>• Review the “Recognizing Text Structure” animation with the student by clicking the <b>Remind</b> button.</li><li>• Remind student he should look at the highlighted text on all the specified pages (by clicking on the highlighted page numbers) before answering.</li><li>• Review with student the specific animation (i.e., Sequence, Cause &amp; Effect, Classification, Description, Compare &amp; Contrast) for the text structure with which he is struggling.</li><li>• Encourage student to use the <b>Review Passage</b> button to look back to the passage during the activities.</li><li>• Remind student to click on any active arrows to read all choices before submitting answers.</li></ul>

## Fluency Intervention

The Fluency area does not produce any performance alerts (except for High Frequency Phrases). The teacher is expected to monitor progress in this skill area through reviewing informal student recordings and administering and grading formal Fluency Assessments (see the *Earobics Reach Fluency Assessment Guide* for details).

See below for tips on helping students build skills in Fluency.

### TIPS FOR ADDRESSING USAGE PROBLEMS IN FLUENCY

Student doesn't know what to do.

- Review the buttons/options on screen and the purpose for each.
  - > Echo Reading – Student hears a sentence and then reads the sentence. Student can record and listen for self-evaluation (recording is not submitted to teacher).
  - > Pacing Practice – Student hears the passage read aloud and then reads it. Student can adjust the pacing. Student can record and listen for self-evaluation (recording is not submitted to teacher).
  - > Final Practice – Student reads the passage without any supports. Student records passage when ready. Student listens to recording and submits final version to teacher.
- Set expectations for each Fluency Practice session: Echo Reading, then Pacing Practice, then final practice.

Student cannot read the passage fluently.

- Be sure the student is adequately reviewing and practicing the passage before recording.
- Remind student to click on the **Commentary** button and listen to suggestions on reading fluently.

Teacher does not have any informal student recordings to review.

- Remind student to submit final recordings during Fluency Practice.
- Check to see that the student's microphone is plugged into the computer and working.
- Be sure the recording function is enabled in class settings and student settings.
- Schedule a formal Fluency Assessment (see *Earobics Reach Fluency Assessment Guide*).

# Customizing Settings

The student experience in *Earobics Reach* can be customized by changing the program settings. It may be necessary to change settings if a student has unique learning requirements or is working on a system with technical limitations.

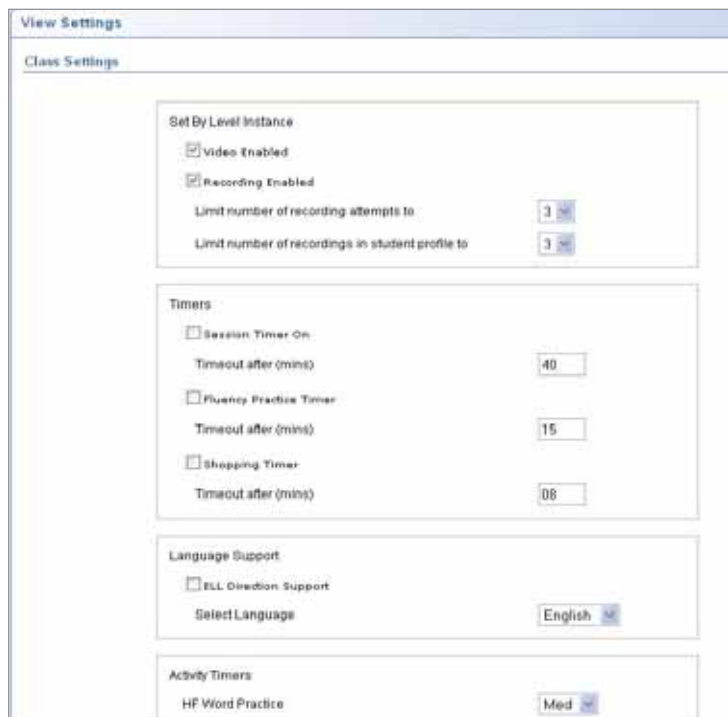
## Adjusting Class Settings

The teacher may adjust a number of settings for all the students in a class. To make changes to class settings:

1. Select **Teaching Tools** and click **Classes**.  
The **View Classes** screen appears.



2. Click the option button for the class you want to adjust and click the **Class Settings** button. The **Class Settings** screen appears.



3. Make adjustments to any of the settings by selecting the appropriate check boxes, entering data, or selecting options from drop-down menus. After the settings have been changed, click the **Submit** button at the bottom of the screen. To reset the program default settings for the class, click **Restore Defaults** before clicking **Submit**.

## Class Settings in Detail

Below are descriptions of all the settings that may be changed for an entire class. Specific instructions on changing each setting are included.

### Video

The program is designed to show students a short video upon entering the Comprehension area in certain units. The video is intended to activate students' background knowledge about the subject matter of the passages in a sub-theme (e.g., Oceans, Freedom Fighters, or Disasters), and the video plays automatically the first time the student enters Comprehension in the first unit in the sub-theme. Afterward, the student may view the video again by clicking the **Review Video** button.

Videos require a significant amount of network bandwidth to load and play. To avoid extended loading times, it may be preferable to disable videos when used in certain network environments. When video is disabled in the settings, the student is presented with a series of still images accompanied by audio narration in place of the complete videos.



*To Change Setting:* Video is enabled in the default setting. To disable video, clear the check box next to **Video Enabled**.

### Recording

The program is designed to allow students to make recordings during Fluency Practice, High Frequency Word, and High Frequency Phrase activities, as well as during formal Fluency Assessments. The recording feature is intended to provide a tool for student self-assessment and teacher review.

Recording requires students to use headsets equipped with microphones. In a classroom without this hardware, it may be preferable to disable recording. When recording is disabled, the student is able to complete Fluency Practice, High Frequency Word, and High Frequency Phrase activities without making recordings. Formal Fluency Assessments must be administered in person.

*To Change Setting:* Recording is enabled in the default setting. To disable recording, clear the check box next to **Recording Enabled**.

### Session Timer

The session timer allows a teacher to control the amount of time students are allowed to work in the program. The teacher can set the session timer to a specific number of minutes and not have to watch the clock to ensure that students log off at the appropriate time.

When the session timer is enabled, a student receives a warning notice one minute before the session ends. When time expires, the student's *Earobics Reach* session ends and the student is returned to the home page.

*To Change Setting:* The session timer is disabled in the default setting. To enable the

session timer, select the check box next to **Session Timer On**. Then enter a value in the **Timeout after (mins)** field (the default is 40 minutes).

### Fluency Practice Timer

The Fluency Practice timer allows a teacher to control the amount of time students work in the Fluency skill area. When the Fluency Practice timer is enabled, students must spend the specified amount time of working in Fluency before moving on to another skill area. When the Fluency Practice timer is disabled, students are free to spend any amount of time they choose working in Fluency.

When the Fluency Practice timer is enabled, a student receives a warning notice one minute before the Fluency session ends. When time expires, the student is moved to another area of instruction.

*To Change Setting:* The Fluency Practice timer is disabled in the default setting. To enable the Fluency Practice timer, select the check box next to **Fluency Practice Timer**. Then enter a value in the **Timeout after (mins)** field (the default is 15 minutes).

*Note:* The Fluency Practice timer measures only time on Fluency Practice activities, not the time spent on High Frequency Phrases.

### Shopping Timer

The shopping timer allows a teacher to control the amount of time students can spend in the shopping/rewards area of the program. When the shopping timer is enabled, students are allowed to shop for only the amount of time specified before moving on to the next skill area. When the shopping timer is disabled, there is no limit on the amount of time spent shopping.

When the Shopping timer is enabled, a student receives a warning notice one minute before the Shopping session ends. When time expires, the student is moved to the Instructional Area Selection screen.

*To Change Setting:* The Shopping timer is disabled in the default setting. To enable the Shopping timer, select the check box next to **Shopping Timer**. Then enter a value in the **Timeout after (mins)** field (the default is 8 minutes).

### Language Support

The language support setting allows a teacher to specify that word card definitions and audio directions be available to students in Spanish. In the word cards, Spanish definitions for vocabulary words are presented in addition to the English definitions. Audio directions, on the other hand, play in Spanish only when language support is enabled.

*To Change Setting:* Language support is disabled in the default setting. To enable language support, select the check box next to **ELL Direction Support**. Then select **Spanish** from the drop-down menu.

### Activity Timers

The activity timers allow a teacher to control the amount of time students are given to answer a question or complete an exercise during certain timed activities. If the activity timer runs out before a student submits an answer, the item will be scored as incorrect.

- The **HF Word Practice** and **HF Phrase Practice** timers control the time allowed to submit answers in activities related to high frequency words and phrases. These timers are intended to promote automaticity.

- The **Game Timer** controls the amount of time allowed to submit answers during game activities when the student is working at the mastery level (Level 2). This timing element adds a new challenge to the games and helps ensure a higher level of mastery of instructional content.

*To Change Setting:* The default setting for activity timers is **Medium**. To allow students more time to submit answers, select **Slow** from the appropriate drop-down menu. To allow students less time to submit answers, select **Fast** from the appropriate drop-down menu.

### Adjusting Student Settings

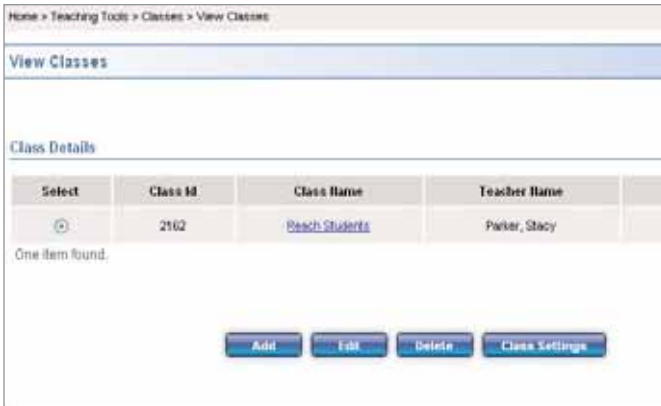
In addition to adjusting settings for all students in a class, the teacher may adjust settings for individual students. All of the class settings described above may also be adjusted for individual students. In addition, some settings are adjustable at the individual student level only.

*Note:* Be aware that student settings and class settings may override one another. For settings that can be adjusted at the class and student level, the last setting adjustment made will control the student experience.

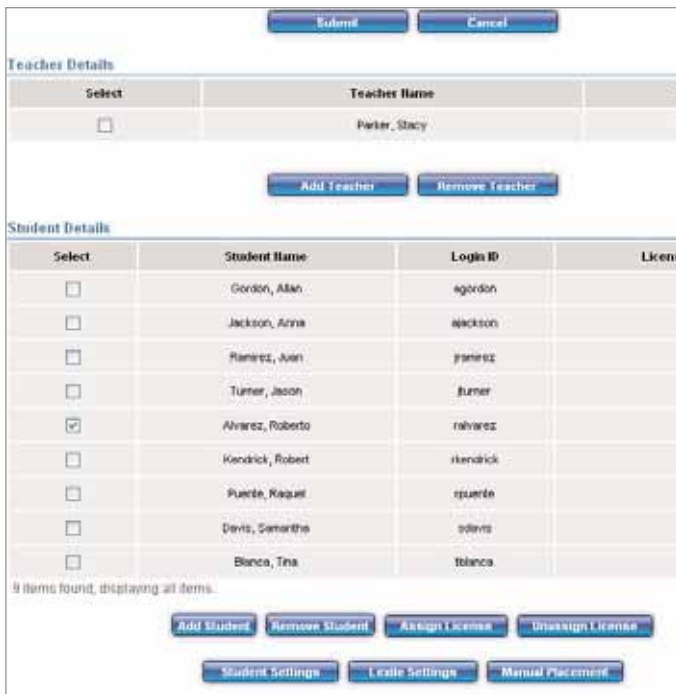
*For example, if you set the session timer to 25 minutes for all students in a class, but you want a specific student to work in the program for longer periods of time, you can use student settings to change the session timer for that student to 40 minutes. However, if you later make another adjustment to the settings for the class, the new class settings will override all individual settings for students in that class.*

To make changes to student settings:

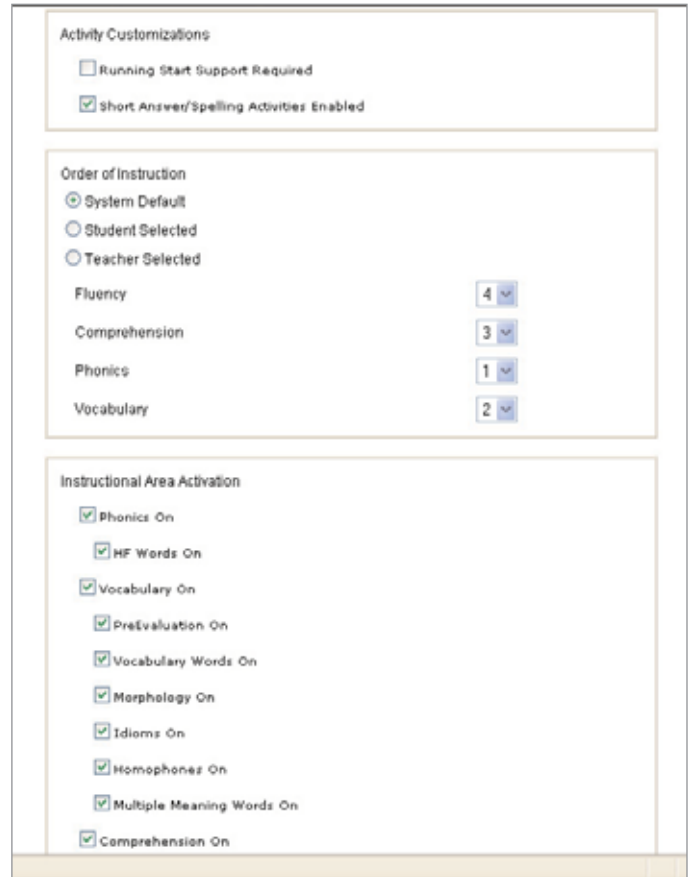
1. Select Teaching Tools and click **Classes**. The **View Classes** screen appears.



2. Click the option button for the class the student belongs to and click the **Edit** button. The **Edit Class Details** screen appears.



3. Scroll down to the **Student Details** section and select the student. Click the **Student Settings** button at the bottom of the screen. The **Student Settings** screen appears.



4. Make adjustments to any of the settings by selecting the appropriate check boxes, entering data, or selecting options from drop-down menus. After the settings have been changed, click the **Submit** button at the bottom of the screen. To reset the program default settings for the student, click **Restore Defaults** before clicking **Submit**.

## Student Settings in Detail

The following may be adjusted in student settings or class settings (see “Adjusting Class Settings” on pp. 37-39 for details):

- Video
- Recording
- Session Timer
- Fluency Practice Timer
- Shopping Timer
- Language Support
- Activity Timers

Below are descriptions of settings that are adjustable only at the individual student level.

### Running Start Support

When this setting is enabled, the student will begin each unit at the level of instruction with the highest support (Level -1). This additional support may be particularly helpful for students who would benefit from additional language support or students learning English as a second language.

*To Change Setting:* To enable running start support, select the check box next to **Running Start Support Required**.

### Short Answer/Spelling Activities

This setting activates certain activities that require the student to type his/her responses. These activities typically have a focus on spelling. When this setting is disabled, these activities are skipped or substituted with activities that can be completed with mouse clicks.

*To Change Setting:* To disable short answer/spelling activities, clear the check box next to **Short Answer/Spelling Activities Enabled**.

## Order of Instruction

This setting establishes the order in which the student progresses through the four instructional areas within each unit.

- If **System Default** is selected, the instruction will always be presented in the order of Phonics, Vocabulary, Comprehension, and then Fluency (assuming all areas of instruction are active and student has not yet mastered any areas in that unit).
- If **Student Selected** is selected, the student is allowed to choose which area of instruction he/she will work on at that time.
- If **Teacher Selected** is selected, the teacher can set the order in which the instruction is presented.

*To Change Setting:* To choose student or teacher selected order of instruction, click the appropriate option button. When selecting the **Teacher Selected** option, use the drop-down menus to adjust the numerical order for the four areas of instruction.

## Instructional Area Activation

This setting allows the teacher to control which areas (or sub-areas) of instruction are presented to the student. For instance, if a teacher does not want a student to work in the Fluency area of the program, the teacher can deactivate Fluency and the student will not have access to this instructional area.

*To Change Setting:* Any of the default instructional areas can be deactivated by clearing the appropriate check box.

# Placement and Level Assessments

The *Earobics Reach* placement tests and level tests were developed by MetaMetrics, Inc. Passages used in the tests focus on the six *Earobics Reach* themes (Nature, Motion and Energy, Challenges, Journeys, Creativity, Culture) with an overall distribution of 25% fiction and 75% nonfiction. Each assessment is comprised of unique items; there are no overlapping items.

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## Placement Test

The purpose of the *Earobics Reach* placement tests is to produce a baseline Lexile level for students beginning the program and to place students at the appropriate level in the program. The placement test is administered to each student when he or she begins working in the program, provided that the teacher has not chosen to place the student in the program manually.

There are three placement tests available to accommodate different prior reading levels. One placement test is centered at 450L, one at 550L, and one at 650L. Information entered by the teacher on prior Lexile score or subjective rating of the student's reading ability is used to determine which placement test a student should take. In the absence of teacher-entered information about the student's reading ability, the program uses the student's grade to determine which of the three placement tests to administer.

- Grade 4 or below = 450L placement test
- Grade 5 = 550L placement test
- Grade 6 or above = 650L placement test

The placement tests are untimed, but are designed to take about 30 to 35 minutes. Each placement test has 40 native-Lexile items including two-sentence native, short native (approximately 125 words long), and embedded native (approximately 300 words long).

During the test administration, student performance is periodically considered to determine if a student is doing poorly enough to warrant ending the test session. If the student is taking the middle or high level placement test and his raw score indicates the assessment is too difficult, the test will be stopped, and the student will immediately be presented with the lowest placement test.

After completing the placement test, a Lexile score is calculated (available to the teacher on the Class Assessment Report and the Student Assessment Report), and the student is placed at an appropriate level in the program.

## Level Test

After the student has been working in *Earobics Reach* for six weeks, and every six weeks thereafter, a level test is automatically administered to the student. This level test gives an updated Lexile score and provides a means of monitoring the student's progress over time.

There are 24 level tests available. The level test presented is based on the student's previous Lexile score plus an additional growth factor. After completing the 20 native-Lexile items, a Lexile score is calculated. This new Lexile is available to the teacher on the Assessment Report and the Student Assessment Report.

### Scheduling a Level Test

The teacher may administer a level test to a student or group of students at any time. To schedule a level test, follow these steps:

1. Select **Teaching Tools** from the menu items, then click **Assessment**. The **View Assessment** screen appears.
2. Click the **Schedule New Assessment** button at the bottom of the screen. The **Schedule Assessment** screen appears.
3. Enter a name for this level test and the date you would like the test to be presented. Enter the information for assignee type and name. For example, to assign a level test to an individual student or a class, those names must be selected from the appropriate drop-down menu.
4. The scheduled assessment should now appear on the **View Assessment** screen. The scheduled assessment can be edited or deleted from this screen. The level test will be presented on the schedule date immediate when the student(s) logs in.

### Viewing Results of a Level Test

After the student has completed a level test scheduled by the teacher, the teacher may view the results. To view the results of a scheduled level test, follow these steps:

1. Select **Teaching Tools** and click **Assessment**. The **View Assessment** screen appears.
2. Find the level test you want to view the results for in the list of scheduled assessments. Click the **View Status** link in the right column.

3. If the student has not yet taken the level test, the status will be listed as "Pending." If the student has taken the test, the status will be listed as "Completed." If the test is completed, click on the **View Performance** link in the right column.
4. The Lexile score and raw score for the level test are displayed.

*Note: To view the results of level tests automatically administered every six weeks, you must view the Class Assessment Report or the Student Assessment Report. These reports display the results of the most recent level test, whether the assessment was administered automatically or scheduled manually by the teacher.*

# Reports

*Earobics Reach* produces various reports allowing teachers to view data on student usage, scoring, and progress through the various units. Both individual and aggregate student data can be retrieved for students, classes, and groups. Reports are available by clicking the **Reports** button, making a selection from a menu, and clicking **View Report**. To view any report, Adobe Reader is required.

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## Certificate of Achievement

The Certificate of Achievement is a printable certificate recognizing the student's progress in the program. It indicates how many units a student has completed and includes a customized image of the student's *Earobics Reach* friend.

To generate the Certificate of Achievement, the teacher must specify the class and student. When printing the certificate, select landscape orientation for best results.

## Class Assessment Report

The Class Assessment Report lists the students in the class and shows of the results of each student's initial placement results and most recent level assessment results. The report also provides a graph that shows the average scores and change of the class as a whole.

To generate the report, the teacher must first specify the desired class.

The Class Assessment Report allows the teacher to click on a student name to drill down to the Student Assessment Report to see more detail about a student's assessment history.

## Class Report

The Class Report provides usage statistics and performance information for each student in a class. This report shows utilization statistics by student, including the amount of time spent in the program and the number of performance alerts that have been generated for each student.

The teacher must specify the class and the start and end dates for the report. If the start and end dates are January 1, 2008 and May 31, 2008, for example, the data represented in the report will be limited to the usage statistics and performance information during that timeframe only.

The Class Report allows the teacher to click on a student name to drill down to the Student Report to see more detail on a particular student.

## Fluency Scoring Report

The Fluency Scoring Report provides information on how raw fluency rate scores (WCPM) are converted into percentile rankings based on the difficulty of the text and the time of year when the assessment was taken.

### Scale Mapping Report

The Scale Mapping Report is a static chart that provides grade level equivalents for score ranges in the Lexile Framework as well as equivalent ranges in the leveling methodologies of Guided Reading and DRA.

### Student Activity Report

The Student Activity Report lists all students in the teacher's classes along with the date of each student's last login.

When the Student Activity Report is generated, the teacher must specify the start and end dates that the report should cover.

### Student Assessment Report

The Student Assessment Report lists the results for all the placement and level tests taken by the selected student. This report shows a student's reading progress as measured in the Lexile Framework.

If the Student Assessment Report is accessed by drilling down from the Class Assessment Report, the teacher will not be prompted to enter any additional criteria. The class and student information is passed down from the Class Assessment Report.

If the Student Assessment Report is generated directly (rather than through a drill-down), the teacher must specify the class and student.

### Student Completion Report

The Student Completion Report consists of a graph showing the number of units of a product that the student has completed over time. The report is intended to give a student

a sense of his/her progress through the program by visually indicating the increasing number of units completed in a given time period.

### Student Inactivity Report

The Student Inactivity Report compiles a list of student users who have not logged into *Earobics Reach* for a specified number of days.

When the Student Inactivity Report is selected, users must specify the number of days of inactivity for which the report should be generated. For instance, if a user enters 14 days into the data field, the report will show all students who have not logged into the program for 14 or more days.

### Student Logins Passwords Report

The Student Logins Passwords Report lists all the students in a selected class along with their initial user names and passwords. This report is intended to help teachers track and distribute initial student passwords to the students in their classes.

*Note: Once students change their passwords, which they must do the first time they log in, this report will no longer be useful. Teachers may retrieve their students' passwords by selecting **Manage**, clicking **Users**, searching for a student, and then clicking on that student's name.*

### Student Report

The Student Report provides a student's usage statistics and performance information for each unit a student has completed in the program, including the unit the student is



currently working on, the number of units the student has completed, and other detailed information.

If the Student Report is accessed by drilling down from the Class Report, the user will not be prompted to enter any additional criteria. The class, student and date range are passed down from the Class Report.

If the Student Report is selected directly (rather than through a drill-down), the teacher must specify the class, student, and the start and end dates for the report. If the start and end dates are January 1, 2008 and May 31, 2008, for example, the data represented in the report will be limited to the usage statistics and performance information during that timeframe only.

The Student Report allows a user to click on a unit name to drill down to the Unit Score Report to see more detail about a student's performance in a particular unit.

### Unit Scope Report

The Unit Scope Report is a static chart that provides an overview of the skills and target words covered in a particular unit in the program.

Once the Unit Scope Report is selected, users must select the unit to report on from the Unit drop-down menu.

### Unit Score Report

The Unit Score Report shows detailed information about a student's performance in a particular unit of the program. The Unit Score Report provides performance data for each instructional area and sub-area, including the student's score on the activities attempted and the number of iterations required before the student mastered each area.

If the Unit Score Report is accessed by drilling down from the Student Report, the user will not be prompted to enter any additional criteria. The class, student, and unit are passed down from the Student Report.

If the Unit Score Report is selected directly (rather than through a drill-down), users must specify the level instance (school), class, student, and unit.

### UNIT SCORE REPORT KEY

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BR	Beginning Reader
Dynamic	Level system built in/not applicable
NA	Not Applicable
N	No
Y	Yes

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# Scale Map for Grade Level and Reading Scores

Grade Level	Lexile Range	Guided Reading	DRA
Early 2nd Grade	360-419	J	18-19
Mid 2nd Grade	420-479	K-L	20-24
Late 2nd Grade	480-509	M	25-29
Early 3rd Grade	510-569	N	30-33
Mid 3rd Grade	570-629	O	34-37
Late 3rd Grade	630-659	P	38-39
Early 4th Grade	660-699	Q	40-41
Mid 4th Grade	700-739	Q-R	41-42
Late 4th Grade	740-759	R	42-43
Early 5th Grade	760-799	S-T	44
Mid 5th Grade	800-839	T-U-V	N/A
Late 5th Grade	840-859	V-W	N/A

1 *Lexile Levels* - A leveling criteria developed and introduced by Metametrics, Inc. Books are assigned Lexile levels by the company using their proprietary leveling system. Students are tested with proprietary tests to determine the Lexile level at which they are reading.

2 *Guided Reading Levels* - Leveling criteria developed and introduced to educators by Irene C. Fountas and Gay Su Pinnell through their books *Guided Reading: Good First Teaching for All Children* (Heinemann, 1996), *Guiding Readers and Writers Grades 3-6* (Heinemann, 2001), plus others.

3 *DRA Levels (Developmental Reading Assessment)* - Leveling criteria developed and introduced to educators by Joetta Beaver through her various assessment tools such as *DRA Developmental Reading Assessment K-3 Teachers Resource Guide* (Celebration Press, 2001), plus others.

# Glossary of Terms

**Activity:** A structured scenario with educational content and rules that calls upon the student to perform certain actions. The program scores student responses in most activities and measures the student's progress toward mastery of the concept.

**Animation:** Linear, instructional lesson focused on teaching a particular concept and tied to the objectives of the unit. Example: In unit C63 - The Rosetta Stone, the Phonics area begins with an animation called "Review of r-controlled Vowels."

**Class:** A group of students associated with a single teacher.

**Game:** A particular type of activity. Games are animated and/or humorous. Example: In the multiple meanings game "Break the Boards," the student must use a karate chop to destroy the board that contains an incorrect use of a vocabulary word.

**Group:** A subset of a class.

**Instructional Area:** Refers to one of the four main skill areas covered in *Earobics Reach*: Vocabulary, Phonics, Comprehension and Fluency. See also Skill Area.

**Instructional Level:** The amount of instructional support the program gives a student. There are three levels for Reach activities: high support (Level -1); average support (Level 1); and mastery (Level 2). See also Level of Support.

**Iteration:** A sequence of activities. A student may go through a number of iterations in a given unit before mastering it.

**Level of Support:** The amount of instructional support the program gives a student. There are three levels of support for most activities: high support (Level -1); average support (Level 1); and mastery (Level 2). See also Instructional Level

**LMS:** Learning Management System; the underlying mechanism for creating users (e.g. teachers and students), reporting progress, assigning activities, etc.

**Pre-evaluation:** Refers to activities in which the program sorts vocabulary words into lists of Active and Mastered words. Active words become part of the regular instructional pool for Vocabulary activities, while Mastered words are included as target words less frequently.

**Skill Area:** Refers to one of the four main instructional areas covered in *Earobics Reach*: Vocabulary, Phonics, Comprehension and Fluency. See also Instructional Area.

**Sub-theme:** Application of an *Earobics Reach* theme to a particular Lexile level, covering three consecutive units. Example: At Lexile 760L-770L, the theme “Journeys” becomes the sub-theme “Freedom Fighters.” There are 24 different sub-themes in the program. See also Theme.

**Template:** The visual style and set of rules that comprises an activity.

**Theme:** One of six broad subject areas addressed by the reading passages. The themes in *Earobics Reach* are: Journeys, Nature, Challenges, Creativity, Motion & Energy, and Culture. When a theme is applied at a particular Lexile level, it is expressed as a sub-theme. See also Sub-theme.

**Unit:** A collection of instructional activities designed to teach the skill areas of Phonics, Vocabulary, Comprehension, and Fluency. Each unit is written to a specific Lexile level. Example: Unit C33 – The Hindenburg Tragedy is written at Lexile 710L.

**Video:** A short presentation containing moving pictures and narration that introduces the subject matter of the reading passages in a sub-theme. Videos are found in the Comprehension area, and are intended to activate student background knowledge about the sub-theme.

**Word card:** A feature available in many Vocabulary, Comprehension, and Fluency activities containing definitions, antonyms, synonyms, usage sentences and (in some cases) an illustration of a vocabulary word. If the language support setting is activated, an equivalent definition in Spanish is also presented.

# Instructional Material by Unit

*Earobics Reach* contains a sequence of instructional units based around 72 reading passages of gradually increasing Lexile level. The following pages contain specific information on the skills and concepts presented in each unit of the program.

## Earobics Reach Unit Table

This table shows how the units of *Earobics Reach* are grouped together based on related subjects, or themes. The program contains six broad themes (Journeys, Nature, Challenges, Creativity, Motion and Energy, and Culture) and 24 specific sub-themes written on a subject at a particular Lexile level. The passages also contain a mix of expository (non-fiction) and narrative (fiction) texts.

## Earobics Reach Scope and Sequence Table

This table provides a checklist of the specific skills taught in the four instructional areas (Phonics, Vocabulary, Comprehension and Fluency) of each unit.

## Instructional Material

The balance of this guide contains detailed descriptions of the concepts presented in each unit. Included are the target words for each unit, as well as descriptions of instructional animation and audio commentary. Summaries of the reading passages are also included to allow teachers to select complementary texts for use in the classroom.

# Earobics Reach Unit Table






## Themes

<span style="color: orange;">■</span> Journeys	<span style="color: pink;">■</span> Creativity
<span style="color: lightgreen;">■</span> Nature	<span style="color: lightblue;">■</span> Motion & Energy
<span style="color: yellow;">■</span> Challenges	<span style="color: purple;">■</span> Culture

Sub-theme	Unit Code	Unit Title	Lexile Level
Underground	A11	Exploring Lechuguilla	360
	A12	Rescue! (fiction)	370
	A13	Wild About Worms	380
Endangered	A21	Life in the Rainforest	390
	A22	Sea Turtle Night (fiction)	400
	A23	Rhino Man	410
Flight	A31	Up in the Air	420
	A32	The Flight Contest (fiction)	430
	A33	Daredevils in Flight	440
Storytellers	A41	A Picture of Peace	450
	A42	Captain Stormalong (fiction)	460
	A43	Bugs and Crime	470
Around the Galaxy	A51	The Sun's Energy	480
	A52	Sun Power (fiction)	480
	A53	Mission to Mars	490
Celebrations	A61	Celebrating a Neighborhood	500
	A62	Seth's Birthday Party (fiction)	500
	A63	Light Up the Night	500
Going West	B11	Into the Great Unknown	510
	B12	The Oklahoma Land Rush (fiction)	520
	B13	Bill Picket: Rodeo Cowboy	530
Oceans	B21	Treasures of the Deep	540
	B22	Jose's Three Wishes (fiction)	550
	B23	Graham Hawkes: Pioneer of the Deep	560
Risk Takers	B31	Smokejumpers	570
	B32	Storm! (fiction)	580
	B33	Give Them Space	590
Inventions	B41	Accidental Foods	600
	B42	Greenwood's Champion Ear Protectors (fiction)	610
	B43	Success at Last: Jan Matzeliger	620

Sub-theme	Unit Code	Unit Title	Lexile Level
Dance	B51	The Power of Dance	630
	B52	Tattercoat (fiction)	630
	B53	Alvin Ailey: 1931-1989	640
Cities	B61	Underneath a City	650
	B62	Deven in New York (fiction)	650
	B63	Venice: The Sinking City	650
Coming to America	C11	Crossing to the New World (fiction)	660
	C12	La Amistad: A Child's Journey (fiction)	660
	C13	Angel Island	670
Deep in the Earth	C21	What a Gem!	680
	C22	Wally's Tale (fiction)	680
	C23	Point of View: Offshore Drilling	690
Disasters	C31	Buried in Ash	700
	C32	The Scariest Day of My Life (fiction)	700
	C33	The Hindenburg Tragedy	710
Music	C41	A Musical Wonder	720
	C42	The Great Jazz Quartet (fiction)	720
	C43	A Song of Hope and Power	730
Racers	C51	The 1988 Jamaican Bobsled Team	740
	C52	Racing to Victory (fiction)	740
	C53	Remembering Dale Earnhardt	740
Let's Talk	C61	Writing with Symbols	750
	C62	Fitting In (fiction)	750
	C63	The Rosetta Stone	750
Freedom Fighters	D11	The Massachusetts 54th	760
	D12	The Boston Tea Party (fiction)	760
	D13	A Brave Soldier	770
Mountains	D21	Mount Everest	780
	D22	The Giant Rock: A Sierra Miwok Tale (fiction)	780
	D23	Sherpas: Living and Leading in the Mountains	790
Taking a Stand	D31	Kenya James: A Teenage Inspiration	800
	D32	The Little Rock Nine (fiction)	800
	D33	Cesar Chavez: Uniting Farm Workers	810

Sub-theme	Unit Code	Unit Title	Lexile Level
Cool Art	D41	Cool Art	820
	D42	The Cartoonist (fiction)	820
	D43	Everyone: the Artist	830
Volcanoes & Earthquakes	D51	Legendary Volcanoes	840
	D52	San Francisco's Tragic Day (fiction)	840
	D53	When Earthquakes Strike	840
Amazing Structures	D61	The Great Wall of China	850
	D62	My Days at Mesa Verde (fiction)	850
	D63	The Skywalking Mohawks	850

	Journeys		Creativity
	Nature		Motion & Energy
	Challenges		Culture



# Earobics Reach Scope and Sequence

**Earobics Reach Scope and Sequence by Unit**

Theme Subtheme	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Underground			Endangered			Flight			Storytellers			Around the Galaxy			Celebrations		
Unit (Lexile Level)	Exploring Lechuguilla (360L)	Rescue! (370L)	Wild About Worms (380L)	Life in the Rainforest (390L)	Sea Turtle Night (400L)	Rhino Man (410L)	Up in the Air (430L)	The Flight Contest (440L)	Daredevils in Flight (440L)	A Picture of Peace (450L)	Captain Stormalong (460L)	Bugs and Crime (470L)	The Sun's Energy (480L)	Sun Power (480L)	Mission to Mars (490L)	Celebrating a Neighborhood (500L)	Seth's Birthday Party (500L)	Light Up the Night (500L)
<b>Comprehension</b>																		
Non-fiction	✓		✓	✓		✓	✓		✓	✓		✓		✓	✓		✓	✓
Fiction		✓			✓			✓			✓			✓			✓	
Predict	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Activate background knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Questioning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inference	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Summarize	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Main idea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify text organization	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Description	✓			✓					✓							✓		✓
Sequence		✓			✓		✓			✓				✓		✓		
Cause and effect			✓			✓					✓	✓		✓				
Compare and contrast								✓										
Classification													✓					
<b>Fluency</b>																		
Modeled reading		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assisted reading		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Repeated reading		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Independent reading		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rate		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prosody		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Accuracy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading of expository text		✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	
Reading of narrative text			✓			✓			✓			✓			✓			✓

**Earobics Reach Scope and Sequence by Unit**

Theme Subtheme  Unit (Lexile Level)	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Underground			Endangered			Flight			Storytellers			Around the Galaxy			Celebrations		
	Exploring Lechuguilla (360L)	Rescue! (370L)	Wild About Worms (380L)	Life in the Rainforest (390L)	Sea Turtle Night (400L)	Rhino Man (410L)	Up in the Air (430L)	The Flight Contest (440L)	Daredevils in Flight (440L)	A Picture of Peace (450L)	Captain Stormalong (460L)	Bugs and Crime (470L)	The Sun's Energy (480L)	Sun Power (480L)	Mission to Mars (490L)	Celebrating a Neighborhood (500L)	Seth's Birthday Party (500L)	Light Up the Night (500L)
<b>Vocabulary</b>																		
Vocabulary words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inference	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Synonyms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Antonyms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Homophones				✓			✓			✓		✓			✓			
Idioms					✓					✓			✓					
Inflectional endings: -s, -es					✓	✓				✓								
Inflectional ending: -ed					✓	✓				✓								
Inflectional ending: -ing					✓	✓				✓								
Multiple meaning words						✓			✓			✓			✓		✓	
Prefix: re-							✓					✓						
Prefix: un-							✓					✓						
Suffix: -y								✓				✓						
Suffixes: -ly, -ily								✓				✓						
Inflectional endings: -er, -est									✓							✓		
Suffix: -ful										✓								
Suffix: -less										✓								
Prefix: pre-															✓		✓	
Prefix: post-															✓		✓	
Prefix: non-															✓		✓	

# Earobics Reach Scope and Sequence

Theme Subtheme	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Underground			Endangered			Flight			Storytellers			Around the Galaxy			Celebrations		
Unit (Lexile Level)	Exploring Lechuguilla (360L)	Rescue! (370L)	Wild About Worms (380L)	Life in the Rainforest (390L)	Sea Turtle Night (400L)	Rhino Man (410L)	Up in the Air (430L)	The Flight Contest (440L)	Daredevils in Flight (440L)	A Picture of Peace (450L)	Captain Stormalong (460L)	Bugs and Crime (470L)	The Sun's Energy (480L)	Sun Power (480L)	Mission to Mars (490L)	Celebrating a Neighborhood (500L)	Seth's Birthday Party (500L)	Light Up the Night (500L)

## Phonics

High-frequency words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Short vs. long vowels	✓																✓	✓
Consonant blends with l, r, s	✓																	✓
Double final consonants	✓		✓															
Vowel pairs		✓																✓
Consonant digraphs		✓																✓
Letter Y as a vowel		✓																
M and n in blends and digraphs			✓															
Final /k/: ck, ke, k			✓															
Long i				✓														✓
Long o				✓														✓
Inflectional endings -s, -es, -ed, -ing (no changes to base word)					✓					✓								✓
R-controlled vowels: or, ore, ar, er, ir						✓							✓	✓				✓
Inflectional endings -ed, -ing with changes to base word							✓			✓								✓
Final Y								✓										✓
Inflectional endings -er, -est with changes to base word									✓	✓								✓
/aw/ sound									✓									
Long u										✓								✓
3-letter consonant clusters											✓							✓
Contractions											✓							✓
Silent consonants												✓						
Long a												✓						✓
Long e													✓					✓
Diphthongs													✓					
R-controlled vowels: ur, ure														✓				✓
R-controlled vowels: ir, ire														✓				✓
Final /j/														✓				✓
R-controlled vowel: ear																✓		✓
R-controlled vowel: air															✓			
Final /ch/ -ch, -tch																✓		
Soft vs. hard c and g																	✓	
Final -ce, -ve, -se																	✓	

Theme Subtheme	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Going West			Oceans			Risk Takers			Inventions			Dance			Cities		
Unit (Lexile Level)	Into the Great Unknown (510L)	The Oklahoma Land Rush (520L)	Bill Pickett: Rodeo Cowboy (530L)	Treasures of the Deep (540L)	Jose’s Three Wishes (550L)	Graham Hawkes: Pioneer of the Deep (560L)	Smokeyjumpers (570L)	Storm! (580L)	Give Them Space (590L)	Accidental Foods (600L)	Greenwood’s Champion Ear Protectors (610L)	Success at Last: Jan Matzeliger (620L)	The Power of Dance (630L)	Tattercoat (630L)	Alvin Ailey: 1931-1989 (640L)	Undereath a City (650L)	Deven in New York (650L)	Venice: The Sinking City (650L)

<b>Comprehension</b>																		
Non-fiction	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓
Fiction		✓			✓			✓			✓		✓			✓		✓
Predict	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Activate background knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Questioning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inference	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Summarize	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Main idea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify text organization	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Description						✓								✓		✓		✓
Sequence	✓		✓				✓				✓		✓			✓		
Cause and effect				✓	✓			✓		✓	✓							
Compare and contrast		✓							✓									
Classification													✓					

<b>Fluency</b>																		
Modeled reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assisted reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Repeated reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Independent reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prosody	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Accuracy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading of expository text	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	
Reading of narrative text			✓			✓			✓			✓			✓			✓
High-frequency phrases			✓			✓			✓			✓			✓			✓

Theme Subtheme	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Going West			Oceans			Risk Takers			Inventions			Dance			Cities		
Unit (Lexile Level)	Into the Great Unknown (510L)	The Oklahoma Land Rush (520L)	Bill Picket: Rodeo Cowboy (530L)	Treasures of the Deep (540L)	José's Three Wishes (550L)	Graham Hawkes: Pioneer of the Deep (560L)	Smokeyjumpers (570L)	Storm! (580L)	Give Them Space (590L)	Accidental Foods (600L)	Greenwood's Champion Ear Protectors (610L)	Success at Last: Jan Matzeliger (620L)	The Power of Dance (630L)	Tattercoat (630L)	Alvin Ailey: 1931-1989 (640L)	Underneath a City (650L)	Deven in New York (650L)	Venice: The Sinking City (650L)

<b>Vocabulary</b>																		
Vocabulary words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inference	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Synonyms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Antonyms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Homophones				✓			✓			✓			✓			✓		
Idioms		✓			✓						✓			✓				
Multiple meaning words						✓			✓			✓			✓		✓	
Prefix: re-					✓													
Prefix: un-					✓													
Suffix: -y		✓								✓				✓				
Suffixes: -ly, -ily		✓									✓			✓				
Inflectional endings: -er, -est		✓																
Prefix: pre-					✓													
Prefix: post-					✓													
Prefix: non-					✓													
Compound words			✓								✓							
Prefix: dis-				✓													✓	
Suffix: -en				✓										✓				
Suffix: -ness						✓				✓								
Suffix: -ist						✓				✓								
Prefixes: in-, im-, ir-, il-								✓	✓						✓		✓	
Prefix: mis-								✓	✓								✓	
Suffixes: -ion, -tion, -ation, -ition													✓					

Theme Subtheme	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Going West			Oceans			Risk Takers			Inventions			Dance			Cities		
Unit (Lexile Level)	Into the Great Unknown (510L)	The Oklahoma Land Rush (520L)	Bill Picket: Rodeo Cowboy (530L)	Treasures of the Deep (540L)	José's Three Wishes (550L)	Graham Hawkes: Pioneer of the Deep (560L)	Smokejumpers (570L)	Storm! (580L)	Give Them Space (590L)	Accidental Foods (600L)	Greenwood's Champion Ear Protectors (610L)	Success at Last: Jan Matzeliger (620L)	The Power of Dance (630L)	Tattercoat (630L)	Alvin Ailey: 1931-1989 (640L)	Underneath a City (650L)	Deven in New York (650L)	Venice: The Sinking City (650L)
<b>Phonics</b>																		
High-frequency words	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	
Vowel Pairs	✓																	
/aw/ sound										✓								
Long u				✓							✓							✓
Contractions				✓														
Diphthongs	✓																	
Blends	✓																	
Digraphs	✓																	
Inflectional endings (with and without changes to base words)		✓																
Compound words			✓															
/k/ vs. /kw/				✓														✓
/j/ sound					✓													✓
Soft c					✓													✓
Adding suffixes to words ending in Y						✓												
"ie" pronounced long e or long i						✓												
Decoding VCCV words							✓											
Syllabication of VCCV doublets								✓										
Syllable patterns: VCCV, V/CV, VC/V									✓					✓				✓
"ph" as /f/									✓									
Homophones										✓								
Stressed/unstressed syllables											✓							
Schwa											✓							
R-controlled vowels												✓						
Decoding bases + affixes													✓					
Final -cle														✓				
Irregular past tense															✓			
Irregular plurals																✓		

Theme Subtheme  Unit (Lexile Level)	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Coming to America			Deep in the Earth			Disasters			Music			Racers			Let's Talk		
	Crossing to the New World (660L)	La Amistad: A Child's Journey (660L)	Angel Island (670L)	What a Gem! (680L)	Wally's Tale (680L)	Point of View: Offshore Drilling (690L)	Buried in Ash (700L)	The Scariest day of My Life (700L)	The Hindenburg Tragedy (710L)	A Musical Wonder (720L)	The Great Jazz Quartet (720L)	A Song of Hope and Power (730L)	The 1988 Jamaican Bobsled Team (740L)	Racing to Victory (740L)	Remembering Dale Earnhardt (740L)	Writing with Symbols (750L)	Fitting In (750L)	The Rosetta Stone (750L)
<b>Comprehension</b>																		
Non-fiction	✓		✓	✓		✓	✓		✓		✓	✓		✓	✓		✓	
Fiction		✓			✓			✓			✓		✓			✓		✓
Predict	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Activate background knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Questioning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inference	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Summarize	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Main idea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify text organization	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Description	✓	✓		✓	✓													
Sequence							✓	✓	✓	✓								✓
Cause and effect			✓			✓						✓			✓		✓	
Compare and contrast											✓		✓	✓				
Classification																✓		
<b>Fluency</b>																		
Modeled reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assisted reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Repeated reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Independent reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prosody	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Accuracy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading of expository text	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	
Reading of narrative text			✓			✓			✓			✓			✓			✓
High-frequency phrases			✓			✓			✓			✓			✓			✓

Theme Subtheme	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Coming to America			Deep in the Earth			Disasters			Music			Racers			Let's Talk		
	Unit (Lexile Level)																	
	Crossing to the New World (660L)	L.a Amistad: A Child's Journey (660L)	Angel Island (670L)	What a Gem! (680L)	Wally's Tale (680L)	Point of View: Offshore Drilling (690L)	Buried in Ash (700L)	The Scariest day of My Life (700L)	The Hindenburg Tragedy (710L)	A Musical Wonder (720L)	The Great Jazz Quartet (720L)	A Song of Hope and Power (730L)	The 1988 Jamaican Bobsled Team (740L)	Racing to Victory (740L)	Remembering Dale Earnhardt (740L)	Writing with Symbols (750L)	Fitting In (750L)	The Rosetta Stone (750L)
<b>Vocabulary</b>																		
Vocabulary words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inference	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Synonyms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Antonyms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Homophones				✓			✓			✓			✓			✓		
Idioms		✓			✓						✓			✓				
Inflectional endings: -s, -es										✓								
Multiple meaning words						✓			✓			✓			✓			✓
Prefix: re-					✓													
Prefix: un-					✓													
Suffix: -y											✓							
Suffixes: -ly, -ily											✓							
Inflectional endings: -er, -est											✓							
Prefix: pre-														✓				
Suffix: -ness									✓									
Prefixes: in-, im-, ir-, il-				✓														
Prefix: mis-					✓													
Suffixes: -ion, -tion, -ation, -ition									✓									
Prefix: over-		✓	✓															
Root words: vis, vid		✓	✓															
Suffix: -ish				✓														
Prefix: tele-					✓													
Root words: gram, graph					✓													
Prefix: inter-						✓												
Prefix: auto-						✓												
Suffixes: -er, -or							✓		✓									
Root word: port							✓		✓					✓				
Suffix: -ment									✓									
Prefix: en-, em-										✓								
Prefix: ex-											✓							
Prefixes: bi-, tri-												✓						
Prefix: inter-													✓					
Prefix: trans-															✓			
Suffix: -ic															✓			



Theme Subtheme	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Coming to America			Deep in the Earth			Disasters			Music			Racers			Let's Talk		
Unit (Lexile Level)	Crossing to the New World (660L)	La Amistad: A Child's Journey (660L)	Angel Island (670L)	What a Gem! (680L)	Wally's Tale (680L)	Point of View: Offshore Drilling (690L)	Buried in Ash (700L)	The Scariest day of My Life (700L)	The Hindenburg Tragedy (710L)	A Musical Wonder (720L)	The Great Jazz Quartet (720L)	A Song of Hope and Power (730L)	The 1988 Jamaican Bobsled Team (740L)	Racing to Victory (740L)	Remembering Dale Earnhardt (740L)	Writing with Symbols (750L)	Fitting In (750L)	The Rosetta Stone (750L)

Phonics																		
High-frequency words	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	
Long u													✓					
/k/ vs. /kw/					✓													
Homophones		✓															✓	
Irregular past tense																		✓
Irregular plurals																		✓
Patterns VCCCV, VCCV, V/CV, VC/V	✓								✓	✓			✓					
Effect of W on vowel that follows			✓															✓
Adding inflectional endings to words that end in -y and -Vy				✓														
Ge and ce at the end of a word					✓													
/k/ spelled ch, c					✓													
/ch/ spelled ch					✓													
VV words						✓					✓							
Soft and hard c and g in initial position.							✓											
Final syllables -cle, -el, -al, -il								✓										
Final -er, -or								✓										
Words with silent consonants mb, gn, t, kn, wr												✓						✓
Review /ow/, /aw/, /oy/														✓				
Effect of R on vowel that follows																		✓

Theme Subtheme  Unit (Lexile Level)	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Freedom Fighters			Mountains			Taking a Stand			Cool Art			Volcanoes & Earthquakes			Amazing Structures		
	The Massachusetts 54 <sup>th</sup> (760L)	The Boston Tea Party (760L)	A Brave Soldier (770L)	Mount Everest (780L)	The Giant Rock: A Sierra Miwok Tale (780L)	Sherpas: Living & Leading in the Mountains (790L)	Kenya James: A Teenage Inspiration (800L)	The Little Rock Nine (800L)	Cesar Chavez: Uniting Farm Workers (810L)	Cool Art (820L)	The Cartoonist (820L)	Everyone: The Artist (830L)	Legendary Volcanoes (840L)	San Francisco's Tragic Day (840L)	When Earthquakes Strike (840L)	The Great Wall of China (850L)	My Days at Mesa Verde (850L)	The Skywalking Mohawks (850L)
<b>Comprehension</b>																		
Non-fiction	✓		✓	✓		✓	✓		✓	✓		✓		✓	✓		✓	
Fiction		✓			✓			✓		✓			✓			✓		
Predict	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Activate background knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Questioning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inference	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Summarize	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Main idea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify text organization	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Description				✓						✓	✓							
Sequence			✓		✓			✓	✓				✓		✓			
Cause and effect		✓				✓	✓							✓				✓
Compare and contrast	✓									✓								
Classification												✓				✓		
<b>Fluency</b>																		
Modeled reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assisted reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Repeated reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Independent reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prosody	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Accuracy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading of expository text	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	
Reading of narrative text			✓			✓			✓			✓			✓			✓
High-frequency phrases			✓			✓			✓			✓			✓			✓

Eaerobics Reach Scope and Sequence

Unit (Lexile Level)

Theme Subtheme	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Freedom Fighters			Mountains			Taking a Stand			Cool Art			Volcanoes & Earthquakes			Amazing Structures		
	The Massachusetts 54 <sup>th</sup> (760L)	The Boston Tea Party (760L)	A Brave Soldier (770L)	Mount Everest (780L)	The Giant Rock: A Sierra Miwok Tale (780L)	Sherpas: Living & Leading in the Mountains (790L)	Kenya James: A Teenage Inspiration (800L)	The Little Rock Nine (800L)	Cesar Chavez: Uniting Farm Workers (810L)	Cool Art (820L)	The Cartoonist (820L)	Everyone: The Artist (830L)	Legendary Volcanoes (840L)	San Francisco's Tragic Day (840L)	When Earthquakes Strike (840L)	The Great Wall of China (850L)	My Days at Mesa Verde (850L)	The Skywalking Mohawks (850L)

**Vocabulary**

Vocabulary words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inference	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Synonyms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Antonyms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Homophones				✓			✓			✓			✓		✓			
Idioms		✓			✓						✓			✓				
Multiple meaning words						✓			✓			✓			✓		✓	
Prefixes: in-, im-, ir-, il-								✓	✓									
Suffixes: -ion, -tion, -ation, -ition			✓															
Root words: vis, vid					✓													
Root words: gram, graph					✓			✓	✓									
Suffixes: -er, -or					✓													
Prefix: trans-													✓					
Prefix: fore-	✓																	
Prefix: de-	✓																	
Prefix: super-		✓																
Prefix: sub-		✓																
Inflectional ending: possessives		✓																
Suffixes: -ure, -ture			✓															
Prefix: mid-				✓														
Prefix: under-				✓														
Prefix: anti-						✓												
Suffixes: -ous, -eous, ious						✓												
Root words: spec, spect							✓											
Root words: trac, tract							✓											
Prefixes: com-, con-, col-, co-								✓	✓									
Root words: astro, aster								✓	✓									
Suffixes: -al, -ial										✓								
Suffixes: -ity, -ty										✓								
Root word: rupt										✓				✓				
Suffix: -logy											✓							
Prefix: semi-											✓							
Prefix: pro-												✓						
Suffixes: -ance, -ence												✓						
Suffixes: -ant, -ent												✓						
Suffixes: -ive, -ative, -itive													✓					
Suffixes: -able, -ible													✓	✓				
Root words: scrib, script														✓				

Theme Subtheme	Journeys			Nature			Challenges			Creativity			Motion & Energy			Culture		
	Freedom Fighters			Mountains			Taking a Stand			Cool Art			Volcanoes & Earthquakes			Amazing Structures		
Unit (Lexile Level)	The Massachusetts 54 <sup>th</sup> (760L)	The Boston Tea Party (760L)	A Brave Soldier (770L)	Mount Everest (780L)	The Giant Rock: A Sierra Miwok Tale (780L)	Sherpas: Living and Leading in the Mountains (790L)	Kenya James: A Teenage Inspiration (800L)	The Little Rock Nine (800L)	Cesar Chavez: Uniting Farm Workers (810L)	Cool Art (820L)	The Cartoonist (820L)	Everyone: The Artist (830L)	Legendary Volcanoes (840L)	San Francisco's Tragic Day (840L)	When Earthquakes Strike (840L)	The Great Wall of China (850L)	My Days at Mesa Verde (850L)	The Skywalking Mohawks (850L)

Phonics																		
High-frequency words	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	
Contractions		✓																
R-controlled vowels																		
Patterns VCCCV, VCCV, V/CV, VC/V																✓		
VV words	✓															✓		
VCCV words	✓															✓		
Final /el/ spelled -le, -el, -al, -il		✓																
Possessives		✓																
Words ending in -ies, -ier, -iest			✓															✓
Final /en/ spelled -an, -en, -in, -on, -ain				✓														
Final -ure				✓														
Words ending in -age, -ive, -ice					✓													
Spelling-meaning connection/no spelling change: /t/ - /sh/, /d/ - /zh/, /s/ - /ksh/						✓	✓											
Spelling-meaning connections: silent sounded consonant alteration								✓										
Consonant doubling									✓									✓
Spelling-meaning connection with prefix -in (im-, il-, ir-)										✓								
Suffixes: -ent/-ence/-ency; -ant/-ance/-ancy											✓							
Plurals for words ending in o											✓							✓
Decoding ei, ie												✓						
Decoding/spelling root words: spect, rupt, auto, tract, tele, gram/graph													✓					
-able vs. -ible														✓				
Decoding/spelling root words: ology, scrib, vis																	✓	



# Exploring Lechuguilla

Theme  
Journeys

Sub-theme  
Underground

Passage  
Nonfiction

Lexile  
360

## Phonics

### Instructional Animation

- Long and Short Vowels
  - If a word has only one vowel and ends in a consonant, the vowel makes a short sound.
  - If a word ends with a vowel consonant and silent e, the vowel usually makes a long sound.
- Consonant Blends
  - **Two** consonants that go together are called a consonant blend.
  - You can hear each letter in a consonant blend.
  - The letters **s**, **l**, and **r** can be found in many consonant blends.
- Double Final Consonants
  - Two of the same letters next to each other are called double consonants.
  - Double consonants make a single sound.

### High Frequency Words

will	up	other	about	out
many	then	them		

## Vocabulary

### Vocabulary Words

#### Word

difficult  
discover  
form  
imagine  
level  
mineral  
plan  
soil  
step

#### Synonyms

hard, tricky  
find, learn  
shape, mold  
dream, think of  
—  
—  
arrange, prepare  
dirt, earth  
stride, pace

#### Antonyms

—  
—  
—  
—  
—  
—  
—  
—  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

**Comprehension**

**Passage Summary**

“Exploring Lechuguilla” introduces students to Lechuguilla, the deepest natural cave in the United States. It describes and explains the natural features found in the cave and their origins, and talks about “cavers”—adventurers who journey underground to explore deep caverns like Lechuguilla.

**Text Structure Focus**

Description

**Passage-Specific Words, Phrases, and Idioms**

- |        |            |           |
|--------|------------|-----------|
| acid   | adventure  | equipment |
| icicle | skyscraper | ate away  |

**Instructional Animation**

See p. 210 for descriptions.

**Fluency**

**Fluency Practice**

Fluency Practice is not presented in Unit A11.



Theme  
Journeys

Sub-theme  
Underground

Passage  
Fiction

Lexile  
370

**Phonics**

**Instructional Animation**

- **Vowel Pairs**
  - A vowel pair refers to two vowels together that make one vowel sound.
  - A vowel pair usually makes the long vowel sound of the first letter.
  - **ai** and **ay** make the long “a” sound.
  - **ee** and **ea** make the long “e” sound.”
  - **oa** and **ow** make the long “o” sound.
  
- **Consonant Digraphs**
  - Consonant digraphs are two consonants that together make one sound.  
Examples: **th, wh, sh, ch**
  
- **Letter y as a Vowel**
  - When **y** acts as a vowel, it makes a long “e” or long “i” sound.
  - As a vowel in a one-syllable word, **y** usually makes the long “i” sound.
  - As a vowel in a two-syllable word, **y** usually makes the long “e” sound.

**High Frequency Words**

these	so	some	her	would
make	like	him		

**Vocabulary**

**Vocabulary Words**

**Word**

attention  
besides  
broken  
direction  
favorite  
fear  
help  
lead  
narrow  
weather

**Synonyms**

—  
also, in addition to  
smashed  
—  
popular  
worry  
aid, support  
guide, direct  
thin, tight  
—

**Antonyms**

—  
—  
complete, whole  
—  
hated  
courage, comfort  
hurt  
follow  
wide, thick  
—

**Instructional Animation**

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

**Passage Summary**

“Rescue!” tells the story of a young boy who unwillingly accompanies his mother on a caving expedition, and who must master his fears of the unfamiliar environment in order to get help when she becomes injured.

**Text Structure Focus**

Sequence

**Passage-Specific Words, Phrases, and Idioms**

ambulance	bandanna	canteen
helmet	limestone	risk
handing out	went to sleep	

**Instructional Animation**

See p. 210 for descriptions.

**Fluency Practice**

The passage used for Fluency Practice in Unit A12 is “Exploring Lechuguilla” (see previous unit).

**Instructional Commentary**

- Use your tone of voice to emphasize words and phrases that convey suspense.
- Slow your reading speed when reading details or complex information.
- Use expression and volume to provide emphasis on words like very, or sentences ending in exclamation marks.





Theme  
Journeys

Sub-theme  
Underground

Passage  
Nonfiction

Lexile  
380

## Phonics

### Instructional Animation

- Letters **m** and **n** in Consonant Blends and Digraphs
  - Blends are groups of consonants together, where you can still hear the sound of each letter.
    - Examples: **-mp, -nd, -nt**
  - Digraphs are groups of consonants that together make a new sound.
    - Examples: **-nk, -ng**
- The “k” Sound
  - The “k” sound at the end of a word is spelled with **ck** if it follows a short vowel sound.
  - The “k” sound at the end of a word is spelled with **k** if it does not follow a short vowel sound.
- Words Ending with Double Consonants
  - Two of the same letters next to each other are called double consonants.
  - Double consonants make a single sound.

### High Frequency Words

into	time	has	look	two
more	write	go	see	

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
bone	—	—
corn	—	—
die	pass away	live, exist
forest	woods, jungle	—
huge	large, big	little, tiny
meat	—	—
newspaper	—	—
sharp	pointed, prickly	dull
speed	hurry, rush	move slowly, crawl
work	—	relax, rest

**Instructional Animation**

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

**Comprehension****Passage Summary**

“Wild About Worms” explains the benefits of turning organic garbage, such as leftover food, into compost. It describes how earthworms help to create compost, and provides step-by-step instructions for constructing a compost bin using earthworms.

**Text Structure Focus**

Cause and Effect

**Passage-Specific Words, Phrases, and Idioms**

bin	catalog	decay
landfill	pile	recycle

**Instructional Animation**

See p. 210 for descriptions.

**Fluency****Fluency Practice**

The passage used for Fluency Practice in Unit A13 is “Rescue!” (see previous unit).

**Instructional Commentary**

- When you read, show characters' feelings through tone and emphasis.
- Change your volume and tone of voice according to text cues like *whispered*.
- Use pauses and pacing to build excitement.



# Life in the Rainforest

Theme  
Nature

Sub-theme  
Endangered

Passage  
Nonfiction

Lexile  
390

## Phonics

### Instructional Animation

- Spelling Patterns: Long Vowel Sounds “i” and “o”
  - i and o usually make their long sound in words ending with silent e.
  - oa and ow usually make the long “o” sound.
  - i followed by two consonants often makes the long “i” sound:
    - Examples: -ind, -ild, -igh
  - o followed by two consonants often makes the long “o” sound:
    - Examples: -old, -ost

### High Frequency Words

number	no	way	could	people
my	than	first		

## Vocabulary

### Vocabulary Words

#### Word

branch  
broad  
color  
farmer  
gather  
insect  
roll  
lower  
million  
spread

#### Synonyms

limb  
wide, large  
—  
—  
collect, group together  
bug, pest  
turn, spin  
—  
—  
stretch, unfold

#### Antonyms

—  
thin, narrow  
—  
—  
scatter, spread out  
—  
—  
higher, upper  
—  
fold

### Homophones

be, bee	for, four	I, eye	son, sun	to, too, two
---------	-----------	--------	----------	--------------

### Instructional Animation

- Inferring meaning from the Topic
  - When you see an unfamiliar word think of possible meanings that would make sense with the topic.

**Passage Summary**

"Life in the Rainforest" describes the different types of animals and plants native to rainforests, and how we are dependent on products that are made from rainforest materials. It also discusses the destructive effects humans have on these forests.

**Text Structure Focus**

Description

**Passage-Specific Words, Phrases, and Idioms**

amazing                      creature                      feast  
species

**Instructional Animation**

See p. 210 for descriptions.

**Fluency Practice**

The passage used for Fluency Practice in Unit A21 is "Wild About Worms" (see previous unit).

**Instructional Commentary**

- Use punctuation to guide the pace of your reading.
- Use punctuation marks to imagine how the writer would speak the words of the story.
- When reading a step-by-step process, pause to mark the end of one step and the beginning of the next.



# Sea Turtle Night

Theme  
Nature

Sub-theme  
Endangered

Passage  
Fiction

Lexile  
400

## Phonics

### Instructional Animation

- Adding Endings to Base Words
  - Add **-s** or **-es** to words to show
    - Plurals
    - An action is happening
  - Adding **-ing** also shows that the action is happening now.
  - Add **-ed** to show an action in the past.

### High Frequency Words

water	been	call	who	oil
its	now	find		

## Vocabulary

### Vocabulary Words

#### Word

beach  
distance  
far  
month  
protect  
reach  
return  
ship  
student

#### Synonyms

shore  
truth, certainty  
distant, remote  
—  
guard, defend  
to come to, land at  
revisit, come back  
boat, cruise liner  
learner, pupil

#### Antonyms

—  
fiction, fib  
close, near  
—  
harm, attack  
—  
depart, leave  
—  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **s**, **-es** to Base words
  - Usually add **-s** to a noun to make it plural.
  - Add **-es** to the nouns that end in **s**, **ch**, **x**, **z**, and **sh**

- Adding **-ed** to Base Words
  - Base words are smaller words to which a beginning or an ending can be added.
  - Add **-ed** to the end of a base word to show that the action happened in the past.
- Adding **-ing** to Base Words
  - Add **-ing** to the end of a base word to show that the action is happening now.

**Idioms**

broke      catch a cold      lend a hand      take it easy      cut it out

## Comprehension

**Passage Summary**

"Sea Turtle Night" tells the story of a young girl who joins her aunt in volunteering to help protect sea turtles from the dangers presented by humans. The girl relates her experiences to the other students in her classroom, who then also become enthusiastic about saving sea turtles.

**Text Structure Focus**

Sequence

**Passage-Specific Words, Phrases, and Idioms**

disturb      flashlight      flipper      jellyfish      get in trouble  
 survey      track      triceratops      tyrannosaur

**Instructional Animation**

See p. 210 for descriptions.

## Fluency

**Fluency Practice**

The passage used for Fluency Practice in Unit A22 is "Life in the Rainforest" (see previous unit).

**Instructional Commentary**

- Emphasize descriptive words to help listeners visualize what you are reading about.
- Use expression and pacing to mirror the qualities of actions you are describing—for example, read more slowly when describing something that happens slowly.
- Pause and stop according to the cues given by punctuation marks.



Theme  
Nature

Sub-theme  
Endangered

Passage  
Nonfiction

Lexile  
410

## Phonics

### Instructional Animation

- Vowels Paired with the Letter r
  - Vowels followed by the letter r make new sounds that are neither long nor short.
  - **or** and **ore** make the “or” sound, as in *horn*.
  - **ar** makes the “ar” sound, as in *art*.
  - **er** makes the “er” sound, as in *germ*.
  - **ir** also makes the “er” sound, as in *bird*.

### High Frequency Words

long	down	day	did	get
come	made	may	part	

## Vocabulary

### Vocabulary Words

#### Word

become  
danger  
decide  
decision  
difference  
place  
sort  
thousand  
touch

#### Synonyms

turn into  
risk, threat  
choose, select  
judgment, ruling  
unlikeness, contrast  
location, area  
kind, type  
—  
feel, pat

#### Antonyms

—  
safety  
—  
—  
sameness, likeness  
—  
—  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **s**, **-es** to Base words
  - Usually add **-s** to a noun to make it plural.
  - Add **-es** to the nouns that end in **s**, **ch**, **x**, **z**, and **sh**

- Adding **–ed** to Base Words
  - Base words are smaller words to which a beginning or an ending can be added.
  - Add **–ed** to the end of a base word to show that the action happened in the past.
- Adding **–ing** to Base Words
  - Add **–ing** to the end of a base word to show that the action is happening now.

### Multiple Meaning Words

ball                  bat                  cut                  fan                  pet

### Comprehension

#### Passage Summary

“Rhino Man” presents an interview with Michael Werikhe, a Kenyan man who has devoted his life to traveling around the world and educating people about the plight of the African black rhino, which is nearly extinct. Werikhe presents population statistics and other facts about the black rhino, and talks about ways children can help preserve and protect the environment.

#### Text Structure Focus

Cause and Effect

#### Passage-Specific Words, Phrases, and Idioms

endangered    extinct                  horn                  instant                  misunderstand  
survival                  tusk                  wildlife                  against the law

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit A23 is “Sea Turtle Night” (see previous unit).

#### Instructional Commentary

- Read dialogue with the same emotion that the character would express if he or she were speaking.
- Use pacing and tone of voice to stress important ideas.
- If you see a question mark, read the sentence as if you were asking a question.





Theme  
Challenges

Sub-theme  
Flight

Passage  
Nonfiction

Lexile  
430

## Phonics

### Instructional Animation

- Changing a Base Word Before Adding **-ed** or **-ing**
  - If the base word has a short vowel sound and ends with a single consonant, double the final consonant.
  - If the base word ends with a silent **e**, drop the **e**.

### High Frequency Words

over	new	sound	take	only
little	work	know		

## Vocabulary

### Vocabulary Words

#### Word

carry  
forward  
gas  
hundred  
learn  
plane  
record  
scientist  
travel

#### Synonyms

bring  
ahead  
gasoline, fuel  
—  
discover, study  
airplane, jet  
top score  
researcher  
journey, tour

#### Antonyms

—  
backward, behind  
—  
—  
—  
—  
—  
—  
remain, stay

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **un-** to Base Words
  - A prefix is a word part that gets added to the beginning of a base word.
  - The prefix **un-** means “not” or “the opposite of.”
- Adding **re-** to Base Words
  - The prefix **re-** means “again” or “back.”

## Vocabulary (*cont.*)

### Homophones

beat, beet    blue, blew    one, won    see, sea    sew, so

## Comprehension

### Passage Summary

“Up in the Air” chronicles developments in aviation technology, from the first gasoline-powered plane to cutting-edge solar-powered and ultralight aircraft. It also presents examples of significant aviation achievements, such as Lindbergh and Earhart's transatlantic flights and Chuck Yeager's breaking of the sound barrier.

### Text Structure Focus

Sequence

### Passage-Specific Words, Phrases, and Idioms

airliner    conquer    engine    glider    improvement  
solar

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit A31 is “Rhino Man” (see previous unit).

### Instructional Commentary

- Read words that are related to each other in groups (separated using pauses or changes in tone), rather than reading one word at a time.
- When reading an interview, vary your expression to distinguish between the interviewer's questions and the interview subject's answers.
- Think of ways to change your voice to emphasize important words and phrases.



# The Flight Contest

Theme  
Challenges

Sub-theme  
Flight

Passage  
Fiction

Lexile  
440

## Phonics

### Instructional Animation

- Words Ending with **y**
  - **y** at the end of one-syllable words makes the long “i” sound.
  - **y** at the end of two-syllable words makes the long “e” sound.
  - **ey** and **ie** at the end of a word also make the long “e” sound.

### High Frequency Words

place	year	live	me	back
give	most	very		

## Vocabulary

### Vocabulary Words

#### Word

answer  
beat  
begin  
believe  
chance  
enter  
muddy  
practice

#### Synonyms

reply, response  
defeat, conquer  
start, launch  
trust, accept as true  
possibility, likelihood  
arrive  
dirty, soiled  
rehearsal, trial

#### Antonyms

question, request  
lose, fail  
end, finish  
doubt, distrust  
unlikelihood, impossibility  
leave, exit  
clean, unsoiled  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Describing State or Quality of Something: Suffix **-y**
  - A suffix is a word part that gets added to the end of a word.
  - Add the suffix **-y** to a base word to make a word that describes the way something is.
- Describing How Something Happens: Suffix **-ly, -ily**
  - Add **-ly** to a base word to make a word that describes how something happens.
  - If a base word ends with **y**, change the **y** to **i** and add **-ly**.

## Comprehension

### Passage Summary

"The Flight Contest" presents a fable about a contest between different types of birds to see who can fly the highest. The smallest bird, Wren, defeats her much larger and stronger opponent, Eagle, through hard work and cleverness.

### Text Structure Focus

Compare and Contrast

### Passage-Specific Words, Phrases, and Idioms

brag	cheer	eagle
hawk	wren	sick of

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit A32 is "Up in the Air" (see previous unit).

### Instructional Commentary

- When introducing information that may be new or unfamiliar to the listener, read at a slow and even pace. You can read more quickly when reading information that is common knowledge.
- Separate names, numbers and dates with pauses to give listeners time to absorb and think about these facts.
- Pay attention to punctuation—it provides clues about how the author intended the text to be read.



# Daredevils in Flight

Theme  
Challenges

Sub-theme  
Flight

Passage  
Nonfiction

Lexile  
440

## Phonics

### Instructional Animation

- Suffixes **-er** and **-est**
  - To compare two things, add **-er**.
  - To compare more than two things, add **-est**
  - Before adding **-er** or **-est**:
    - Double the final consonant in a word with a short vowel sound and a final consonant.
    - For words ending with a silent **e**, drop the **e**.
    - If a word ends with **y**, change the **y** to **i**. An exception is **-ay**.
- The “aw” Sound
  - The “aw” sound can be spelled in different ways:
    - **aw**, as in *paw*.
    - **al**, as in *chalk*.
    - **o**, as in *soft*.

### High Frequency Words

after	thing	our	just	name
good	sentence	man	think	

## Vocabulary

### Vocabulary Words

#### Word

offer  
agree  
building  
crop  
dangerous  
dollar  
farm  
field  
nearby

#### Synonyms

present, provide  
approve, allow  
structure, dwelling  
harvest  
harmful, risky  
buck  
—  
—  
close, neighboring

#### Antonyms

take back, withdraw  
disagree, refuse  
—  
—  
safe, secure  
—  
—  
far away, distant

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

## Vocabulary (*cont.*)

- Comparing Things: **-er, -est**
  - User **-er** to compare two things.
  - Use **-est** to compare more than 2 things.

### Multiple Meaning Words

bark            pen            pin            shop            spy

## Comprehension

### Passage Summary

"Daredevils in Flight" describes the early days of aviation (c.1911 to 1926) when "barnstormers" traveled the U.S. performing death-defying airplane stunts for the public. It also describes the many dangers of such performances, and relates why the government eventually outlawed them.

### Text Structure Focus

Description

### Passage-Specific Words, Phrases, and Idioms

barnstormer            barnstorming            cockpit            perform

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit A33 is "The Flight Contest" (see previous unit).

### Instructional Commentary

- When reading fiction, set the "storytelling" tone by emphasizing descriptive words.
- Use changes in the sound of your voice to distinguish between the voices of different characters and the story's narrator.
- Use punctuation marks to guide the pace and expression of the reading.



# A Picture of Peace

Theme  
Creativity

Sub-theme  
Storytellers

Passage  
Nonfiction

Lexile  
450

## Phonics

### Instructional Animation

- Suffixes Review
  - The suffixes **–s** and **–es** make words plural.
  - Add **–ed** or **–ing** to indicate that an action happened in the past or is happening now.
  - Add **–er** and **–est** to show comparisons.
- Spelling Patterns: Long Vowel Sound “u”
  - Different letter patterns can make the same sound.
  - Long “u” sounds can be spelled: **ue, oo, ew.**
  - One letter pattern can make different sounds.
  - The letters **oo** can make the sounds you hear in *food* and *book*.

### High Frequency Words

say	great	where	help	through
much	before	line		

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
bring	carry	leave, drop
feel	—	—
flag	banner	—
grand	great	ordinary, simple
message	meaning, theme	—
neighborhood	community	—
paint	—	—
serve	deliver, offer	keep
singer	—	—
driver	motorist	—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

- Adding **-ful** to Base Words
  - Adding a suffix to a base word adds new meaning.
  - The suffix **-ful** means “full of.”
- Adding **-less** to Base Words
  - The suffix **-less** means “without.”

### Homophones

by, bye, buy    red, read    stair, stare    tea, tee    toe, tow

### Comprehension

#### Passage Summary

“A Picture of Peace” tells the story of Miguel Ramos, a Los Angeles artist whose mural, featuring the flags of many nations, was reproduced by volunteers from all over the city and helped bring members of the community closer together.

#### Text Structure Focus

Sequence

#### Passage-Specific Words, Phrases, and Idioms

mural                      represent                      billboard  
mount

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit A41 is “Daredevils in Flight” (see previous unit).

#### Instructional Commentary

- Vary the pace of your reading to express excitement or other strong emotions.
- Pause and change your tone when the flow of the text is “interrupted” to provide explanatory information set off by commas.
- Slow your reading pace when providing important details.





Theme  
Creativity

Sub-theme  
Storytellers

Passage  
Fiction

Lexile  
460

## Phonics

### Instructional Animation

- Three-Letter Consonant Blends: **scr-**, **str-**, **spr-**
  - A group of consonants that go together is called a blend, or cluster.
  - You can hear each letter sound in a consonant blend.
- Contractions
  - A contraction is a short way of writing two words.
  - The apostrophe replaces the missing letters.
    - **she'll** means "she will."
    - **he's** means "he is."
    - **wasn't** means "was not."
    - **we're** means "we are."

### High Frequency Words

right	too	mean	old	any
same	tell	boy		

## Vocabulary

### Vocabulary Words

#### Word

blow  
brain  
frighten  
hide  
sailor  
sand  
swim  
wash  
wave

#### Synonyms

puff, blast  
mind  
scare, terrify  
cover, shield  
seaman  
—  
—  
—  
swell, sea surf

#### Antonyms

breathe in  
—  
calm, comfort  
show, uncover  
—  
—  
drown, sink  
—  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

- Plurals: **-s, -es**
  - Usually add **-s** to a noun to make it plural.
  - Add **-es** to the nouns that end in **s, ch, x, z,** and **sh**
  
- Past Tense: **-ed**
  - Add **-ed** to the end of a base word to show that the action happened in the past.
  
- Adding **-ing** to Base Words
  - Add **-ing** to the end of a base word to show that the action is happening now.

**Idioms**

changed my mind	in a jam	keep your fingers crossed
once in a while	raining cats and dogs	

Comprehension

**Passage Summary**

“Captain Stormalong” relates the “tall tale” of a thirty-foot-tall sailor who battles and eventually defeats a sea monster called the kraken.

**Text Structure Focus**

Cause and Effect

**Passage-Specific Words, Phrases, and Idioms**

barrel	captain	hurricane
pirate	wheelbarrow	whirlpool

**Instructional Animation**

See p. 210 for descriptions.

Fluency

**Fluency Practice**

The passage used for Fluency Practice in Unit A42 is “A Picture of Peace” (see previous unit).

**Instructional Commentary**

- Pay attention to punctuation. Punctuation marks signal where to pause or change the pitch of your voice.
- Keep a steady pace as you read. Stress words and phrases that need to be emphasized.
- Use your voice to support the text’s message.



Theme  
Creativity

Sub-theme  
Storytellers

Passage  
Nonfiction

Lexile  
470

## Phonics

### Instructional Animation

- Silent Consonant in a Consonant Pair
  - In some consonant pairs, one consonant is silent.
  - When **w** and **r** are together, the **w** is silent.
  - When **k** and **n** are together, the **k** is silent.
- Spelling Patterns: Long “a” Sound
  - The long “a” sound can be made by:
    - **ea**, though **ea** usually makes a long “e” sound
    - **ey**, though **ey** usually makes a long “e” sound
    - **igh**, though **igh** usually makes a long “i” sound.

### High Frequency Words

follow	came	want	show	also
around	farm	three	small	

## Vocabulary

### Vocabulary Words

#### Word

bury  
egg  
grow  
knife  
prove  
solve  
trunk  
underground  
worker  
wrap

#### Synonyms

cover up, to plant  
—  
enlarge  
cutter  
—  
to work out  
chest, box  
below ground, buried  
employee  
—

#### Antonyms

dig up  
—  
shrink  
—  
disprove  
—  
—  
above ground  
—  
unwrap

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

- Adding **re-** to Base Words
  - The prefix **re-** means “again” or “back.”
- Adding **un-** to Base Words
  - A prefix is a word part that gets added to the beginning of a base word.
  - The prefix **un-** means “not” or “the opposite of.”

### Multiple Meaning Words

block                  dress                  paint                  roll                  snap

### Comprehension

#### Passage Summary

“Bugs and Crime” explains the work of forensic entomologists, who analyze insects and insect activity to reveal clues that help police solve crimes.

#### Text Structure Focus

Cause and Effect

#### Passage-Specific Words, Phrases, and Idioms

decayed                  evidence                  forensic  
larva                      maggot                  temper

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit A43 is “Captain Stormalong” (see previous unit).

#### Instructional Commentary

- Break the text into phrases when you read. Grouping together words that express a single thought makes your reading sound more natural.
- Change the sound of your voice when reading dialogue to reflect things you know about the character who is speaking.
- Commas tell you when to pause, changing the pace of your reading to emphasize dramatic passages.



# The Sun's Energy

Theme  
Motion  
and Energy

Sub-theme  
Around  
the Galaxy

Passage  
Nonfiction

Lexile  
480

## Phonics

### Instructional Animation

- Vowel Diphthong
  - A diphthong is two vowels together that first make one sound and glide into another vowel sound.
  - The “ow” sound can be made by **ou** or **ow**.
  - The “oy” sound can be made by **oi** or **oy**.

### High Frequency Words

set	put	end	does	another
well	large	must		

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
boat	ship	—
drive	steer, operate	—
face	turn toward, look at	turn away
frozen	icy, chilled	melted, thawed
night	sundown, evening	day, sunup
phone	telephone	—
size	measurement	—
store	save, keep	discard, throw away
sunlight	sunshine, sunbeam	darkness
mile	—	—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Describing State or Quality of Something: **-y**
  - A suffix is a word part that gets added to the end of a word.
  - Add the suffix **-y** to a base word to make a word that describes the way something is.

- How Something Happens: **-ly, -ily**
  - Add **-ly** to a base word to make a word that describes how something happens.
  - If a base word ends with **y**, change the **y** to **i** and add **-ly**.

### Homophones

hi, high      no, know      rap, wrap      right, write      tail, tale

### Comprehension

#### Passage Summary

"The Sun's Energy" discusses stars, and in particular the Sun. It explains how the Sun produces energy and how it gets to Earth, and stresses the importance of solar energy to life on our planet.

#### Text Structure Focus

Classification

#### Passage-Specific Words, Phrases, and Idioms

calculator      checkerboard      electricity

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit A51 is "Bugs and Crime" (see previous unit).

#### Instructional Commentary

- Vary the tone and pace of your reading to match the events you are describing.
- When reading detailed, specific factual information, read at a slow and even pace.
- If you're reading a passage that compares and contrasts two pieces of information, stress words like *do* and *don't*, or *did* and *didn't*, that highlight the differences between them.



Theme  
Motion  
and Energy

Sub-theme  
Around  
the Galaxy

Passage  
Fiction

Lexile  
480

## Phonics

### Instructional Animation

- Vowels Paired with the Letter r: u and i
  - Vowels followed by the letter r make new sounds that are neither long nor short.
  - **ur** usually makes the “er” sound, as in *burn*.
  - **or** sometimes makes the “er” sound, too
  - **ure** usually makes the “yur” sound, as in *cure*.
  - **ir** usually makes the “er” sound, as in *bird*.
  - **ire** usually makes the “ire” sound, as in *tire*.
  
- The “j” Sound at the End of a Word
  - **–ge** and **–dge** at the end of a word make the “j” sound.
  - **–dge** is used after a short vowel sound.
  - **–ge** is used after any other sound (a long vowel or a consonant).

### High Frequency Words

big	even	such	because	turn
here	why	ask		

## Vocabulary

### Vocabulary Words

#### Word

ask  
duty  
emperor  
fish  
harm  
order  
peaceful  
proud  
shade

#### Synonyms

inquire, question  
job, task  
king, male ruler  
—  
injury, hurt  
tell forcefully, direct  
relaxed  
—  
shadow

#### Antonyms

—  
—  
—  
—  
help, cure  
—  
stressful, noisy  
ashamed, disappointed  
light

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

**Idioms**

in one ear and out the other	pulling my leg	to be all ears
know it like the back of my hand	sleep on it	

**Comprehension****Passage Summary**

"Sun Power" relates an old Asian fable about the origin of the Sun. In the story, at first there were ten Suns who rose and set at the command of the Emperor. But they grew bored and rebellious, and eventually all took to shining at once, day and night, until all life on Earth was in danger of dying from the heat. Then the emperor called on a great warrior to shoot the Suns out of the sky. He was stopped from shooting down the last one by a wise young boy, who knew that at least one Sun was needed to keep the Earth alive.

**Text Structure Focus**

Cause &amp; Effect

**Passage-Specific Words, Phrases, and Idioms**

combined	droop	jealous
protest	revolve	to bear

**Instructional Animation**

See p. 210 for descriptions.

**Fluency****Fluency Practice**

The passage used for Fluency Practice in Unit A52 is "The Sun's Energy" (see previous unit).

**Instructional Commentary**

- Use your voice to emphasize information that is unusual or surprising.
- Remember that questions still sound like questions, even if they provide information. If a sentence ends in a question mark, read it as if you were asking a question.
- Put stress on the words in a sentence that are most important to its meaning.





# Mission to Mars

Theme  
Motion  
and Energy

Sub-theme  
Around  
the Galaxy

Passage  
Nonfiction

Lexile  
430

## Phonics

### Instructional Animation

- Vowels Paired with the Letter r: the **ear** Pattern
  - **ear** can make:
    - the “er” sound as in *learn*.
    - the “eer” sound as in *fear*.
    - the “air” sound as in *wear*.
  
- Vowels Paired with the Letter r: Vowels **o** and **a**
  - **or** and **ore** both usually make the “or” sound, as in *fork*.
  - **ar** usually makes the “ar” sound, as in *target*.
  - **air** and **are** can both make the “air” sound, as in *chair*.

### High Frequency Words

went	read	land	home	move
men	need	different	us	

## Vocabulary

### Vocabulary Words

#### Word

clear  
driver  
hole  
land  
motor  
pound  
roll  
safely  
screen  
visit

#### Synonyms

cloudless, empty  
motorist  
pit, gap  
arrive, set, down  
engine, power, source  
—  
turn, spin  
carefully, harmlessly  
monitor, display  
drop by

#### Antonyms

cloudy, unclear  
—  
—  
take off, lift  
—  
—  
—  
dangerously, recklessly  
—  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

- Adding **pre-** to Base Words
  - The prefix **pre-** means “before.”
- Adding **post-** to Base Words
  - The prefix **post-** means “after.”
- Adding **non-** to Base Words
  - The prefix **non-** means “not.”

### Multiple Meaning Words

brush            color            line            trick            skate

### Comprehension

#### Passage Summary

“Mission to Mars” tells the story of the NASA craft Pathfinder's 1997 mission to Mars, where the remote-controlled rover Sojourner spent two and a half months gathering important data about the red planet.

#### Text Structure Focus

Sequence

#### Passage-Specific Words, Phrases, and Idioms

battery	landscape	operate
gravity	launch	spacecraft

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit A53 is “Sun Power” (see previous unit).

#### Instructional Commentary

- Commas help you know which words to group together.
- Use your voice to convey the emotions felt by characters in a story. Watch for clues in the text that indicate how a character is speaking.
- Exclamation marks indicate that a sentence should be read in a lively or excited tone.



# Celebrating a Neighborhood

Theme  
Culture

Sub-theme  
Celebrations

Passage  
Nonfiction

Lexile  
500

## Phonics

### Instructional Animation

- The “ch” Sound
  - A digraph is two or more letters that go together to make one sound.
  - The “ch” sound is spelled:
    - **-ch** at the beginning of a word or after a long vowel sound.
    - **-tch** after a short vowel sound.

### High Frequency Words

try	kind	hand	picture	again
change	off	play		

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
arrive	come, enter	depart, leave
baseball	—	—
basketball	—	—
community	neighborhood	—
excitement	enthusiasm, joy	boredom, disinterest
neighbor	—	—
silk	—	—
wear	dress in	undress
welcome	meet happily, greet	reject, turn away

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Comparing Things: **-er**, **-est**
  - Use **-er** to compare two things.
  - Use **-est** to compare more than two things.

### Homophones

knight, night    knew, new    knot, not    knows, nose    wood, would

**Passage Summary**

“Celebrating a Neighborhood” takes the reader on a tour of Rogers Park, an ethnically and culturally diverse community in Chicago, consisting largely of immigrants from many nations, where more than 80 languages are spoken. The selection shows how, despite all their differences, the residents have formed a peaceful and functional community.

**Text Structure Focus**

Description

**Passage-Specific Words, Phrases, and Idioms**

background	festival	greeting	bring new life to
language	nation	tradition	

**Instructional Animation**

See p. 210 for descriptions.

**Fluency Practice**

The passage used for Fluency Practice in Unit A61 is “Mission to Mars” (see previous unit).

**Instructional Commentary**

- Use your pacing and tone of voice to capture your listeners' interest.
- Emphasize descriptive words to help listeners visualize what you are reading about.
- When reading detailed, specific factual information, read at a slow and even pace.



# Seth's Birthday Party

Theme  
Culture

Sub-theme  
Celebrations

Passage  
Fiction

Lexile  
500

## Phonics

### Instructional Animation

- The Letters **c** and **g**
  - **c** can make:
    - the “k” sound, as in *cute*.
    - the “s” sound, when followed by **i**, **e**, or **y**.
    - the “air” sound, as in *wear*.
  
- Letter Patterns: Final **-ve**, **-ce**, **-se**
  - **-ve** at the end of a word usually makes the “v” sound.
  - **-ce** at the end of a word usually makes the “s” sound.
  - **-se** at the end of a word makes either the “z” or “s” sound.

### High Frequency Words

spell	air	away	animals	house
point	page	letter		

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
doctor	physician	—
evil	bad, wicked	good, kind
football	—	—
land	arrive, set, down	take off, lift
miss	—	attend, go to
movie	film, motion picture	—
player	team member, competitor	—
pool	—	—
Sunday	—	—
wish	desire, want	not want
young	youthful, not old	old, elderly

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

- Adding **pre-** to Base Words
  - The prefix **pre-** means “before.”
- Adding **post-** to Base Words
  - The prefix **post-** means “after.”
- Adding **non-** to Base Words
  - The prefix **non-** means “not.”

## Comprehension

**Passage Summary**

In the short play “Seth’s Birthday Party,” a boy named Seth learns an important lesson about friendship when the only one who comes to his birthday party is Tonya, a younger girl who is far less “cool” than his other friends.

**Text Structure Focus**

Sequence

**Passage-Specific Words, Phrases, and Idioms**

allergy	cookout	fantastic
invite	sensitive	vacation

**Instructional Animation**

See p. 210 for descriptions

## Fluency

**Fluency Practice**

The passage used for Fluency Practice in Unit A62 is “Celebrating a Neighborhood” (see previous unit).

**Instructional Commentary**

- Use the sound of your voice to convey the feelings of the writer. Watch for exclamation points and other clues in the text that indicate excitement.
- Pay attention to punctuation. Punctuation marks signal where to pause, stop, or change the pitch of your voice.
- Break the text into phrases when you read. Grouping together words that express a single thought makes your reading easier to understand.



# Light Up the Night

Theme  
Culture

Sub-theme  
Celebrations

Passage  
Nonfiction

Lexile  
500

## Phonics

### Instructional Animation

- Review: Blends, Digraphs, and Final “j” Sound
  - You can hear each letter in a consonant blend.
  - A consonant digraph is two consonants that together make only one sound.
  - The “j” sound at the end of a word is spelled:
    - –ge after a long vowel sound (or consonant)
    - –dge after a short vowel sound.
- Review: Final y, Long Vowels, Vowel Pairs, and r-Influenced Vowels
  - y at the end of a word can make the long “i” or “e” sound.
  - If a word ends with a vowel, a consonant and a final e, the vowel usually is long and the e is silent.
  - Vowel pairs usually make long vowel sounds.
  - r changes the vowel sound before it, which is neither long nor short.
- Review: Adding Endings to Base Words, Contractions
  - –s and –es are used to make plurals.
  - –ed and –ing show when something happened.
  - –er and –est show comparisons.
  - Contractions are short ways of writing two words.

### High Frequency Words

mother	answer	found	study	still
learn	should	American	world	

## Vocabulary

### Vocabulary Words

#### Word

accident  
beauty  
crowd  
electricity  
excite  
factory  
happen  
mouse  
mix

#### Synonyms

mistake  
prettiness, cuteness  
group, mob  
energy  
thrill  
plant  
occur, result  
—  
stir, blend

#### Antonyms

plan, design  
ugliness, nastiness  
one person, an individual  
—  
calm, bore  
—  
—  
—  
separate, divide

**Instructional Animation**

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

**Multiple Meaning Words**

cover      crack      drill      farm      store

**Comprehension****Passage Summary**

“Light Up the Night” discusses the history and evolution of pyrotechnics, from the accidental discovery of gunpowder in ancient China, through the development of fireworks for entertainment, to modern applications of explosives in construction and the military.

**Text Structure Focus**

Description

**Passage-Specific Words, Phrases, and Idioms**

celebration    chemical    experiment    explode    fireworks  
gunpowder    over the years

**Instructional Animation**

See p. 210 for descriptions.

**Fluency****Fluency Practice**

The passage used for Fluency Practice in Unit A63 is “Seth’s Birthday Party” (see previous unit).

**Instructional Commentary**

- Use the sound of your voice to show the mood in a story. Use your own life experience as a guide to what mood would fit the characters.
- When reading a play, pay attention to how each character responds to what other characters have just said.
- Watch for clues in the text, such as repetition, punctuation marks, and capitalization, that indicate how a character is feeling and speaking.





Theme  
Journeys

Sub-theme  
Going West

Passage  
Nonfiction

Lexile  
510

## Phonics

### Instructional Animation

- Review: Vowel Pairs
  - In a vowel pair, the first letter usually makes its long vowel sound, and the second vowel usually is silent.
    - **ai** can make the long “a” sound, as in *rain*.
    - **ay** can make the long “a” sound, as in *clay*.
    - **ee** can make the long “e” sound, as in *free*.
    - **ea** can make the long “e” sound, as in *eagle*.
    - **oa** can make the long “o” sound, as in *boat*.
    - **ow** can make the long “o” sound, as in *snow*.
  
- Review: The “ow” and “oy” Sounds
  - In a vowel diphthong, the vowels start out making one sound, but then glide into a different vowel sound.
    - **ou** and **ow** can make the “ow” sound, as in *outside* and *flower*.
    - **oi** and **oy** can make the “oy” sound, as in *foil* and *enjoy*.
  
- Review: Consonant Blends and Digraphs
  - A consonant blend is a group or cluster of consonants that go together.
    - **s**, **l**, and **r** can be found in many consonant blends.
    - **m** and **n** can be found in some consonant blends.
  - A consonant digraph is two or three consonants that work together to make a new sound.
    - **th**, **wh**, **sh**, and **ch** are some common consonant digraphs.
    - **nk** and **ng** are important consonant digraphs, too.

### High Frequency Words

high	every	near	add	food
between	own	below		

## Vocabulary

### Vocabulary Words

#### Word

horseback  
double  
eager  
explorer  
fort

#### Synonyms

—  
make two  
excited  
traveler, discoverer  
shelter

#### Antonyms

—  
halve, divide in half  
unexcited, uninterested  
homebody  
—

### Vocabulary Words

Word	Synonyms	Antonyms
herd	group, flock	one
split	break, separate	join, bring together
stretch	extend	shrink, shorten
shallow	—	deep, high
steep	—	flat, gradual

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

### Comprehension

#### Passage Summary

“Into the Great Unknown” tells the story of Lewis and Clark's famous 1804-1806 exploration of the Louisiana Territory, chronicling their journey from Missouri to Oregon and back.

#### Text Structure Focus

Sequence

#### Passage-Specific Words, Phrases, and Idioms

current	Great Plains	Louisiana Territory
Native American	Meriwether Lewis	postpone
Thomas Jefferson	William Clark	

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit B11 is “Light Up the Night” (see previous unit).

#### Instructional Commentary

- Use the sound of your voice to convey the mood of the text.
- Some words are meant to mimic sound. For example, *KAPOW* stands for the sound of an explosion.
- Read at an even, natural pace. Avoid starting and stopping unnecessarily—let punctuation marks tell you when to pause or stop.



# The Oklahoma Land Rush

Theme  
Journeys

Sub-theme  
Going West

Passage  
Fiction

Lexile  
520

## Phonics

### Instructional Animation

- How Words Change When a Suffix Is Added
  - If a word with a short vowel sound ends in a single consonant, double the final consonant before adding a suffix that starts with a vowel, as in *running*.
  - If a word ends in silent **e**, drop the e before adding a suffix that starts with a vowel, as in *braver*.
  - If a word ends in **y**, change **y** to **i** before adding a suffix, as in *tastier*.
  - If a word ends in **vowel -y**, just add the suffix, as in *graying*.

### High Frequency Words

country	plants	last	school	father
keep	tree	never		

## Vocabulary

### Vocabulary Words

#### Word

soldier  
horizon  
faint  
amazing  
announce  
relieved  
settle  
scatter  
adventure  
plow

#### Synonyms

officer, military person  
skyline, border  
weak, dim  
surprising, wonderful  
tell, say  
relaxed, calm  
move in  
spread out, spray  
voyage, journey  
churn, dig up

#### Antonyms

—  
—  
bright, clear  
boring, common  
keep secret  
anxious, worried  
leave, move out  
gather, collect  
—  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Describing Something: **-y**
  - A suffix is a word part that gets added to the end of a word.
  - Add the suffix **-y** to a base word to make a word that describes something.

**Instructional Animation**

- How Something Happens: **-ly, -ily**
  - Add **-ly** to a base word to make a word that describes how something happens.
  - If a base word ends with **y**, change the **y** to an **i** and add **-ly**.
- Comparing Things: **-er, -est**
  - Use **-er** to compare two things.
  - Use **-est** to compare more than two things.

**Idioms**

get the ball rolling	figure something out	it's a piece of cake
all of a sudden	cost an arm and a leg	

Comprehension

**Passage Summary**

"The Oklahoma Land Rush" uses a fictional diary to tell the dramatic story of how Americans rushed to claim land in the Oklahoma Country when the government opened it for settlement in 1889.

**Text Structure Focus**

Compare and Contrast

**Passage-Specific Words, Phrases, and Idioms**

diary	fiction	progress	settler
declare	border	claim	

**Instructional Animation**

See p. 210 for descriptions.

Fluency

**Fluency Practice**

The passage used for Fluency Practice in Unit B12 is "Into the Great Unknown" (see previous unit).

**Instructional Commentary**

- Commas often emphasize important information in a sentence. Pause briefly when you see a comma to think about what you've just read.
- Exclamation points signal unusual, exciting, or amazing information.
- Descriptive words help readers understand details. Pay attention to descriptive words that provide important information.



# Bill Pickett: Rodeo Cowboy

Theme  
Journeys

Sub-theme  
Going West

Passage  
Nonfiction

Lexile  
530

## Phonics

### Instructional Animation

- Compound Words
  - Looking for parts of words that are familiar can help you read the whole word.
  - Compound words are words made by putting smaller words together.
  - Compound words can be broken into smaller words that are easier to read.

## Vocabulary

### Instructional Animation

- Inferring Meaning from the Passage Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Compound Words
  - Compound words are words made by putting smaller words together.
  - Knowing the meaning of the smaller words might help you figure out the meaning of the compound word.

### Vocabulary Words

#### Word

praise  
fierce  
ranch  
wound  
twist  
approach  
delight  
steer  
amaze  
daring

#### Synonyms

flatter, compliment  
frightening, terrible  
farm  
cut, sore  
spin, rotate  
move near, advance  
please  
bull  
stun, shock  
adventurous, fearless

#### Antonyms

shame, insult  
gentle, calm  
—  
—  
straighten  
leave, withdraw  
disappoint, upset  
—  
—  
afraid, nervous

**Passage Summary**

"Bill Pickett: Rodeo Cowboy" presents a short biography of Bill Pickett, a talented and respected African-American rodeo cowboy who performed his famous "bulldogging" trick for thousands of spectators around the world.

**Text Structure Focus**

Sequence

**Passage-Specific Words, Phrases, and Idioms**

cowboy	legend	technique	National Rodeo Hall of Fame
slave	rodeo	Wild American West	

**Instructional Animation**

See p. 210 for descriptions.

**High Frequency Phrases**

I don't      one of the      the end of      part of the      some of the

**Fluency Practice**

The passage used for Fluency Practice in Unit B13 is "The Oklahoma Land Rush" (see previous unit).

**Instructional Commentary**

- Periods mark the end of sentences. Pause when you see a period to think about the meaning of the previous sentence and to prepare for the sentence that follows.
- Look for clues in the text that indicate a change in who is telling the story.
- Exclamation points often signal strong emotion. Watch for exclamation points to help you understand how the characters feel.



# Treasures of the Deep

Theme  
Nature

Sub-theme  
Oceans

Passage  
Nonfiction

Lexile  
540

## Phonics

### Instructional Animation

- The Long “u” Sound
  - **ue, ew, oo,** and **ui** can make the long “u” sound you hear in *blue*.
  - **ew** can also make the long “u” sound you hear in *few*.
  - **oo** can also make the sound you hear in *foot*.
- The “k” and “kw” Sounds
  - The “k” sound at the beginning or middle of a word is usually spelled **k**, **ck**, or **c**.
  - The “kw” sound is usually spelled **qu**.
- Contractions
  - Contractions are a short way of writing or saying two words.
  - The apostrophe shows you where letters were dropped from the second word.

### High Frequency Words

started	city	earth	eye	light
thought	head	under		

## Vocabulary

### Vocabulary Words

#### Word

ton  
coral  
barrel  
tangled  
precious  
rescue  
voyage  
museum  
cannon

#### Synonyms

very many, a lot  
—  
keg  
knotted, twisted  
valuable, important  
save, recover  
cruise  
gallery  
—

#### Antonyms

bit, few  
—  
—  
tidy, straightened  
worthless, valueless  
abandon, leave behind  
—  
—  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

**Instructional Animation**

- Adding **dis-** to Base Words
  - The prefix **dis-** means “not” or “the opposite of.”
- Adding **-en** to Base Words
  - The suffix **-en** means “made out of” or “to make something be.”

**Homophones**

bare, bear    break, brake    dear, deer    male, mail    week, weak

**Comprehension****Passage Summary**

“Treasures of the Deep” tells the story of Tracy Bowden's search for, and recovery of, the treasures of the Conde de Tolosa, a Spanish merchant ship that sank near the Dominican Republic in 1724.

**Text Structure Focus**

Cause and Effect

**Passage-Specific Words, Phrases, and Idioms**

belonging    wreck    survivor    remains  
equipment    uncover    publish

**Instructional Animation**

See p. 210 for descriptions.

**Fluency****Fluency Practice**

The passage used for Fluency Practice in Unit B21 is “Bill Pickett: Rodeo Cowboy” (see previous unit).

**Instructional Commentary**

- Periods mark the end of sentences. Pause when you see a period to think about the meaning of the previous sentence and to prepare for the sentence that follows.
- Then think about how your own reactions to similar experiences can help you understand what is happening in the text.
- Think about what is happening in the text while you read. This will help you figure out which pieces of information are important.





# Jose's Three Wishes

Theme  
Nature

Sub-theme  
Oceans

Passage  
Fiction

Lexile  
550

## Phonics

### Instructional Animation

- The "j" Sound
  - At the beginning of a word, the "j" sound can be made by **j** or **g**.
    - When **g** is followed by an **e**, **i**, or **y**, it usually makes the "j" sound.
  - At the end of a word, the "j" sound is usually made by **dge** or **ge**.
    - **dge** is usually used after a short vowel sound; **ge** is usually used other times.
- Letter **c**: "s" and "k" Sounds
  - The letter **c** can make the "s" or "k" sound at the beginning, middle, or end of a word.
    - When **c** makes the "s" sound, the **c** is usually followed by **e**, **i**, or **y**.
    - When **c** makes the "k" sound, the **c** is usually followed by **a**, **o**, or **u**, or a consonant.
  - If you get stuck when reading, try both the "s" sound and the "k" sound.

### High Frequency Words

story	saw	left	don't	few
along	might	while		

## Vocabulary

### Vocabulary Words

#### Word

compete  
contest  
disappointed  
disappear  
fancy  
harvest  
mysterious  
reply  
satisfied  
snail

#### Synonyms

—  
—  
upset, let down  
vanish, fade away  
—  
crop, collection  
strange, unknown  
respond, write back  
pleased  
—

#### Antonyms

cooperate  
—  
pleased, happy  
appear, show up  
—  
—  
clear, obvious  
question, ask  
displeased, unhappy  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

- Adding **re-** to Base Words
  - The prefix **re-** means “again” or “back.”
- Adding **un-** to Base Words
  - The prefix **un-** means “not.”
- Adding **pre-** to Base Words
  - The prefix **pre-** means “before.”
- Adding **post-** to Base Words
  - The prefix **post-** means “after.”
- Adding **non-** to Base Words
  - The prefix **non-** means “not.”

### Idioms

feel like a million bucks	frog in my throat	caught his eye
on the tip of my tongue	feeling blue	

### Comprehension

#### Passage Summary

“Jose’s Three Wishes” relates a fable about a young boy from a fishing village who is granted three wishes by a magical snail. The boy, Jose, wishes to increase the numbers of the various fish that his fellow villagers catch and sell; his hope is to make them all rich. But his wishes disrupt the ocean’s ecosystem, bringing dire consequences to the village. Eventually, Jose uses his last wish to make everything as it was before—the villagers are not rich, but their way of life is stable and sustainable.

#### Text Structure Focus

Cause and Effect

#### Passage-Specific Words, Phrases, and Idioms

wealth	hesitation	mercado
plankton	shrimp	periwinkle

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit B22 is “Treasures of the Deep” (see previous unit).

#### Instructional Commentary

- Periods mark the end of sentences. Pause when you see a period to think about the meaning of the previous sentence.
- Exclamation points signal unusual, exciting, or amazing information.
- Commas often separate sentences into distinct parts. Pause after each comma to think about the meaning of each part of the sentence.



Theme  
Nature

Sub-theme  
Oceans

Passage  
Nonfiction

Lexile  
560

## Phonics

### Instructional Animation

- Adding Suffixes to Base Words that End in **y**
  - If a base word ends in **consonant -y**, the **y** usually changes to **i** before a suffix is added.
  - If a base word ends in **vowel -y**, the **y** does not change to **i** before a suffix is added.
  - Base words that end in **y** do not change when **-ing** is added.
- **ie**: The Long “e” or Long “i” Sounds
  - Some vowel pairs can make different sounds.
  - **ie** can make the long “e” sound or the long “i” sound.
  - If you can’t figure out a word that has an **ie** in it, try the long “e” sound first. Then try the long “i” sound.

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
pilot	driver, flyer	—
underwater	—	—
craft	ship, airplane	—
pioneer	explorer, leader	follower
crush	squash, mash	build up
submarine	underwater vehicle, underwater ship	—
descent	fall, plunge	rise, climb
photograph	image	—
pressure	force, stress	—
fasten	attach, connect	detach, disconnect

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **-ness** to Base Words
  - The suffix **-ness** means “the state or condition of.”
- Adding **-ist** to Base Words
  - The suffix **-ist** means “a person who does something.”

**Multiple Meaning Words**

bank                  fire                  last                  miss                  stick

**Comprehension****Passage Summary**

"Graham Hawkes: Pioneer of the Deep" tells the story of Graham Hawkes, a designer of deep-sea submersible crafts modeled after airplanes. It relates his design and testing of the groundbreaking Deep Flight submersible, which changed underwater travel forever, and tells of his plans to design a vehicle that can explore the Marianas trench.

**Text Structure Focus**

Description

**Passage-Specific Words, Phrases, and Idioms**

joystick                  manta ray                  Marianas Trench                  vehicle  
depth                  camera                  frustrate

**Instructional Animation**

See p. 210 for descriptions.

**Fluency****High Frequency Phrases**

there is a                  a lot of                  there was a  
end of the                  be able to                  it was a

**Fluency Practice**

The passage used for Fluency Practice in Unit B23 is "Jose's Three Wishes" (see previous unit).

**Instructional Commentary**

- Exclamation points often signal strong emotion. Watch for exclamation points to help you understand how the characters feel.
- Watch for quotation marks and text cues that indicate a character is thinking about something, rather than speaking out loud.
- Words like *what* and *who* often set up a question that is answered in the next sentence. Think about how certain words connect to sentences before or after.



# Smokejumpers

Theme  
Challenges

Sub-theme  
Risk Takers

Passage  
Nonfiction

Lexile  
570

## Phonics

### Instructional Animation

- Reading Words with Two Middle Consonants
  - If a word has two middle consonants, usually split the word between the consonants. Then read each word chunk separately.
  - If the two middle consonants form a consonant digraph, split the word before or after the digraph. Don't break apart a consonant digraph.

### High Frequency Words

close	something	seem	next	hard
open	example	begin		

## Vocabulary

### Vocabulary Words

#### Word

bundle  
bush  
flame  
parachute  
emergency  
alarm  
wilderness  
rush  
burst  
burn

#### Synonyms

collection, pack  
shrub, hedge  
blaze, fire  
—  
crisis  
warning, signal  
jungle, forest  
hurry, speed  
explode, blow-up  
overcook

#### Antonyms

—  
—  
—  
—  
—  
city, town  
slow down, delay  
—  
put out

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

### Homophones

hole, whole    meat, meet    peek, peak    sail, sale    your, you're

### Passage Summary

"Smokejumpers" describes the life and work of smokejumpers, an elite group of men and women who parachute into wilderness areas threatened by wildfires to control and extinguish them.

### Text Structure Focus

Sequence

### Passage-Specific Words, Phrases, and Idioms

fire-resistant	jumpsuit	gear	rage
embers	destruction	risk	effective

### Instructional Animation

See p. 210 for descriptions.

### Fluency Practice

The passage used for Fluency Practice in Unit B31 is "Graham Hawkes: Pioneer of the Deep" (see previous unit).

### Instructional Commentary

- Commas can be used when making comparisons. Pause when you see a comma before the word *like* to think about what the sentence is comparing.
- Commas often separate the items in a list. Pause after each comma in a list to think about the importance of each item in the list.
- Quotation marks usually indicate that someone is speaking. Paying attention to what each character says can help you understand the characters better.



Theme  
Challenges

Sub-theme  
Risk Takers

Passage  
Fiction

Lexile  
580

**Phonics**

**Instructional Animation**

- Reading Words with One Middle Consonant
  - If a word has two middle consonants, usually try splitting the word between the consonants.
  - If a word has one middle consonant, split the word before and after the consonant, and see which way sounds better.
  - Most words with one middle consonant should be split before the consonant.

**High Frequency Words**

life	always	those	both	paper
together	got	group	often	

**Vocabulary**

**Vocabulary Words**

**Word**

balance  
deck  
drag  
grab  
jerk  
sway  
whale  
assignment  
violently  
slip

**Synonyms**

stability, steadiness  
—  
haul, tow  
seize, snatch  
—  
swing, rock  
—  
job, duty  
angrily, fiercely  
trip, slide

**Antonyms**

instability, unsteadiness  
—  
push, shove  
let go, give back  
—  
—  
—  
—  
—  
gently, calmly  
—

**Instructional Animation**

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Prefix **mis-**: “wrong”
  - **mis-** means “wrong.”
  - **mis-** is usually used with action words.

### Instructional Animation

- The Prefix **in-** (and **im-**, **ir-**, **il-**): “not”
  - **in-** and **im-** can mean “in” or “into,” as in *indoors*.
  - **in-** and **im-** also can mean “not,” as in *invisible*. The prefixes **ir-** and **il-** mean “not,” too.
    - **in-** is used with most words.
    - **im-** is usually used if the base word starts with **b**, **m**, or **p**.
    - **ir-** is usually used if the base word starts with **r**.
    - **il-** is usually used if the base word starts with **l**.

### Comprehension

#### Passage Summary

“Storm!” is a fictional first-person account of a young cabin boy's first voyage aboard a whaling ship. After struggling to acclimate himself to life on the ship, he proves his worth by saving the life of another crewman during a storm at sea.

#### Text Structure Focus

Cause and Effect

#### Passage-Specific Words, Phrases, and Idioms

mast	sea legs	seasick
inability	trudge	hesitation

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit B32 is “Smokejumpers” (see previous unit).

#### Instructional Commentary

- Contrasts usually have two similar words separated by a word like *not*—as in “*near* the fire, not *in* it”.
- Descriptive words help readers understand details. Pay attention to descriptive words that provide important information.
- Periods mark the end of sentences. Pause when you see a period to think about the meaning of the previous sentence and to prepare for the sentence that follows.





Theme  
Challenges

Sub-theme  
Risk Takers

Passage  
Nonfiction

Lexile  
590

## Phonics

### Instructional Animation

- Review: Reading Words with One or Two Middle Consonants
  - If a word has two middle consonants, usually split it *between* the consonants.
    - If the middle consonants form a consonant digraph, split the word *before* or *after* the digraph.
  - If a word has one middle consonant, split it *before* or *after* the consonant.
    - Most words with one middle consonant should be split *before* the consonant.
- The Consonant Digraph **ph**
  - Consonant digraphs, like **ch**, **sh**, **th**, and **wh**, are two consonants that together make one sound.
  - Another consonant digraph is **ph**.
    - The letters **ph** together make the “f” sound, as in *dolphin*.

## Vocabulary

### Vocabulary Words

#### Word

admit  
refuse  
shuttle  
repair  
aboard  
astronaut  
robot  
transport  
crew  
launch

#### Synonyms

let in, accept  
deny  
spacecraft, spaceship  
fix, rebuild  
on board, on  
space traveler, space explorer  
—  
carry, move around  
workers, team  
shoot

#### Antonyms

deny, send away  
accept, agree to  
—  
break, wreck  
not on, off  
—  
—  
leave behind  
—  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Prefix **mis-**: “wrong”
  - **mis-** means “wrong.”
  - **mis-** is usually used with action words.

### Instructional Animation

- The Prefix **in-** (and **im-**, **ir-**, **il-**): “not”
  - **in-** and **im-** can mean “in” or “into,” as in *indoors*.
  - **in-** and **im-** also can mean “not,” as in *invisible*. The prefixes **ir-** and **il-** mean “not,” too.
    - **in-** is used with most words.
    - **im-** is usually used if the base word starts with **b**, **m**, or **p**.
    - **ir-** is usually used if the base word starts with **r**.
    - **il-** is usually used if the base word starts with **l**.

### Multiple Meaning Words

break                  kind                  place                  present                  spring

### Comprehension

#### Passage Summary

“Give Them Space” provides short biographies of three brilliant and accomplished astronauts: Franklin Chang-Diaz, Mae Jemison, and Ellen Ochoa.

#### Text Structure Focus

Compare and Contrast

#### Passage-Specific Words, Phrases, and Idioms

NASA                  International Space Station                  engineering                  Hispanic  
layers of the atmosphere                  graduate                  satellite                  affect

### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### High Frequency Phrases

you don't                  there is no                  at the end                  it would be                  it is not

#### Fluency Practice

The passage used for Fluency Practice in Unit B33 is “Storm!” (see previous unit).

#### Instructional Commentary

- Pause after commas that follow introductory words like *plus* to get ready for extra information. Think about how the two sentences are related.
- Quotation marks often indicate that someone new is speaking. Paying attention to what each character says can help you understand the characters better.
- Think about how the characters are feeling to help you understand what is happening in the story.



# Accidental Foods

Theme  
Creativity

Sub-theme  
Inventions

Passage  
Nonfiction

Lexile  
600

## Phonics

### Instructional Animation

- More Ways to Make the “aw” Sound
  - There are many different ways to spell the “aw” sound: **aw**, **al**, and **o**.
  - **au** also makes the “aw” sound, as in *sauce*.
  - **aught** and **ought** make the “awt” sound, as in *taught* and *bought*.

### High Frequency Words

run	important	until	children	side
feet	car	mile		

## Vocabulary

### Vocabulary Words

#### Word

crisp  
powder  
restaurant  
slice  
ruined  
tasty  
mistake  
boil  
sprinkle  
fond

#### Synonyms

crunchy, brittle  
—  
diner, eatery  
cut, chop  
wrecked, broken  
delicious, yummy  
error, accident  
heat up, bubble up  
scatter, shake over  
liking, loving

#### Antonyms

mushy, soggy  
—  
—  
—  
usable, working  
gross, disgusting  
—  
freeze, cool  
dump  
hating, disliking

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **-y** to Base Words
  - A suffix is a word part that gets added to the end of a word.
  - Add the suffix **-y** to a base word to make a word that describes something.
- Adding **-ly**, **-ily** to Base Words
  - Add the suffix **-ly** to a base word to make a word that describes how something happens.
  - If a base word ends with **y**, change the **y** to an **i** and add **-ly**.

**Instructional Animation**

- Adding **-ness** to Base Words
  - The suffix **-ness** means “the state or condition of.”
- Adding **-ist** to Base Words
  - The suffix **-ist** means “a person who does something.”

**Homophones**

flour, flower    heard, herd    maid, made    our, hour    its, it's

**Comprehension****Passage Summary**

“Accidental Foods” recounts the surprising origins of potato chips and pop-sicles, both of which were created accidentally.

**Text Structure Focus**

Cause and Effect

**Passage-Specific Words, Phrases, and Idioms**

customer    stir    freeze    creation  
flavoring    sensation    disaster

**Instructional Animation**

See p. 210 for descriptions.

**Fluency****Fluency Practice**

The passage used for Fluency Practice in Unit B41 is “Give Them Space” (see previous unit).

**Instructional Commentary**

- When you read unfamiliar words or proper names, slow down to make sure you pronounce the words correctly.
- Look for clue words—such as *like*—that can help you connect separate pieces of information.
- Quotation marks sometimes indicate words that have a special meaning in that sentence. Pay attention to these words and think about why they are meaningful.



Theme  
Creativity

Sub-theme  
Inventions

Passage  
Fiction

Lexile  
610

## Phonics

### Instructional Animation

- Homophones: Different Words That Sound the Same
  - Homophones are words that sound the same but have different spellings and meanings.

### High Frequency Words

night	walk	white	sea	began
grow	took	river	four	

## Vocabulary

### Vocabulary Words

#### Word

bother  
chore  
invention  
scrap  
wire  
velvet  
loop  
clever  
sew  
embarrassed

#### Synonyms

annoy, bug  
duty, task  
creation, original idea  
piece, bit  
metal cord, metal line  
—  
ring, circle  
bright, intelligent  
stitch, mend  
ashamed, disgraced

#### Antonyms

please, delight  
—  
copy  
whole  
—  
—  
straight line  
simple, dumb  
rip, pull apart  
sure of oneself, proud

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Compound Words
  - Compound words are words made by putting smaller words together.
  - Knowing the meaning of the smaller words might help you figure out the meaning of the compound word.

### Idioms

lost his temper   fed up with   how come?   keep in touch   second thoughts

## Comprehension

### Passage Summary

"Greenwood's Champion Ear Protectors" tells the true story of how Chester Greenwood, as a young boy in the late 1800s, designed the first earmuffs.

### Text Structure Focus

Cause and Effect

### Passage-Specific Words, Phrases, and Idioms

protector	creative	knit	earmuffs
champion	glide	sharp mind	predict

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit B42 is "Accidental Foods" (see previous unit).

### Instructional Commentary

- Words in italics are emphasized to help the reader focus on important information.
- Pause when you see a comma after words that indicate steps in a process, such as *first*, *then*, and *finally*.
- Quotation marks sometimes indicate the name or title of something.



# Success at Last: Jan Metzlinger

Theme  
Creativity

Sub-theme  
Inventions

Passage  
Nonfiction

Lexile  
610

## Phonics

### Instructional Animation

- Stressed and Unstressed Syllables
  - To count the number of syllables in a word, see how many beats it has.
  - Words with two or more syllables usually have both stressed and unstressed syllables.
    - A stressed syllable is said a little bit louder than an unstressed syllable.
  - Stressing a different syllable can change the meaning of a word.
  - If you get stuck, read the word with stress on different syllables to see which way sounds better and makes more sense.
  
- The Schwa Sound: Words that Start with a
  - The letter **a** at the start of a word is affected by syllable stress.
    - When the first syllable is stressed, **a** will usually make the short “a” sound, as in *apple*.
    - When the first syllable is unstressed, **a** will usually make the schwa sound, as in *alone*.
  - The schwa sound is a soft vowel sound that is neither long nor short.
  
- Review: Different Ways to Make the Long “u” Sound
  - The long “u” sound can be either “oo” as in *avenue* or “yoo” as in *few*.
  - Different spelling patterns can make the long “u” sound.
    - **ew**, **ue**, **oo**, and **ui** can make the “oo” sound, as in *renew*.
    - **ew** and **ue** can also make the “yoo” sound, as in *argue*.
    - **oo** can also make the sound you hear in *shook*.

## Vocabulary

### Vocabulary Words

#### Word

assistant  
engine  
cheap  
pace  
skillful  
gain  
examine  
insist  
steal  
inventor

#### Synonyms

helper, apprentice  
motor  
low-cost, low-priced  
rate, tempo  
talented, expert  
get, acquire  
study, check  
order, command  
snatch, rob  
creator

#### Antonyms

boss, leader  
—  
expensive, high-priced  
—  
unskilled, untrained  
lose  
—  
—  
return, give back  
copycat

**Instructional Animation**

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

**Multiple Meaning Words**

tire                      burn                      picture                      signal                      story

**Comprehension****Passage Summary**

“Success at Last: Jan Matzeliger” provides the true account of how a South American immigrant revolutionized the shoe-making business by inventing an automated lasting machine—a feat no one thought was possible.

**Text Structure Focus**

Sequence

**Passage-Specific Words, Phrases, and Idioms**

patent                      millwright                      statue  
honor                      process                      expensive

**Instructional Animation**

See p. 210 for descriptions.

**Fluency****High Frequency Phrases**

I didn't                      I'm not                      the use of  
the rest of                      most of the                      there was no

**Fluency Practice**

The passage used for Fluency Practice in Unit B43 is "Greenwood's Champion Ear Protectors" (see previous unit).

**Instructional Commentary**

- An ellipsis—three periods in a row—can indicate an incomplete thought or a pause where a speaker completes a thought in his mind but not out loud.
- Pay attention to what the characters are doing and how they might feel. Think about how you might act in a similar situation.
- When you read a sentence that is long and complicated, slow down to think about the information in the sentence.





# The Power of Dance

Theme  
Motion  
and Energy

Sub-theme  
Dance

Passage  
Nonfiction

Lexile  
630

## Phonics

### Instructional Animation

- r-controlled Vowels
  - The letter r can affect vowel sounds that come before it.
  - **ear** can make the “er” sound in *early*, the “eer” sound in *fearful*, and the “air” sound in *bearable*.
  - **eer** usually makes the “eer” sound, as in *cheerful*.
  - **are** and **air** usually make the same “air” sound, as in *prepare* and *fairness*.
  - **ar** makes the “are” sound, as in *party*.
  - **er, ir** and **ur** all make the “er” sound, as in *stir*.
  - **or** and **ore** usually make the “or” sound, as in *orange*.
  
- The Prefixes **in-** and **im-**
  - The prefixes **in-** and **im-** can mean “not.”
  - If you’re not sure whether a word is spelled with **im-** or **in-**:
    - Use **im-** if the base word starts with **b, m, or p**, as in *impossible*.
    - Use **in-** if the base word starts with another letter, as in *informal*.

### High Frequency Words

carry	state	once	book	hear
stop	without	second		

## Vocabulary

### Vocabulary Words

#### Word

celebrate  
impress  
custom

bare  
grace  
stir  
freeze  
enemy  
gesture  
globe

#### Synonyms

rejoice, honor  
—  
tradition, common  
practice  
expose, reveal  
—  
awaken, arouse  
stop, halt  
foe, opponent  
hand signal  
world, Earth

#### Antonyms

—  
disappoint, let down  
—  
cover, hide  
clumsiness  
calm  
move around, go  
friend, buddy  
—  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **-ion** to Base Words
  - The suffix **-ion** means “the act or process of.”
  - The suffixes **-tion**, **-ation**, and **-ition** are other versions of **-ion**.
- Adding **-ness** to Base Words
  - The suffix **-ness** means “the state or condition of.”
- Adding **-ist** to Base Words
  - The suffix **-ist** means “a person who does something.”

### Homophones

flea, flee    pail, pale    plane, plain    some, sum    waist, waste

### Comprehension

#### Passage Summary

“The Power of Dance” describes the history and cultural meaning of three ethnic dance traditions: Japanese Kabuki, Spanish Flamenco, and New Zealand (Maori) Haka.

#### Text Structure Focus

Classification

#### Passage-Specific Words, Phrases, and Idioms

rhythm    culture    emotion    creativity    perform  
rugby    castanet    Maori    Roma

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit B51 is “Success at Last: Jan Metzlinger” (see previous unit).

#### Instructional Commentary

- Words in *italics* are emphasized to help the reader focus on important information.
- Use your voice to stress important facts or ideas presented in the text.
- Text that appears between dashes often presents important information.



Theme  
Motion  
and Energy

Sub-theme  
Dance

Passage  
Fiction

Lexile  
630

## Phonics

### Instructional Animation

- Base Words with Affixes
  - An affix is a word part that can be added to the beginning or end of a word.
  - Try breaking an unfamiliar word into its affixes and base word to make it easier to read.

### High Frequency Words

later	miss	idea	enough	eat
face	watch	far	Indian	

## Vocabulary

### Vocabulary Words

#### Word

castle  
cottage  
servant  
enjoy  
guest  
bride  
invite  
ball  
leap  
charming

#### Synonyms

palace, royal house  
cabin  
helper, worker  
like, love  
visitor  
wife, female spouse  
ask, call  
party, formal dance  
hop, spring up  
friendly, likeable

#### Antonyms

shack, cottage  
castle, mansion  
master, lord  
dislike, hate  
host  
husband, groom  
—  
—  
come down, fall down  
unpleasant, rude

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **-en** to Base Words
  - The suffix **-en** means “made out of” or “to make something be.”
- Adding **-y** to Base Words
  - Add the suffix **-y** to a base word to make a word that describes something.

### Instructional Animation

- Adding **-ly, -ily** to Base Words
  - Add **-ly** to a base word to make a word that describes how something happens.
  - If a base word ends with **y**, change the **y** to an **i** and add **-ly**.

### Idioms

beat around the bush	drive someone crazy	call it a day
hit the nail on the head	cold feet	

### Comprehension

#### Passage Summary

"Tattercoat" is a fairy tale about a poor orphaned girl named Joy and her nanny, Sally, who takes Joy in after Joy's parents die. After the two live in poverty for years—other village children call Joy "Tattercoat" because of her worn clothing—Sally uses her exceptional talent at playing the flute to gain an invitation for Joy to a royal ball. Joy charms the prince with her dancing, he asks her to marry him, and they live happily ever after.

#### Text Structure Focus

Sequence

#### Passage-Specific Words, Phrases, and Idioms

employ	flute	tattered	afford	waltz
whirl	honored	ashamed	sire	

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit B52 is "The Power of Dance" (see previous unit).

#### Instructional Commentary

- Quotation marks are sometimes used to focus readers on important words in a text. Pay attention to these words and think about why they are important.
- Exclamation points signal unusual, exciting, or amazing information.
- Commas often divide sentences into distinct parts. Pause after each comma to think about the meaning of each part of the sentence.



# Alvin Ailey: 1931-1989

Theme  
Motion  
and Energy

Sub-theme  
Dance

Passage  
Nonfiction

Lexile  
640

## Phonics

### Instructional Animation

- Chunking Words: Consonants in the Middle
  - One consonant in the middle:
    - Split the word before or after the consonant.
  - Two consonants in the middle:
    - If the consonants are not a digraph, split the word between the consonants.
    - If the consonants are a digraph, split the word before or after the digraph.
  - Three consonants in the middle:
    - Split the word between the blend or digraph and the third consonant.
- Chunking Words: **Consonant –le**
  - Words that end in consonant **–le** usually can be chunked before the **consonant –le** pattern.
    - Words that end in **–ckle** can be chunked before the **–le**.

## Vocabulary

### Vocabulary Words

#### Word

helpless  
comfort  
spirit  
motion  
talented  
combine  
shock  
cope  
stable  
poem

#### Synonyms

powerless, weak  
relief  
feelings, mood  
action, movement  
gifted, skilled  
mix, join  
startle, surprise  
manage, get by  
steady, sturdy  
verse

#### Antonyms

independent, powerful  
pain, discomfort  
—  
stillness, inaction  
untalented, unskilled  
separate, divide  
—  
give up  
shaky, unstable  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Prefix **in-** (and **im-**, **ir-**, **il-**): “not”
  - **in-** and **im-** can mean “in” or “into,” as in *indoors*.

### Instructional Animation

- **in-** and **im-** also can mean “not,” as in *invisible*. The prefixes **ir-** and **il-** mean “not,” too.
  - **in-** is used with most words.
  - **im-** is usually used if the base word starts with **b, m,** or **p**.
  - **ir-** is usually used if the base word starts with **r**.
  - **il-** is usually used if the base word starts with **l**.

### Multiple Meaning Words

shape          dance          second          stamp          trap

### Comprehension

#### Passage Summary

“Alvin Ailey: 1931-1989” provides a short biography of the acclaimed African-American dancer and choreographer.

#### Text Structure Focus

Description

#### Passage-Specific Words, Phrases, and Idioms

segregated      opportunity      Baptist church      express      inspire  
ballet          controlled          Broadway show      communicate

### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### High Frequency Phrases

at the time      in the first      at the same      it was the      the first time

#### Fluency Practice

The passage used for Fluency Practice in Unit B53 is “Tattercoat” (see previous unit).

#### Instructional Commentary

- Commas often separate sentences into distinct parts. Pause after each comma to think about how the parts of the sentence are related.
- Question marks usually indicate that a character is asking a question. Think about what the characters are asking and the answers they might receive.
- Pay attention to what the characters are doing and how they might feel. Think about how you might act in a similar situation.



# Underneath a City

Theme  
Culture

Sub-theme  
Cities

Passage  
Nonfiction

Lexile  
650

## Phonics

### Instructional Animation

- Unusual Past Tense
  - The suffix **-ed** can be added to most verbs to show that something happened in the past.
  - Some verbs have an unusual way of showing past tense, like the way *build* changes to *built*.

### High Frequency Words

really      almost      let      above      girl  
sometimes      mountain      cut

## Vocabulary

### Vocabulary Words

#### Word

underneath  
merchant  
lumber  
mill  
flood  
elevate  
downtown

destroyed  
unsafe  
sewage

#### Synonyms

beneath, below  
shopkeeper, seller  
wooden boards, wood  
plant, factory  
overflow, wash out  
lift, raise  
business center,  
city center

damaged, ruined  
risky, dangerous  
waste

#### Antonyms

above, over  
—  
—  
—  
dry out  
lower, drop  
—

repaired, undamaged  
safe, harmless  
clean water, fresh water

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

### Homophones

here, hear      pain, pane      sore, soar      whose, who's      steal, steel

### Passage Summary

"Underneath a City" relates the story of how, after largely burning down in a huge 1889 fire, Seattle was rebuilt with elevated streets. The owners of existing businesses, unwilling to wait for the elevation project to be complete, meanwhile rebuilt at the city's previous elevation, creating a subterranean city below the new streets and sidewalks. In 1907, the city government closed down the remaining shops in "underground Seattle," but today visitors can tour this long-lost city.

### Text Structure Focus

Sequence

### Passage-Specific Words, Phrases, and Idioms

high tide	sawdust	stilts	overflow
waffle	musty	Pacific Northwest	

### Instructional Animation

See p. 210 for descriptions.

### Fluency Practice

The passage used for Fluency Practice in Unit B61 is "Alvin Ailey: 1931-1989" (see previous unit).

### Instructional Commentary

- Commas can be used when making comparisons. Pause when you see a comma before the word *like* to think about what the sentence is comparing.
- Exclamation points signal unusual, exciting, or amazing information.
- Quotation marks sometimes highlight the title of a work of art. Pause briefly before carefully pronouncing the names of titles.





# Deven in New York

Theme  
Culture

Sub-theme  
Cities

Passage  
Fiction

Lexile  
650

## Phonics

### Instructional Animation

- Unusual Plurals
  - The suffixes **-s** and **-es** can be added to nouns to make them plural.
    - **-s** can be added to most nouns, as in *mountains*.
    - **-es** can be added to nouns that end in **s**, **ch**, **sh**, **x**, or **z**, as in *dresses*.
  - Some words have an unusual way of showing “more than one,” like the way *knife* changes to *knives*.

### High Frequency Words

young	talk	soon	list	song
being	leave	family	it's	

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
squeeze	stuff into, squish into	—
spice	flavoring, seasoning	—
mood	temper, feeling	—
remind	—	—
greet	welcome, say hello	say goodbye
taxi	cab, taxicab	—
belonging	owned thing, property	—
peer	look, stare	—
scent	odor, smell	—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Prefix **in-** (and **im-**, **ir-**, **il-**): “not”
  - **in-** and **im-** can mean “in” or “into,” as in *indoors*.
  - **in-** and **im-** also can mean “not,” as in *invisible*. The prefixes **ir-** and **il-** mean “not,” too.
    - **in-** is used with most words.
    - **im-** is usually used if the base word starts with **b**, **m**, or **p**.
    - **ir-** is usually used if the base word starts with **r**.
    - **il-** is usually used if the base word starts with **l**.

**Passage Summary**

"Deven in New York" tells the story of a young boy from India who travels with his mother to New York, where they reunite with the boy's father, who lives and works there. The boy, Deven, learns to overcome his fear of his new home with the help of his father.

**Text Structure Focus**

Description

**Passage-Specific Words, Phrases, and Idioms**

Mumbai	Hindi	skating rink
samosas	skyscraper	

**Instructional Animation**

See p. 210 for descriptions.

**Fluency Practice**

The passage used for Fluency Practice in Unit B62 is "Underneath a City" (see previous unit).

**Instructional Commentary**

- Slow down the pace of your reading when you read information that is serious or important.
- Commas often separate the different steps in a process. Make sure to pause after each comma to emphasize each step.
- Headings often indicate the main point of a section of text. Pause before and after reading headings to think about what the section might be about.



# Venice: The Sinking City

Theme  
Culture

Sub-theme  
Cities

Passage  
Nonfiction

Lexile  
650

## Phonics

### Instructional Animation

- Review: Long “u,” “k,” and “kw” Sounds; Letters c and g
  - The letters **ew**, **ue**, **oo**, and **ui** all can make the “oo” sound.
    - **ew** and **ue** also can make the “yoo” sound.
    - **oo** also can make the vowel sound you hear in *brook*.
  - **k**, **ck**, and **c** can make the “k” sound, as in *cracked*.
  - **qu** can make the “kw” sound, as in *quest*.
  - **c** can make the “k” or “s” sound.
  - **g** can make the “g” or “j” sound.
- Review: Reading Words with One or Two Middle Consonants
  - If a word has two middle consonants, split it between the consonants.
    - But, if the two consonants form a digraph, split the word before or after the digraph.
  - If a word has one middle consonant, try splitting it before and after the consonant.

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
marsh	swamp, wetland	desert
splendid	wonderful, amazing	common, ordinary
sink	go under, descend	float, rise
float	drift, sail	drop, sink
blame	accuse, find fault	excuse, clear
post	stake, column	—
cushion	pad, pillow	—
hollow	unfilled	full, solid
drain	draw off, pump out	fill, pump in
shrink	reduce, become smaller	grow, increase

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

### Multiple Meaning Words

string      well      fit      jam      like

### Passage Summary

"Venice: The Sinking City" explains the history and reasons behind Venice's struggle to remain a habitable city. It details the dual challenges of a rising sea level and a draining aquifer (a subterranean freshwater reservoir that supports the land on which Venice was built), and discusses plans to overcome these challenges.

### Text Structure Focus

Description

### Passage-Specific Words, Phrases, and Idioms

culture	canal	lagoon	Adriatic Sea	sea level
atmosphere	high tide	industry	polar ice cap/ice cap	

### Instructional Animation

See p. 210 for descriptions.

### High Frequency Phrases

there's a	the same time	on the other
going to be	in the world	would like to

### Fluency Practice

The passage used for Fluency Practice in Unit B63 is "Deven in New York" (see previous unit).

### Instructional Commentary

- Commas often separate the items in a list. Pause after each comma in a list to think about the importance of each item.
- Quotation marks usually indicate that someone is speaking. Paying attention to what each character says can help you understand the characters better.
- When you read dialogue, look for clues in the text that indicate the feelings of the character who is speaking.



Theme  
Journeys

Sub-theme  
Coming to  
America

Passage  
Fiction

Lexile  
660

## Phonics

### Instructional Animation

- Review: Reading Words with One, Two, or Three Middle Consonants
  - If a word has one consonant in the middle, try splitting it before and after the consonant.
  - If a word has two consonants in the middle, split it between the consonants.
    - But, if the two consonants form a digraph, try splitting the word before and after the digraph.
  - If a word has three consonants in the middle, split it between the blend or digraph and the third consonant.

### High Frequency Words

body	color	sun	fish
music	stand	question	area

## Vocabulary

### Vocabulary Words

#### Word

confusing  
endure  
hopeful  
impatient  
inspection  
inspector  
native  
possession  
privacy  
discouraged

#### Synonyms

puzzling, baffling  
bear, cope with  
optimistic  
antsy, restless  
examination  
reviewer, checker  
—  
property, belongings  
—  
depressed, downhearted

#### Antonyms

understandable, simple  
give up, quit  
hopeless, pessimistic  
easy-going, relaxed  
—  
—  
foreign  
—  
—  
positive, optimistic

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

**Passage Summary**

“Crossing to the New World,” written in the form of a diary, chronicles the journey of an Egyptian man who emigrates to America.

**Text Structure Focus**

Description

**Passage-Specific Words, Phrases, and Idioms**

Ellis Island	Statue of Liberty
manifest	steerage

**Instructional Animation**

See p. 210 for descriptions.

**Fluency Practice**

The passage used for Fluency Practice in Unit C11 is “Venice: The Sinking City” (see previous unit).

**Instructional Commentary**

- Commas often separate sentences into distinct parts. Pause after each comma to think about how the parts of the sentence are related.
- Exclamation points signal unusual, exciting, or amazing information.
- An ellipsis—three periods in a row—sometimes indicates a “dramatic pause” that emphasizes the importance of the information that follows it.



# La Amistad: A Child's Journey

Theme  
Journeys

Sub-theme  
Coming to  
America

Passage  
Fiction

Lexile  
660

## Phonics

### Instructional Animation

Homophones

- Homophones are words that sound the same, but have different spellings and meanings.

### High Frequency Words

mark	horse	problem	room
dog	birds	complete	knew

## Vocabulary

### Vocabulary Words

#### Word

captive  
demand

freight  
gloomy  
ragged  
loneliness  
sensation  
surround  
translate  
trial

#### Synonyms

prisoner, hostage  
order, command

cargo, shipment  
dark, shadowy  
shredded, tattered  
aloneness  
thrill  
encircle, enclose  
reword, decode  
case

#### Antonyms

free person  
ask gently, request  
politely

—  
bright, sunny

tidy

—

bore

—

—

—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **over-** to Base Words
  - **over** can be used as a word or a prefix.
    - The word **over** can mean "above" or "ended."
    - The prefix **over-** means "too much."

- The Root Words **vis** and **vid**
  - A root word is a word that can only be used with a prefix or a suffix attached to it.
  - The root words **vis** and **vid** mean “to see.”

**Idioms**

before long	can't have your cake and eat it, too
got up on the wrong side of the bed	push your luck
a drop in the bucket	

Comprehension

**Passage Summary**

“La Amistad: A Child’s Journey” tells the story of the 1839 slave revolt aboard the ship *La Amistad* through the eyes of Sarah Margru Kinson, a young African girl who witnessed it.

**Text Structure Focus**

Description

**Passage-Specific Words, Phrases, and Idioms**

catch a glimpse	colonel	revolt
Supreme Court of the United States	slave trade	auction
eyes were glued to the door		

**Instructional Animation**

See p. 210 for descriptions.

Fluency

**Fluency Practice**

The passage used for Fluency Practice in Unit C12 is “Crossing to the New World” (see previous unit).

**Instructional Commentary**

- Commas often separate the items in a list. Pause after each comma in a list to think about the importance of each item.
- Commas sometimes set off words that provide examples.
- Quotation marks usually indicate that someone is speaking.





Theme  
Journeys

Sub-theme  
Coming to  
America

Passage  
Nonfiction

Lexile  
670

## Phonics

### Instructional Animation

Vowels that Follow the “w” Sound

- After the “w” sound:
  - **ar** makes the “or” sound as in *warm*.
  - **or** makes the “er” sound as in *world*.
- The “w” sound also can affect the sound of **a** and **o**.

## Vocabulary

### Vocabulary Words

#### Word

confirm  
citizenship  
miserable  
prisoner  
immigrant  
newcomer  
carve  
enforce  
complain  
persuade

#### Synonyms

prove  
—  
hopeless, sorrowful  
captive, hostage  
foreigner  
rookie  
—  
insist on  
protest, gripe  
convince, talk into

#### Antonyms

deny  
—  
happy, joyous  
free person  
native  
—  
—  
disregard  
praise, applaud  
discourage, dissuade

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **over-** to Base Words
  - **over** can be used as a word or a prefix.
    - The word *over* can mean “above” or “ended.”
    - The prefix **over-** means “too much.”
- The Root Words **vis** and **vid**
  - A root word is a word that can only be used with a prefix or a suffix attached to it.
  - The root words **vis** and **vid** mean “to see.”

### Passage Summary

“Angel Island” structures a discussion of Chinese immigration to America around a history of the Angel Island immigration station in San Francisco Bay.

### Text Structure Focus

Cause and Effect

### Passage-Specific Words, Phrases, and Idioms

Chinese Exclusion Act	immigration station	strict
false identity	poverty	desperate
gold mine	San Francisco Bay	national park

### Instructional Animation

See p. 210 for descriptions.

### High Frequency Phrases

of the year	the end of the	at the same time
I don't know	at the end of	

### Fluency Practice

The passage used for Fluency Practice in Unit C13 is “La Amistad: A Child’s Journey” (see previous unit).

### Instructional Commentary

- Pay attention to the descriptive words the author uses. Think about what is happening and what the characters are experiencing.
- Periods mark the end of sentences. Pause when you see a period to think about the meaning of the previous sentence and to prepare for the sentence that follows.
- Commas often separate sentences into distinct parts. Pause after each comma to think about the meaning of each part of the sentence.



# What a Gem!

Theme  
Nature

Sub-theme  
Deep in the  
Earth

Passage  
Nonfiction

Lexile  
680

## Phonics

### Instructional Animation

Adding Suffixes to Base Words That End in **y**

- If a base word ends in **consonant -y**, the **y** usually changes to **i** before a suffix is added.
- If a base word ends in **vowel -y**, the **y** does not change to **i** before a suffix is added.
- Base words that end in **y** do not change when **-ing** is added.

### High Frequency Words

since	piece	usually	friends
ever	told	didn't	easy

## Vocabulary

### Vocabulary Words

#### Word

appreciate  
collect  
incredible  
invent  
legend  
manufacturer  
jewel  
polish  
sparkling

#### Synonyms

—  
gather, group together  
unbelievable  
create, make up  
myth, tale  
maker, producer  
gem  
brighten, gloss  
twinkling, gleaming

#### Antonyms

undervalue  
give away, scatter  
ordinary, usual  
—  
—  
—  
—  
smudge, blot  
dim, dull

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **in-** and **im-** to Base Words
  - The prefixes **in-** and **im-** can mean:
    - "not," as in *impolite*.
    - "in or into," as in *indoors*.

- Adding **-ish** to Base Words
  - The suffix **-ish** means “like” or “similar to.”

### Homophones

cent, sent, scent  
pear, pair

their, they’re, there  
road, rode

board, bored

### Comprehension

#### Passage Summary

“What a Gem!” provides a variety of information about diamonds: how they are formed, where and how they are mined, and different ways that they can be used.

#### Text Structure Focus

Description

#### Passage-Specific Words, Phrases, and Idioms

carbon	eruption	gem	jewelry
element	fortune hunter	impurity	volcano

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit C21 is “Angel Island” (see previous unit).

#### Instructional Commentary

- Pay attention to the word choices the author makes—for instance, using *demanded* rather than *asked*. These will help you understand the text.
- Quotation marks sometimes indicate words that have a special meaning in that sentence. Pay attention to these words and think about why they are meaningful.
- Commas often emphasize important information in a sentence. Pause briefly when you see a comma to think about what you’ve just read.



# Wally's Tale

Theme  
Nature

Sub-theme  
Deep in the  
Earth

Passage  
Fiction

Lexile  
680

## Phonics

### Instructional Animation

- The "j" and "s" Sounds at the End of Words
  - When **g** and **c** are followed by **e**, **i**, or **y**, they can make the "j" and "s" sounds.
  - Words that end in **ge** or **dge** usually end with the "j" sound.
  - Words that end in **ce** usually end with the "s" sound.
- The "k" Sound
  - There are different ways to make the "k" sound.
  - The letters **qu** often make the "kw" sound, as in *queen*, but sometimes make the "k" sound, as in *conquer*.
  - The letters **ch** often make the "ch" sound, as in *choose*, but sometimes make the "k" sound, as in *anchor*.

### High Frequency Words

heard	red	sure	top
order	door	become	ship

## Vocabulary

### Vocabulary Words

#### Word

collapse  
echo  
lantern  
motionless  
mule  
mound  
encourage  
haul  
desperately  
trigger

#### Synonyms

breakdown, cave-in  
repeat  
hand-held lamp  
still, frozen  
—  
hill, heap  
support, cheer on  
tow, lug  
badly  
begin, bring about

#### Antonyms

construction  
—  
—  
moving, active  
—  
—  
discourage  
—  
calmly, easily  
stop, halt

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding tele- to Base Words
  - The prefix **tele-** means "far away."

- Adding **-gram** and **-graph** to Base Words
  - **gram** and **graph** can be used as words or suffixes.
    - The word *gram* means “a unit of weight.”
    - The word *graph* means “a type of chart.”
  - The suffixes **-gram** and **-graph** mean “written or drawn.”
- Adding **re-** to Base Words
  - The prefix **re-** means “again” or “back.”
- Adding **un-** to Base Words
  - The prefix **un-** means “not.”
- Adding **mis-** to Base Words
  - The prefix **mis-** means “wrong.”
  - **mis-** is usually used with action words.

**Idioms**

on the ball	a green thumb
let the cat out of the bag	put one’s foot in one’s mouth
cat got your tongue	

Comprehension

**Passage Summary**

“Wally’s Tale” tells the story of a mine collapse in 1902 through the eyes of a 12-year-old miner.

**Text Structure Focus**

Description

**Passage-Specific Words, Phrases, and Idioms**

bandanna	crouch	pickaxe	shaft
black-lung disease	injury	rubble	stretcher

Fluency

**Fluency Practice**

The passage used for Fluency Practice in Unit C22 is “What a Gem!” (see previous unit).

**Fluency Commentary**

- When you see a colon, come to a complete stop in your reading before carefully reading the important information that follows it.
- Consider the meaning of the words and how the words relate to one another. Slow down the pace of your reading when you read important information.
- When you see a question mark, look for the answer to the question in the text that follows.



# Point of View: Offshore Drilling

Theme  
Nature

Sub-theme  
Deep in the  
Earth

Passage  
Nonfiction

Lexile  
690

## Phonics

### Instructional Animation

- **Chunking Words: Breaking a Word Between Two Vowels**
  - You can break words into smaller parts to make them easier to read.
    - You can chunk words into prefixes, suffixes, and base words.
    - You can also try chunking words between two vowels.
  - When you see two vowels together in a word, first try them as one sound. If it doesn't sound right, try chunking the word between the two vowels.

## Vocabulary

### Vocabulary Words

#### Word

approve  
disagree  
conserve  
platform  
drill  
consume  
pump  
viewpoint  
destructive  
gallon

#### Synonyms

accept, consent  
argue, differ  
preserve, protect  
stage  
dig, pierce  
use, exhaust  
draw out, force out  
opinion, position  
harmful, ruinous  
—

#### Antonyms

reject, disapprove  
agree, consent  
waste, spend  
—  
fill  
save, conserve  
—  
—  
helpful, constructive  
—

### Instructional Animation

- **Inferring Meaning from the Topic**
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- **Adding *inter-* to Base Words**
  - The prefix **inter-** means "between or among."
- **The Root Word *auto***
  - The root word **auto** means "self."

### Multiple Meaning Words

date      fair      file      point      yard

## Comprehension

### Passage Summary

“Point of View: Offshore Drilling” presents two opposing arguments—one for, one against—on the topic of whether the United States should try to produce more oil domestically through offshore drilling.

### Text Structure Focus

Cause and Effect

### Passage-Specific Words, Phrases, and Idioms

fossil	nonrenewable	North Sea	offshore	domestic
natural resource	resource	debate	economy	

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### High Frequency Phrases

I don't think	the rest of the	one of the most
for the first time	as a result of	by the end of

### Fluency Practice

The passage used for Fluency Practice in Unit C23 is “Wally’s Tale” (see previous unit).

### Instructional Commentary

- Pay attention to the descriptive words the author uses. Think about what is happening and what the characters are experiencing.
- Think about how the characters are acting and feeling to help you understand what is happening in the story.
- Commas sometimes set off additional descriptive information. Pause for commas that let you know new information will be given.





# Buried in Ash

Theme  
Challenges

Sub-theme  
Disasters

Passage  
Nonfiction

Lexile  
700

## Phonics

### Instructional Animation

- The Letters **c** and **g**
  - The letters **c** and **g** can make a soft or a hard sound.
  - The letter **c**:
    - Usually makes the soft “s” sound when it is followed by **e**, **i**, or **y**.
    - Usually makes the hard “k” sound when it is followed by **a**, **o**, **u** or a **consonant**.
  - The letter **g**:
    - Can make the soft “j” sound when it is followed by **e**, **i**, or **y**.
    - Can make the hard “g” sound when it is followed by **e** or **i**.
    - Usually makes the hard “g” sound when it is followed by **a**, **o**, **u** or a **consonant**.

### High Frequency Words

across	during	better	however
today	short	best	low

## Vocabulary

### Vocabulary Words

#### Word

prosperous  
inhabitant  
harden  
rot  
debris  
explode  
ash  
uncover  
intact  
earthquake

#### Synonyms

rich, successful  
resident, native  
stiffen, solidify  
go bad, decay  
rubble, scraps  
blow up, burst  
—  
expose, reveal  
undamaged, unbroken  
—

#### Antonyms

poor, unsuccessful  
tourist, visitor  
soften, melt  
—  
—  
fizzle, implode  
—  
bury, hide  
damaged, broken  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

## Vocabulary (cont.)

- The Suffixes **-er** and **-or**
  - **-er** can be used to compare two things, as in *happier*.
  - **-er** and **-or** can mean “a person who does or is connected with something,” as in *player* and *sculptor*.

### Homophones

ate, eight    foul, fowl    creek, creak    heel, he'll, heal    hall, haul

## Comprehension

### Passage Summary

“Buried in Ash” tells the story of the eruption of Mount Vesuvius in 79 CE, which buried the city of Pompeii in ash in a matter of minutes. It then relates the rediscovery of Pompeii by archeologists, and details their work in excavating and reconstructing artifacts from the ancient city.

### Text Structure Focus

Sequence

### Passage-Specific Words, Phrases, and Idioms

lava	eruption	Mount Vesuvius	preserve
erupt	artifact	excavate	ruins

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit C31 is “Point of View: Offshore Drilling” (see previous unit).

### Instructional Commentary

- Certain words signal changes in the text. The word *other* can set up a contrast between the information provided before and what comes next.
- A semicolon separates two important related ideas in the same sentence. Pause when you see a semicolon to think about both ideas.
- Descriptive words help readers understand details. Pay attention to descriptive words that provide important information.



# The Scariest Day of My Life

Theme  
Challenges

Sub-theme  
Disasters

Passage  
Fiction

Lexile  
700

## Phonics

### Instructional Animation

- **Schwa + I** at the End of a Word
  - The schwa sound is a soft vowel sound that is neither long nor short.
  - The **schwa + I** sound at the end of a word can be spelled **le**, **el**, **il**, or **al**.
    - Most words that end in the **schwa + I** sound are spelled **le**, as in *candle*.
    - The second most common way to spell the **schwa + I** sound is **el**, as in *channel*.
  - Most words with the **schwa + I** sound have stressed and unstressed syllables.
    - Stressed syllables are said louder than unstressed syllables.
    - The **schwa + I** sound is usually found in unstressed syllables, as in *pencil*.
  
- Words Ending in **-er** or **-or**
  - The suffix **-er** has two different meanings.
    - **-er** can be used to compare two things, as in *taller*.
    - **-er** can also mean "a person who does something," as in *driver*.
  - The suffix **-or** also means "a person who does," as in *inventor*.
    - **-er** is used more often than **-or** to mean "a person who does."

### High Frequency Words

hours	products	whole	remember	waves
black	happened	measure	early	

## Vocabulary

### Vocabulary Words

#### Word

dread  
jealous  
caution  
swell  
reluctant  
value  
widen  
clinic  
enormous  
puzzled

#### Synonyms

worry, fear  
envious  
warn, alert  
wave, surge of water  
unwilling, unenthusiastic  
treasure, hold dear  
broaden, enlarge  
medical center, health center  
gigantic, massive  
unsure, bewildered

#### Antonyms

hope for, wish for  
content, satisfied  
—  
—  
willing, enthusiastic  
scorn, disrespect  
shrink, narrow  
—  
tiny, little  
certain, sure

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **-ion** to Base Words
  - The suffix **-ion** means “the act or process of.”
  - The suffixes **-tion**, **-ation**, and **-ition** are versions of **-ion**.
- Adding **-ness** to Base Words
  - The suffix **-ness** means “the state or condition of.”

### Comprehension

#### Passage Summary

“The Scariest Day of My Life,” told from the perspective of a young Hawaiian girl named Kaila, shows the results of a tsunami striking a small coastal community. It also reveals how surviving the disaster changed Kaila’s outlook on what is important in life.

#### Text Structure Focus

Sequence

#### Passage-Specific Words, Phrases, and Idioms

destruction	surfer	relieved	injured
Hawaii’s Big Island	tsunami	ride the waves	replica

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit C32 is “Buried in Ash” (see previous unit).

#### Instructional Commentary

- Commas often separate the items in a list. Pause after each comma in a list to think about the importance of each item in the list.
- Descriptive words help readers understand details. Pay attention to descriptive words that provide important information.
- Commas sometimes set off a group of words that provides specific details. Pause at commas to think about the additional information.



# The Hindenburg Tragedy

Theme  
Challenges

Sub-theme  
Disasters

Passage  
Nonfiction

Lexile  
710

## Phonics

### Instructional Animation

- Reading Words with Three Middle Consonants
  - You can break words into smaller chunks to make them easier to read.
  - Words with three middle consonants usually have a consonant blend or digraph, plus another consonant.
    - When splitting words with three middle consonants, split the word before or after the blend or digraph.
    - Don't break apart the blend or digraph.

## Vocabulary

### Vocabulary Words

#### Word

tragedy  
  
abruptly  
secure  
passenger  
observer  
fascinate  
admire  
glorious  
ignorant

#### Synonyms

disaster  
  
surprisingly, immediately  
protected, safe  
rider, commuter  
viewer, watcher  
interest, attract  
—  
grand, amazing  
unaware, unknowing

#### Antonyms

happy occasion,  
fortunate event  
gradually, steadily  
unsafe, at risk  
—  
—  
bore, disinterest  
—  
dull, ordinary  
aware, informed

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Suffix **-ment**
  - The word *meant* means "something you have in your mind."
  - The suffix **-ment** means an "action or process," as in *argument*.
- The Suffixes **-er** and **-or**
  - **-er** can be used to compare two things, as in *happier*.
  - **-er** and **-or** can mean "a person who does something," as in *player*.

- The Root Word **port**
  - Base words and root words are what is left when all prefixes and suffixes have been removed.
    - A base word can be used by itself.
    - A root word cannot stand on its own.
  - The root word **port** means “to carry,” as in *passport*.

### Multiple Meaning Words

count      hide      mean      mine      track

### Comprehension

#### Passage Summary

“The Hindenburg Tragedy” describes the origin and evolution of the zeppelin aircraft, from its first flight in 1900, through its peak of popularity between 1910 and the 1930s, to the disastrous explosion of the *Hindenburg* in 1937, which ended the zeppelin’s popularity as a means of passenger transport.

#### Text Structure Focus

Sequence

#### Passage-Specific Words, Phrases, and Idioms

flammable      delay      precaution      news footage  
ignite      resist      engulf

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### High Frequency Phrases

is one of the      to be able to      in the middle of  
don’t want to      I don’t want

#### Fluency Practice

The passage used for Fluency Practice in Unit C33 is “The Scariest Day of My Life” (see previous unit).

#### Fluency Commentary

- Quotation marks usually indicate that someone is speaking. Paying attention to what each character says can help you understand the characters better.
- Commas often separate sentences into distinct parts. Pause after each comma to think about the meaning of each part of the sentence.
- Slow down the pace of your reading when you read information that is serious or important.



# A Musical Wonder

Theme  
Creativity

Sub-theme  
Music

Passage  
Nonfiction

Lexile  
720

## Phonics

### Instructional Animation

- Reading Words with Three Middle Consonants
  - You can break words into smaller chunks to make them easier to read.
  - Words with three middle consonants usually have a consonant blend or digraph, plus another consonant.
    - When splitting words with three middle consonants, split the word before or after the blend or digraph.
    - Don't break apart the blend or digraph.

### High Frequency Words

reached	wind	space	fast	Vocabulary
listen	rock	covered	several	

## Vocabulary

### Vocabulary Words

#### Word

adapt  
  
concert  
entertain  
producer  
spectacular  
regain  
popularity  
honor  
hit  
holiday

#### Synonyms

change, adjust  
  
music show  
delight, amuse  
—  
—  
get back, reclaim  
fame  
praise, salute  
success  
celebration

#### Antonyms

remain the same, stay the same  
—  
bore, tire  
—  
dull, boring  
—  
disrespect, dishonor  
flop, failure  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding -y to Base Words
  - Add -y to a base word to make a word that describes something.

- Adding **-ly** and **-ily** to Base Words
  - Add **-ly** to a base word to make a word that describes how something happens.
  - If a base word ends with **y**, change the **y** to **i** and add **-ly**.
- Adding **-er** and **-est** to Base Words
  - Use **-er** to compare two things.
  - Use **-est** to compare more than two things.
- Word Endings: **y** to **-ies**
  - Add **-s** or **-es** to nouns to make them plural.
  - Add **-s** or **-es** to verbs to show that a person does that action.

### Homophones

way, weigh	cheep, cheap	fare, fair
through, threw	cell, sell	

### Comprehension

#### Passage Summary

“A Musical Wonder” presents a short biography of Stevie Wonder, an outstanding African-American musician, composer, singer, and songwriter who succeeded despite having been blinded as an infant.

#### Text Structure Focus

Sequence

#### Passage-Specific Words, Phrases, and Idioms

Grammy Awards	rhythm and blues	influential
Martin Luther King Jr.	Top Ten	Lifetime Achievement Award
Motown Records/Motown	induct	genius

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit C41 is “The Hindenburg Tragedy” (see previous unit).

#### Instructional Commentary

- Think about what words mean and the emotions that the writer may be trying to communicate.
- Think about how the characters are acting and feeling to help you understand what is happening in the story.
- Pause for commas that follow introductory words like *however* to prepare for information related to the previous sentence.





# The Great Jazz Quartet

Theme  
Creativity

Sub-theme  
Music

Passage  
Fiction

Lexile  
720

## Phonics

### Instructional Animation

- Chunking Words: Breaking a Word Between Two Vowels
  - Break words into smaller parts to make them easier to read.
  - When you see two vowels together in a word, first try them as one sound.
  - If that doesn't seem right, break the word between the two vowels.
    - The first chunk will end in the long vowel sound.
    - The next chunk will start with another vowel sound.

### High Frequency Words

hold	toward	step	passed	true
himself	five	morning	vowel	

## Vocabulary

### Vocabulary Words

#### Word

collection  
miracle  
  
timing  
casual  
sacrifice  
session  
instruct  
remark  
panic  
simultaneously

#### Synonyms

set, bunch  
wonder, marvel  
  
—  
informal, laid back  
surrender  
conference, meeting  
command, order  
comment, state  
fear  
all together, all at once

#### Antonyms

piece, single item  
common event,  
normal event  
  
—  
formal, intense  
  
—  
—  
—  
relax, be calm  
separately, at different  
times

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Prefixes **en-** and **em-**
  - **en-** and **em-** can mean "in or into," as in *embrace*.
    - **in-** and **im-** also can mean "in or into."
  - **en-** and **em-** can mean "to cause to be," as in *enlarged*.

- The Prefix **ex-**
  - The prefix **ex-** can mean “used to be” or “out of.”
  - When **ex-** means “used to be,” the word usually has a hyphen, as in *ex-principal*.
  - Other times, **ex-** means “out of,” as in *export*.

**Idioms**

take a rain check	get it off his chest	hit the road
(we need to) stick together	the last straw	

Comprehension

**Passage Summary**

“The Great Jazz Quartet” tells the story of four friends, all young musicians, who form a jazz combo in order to take part in a teen jazz competition in New York. After some initial difficulties, the group improves their sound and their understanding of jazz under the mentorship of a sympathetic professional jazz musician.

**Text Structure Focus**

Compare and Contrast

**Passage-Specific Words, Phrases, and Idioms**

feel the music	sheet music	bail on you	rhythm	rock
jazz	quartet	saxophone	tune (verb)	

**Instructional Animation**

See p. 210 for descriptions.

Fluency

**Fluency Practice**

The passage used for Fluency Practice in Unit C42 is “A Musical Wonder” (see previous unit).

**Instructional Commentary**

- Periods mark the end of sentences. Pause when you see a period to think about the meaning of the previous sentence and to prepare for the sentence that follows.
- Italics often indicate the titles of books, albums, or movies. Pause briefly before carefully pronouncing titles.
- Exclamation points signal unusual, exciting, or amazing information.



# A Song of Hope and Power

Theme  
Creativity

Sub-theme  
Music

Passage  
Nonfiction

Lexile  
730

## Phonics

### Instructional Animation

- Words with Silent Consonants
  - Sometimes, two consonants together form a blend or digraph.
    - In a blend, you can hear each of the consonants.
    - In a digraph, the two consonants together make one new sound.
  - Sometimes, when two consonants are together, one of them is silent.
    - **kn**: The **k** is often silent, as in *knuckle*.
    - **wr**: The **w** is often silent, as in *wrap*.
    - **st**: The **t** is often silent, as in *listen*.
    - **mb**: The **b** is often silent, as in *crumb*.
    - **gn**: The **g** is often silent, as in *sign*.

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
demonstration	—	secret meeting, private showing
assemble	group, come together	scatter, depart
confront	stand up to, face	avoid, back down
dedicated	committed, loyal	uncaring, disloyal
renew	refresh, restore	—
criticize	complain, disapprove of	flatter, praise
strike	protest, walkout	—
frustration	disappointment, annoyance	encouragement
spark	inspire, excite	—
mission	purpose	—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Prefix **bi-**
  - **bi-** means “two,” as in *bicycle*.
- The Prefix **tri-**
  - **tri-** means “three,” as in *triangle*.
  - If you’re stuck on a word, you can also use context clues for help.

**Multiple Meaning Words**blow  
casefloat  
oil

press

**Comprehension****Passage Summary**

“A Song of Hope and Power” discusses the important role a single piece of music—the song “We Shall Overcome”—has had a role in various civil- and human-rights efforts throughout the last two centuries.

**Text Structure Focus**

Cause and Effect

**Passage-Specific Words, Phrases, and Idioms**folk singer  
segregation

Martin Luther King Jr.

Civil Rights Act of 1965

Vietnam War

apartheid

injustice

racism

civil war in Ireland

**Instructional Animation**

See p. 210 for descriptions.

**Fluency****High Frequency Phrases**the top of the  
the way in whichdon't know what  
I think it'sI'm going to  
was one of the**Fluency Practice**

The passage used for Fluency Practice in Unit C43 is “The Great Jazz Quartet” (see previous unit).

**Instructional Commentary**

- Words like *what* and *who* often set up a question that is answered in the next sentence. Think about how certain words connect to sentences before or after.
- Exclamation points signal strong emotion. Watch for exclamation points to help you understand how characters feel.
- An ellipsis—three periods in a row—can indicate that the speaker is thinking about what he or she is going to say next.



Theme  
Motion  
and Energy

Sub-theme  
Racers

Passage  
Nonfiction

Lexile  
740

## Phonics

### Instructional Animation

- Reading Words with Three Syllables
  - If a word has consonant in the middle, try splitting it before and after the consonant.
  - If a word has two consonants in the middle, usually split it between the consonants.
  - If a word has three consonants in the middle, split it between the blend or digraph and the third consonant.
  - These strategies work well with longer words, too.

### High Frequency Words

hundred	pattern	table	slowly
against	numeral	north	money

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
admiration	high regard, respect	disrespect
desire	wish for, want	—
ridiculous	silly, laughable	serious, reasonable
Olympics	—	—
consult	seek advice, discuss with	—
replace	substitute, fill in for	—
respectable	admirable, honorable	disgraceful, unworthy
tropics	—	arctic
downhill	downward, down	uphill, upward
comment	state, remark	keep quiet, say nothing

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

### Homophones

real, reel	very, vary	wait, weight	feet, feat	great, grate
------------	------------	--------------	------------	--------------

**Passage Summary**

“The 1988 Jamaican Bobsled Team” describes how two Americans pursued the unlikely goal of entering a Jamaican team in the 1988 Winter Olympics. It relates how the Jamaicans, through their hard work and determination, became everyone’s favorite Olympic underdogs.

**Text Structure Focus**

Compare and Contrast

**Passage-Specific Words, Phrases, and Idioms**

bobsled  
pushcart  
Jamaican Olympic Association  
qualifying  
determination  
athlete  
underdog  
Jamaica Defense Force

**Instructional Animation**

See p. 210 for descriptions.

**Fluency Practice**

The passage used for Fluency Practice in Unit C51 is “A Song of Hope and Power” (see previous unit).

**Instructional Commentary**

- Commas often separate sentences into distinct parts. Pause after each comma to think about the meaning of each part of the sentence.
- Commas often separate the items in a list. Pause after each comma in a list to think about the importance of each item in the list.
- Descriptive words help readers understand details. Pay attention to descriptive words that provide important information.



# Racing to Victory

Theme  
Motion  
and Energy

Sub-theme  
Racers

Passage  
Fiction

Lexile  
740

## Phonics

### Instructional Animation

- The Long “u” Sound
  - The long “u” sound can be either “oo” or “yoo.”
    - **ew**, **ue**, **oo**, and **ui** all make the “oo” sound, as in *chew*.
    - **ew** and **ue** also can make the “yoo” sound, as in *fuel*.
    - **oo** also can make the vowel sound you hear in *brook*.
    - **u-consonant-e** can make the “oo” sound, as in *conclude* or the “yoo” sound, as in *perfume*.

### High Frequency Words

map	pulled	voice	cold	plan
farm	draw	seen	cried	

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
marathon	—	—
ritual	routine, custom	—
strain	injure	—
retire	quit working, stop working	—
permanently	forever, for always	briefly, temporarily
recover	heal, get better	get worse, worsen
champion	champ, winner	loser, failure
sore	painful, aching	painless
librarian	—	—
athlete	sportsperson, player	—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Prefix **inter-**
  - **inter-** means “between or among.”
- The Root Word **auto**
  - **auto** is a root word that means “self.”

## Vocabulary (*cont.*)

- The Root Word **port**
  - Base words and root words are what is left when all prefixes and suffixes have been removed.
    - A base word can be used by itself.
    - A root word cannot stand on its own.
  - **port** is a root word that means “to carry,” as in passport.

### Idioms

hard feelings  
see eye to eye

(to be) nuts about  
eat like a bird

give up

## Comprehension

### Passage Summary

“Racing to Victory” is an interview between a reporter and the winner of a marathon race. The runner provides details about how she started running marathons, her training regimen, and how she avoids and manages injuries.

### Text Structure Focus

Compare and Contrast

### Passage-Specific Words, Phrases, and Idioms

finish line    cross-country    carbohydrate    bookworm    scout out  
hydrated    protein    opera    challenge

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit C52 is “The 1988 Jamaican Bobsled Team” (see previous unit).

### Fluency Commentary

- Exclamation points signal unusual, exciting, or amazing information.
- Commas sometimes set off additional descriptive information. Pause for commas that let you know new information will be given.
- Pause for commas that follow introductory words like *but* to prepare to read information related to the previous sentence.





Theme  
Motion  
and Energy

Sub-theme  
Racers

Passage  
Nonfiction

Lexile  
740

## Phonics

### Instructional Animation

- Review: The Sounds “ow,” “aw,” and “oy”
  - The “ow” sound
    - **ow** and **ou** can make the “ow” sound, as in *town*.
    - **ow** also can make the long “o” sound, as in *crow*.
  - The “aw” and “awt” sounds
    - **aw**, **al**, **o**, and **au** all can make the “aw” sound, as in *strawberry*.
    - **ought** and **ought** make the “awt” sound, as in *sought*.
  - The “oy” sound
    - **oi** and **oy** can make the “oy” sound, as in *avoid*.

## Vocabulary

### Vocabulary Words

#### Word

spectator  
nickname  
schedule  
confident  
ambition  
attendant  
wreck  
pursue  
disturb  
opponent

#### Synonyms

observer, viewer  
—  
plan, program  
certain, positive  
determination, drive  
helper, assistant  
ruin  
seek, chase  
pester, annoy  
rival, challenger

#### Antonyms

player, competitor  
—  
—  
unsure, uncertain  
lack of interest  
—  
—  
avoid, flee  
calm, comfort  
teammate, partner

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Prefix **trans-**
  - **trans-** means “across or through,” as in *transport*.
- The Suffix **-ic**
  - **-ic** means “of, or relating to,” as in *alphabetic*.

**Multiple Meaning Words**

rest                  shine                  will                  post                  corner

**Comprehension****Passage Summary**

“Remembering Dale Earnhardt” presents a short biography of the late champion race-car driver.

**Text Structure Focus**

Cause and Effect

**Passage-Specific Words, Phrases, and Idioms**

series	jinx	Rookie Of The Year
NASCAR	intimidator	
Daytona 500	International Motorsports Hall Of Fame	
blew out	aggressive	

**Instructional Animation**

See p. 210 for descriptions.

**Fluency****High Frequency Phrases**

at the beginning of	will be able to	I'd like to
the middle of the	the back of the	

**Fluency Practice**

The passage used for Fluency Practice in Unit C53 is “Racing to Victory” (see previous unit).

**Instructional Commentary**

- Paying attention to who is speaking and what each character says will help you keep track of what is happening in the text.
- Pay attention to words like *and* that connect two pieces of information. Think about how the two pieces of information are related.
- When you read a sentence that is long and complicated, slow down to think about all the information in the sentence.



# Writing with Symbols

Theme  
Culture

Sub-theme  
Let's Talk

Passage  
Nonfiction

Lexile  
750

## Phonics

### Instructional Animation

- Homophones
  - Homophones are words that sound the same but have different spellings and meanings.

### High Frequency Words

notice	sing	ground	fall
south	war	king	town

## Vocabulary

### Vocabulary Words

#### Word

comprehend  
 youngster  
 display  
 alter  
 destination  
 arrange  
 connect  
 stroke  
 unlimited  
 acquaint

#### Synonyms

know, understand  
 kid, youth  
 show, exhibit  
 modify, change  
 end point, target  
 order, assemble  
 unite, attach  
 —  
 unending, boundless  
 get to know, familiarize

#### Antonyms

misunderstand  
 grown-up, adult  
 hide, cover up  
 maintain, preserve  
 starting point, beginning  
 mess up, mix up  
 separate, divide  
 —  
 limited, bounded  
 —

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

### Homophones

seem, seam	cents, scents, sense	whether, weather
cellar, seller	fairy, ferry	

**Passage Summary**

“Writing with Symbols” examines the differences between alphabetic- and logogram-based writing systems, using the Russian and Chinese languages as examples for comparison.

**Text Structure Focus**

Classification

**Passage-Specific Words, Phrases, and Idioms**

complex	characteristic	precursor
combination	primitive	trait

**Instructional Animation**

See p. 210 for descriptions.

**Fluency Practice**

The passage used for Fluency Practice in Unit C61 is “Remembering Dale Earnhardt” (see previous unit).

**Instructional Commentary**

- Slow down the pace of your reading when you read information that is serious or important.
- Quotation marks sometimes indicate words that have a special meaning in that sentence. Pay attention to these words and think about why they are meaningful.
- Commas often separate sentences into distinct parts. Pause after each comma to think about how the parts of the sentence are related.



Theme  
Culture

Sub-theme  
Let's Talk

Passage  
Fiction

Lexile  
750

## Phonics

### Instructional Animation

- Review: Unusual Plurals and Unusual Past Tense
  - Plurals
    - Add **-s** to make most nouns plural.
    - Add **-es** to nouns ending in **s, ch, sh, x** or **z**.
    - Nouns that end in one **f** or in **fe** change their endings to **ves**.
    - Some other nouns have unusual plurals, like *goose* and *geese*.
  - Past Tense
    - Add **-ed** to most verbs to show past tense.
    - Some verbs have an unusual past tense, like *break* and *broke*.

### High Frequency Words

I'll	figure	field	wood	upon
unit	certain	travel	fire	

## Vocabulary

### Vocabulary Words

#### Word

polite  
festival  
appetite  
offensive  
heritage  
retreat  
behave  
ignore  
anxious  
adjust

#### Synonyms

respectful, proper  
celebration, party  
hunger, taste for  
insulting, rude  
tradition  
flee, leave  
act  
disregard, tune-out  
uneasy, restless  
adapt, alter

#### Antonyms

rude, bad-mannered  
—  
distaste, repulsion  
polite, flattering  
—  
move forward, advance  
—  
notice, become aware  
relaxed, calm  
not change, stay the same

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

### Passage Summary

“Fitting In,” presented in the form of a play, follows a young Mexican immigrant girl’s experiences in her new American school.

### Text Structure Focus

Cause and Effect

### Passage-Specific Words, Phrases, and Idioms

tamale	enthusiastic	invader
La Avenida Cinco de Mayo	mi hija	pronounce
reenact	defend	buenos dias

### Instructional Animation

See p. 210 for descriptions.

### Fluency Practice

The passage used for Fluency Practice in Unit C62 is “Writing with Symbols” (see previous unit).

### Instructional Commentary

- Text that appears after a dash often presents important information. Pause briefly when you see a dash to prepare for the detailed information.
- Quotation marks sometimes focus attention on specific letters or words. Pay attention to these letters and words and think about why they are meaningful.
- Headings often indicate a change in the topic of an essay. Pause before and after reading headings to think about how the topic might be changing.



# The Rosetta Stone

Theme  
Culture

Sub-theme  
Let's Talk

Passage  
Nonfiction

Lexile  
750

## Phonics

### Instructional Animation

- Review: r-controlled vowels; Vowels that Follow the “w” Sound; Silent Consonants
  - The letter **r** affects vowels that come before it.
    - Some common patterns are: **ear, eer, are, ar, or, er, ir, and ur.**
  - The letters **w** and **qu** can affect vowels that come after them.
    - The letters **ar** and **or** usually sound different after the “w” sound.
  - Some consonant pairs have a silent consonant.
    - In the consonant pairs **kn, wr, st, mb** and **gn**, one consonant is often silent.

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
pyramid	—	—
suspicion	hunch	—
scholar	learned person	—
temple	holy place, church	—
pronounce	say, speak	—
myth	fairy tale, fable	—
compose	create, author	erase, delete
surrender	give up, concede	conquer, win
prospect	outlook, likelihood	—
tomb	crypt, grave	—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

### Multiple Meaning Words

branch	long	tick
check	pack	

## Comprehension

### Passage Summary

“The Rosetta Stone” relates the history and explains the significance of the Rosetta Stone, an artifact that helped scholars decode ancient Egyptian hieroglyphics.

### Text Structure Focus

Sequence

### Passage-Specific Words, Phrases, and Idioms

artifact	decode	rubbing	rubble
symbol	theory	ruins	publish

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### High Frequency Phrases

as part of the	in the same way	the time of the
in the first place	if you want to	for a long time

### Fluency Practice

The passage used for Fluency Practice in Unit C63 is “Fitting In” (see previous unit).

### Instructional Commentary

- An ellipsis—three periods in a row—sometimes indicates that a speaker is hesitant or unsure about what he or she is saying.
- Question marks usually indicate that a character is asking a question. Think about what the characters are asking and the answers they might receive.
- Slow down when you read a sentence that provides a lot of details or complex information.





Theme  
Journeys

Sub-theme  
Freedom  
Fighters

Passage  
Nonfiction

Lexile  
760

## Phonics

### Instructional Animation

- Review: Chunking Words with Two Vowels or Three Consonants Together
  - Two vowels together
    - Two vowels together often make one sound, as in *team*.
    - Sometimes they make two different sounds, as in *creating*.
  - Three consonants together
    - Two of the consonants usually form a blend or digraph.
    - Split the word between the blend or digraph and the third consonant, as in *lipstick*.

### High Frequency Words

done	English	road	half	ten
fly	gave	box		

## Vocabulary

### Vocabulary Words

#### Word

advancing  
 assault  
 declare  
 disagreement  
 overwhelmed  
 station  
 troop  
 unsuccessful  
 withdraw  
 enroll

#### Synonyms

progressing, approaching  
 attack, invasion  
 state, proclaim  
 quarrel, conflict  
 conquered, overpowered  
 install  
 squad  
 ineffective, useless  
 surrender, retreat  
 register, enlist

#### Antonyms

retreating  
 defense, protection  
 —  
 agreement, accord  
 victorious, triumphant  
 remove, take away  
 —  
 productive, successful  
 advance, charge  
 leave, quit

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Prefix **fore-**
  - **fore-** means “before” or “toward the front.”
- The Prefix **de-**
  - **de-** means “the opposite of.”

**Passage Summary**

"The Massachusetts 54th" tells the story of the U.S. Army's first all-black regiment, whose courageous soldiers helped to defeat the Confederacy in the Civil War.

**Text Structure Focus**

Compare and Contrast

**Passage-Specific Words, Phrases, and Idioms**

artillery	Civil War	confederate
Frederick Douglass	President Abraham Lincoln	front line
regiment	union	

**Instructional Animation**

See p. 210 for descriptions.

**Fluency Practice**

The passage used for Fluency Practice in Unit D11 is "The Rosetta Stone" (see previous unit).

**Instructional Commentary**

- Words in *italics* are emphasized to help the reader focus on important information.
- When a pronunciation key is provided for an unfamiliar word, use it to help you sound out the word so you can read it correctly.
- Think about how the characters are acting and feeling to help you understand what is happening in the story.



# The Boston Tea Party

Theme  
Journeys

Sub-theme  
Freedom  
Fighters

Passage  
Fiction

Lexile  
760

## Phonics

### Instructional Animation

- **Schwa + l** at the End of a Word
  - The schwa sound is the soft vowel sound at the end of the word handle.
  - **le, el, il,** and **al** all can make the **schwa + l** sound at the end of a word.
  - When you hear a word that ends with the **schwa + l** sound:
    - Most times, it will be spelled **le**
    - It will sometimes be spelled **el**
    - Once in a while it will be spelled **il** or **al**.
- Contractions and Possessives
  - A contraction is a shorter way of writing two words.
    - Contractions use an apostrophe to take the place of a missing letter or letters, as in *shouldn't*.
  - Possessives are words used to show ownership.
    - An **apostrophe -s** can be added to a word to show possession.

### High Frequency Words

finally	wait	correct	oh	quickly
person	became	shown		

## Vocabulary

### Vocabulary Words

#### Word

address  
overboard  
tax  
obedience  
townsperson  
nuisance  
warehouse  
propose  
proceed  
sensible

#### Synonyms

lecture  
—  
toll, tariff  
conformity, compliance  
citizen, town member  
pest, annoyance  
storehouse  
suggest, recommend  
advance, go  
reasonable, practical

#### Antonyms

—  
onboard  
—  
disobedience  
visitor  
delight, helper  
—  
withdraw  
stop, reverse  
absurd, foolish

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

- The Prefix **super-**
  - **Super** can be used as a word or a prefix.
  - The word *super* means “great.”
  - The prefix **super-** means “above.”
- The Prefix **sub-**
  - **sub-** means “below.”
- Words That Show Ownership or Possession
  - Apostrophes are used in contractions and possessives.
  - An **apostrophe -s** can be added to the end of a word to show possession, as in *Jimmy’s hat*.
  - Words like *his, her, your, mine, our,* and *their* also show possession.

**Idioms**

something up his sleeve	wild goose chase	the whole ball of wax
no strings attached	put all your eggs in one basket	

Comprehension

**Passage Summary**

“The Boston Tea Party,” presented in the form of a play, tells the story of the revolt by American colonists against the British government’s policy of taxing Americans without letting them vote on tax policies in Parliament.

**Text Structure Focus**

Cause and Effect

**Passage-Specific Words, Phrases, and Idioms**

East India Company	Prime Minister	go bankrupt	financial
commander	patriot	drastic	boycott

**Instructional Animation**

See p. 210 for descriptions.

Fluency

**Fluency Practice**

The passage used for Fluency Practice in Unit D12 is “The Massachusetts 54th” (see previous unit).

**Instructional Commentary**

- Commas often separate the items in a list. Pause after each comma in a list to think about the importance of each item in the list.
- Commas sometimes set off additional descriptive information. Pause for commas that let you know new information will be given.
- Slow down when you read information that is serious or important.



# A Brave Soldier

Theme  
Journeys

Sub-theme  
Freedom  
Fighters

Passage  
Nonfiction

Lexile  
770

## Phonics

### Instructional Animation

- Changing **y** to **i** at the End of a Word
  - The letter **y** can make the long **e** or **i** sound at the end of a word.
  - To add a suffix to a base word that ends in **y**, you often have to change the **y** to **i** first.
  - The new ending usually keeps the same sound that the letter **y** made in the base word.

## Vocabulary

### Vocabulary Words

#### Word

abandon  
acknowledge  
inspire  
dismiss  
deserve  
heroic  
lectures  
disguise  
tribute

#### Synonyms

give up, reject  
notice  
excite, encourage  
—  
earn  
daring, bold  
lessons, instructions  
dress up, cover  
gift

#### Antonyms

keep, stick with  
ignore, reject  
discourage  
—  
—  
fearful, timid  
—  
expose, reveal  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **-ion** to Base Words
  - The suffix **-ion** means “the act or process of.”
  - The suffixes **-tion**, **-ation**, and **-ition** are other versions of the suffix **-ion**.
- Adding **-ure** to Base Words
  - The suffix **-ure** means “the act of, or the condition of.”
  - The suffix **-ture** is another version of the suffix **-ure**.

## Comprehension

### Passage Summary

"A Brave Soldier" presents a short biography of Deborah Samson who, during the American Revolution, joined the American army disguised as a man, and was eventually honored for her extraordinary bravery.

### Text Structure Focus

Sequence

### Passage-Specific Words, Phrases, and Idioms

American Revolution	broaden	heroine	honorable discharge
identity	musket ball	patriotic	pension

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### High Frequency Phrases

I would like to	I don't like	you're going to
of the world's	a lot of people	

### Fluency Practice

The passage used for Fluency Practice in Unit D13 is "The Boston Tea Party" (see previous unit).

### Instructional Commentary

- When you read a sentence that is long and complicated, slow down to think about the information in the sentence.
- Quotation marks usually indicate that someone is speaking. Paying attention to what each character says can help you understand the characters better.
- Words like what and who often set up a question that is answered in the next sentence. Think about how certain words connect to sentences before or after.



# Mount Everest

Theme  
Nature

Sub-theme  
Mountains

Passage  
Nonfiction

Lexile  
780

## Phonics

### Instructional Animation

- **Schwa + n** at the End of a Word
  - The letters **an, en, in, on,** and **ain** can all make the **schwa + n** sound at the end of a word, as in *basin*.
    - **schwa + n** is usually made by **an, en, in,** or **on,** as in *harden*.
    - **ain** can make the **schwa + n** sound, as in *again*, or the “ayn” sound, as in *sprain*.
- Words Ending in **-ure**
  - Words that end in **ture** usually have the “cher” sound, as in *future*.
  - Words that end in **sure** usually have the “zher” sound, as in *pleasure*.
  - Words that have a different letter before **ure** usually end with the “yur” sound, as in *pure*.

### High Frequency Words

minutes  
feel

strong  
fact

verb  
inches

stars

front

## Vocabulary

### Vocabulary Words

#### Word

threat  
challenging  
accomplishment  
persist  
imperative  
deprive  
fatal  
obstacle  
survive

#### Synonyms

danger, risk  
difficult, tough  
triumph, success  
—  
necessary, critical  
hold back, keep from  
deadly  
block, hurdle  
live

#### Antonyms

defense, protection  
easy, simple  
failure, defeat  
give up, stop  
optional, not required  
give, provide  
harmless, safe  
opening, clearing  
die

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **mid-** to Base Words
  - The prefix **mid-** means “middle.”

- Adding **under-** to Base Words
  - **under** can be used as a word or a prefix.
  - The word under and the prefix **under-** have the same meaning: "below or beneath."
- Adding **inter-** to Base Words
  - The prefix **inter-** means "between or among."

### Homophones

do, dew, due	lesson, lessen	pedal, petal
forth, fourth	piece, peace	

### Comprehension

#### Passage Summary

"Mount Everest" describes Mount Everest, how it was formed, and some of the most unusual climbers to have reached its summit.

#### Text Structure Focus

Description

#### Passage-Specific Words, Phrases, and Idioms

majestic	majesty	landmass	plate	brutal
frostbite	summit	drop-off		

#### Instructional Animation

See p. 210 for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit D21 is "A Brave Soldier" (see previous unit).

#### Instructional Commentary

- Descriptive words help readers understand details. Pay attention to descriptive words that provide important information.
- Pay attention to words like and that connect two pieces of information. Think about how the two pieces of information are related.
- Quotation marks sometimes indicate words that have a special meaning in that sentence. Pay attention to these words and think about why they are meaningful.





# The Giant Rock: A Sierra Miwok Tale

Theme  
Nature

Sub-theme  
Mountains

Passage  
Fiction

Lexile  
780

## Phonics

### Instructional Animation

- Words Ending in **-age**, **-ive**, and **-ice**
  - When a syllable is stressed, it is emphasized, or said with more force.
  - When a syllable is unstressed, it is said more softly.
  - In an unstressed syllable:
    - **age** often makes the sounds you hear at the end of the word *courage*.
    - **ive** often makes the sounds you hear at the end of the word *detective*.
    - **ice** often makes the sounds you hear at the end of the word *justice*.

### High Frequency Words

street	decided	contain	course	surface
produce	building	ocean		

## Vocabulary

### Vocabulary Words

#### Word

astonishing  
awe  
messenger  
doubtful  
haste  
request  
slab  
twilight  
urge  
venture

#### Synonyms

stunning, startling  
shock, amazement  
carrier, delivery person  
suspicious, uncertain  
speed, quickness  
—  
chunk, slice  
dusk, sundown  
beg, encourage  
attempt

#### Antonyms

dull, boring  
boredom, indifference  
—  
sure, definite  
slowness, delay  
answer, respond  
—  
sunrise, dawn  
discourage, prevent  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Root Words **vis** and **vid**
  - A root word is a word that can only be used with a prefix or a suffix attached to it.
  - The root words **vis** and **vid** mean “to see.”

## Vocabulary (cont.)

- Adding **-gram** and **-graph** to Base Words
  - **gram** and **graph** can be used as words or suffixes.
    - The word **gram** means “a unit of weight.”
    - The word **graph** means “a type of chart.”
  - The suffixes **-gram** and **-graph** mean “written or drawn.”
- The Suffixes **-er** and **-or**
  - The suffix **-er** can be used to compare two things, as in happier.
  - The suffixes **-er** and **-or** can mean “a person who does or is connected with something,” as in player and sculptor.

### Idioms

water under the bridge      spill the beans      skating on thin ice  
sour grapes                      heard through the grapevine

## Comprehension

### Passage Summary

“The Giant Rock: A Sierra Miwok Tale” relates a legend of the Native American Miwok people. This legend tells how the tiny Measuring Worm succeeds where all the greatest animals failed in bringing home two brothers who were lost atop a tall mountain.

### Text Structure Focus

Sequence

### Passage-Specific Words, Phrases, and Idioms

disdain      insignificant      fate      timidly      clearing  
trek              appreciation

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit D22 is “Mount Everest” (see previous unit).

### Instructional Commentary

- Pause after commas that come before connecting words like *but* to prepare for the related information that follows the connecting word.
- Descriptive words help readers understand details. Pay attention to words like *world's tallest* that provide important information.
- Slow your pace when reading important information about the topic of a passage.



Theme  
Nature

Sub-theme  
Mountains

Passage  
Nonfiction

Lexile  
790

Phonics

Instructional Animation

- Words Connected in Spelling and Meaning: **-ion**
  - Words that are related in meaning are often related in spelling.
    - *subtract/subtraction, invent/invention, select/selection, attract/attraction*
  - Word endings that sound the same can be spelled differently.
    - The **-tion** and **-ssion** endings both sound like “shun.”
- Knowing related words will help you when you’re reading and writing.
  - *inspection* ends with **-tion** because *inspect* ends with a **t**.
  - *confession* ends with **-ssion** because *confess* ends with **ss**.

Vocabulary

Vocabulary Words

Word	Synonyms	Antonyms
altitude	height, elevation	depth, deepness
exceptionally	especially, uniquely	normally, usually
famine	starvation, extreme hunger	plenty, feast
jagged	sharp, pointed	dull, smooth
hire	appoint, sign on	fire, dismiss
outlook	view, attitude	—
paved	smooth	rocky, rough
publish	print	—
shaggy	hairy, furry	bald, sleek
express	tell, say	hide, conceal

Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **anti-** to Base Words
  - The prefix **anti-** means “against.”
- Adding **-ous** to Base Words
  - The suffix **-ous** means “having the qualities of.”
  - Other forms of this suffix are **-eous** and **-ious**.

Multiple Meaning Words

arms                  crowd                  firm                  notice                  raise

### Passage Summary

"Sherpas: Living and Leading in the Mountains" describes the land and culture of the Nepalese Sherpas. It explains how the environment where they live, coupled with their spiritual and cultural beliefs, help to make them the most successful mountain climbers in the world.

### Text Structure Focus

Cause and Effect

### Passage-Specific Words, Phrases, and Idioms

Himalaya Mountains	Nepal	mountaineer	European
glaciers	endurance	ambitious	Tibet

### Instructional Animation

See p. 210 for descriptions.

### Fluency

### High Frequency Phrases

what do you think	we're going to	in one of the
I'm not sure	I think that's	thank you very much

### Fluency Practice

The passage used for Fluency Practice in Unit D23 is "The Giant Rock: A Sierra Miwok Tale" (see previous unit).

### Instructional Commentary

- Commas often separate sentences into distinct parts. Pause after each comma to think about how the parts of the sentence are related.
- Periods mark the end of sentences. Pause when you see a period to think about the meaning of the previous sentence and to prepare for the sentence that follows.



Theme  
Challenges

Sub-theme  
Taking a  
Stand

Passage  
Nonfiction

Lexile  
800

## Phonics

### Instructional Animation

- Words Connected in Spelling and Meaning
  - If you are unsure of a word’s spelling, try to think of another word that is related in meaning: *operation/operate*
  - If you are unsure of a word’s meaning, try to think of another word that looks similar: *introduction/introduce*

### High Frequency Words

water	been	call	who	oil
its	now	find		

## Vocabulary

### Vocabulary Words

#### Word

earnings  
interview  
relate  
designer  
inspiration  
advertise  
gossip  
review  
investigate  
devote

#### Synonyms

profits, gains  
conversation, discussion  
associate with, identify with  
planner, inventor  
influence, motivation  
promote, publicize  
rumors  
—  
examine, research  
commit, dedicate

#### Antonyms

debt, losses  
—  
differ from, disagree with  
—  
discouragement  
hide  
fact, truth  
—  
—  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Root Words **spec, spect**
  - The root words **spec** and **spect** mean “to look at,” as in *spectator*.
- The Root Words **trac, tract**
  - The root words **trac** and **tract** mean “to drag or pull,” as in *extract*.

## Vocabulary (cont.)

- Adding **-ing** to Base Words
  - Add **-ing** to the end of a base word to show that the action is happening now.

### Homophones

aloud, allowed	flu, flew	medal, metal, meddle
poor, pour, pore	prints, prince	

## Comprehension

### Passage Summary

"Kenya James: A Teenage Inspiration" relates how an African-American teenage girl established a successful magazine almost entirely by herself.

### Text Structure Focus

Cause and Effect

### Passage-Specific Words, Phrases, and Idioms

article	celebrity	issue	Malcolm X	millionaire
racism	subscribe	slavery	Oprah Winfrey Show	

### Instructional Animations

See p. 210 for descriptions.

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit D31 is "Sherpas: Living and Leading in the Mountains" (see previous unit).

### Instructional Commentary

- Quotation marks sometimes indicate words that have a special meaning in that sentence. Pay attention to these words and think about why they are meaningful.
- Words like **what** and **who** often set up a question that is answered in the next sentence. Think about how certain words connect to sentences before or after.
- Commas often separate the items in a list. Pause after each comma in a list to think about the importance of each item.



# The Little Rock Nine

Theme  
Challenges

Sub-theme  
Taking a  
Stand

Passage  
Fiction

Lexile  
800

## Phonics

### Instructional Animation

- Words Related in Spelling and Meaning
  - If you are unsure of a word's meaning, try to think of another word that looks similar: *addition/add, inspiration/inspire*
  - If you are unsure of a word's spelling, try to think of a related word with a similar meaning: *composition/compose, signature/sign*

### High Frequency Words

stay	green	known	island	week
less	machine	base	ago	

## Vocabulary

### Vocabulary Words

#### Word

accompany  
deny  
hostility  
nonetheless  
incident  
condemn  
disgusted  
mob  
cooperate

#### Synonyms

escort, join  
refuse, turn down  
dislike  
nevertheless, regardless  
bad situation  
—  
revolted, sickened  
mass of people, gang  
assist, help

#### Antonyms

desert, leave  
permit, allow  
—  
—  
—  
delighted, pleased  
—  
interfere, compete

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **com-**, **con-**, **col-**, and **co-** to Base Words
  - The prefix **com-** means "with or together," as in *community*.
  - Other forms of **com-** are **con-**, **col-** and **co-**, as in *conjoin*, *collaborate*, and *coauthor*.
- The Root Words **astro** and **aster**
  - The root words **astro** and **aster** mean "relating to stars and outer space," as in *astronaut*.

- Adding **in-**, **im-**, **ir-**, and **il-** to Base Words
  - The prefixes **in-** and **im-** can mean “in or into,” as in *indoors* and *import*.
  - **in-** and **im-** also can mean “not,” as in *invisible* and *impossible*.
  - The prefixes **ir-** and **il-** also usually mean “not,” as in *irresponsible* and *illegible*.
- Adding **-gram** and **-graph** to Base Words
  - **gram** and **graph** can be used as words or suffixes.
  - The word **gram** means “a unit of weight.”
  - The word **graph** means “a type of chart.”
  - The suffixes **-gram** and **-graph** mean “written or drawn,” as in *monogram* and *autograph*.
- Adding **tele-** to Base Words
  - The prefix **tele-** means “far away,” as in *telephone*.

## Passage Summary

“The Little Rock Nine,” presented as a radio interview with two journalists, tells the story of the Little Rock Nine—a group of African-American students who were some of the first to attend a mostly white U.S. high school in 1957—and how they endured attacks and abuse from segregationists.

## Text Structure Focus

Sequence

## Passage-Specific Words, Phrases, and Idioms

integrate	school official	school district
segregationist	governor	designate

## Instructional Animation

See p. 210 for descriptions.

## Fluency Practice

The passage used for Fluency Practice in Unit D32 is “Kenya James: A Teenage Inspiration” (see previous unit).

## Instructional Commentary

- When you read a sentence that is long and complicated, slow down to think about the information in the sentence.
- Commas often separate the items in a list. Pause after each comma in a list to think about the importance of each item.
- Commas can be used when making comparisons. Pause after commas that follow introductory words like *instead* to think about what the sentence is comparing.

## Comprehension

## Fluency





Theme  
Challenges

Sub-theme  
Taking a  
Stand

Passage  
Nonfiction

Lexile  
810

## Phonics

### Instructional Animation

- Doubling Final Consonants
  - When adding a suffix that starts with a vowel to a one-syllable word like *sled*, double the final consonant to keep the vowel sound short.
  - In a word with more than one syllable, double the final consonant only if the last syllable is stressed.

## Vocabulary

### Vocabulary Words

#### Word

contract  
defend  
pesticide  
unwilling  
appeal  
indifferent  
grim  
realization  
outline  
complaint

#### Synonyms

treaty, deal  
stand up for, argue for  
insecticide  
opposed to, stubborn  
ask for, request  
uncaring, uninterested  
hopeless, miserable  
understanding, awareness  
summarize  
objection, gripe

#### Antonyms

—  
oppose, argue against  
—  
willing  
—  
concerned, interested  
cheerful, pleasant  
—  
—  
praise, compliment

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- Adding **com-**, **con-**, **col-**, and **co-** to Base Words
  - The prefix **com-** means “with or together,” as in *community*.
  - Other forms of **com-** are **con-**, **col-** and **co-**.
- The Root Words **astro** and **aster**
  - The root words **astro** and **aster** mean “relating to stars and outer space.”
- Adding **in-**, **im-**, **ir-**, and **il-** to Base Words
  - The prefixes **in-** and **im-** can mean “in or into,” as in *indoors* and *import*.
  - **in-** and **im-** also can mean “not,” as in *invisible* and *impossible*
  - The prefixes **ir-** and **il-** also usually mean “not,” as in *irresponsible* and *illegible*.

- Adding **-gram** and **-graph** to Base Words
  - **gram** and **graph** can be used as words or suffixes.
  - The word *gram* means "a unit of weight."
  - The word *graph* means "a type of chart."
  - The suffixes **-gram** and **-graph** mean "written or drawn."
- Adding **tele-** to Base Words
  - The prefix **tele-** means "far away," as in *telephone*.

**Multiple Meaning Words**

shell                  rare                  trade                  game                  bowl

Comprehension

**Passage Summary**

"Cesar Chavez: Uniting Farm Workers" tells the story of Cesar Chavez, a Mexican migrant worker who spent his life fighting for the fair treatment of agricultural workers by their employers. His work culminated in the formation of the United Farm Workers of America, a labor union that won notable victories against large farming concerns.

**Text Structure Focus**

Sequence

**Passage-Specific Words, Phrases, and Idioms**

stock market                  Great Depression                  injustice                  minimum wage  
 barrio                  migrant                  bankrupt  
 Presidential Medal Of Freedom

Fluency

**High Frequency Phrases**

at the end of the                  by the end of the                  I don't want to  
 I don't know what                  as a result of the

**Fluency Practice**

The passage used for Fluency Practice in Unit D33 is "The Little Rock Nine" (see previous unit).

**Instructional Commentary**

- Commas often separate sentences into distinct parts. Pause after each comma to think about the meaning of each part of the sentence.
- Pay attention to the descriptive words the author uses. Think about what is happening and what the characters are experiencing.
- Pay attention to words like *and* that connect two parts of a sentence. Think about how the two parts of the sentence are related.



Theme  
Creativity

Sub-theme  
Cool Art

Passage  
Nonfiction

Lexile  
820

## Phonics

### Instructional Animation

- Words Connected in Spelling and Meaning
  - The prefixes **in-**, **im-**, **ir-** and **il-** can add the meaning “not” to a base word.
  - If you are unsure of a word’s spelling, think of a related word with a similar meaning: *impolite/polite*, *immature/mature*, *irresponsible/responsible*
  - If you are unsure of a word’s meaning, think of another word that looks similar.

### High Frequency Words

stood	plane	system	behind	ran
round	boat	game		

## Vocabulary

### Vocabulary Words

#### Word

blizzard  
clump  
attract  
imitation  
fragile  
imaginative  
tournament  
precision

scrape

#### Synonyms

snowstorm, winter storm  
cluster, wad  
lure, fascinate  
reproduction, copy  
breakable, frail  
inventive, inspired  
competition  
exactness, accuracy

scratch

#### Antonyms

—  
—  
repel, drive away  
original, real thing  
sturdy, unbreakable  
ordinary, common  
—  
sloppiness,  
carelessness  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Suffixes **-al**, **-ial**
  - The suffixes **-al** and **-ial** mean “relating to or having the qualities of,” as in *accidental*.

- The Suffixes **-ity, -ty**
  - The suffixes **-ity** and **-ty** mean “the state or quality of,” as in *originality*.
- The Root Word **rupt**
  - The root word **rupt** means “to break,” as in *interrupt*.
  - If you don’t know the meaning of a word, look for parts of the word that are familiar.
  - Don’t forget that context clues can help, too.

### Homophones

aisle, I’ll, isle  
pole, poll

jeans, genes  
wear, where

Maine, main, mane

### Comprehension

#### Passage Summary

“Cool Art” describes the arts of snow- and ice-sculpture, and compares and contrasts their respective tools and methods. It also presents examples of their most grand and interesting works.

#### Text Structure Focus

Compare and Contrast

#### Passage-Specific Words, Phrases, and Idioms

whiteout	intricate	chainsaw	dedication
masterpiece	identical	chapel	Winter Olympics

#### Instructional Animation

See p. xxx for descriptions.

### Fluency

#### Fluency Practice

The passage used for Fluency Practice in Unit D41 is “Cesar Chavez: Uniting Farm Workers” (see previous unit).

#### Instructional Commentary

- Quotation marks sometimes indicate words that have a special meaning in that sentence. Pay attention to these words and think about why they are meaningful.
- Descriptive words help readers understand details. Pay attention to descriptive words that provide important information.
- Slow down when you read information that is serious or sad.



# The Cartoonist

Theme  
Creativity

Sub-theme  
Cool Art

Passage  
Fiction

Lexile  
820

## Phonics

### Instructional Animation

- Words Connected in Spelling and Meaning
  - The suffixes **-ant** and **-ent** mean “having the qualities of” or “one that does.”
  - If you do not know whether a word ends in **-ant** or **-ent**, think of a related word with a similar meaning: *participate/participant*, *dominate/dominant*
  - If you are unsure of a word’s meaning, think of another word that looks similar.
  
- Plurals: Words Ending in **o**
  - The suffixes **-s** and **-es** can be added to words to make them plural.
    - **-s** can be added to most words.
    - **-es** can be added to words that end in **s, ch, sh, x** or **z**.
    - To make a word that ends in **o** plural, you usually add **-es**.
    - If a word ends in **-io**, you only add **-s**.

### High Frequency Words

force	brought	understand	warm	common
bring	explain	dry	though	

## Vocabulary

### Vocabulary Words

#### Word

headline  
cartoon  
resemblance  
concentrate  
perfection  
regret

hesitation  
editorial

volunteer  
resign

#### Synonyms

title, heading  
drawing, comic strip  
likeness, similarity  
think, pay attention  
excellence, flawlessness  
feel guilty about

pause, brief stop  
commentary,  
opinion essay  
offer to help  
give up, quit

#### Antonyms

—  
—  
difference  
—  
sloppiness  
be happy about, feel  
proud of  
certainty, action  
—  
—  
sign up, enroll

## Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Suffix **-ology**
  - The suffix **-ology** means “the study of,” as in *mythology*.
  - Another form of **-ology** is **-logy**.
- The Prefix **semi-**
  - The prefix **semi-** means “half” or “partly,” as in *semiannual*.

## Idioms

on cloud nine

the bottom line

keep a straight face

bite off more than you can chew

under the weather

## Comprehension

### Passage Summary

“The Cartoonist” is the story of an artistic student named Sam, who has trouble paying attention in class and is constantly doodling. He eventually finds a way to focus and share his gifts by drawing a cartoon in the class newspaper.

### Text Structure Focus

Description

### Passage-Specific Words, Phrases, and Idioms

cartoonist

crocodile

debut

layout

masthead

determined

featured

columnist

## Instructional Animation

See p. xxx for descriptions.

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit D42 is “Cool Art” (see previous unit).

### Instructional Commentary

- Pause after commas that follow introductory words like *but*. Think about how the new information is related to the previous sentence.
- Exclamation points signal unusual, exciting, or surprising information.
- Quotation marks usually indicate that someone is speaking. Paying attention to what each character says can help you understand the characters better.



# Everyone: The Artist

Theme  
Creativity

Sub-theme  
Cool Art

Passage  
Nonfiction

Lexile  
830

## Phonics

### Instructional Animation

- Words with **ie** and **ei**
  - When you see **ie** in a word you don't know, try:
    - Long "i," as in *fried*
    - Long "e," as in *shield*
    - Two different sounds, as in *client*
  - When you see **ei** in a word you don't know, try:
    - Long "e," as in *either*
    - Long "a," as in *vein*
  - When **ei** is followed by **g** or **gh**, they often together make the long "a" sound, as in *reign* or *freight*.

## Vocabulary

### Vocabulary Words

#### Word

junk  
erect  
comb  
monument  
recycle  
compel  
decoration  
intricate  
dump

#### Synonyms

trash, garbage  
assemble, build  
examine, inspect  
memorial  
reuse  
command, force  
ornament  
detailed, complex  
junkyard

#### Antonyms

valuables, treasure  
take apart, tear down  
—  
—  
—  
discourage  
—  
simple, plain  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Prefix **pro-**
  - The prefix **pro-** means "forward," as in *prospect*.
- The Suffixes **-ance**, **-ence**
  - The suffixes **-ance** and **-ence** both mean "the act or state of."
  - To figure out the meaning of a word ending in **-ance** or **-ence**:
    - Look for word parts you know and add the meaning "the act or state of."

- The Suffixes **–ant, –ent**
  - The suffixes **–ant** and **–ent** can mean “one that does” or “having the qualities of.”

**Multiple Meaning Words**

board      guard      stable      net      temple

Comprehension

**Passage Summary**

“Everyone: The Artist” provides a history of “junk art”—artistic works created from found objects and materials—in America. It talks about the beginnings of junk art in tramp culture in the early 1900s, through huge projects like the sculptures of Simon Rodia and Jack Kearney.

**Text Structure Focus**

Description

**Passage-Specific Words, Phrases, and Idioms**

Earth Day      National Historic Landmark      structure      elaborate  
 decorated      determination      sculpture

**Instructional Animation**

See p. xxx for descriptions.

Fluency

**High Frequency Phrases**

in the middle of the      the other side of the      at the time of the  
 you don’t have to      at the top of the      for the first time in

**Fluency Practice**

The passage used for Fluency Practice in Unit D43 is “The Cartoonist” (see previous unit).

**Instructional Commentary**

- A colon usually introduces a list. When you see a colon, come to a complete stop before carefully reading the information that follows it.
- Think about how the characters are acting and feeling to help you understand what is happening in the story.
- Text that appears after a dash often presents important information. Pause briefly when you see a dash to prepare for the detailed information.





# Legendary Volcanoes

Theme  
Motion  
and Energy

Sub-theme  
Volcanoes &  
Earthquakes

Passage  
Nonfiction

Lexile  
830

## Phonics

### Instructional Animation

- Reading Common Word Parts
  - Knowing common word parts will make reading easier.
    - **spec** and **spect** mean “to look at,” as in *spectator*.
    - **rupt** means “to break,” as in *interrupt*.
    - **auto** means “self,” as in *autopilot*.
    - **trac** and **tract** mean “to drag or pull,” as in *extract*.
    - **tele** means “far away,” as in *telescope*.
    - **gram** and **graph** mean “written or drawn,” as in *hologram*.

### High Frequency Words

language	deep	yes	equation
shape	thousands	clear	yet

## Vocabulary

### Vocabulary Words

#### Word

threaten  
disastrous  
classify  
dwell  
spit  
dome  
drown  
sloping  
shield

#### Synonyms

alert, warn  
destructive, tragic  
order, categorize  
inhabit, settle in  
expel, shoot out  
—  
submerge, flood  
tilting, slanting  
—

#### Antonyms

—  
harmless  
jumble, mix up  
roam, wander  
—  
—  
—  
level  
—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Suffixes **-ive**, **-ative**, and **-itive**
  - The suffix **-ive** means “relating to,” as in *excessive*.
  - **-ive** can also be spelled **-ative**, as in *informative*, and **-itive**, as in *competitive*.

## Vocabulary (cont.)

- The Suffixes **–able** and **–ible**
  - The suffix **–able** means “able to be” or “fit to be,” as in *adjustable*.
  - **–able** can also be spelled **–ible**, as in *reversible*.

### Homophones

ceiling, sealing	pray, prey	merry, marry
close, clothes	rain, rein, reign	

## Comprehension

### Passage Summary

“Legendary Volcanoes” describes two famous volcanoes: Mount St. Helens in Washington, and Mount Kilauea in Hawaii. It discusses the differences between the two volcanoes, and also relates the legends that early native populations developed to explain the volcanoes’ behavior.

### Text Structure Focus

Classification

### Passage-Specific Words, Phrases, and Idioms

gaping	island chain	erupt	churn	expand
dense	eruption	intense	defeat	

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit D51 is “Everyone: The Artist” (see previous unit).

### Instructional Commentary

- Commas often separate sentences into distinct parts. Pause for commas before words like *since* to think about how the parts of the sentence are related.
- Look for words like *even* that convey surprise and help you understand when something is unusual.
- A semicolon separates two important related ideas in the same sentence. Pause when you see a semicolon to think about both ideas.



# San Francisco's Tragic Day

Theme  
Motion  
and Energy

Sub-theme  
Volcanoes &  
Earthquakes

Passage  
Fiction

Lexile  
840

## Phonics

### Instructional Animation

- The Suffixes **-able** and **-ible**
  - The suffix **-able** means "able to be" or "fit to be," as in *lovable*.
  - This suffix also can be spelled **-ible**, as in *visible*.
  - The **-able** ending usually follows a base word.
  - The **-ible** ending usually follows a root word.

### High Frequency Words

government	heat	hot	am	rule
filled	full	check	object	

## Vocabulary

### Vocabulary Words

#### Word

mansion  
displaced  
haze  
meaningless  
chaos  
stubborn  
nephew  
staircase  
rattle  
shatter

#### Synonyms

palace, castle  
uprooted, moved  
fog, cloud  
pointless, worthless  
mess, commotion  
unbending, inflexible  
—  
stairway, flight of stairs  
clatter  
break, smash

#### Antonyms

shack, hut  
returned, brought back  
—  
meaningful, important  
order, organization  
adaptable, flexible  
—  
—  
—  
mend, repair

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Prefix **trans-**
  - The prefix **trans-** means "across or through," as in *transport*.
- The Suffixes **-able** and **-ible**
  - The suffix **-able** means "able to be" or "fit to be," as in *adjustable*.

## Vocabulary (cont.)

### Idioms

play it by ear      sitting on the fence      fish out of water  
take for granted      make ends meet

## Comprehension

### Passage Summary

“San Francisco’s Tragic Day” is a fictionalized account in which some wealthy residents of San Francisco add meaning to their lives by helping other survivors of the great 1906 earthquake.

### Text Structure Focus

Sequence

### Passage-Specific Words, Phrases, and Idioms

Golden Gate Park      tremor      aftershock      gruffly  
skyline      jolt      rubble

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit D52 is “Legendary Volcanoes” (see previous unit).

### Instructional Commentary

- Italics are often used to call attention to terms that may be unfamiliar. If you notice difficult terms in italics, look for their definitions.
- Headings often indicate a change in the topic of an essay. Pause before and after reading headings to think about how the topic has shifted.
- Descriptive words help readers understand details. Pay attention to descriptive words that provide important information.



# When Earthquakes Strike

Theme  
Motion  
and Energy

Sub-theme  
Volcanoes &  
Earthquakes

Passage  
Nonfiction

Lexile  
840

## Phonics

### Instructional Animation

- Review: Chunking Words
  - Two vowels together
    - First try reading the vowels as one sound.
    - If the word isn't familiar, try splitting the word between the vowels.
  - Two consonants in the middle usually can be split between the consonants.
    - If the two consonants form a digraph, split before or after the digraph.
  - Three consonants in the middle can be split between the blend or digraph and the third consonant.

## Vocabulary

### Vocabulary Words

#### Word

adjacent  
forecast  
monitor  
vibration  
reinforce  
hazardous  
register  
guarantee  
absorb

#### Synonyms

bordering, beside  
predict, guess  
examine, survey  
tremble, quiver  
toughen, fortify  
unsafe, risky  
—  
pledge, ensure  
soak up

#### Antonyms

distant, far away  
—  
Ignore  
stillness, motionlessness  
weaken, break down  
safe, secure  
—  
—  
release, eject

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.
- The Root Words **scrib** and **script**
  - The root word **scrib** means "to write," as in *scribe*.
  - Another form of this root word is **script**, as in *prescription*.
- The Root Word **rupt**
  - The root word **rupt** means "to break," as in *interrupt*.

### Multiple Meaning Words

can                  fault                  sole                  vault                  sink

## Comprehension

### Passage Summary

“When Earthquakes Strike” describes the geological causes of earthquakes, and discusses scientists’ efforts both to predict their arrival and to design structures that can resist their destructive force.

### Text Structure Focus

Cause and Effect

### Passage-Specific Words, Phrases, and Idioms

Earth’s crust	Richter scale	engineer	device	earthquake-proof
Earth’s mantle	minimize	San Andreas Fault		impact

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### High Frequency Phrases

I don’t think I	on the other side of	I don’t think it
the end of the year	the end of the day	I don’t know whether

### Fluency Practice

The passage used for Fluency Practice in Unit D53 is “San Francisco’s Tragic Day” (see previous unit).

### Instructional Commentary

- Look for text clues, such as the word *whispered*, that help you understand the feelings of the characters.
- Think about how the characters are acting and feeling to help you understand what is happening in the story.
- Text that appears after a dash often presents important information. Pause briefly when you see a dash to prepare for the detailed information.



# The Great Wall of China

Theme  
Culture

Sub-theme  
Amazing  
Structures

Passage  
Nonfiction

Lexile  
850

## Phonics

### Instructional Animation

- Review: r-controlled Vowels
  - ear can make:
    - the "er" sound, as in *research*
    - the "ear" sound, as in *clearance*
    - the "air" sound, as in *swimwear*
  - eer usually makes the "ear" sound, as in *peered*.
  - air and are usually make the "air" sound, as in *unfair* and *nightmare*.
  - ar makes the "ar" sound, as in *carpool*.
  - ure can make:
    - the "oor" sound, as in *lure*
    - the "your" sound, as in *purely*
    - the "er" sound, as in *departure*
  - ire makes the "ire" sound, as in *fireman*.

### High Frequency Words

among	power	able	size
noun	cannot	six	dark

## Vocabulary

### Vocabulary Words

#### Word

bar  
quarrel  
defense  
roam  
neglect  
contour  
fragment  
penetrate  
seize  
inevitable

#### Synonyms

stop, keep out  
bicker, argue  
shield, guard  
wander, drift  
ignore, abandon  
form, outline  
section, portion  
break through, pierce  
snatch, grab  
certain, sure

#### Antonyms

welcome, admit  
agree, consent  
offense, attack  
settle, inhabit  
take care of, look after  
—  
total, whole  
—  
release  
preventable, avoidable

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

## Vocabulary (cont.)

### Homophones

horde, hoard	raise, rays	presence, presents
principal, principle	vein, vane, vain	

## Comprehension

### Passage Summary

“The Great Wall of China” relates the history of the Great Wall of China, from its origins in 221 BCE under China’s first emperor, through its partial destruction under Mao Zedong’s rule, to preservation efforts in the present day.

### Text Structure Focus

Sequence

### Passage-Specific Words, Phrases, and Idioms

invader	overthrow	conquest	tourist attraction
dynasty	communist	destruction	

### Instructional Animation

See p. 210 for descriptions.

## Fluency

### Fluency Practice

The passage used for Fluency Practice in Unit D61 is “When Earthquakes Strike” (see previous unit).

### Instructional Commentary

- When a pronunciation key is provided for an unfamiliar word, use it to help you sound out the word so you can read it correctly.
- Text that appears between dashes often presents important information. Pause when you see dashes to absorb the information between them.
- Pause after commas that follow introductory words like so. Think about how the new information is related to the previous sentence.





# My Days at Mesa Verde

Theme  
Culture

Sub-theme  
Amazing  
Structures

Passage  
Fiction

Lexile  
850

## Phonics

### Instructional Animation

- Reading Common Word Parts
  - Knowing common word parts will make reading easier.
    - **-ology** and **-logy** mean "the study of," as in *cardiology*.
    - **scrib** and **script** mean "to write," as in *prescription*.
    - **vis** and **vid** mean "to see," as in *video*.

### High Frequency Words

ball	special	fine	circle	built
material	heavy	pair	include	

## Vocabulary

### Vocabulary Words

Word	Synonyms	Antonyms
ancestor	older relative, forefather	—
canyon	valley, ravine	—
drought	dry spell	flood
sustain	maintain, keep going	discontinue
occupy	reside, inhabit	—
elevation	height, altitude	depth
refuge	hideout, shelter	—
depart	leave, retreat	arrive, come
invade	attack, assault	retreat, withdraw
ranger	forester	—

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

**Passage Summary**

“My Days at Mesa Verde” takes the form of a teenage girl’s blog about her family’s vacation to Mesa Verde National Park in Colorado. The blog reports what the family learns about the Anasazi Native Americans who lived at Mesa Verde 1,400 years ago.

**Text Structure Focus**

Classification

**Passage-Specific Words, Phrases, and Idioms**

blog	Disneyland	history buff
descendant	educational	surfing the Net

**Instructional Animation**

See p. 210 for descriptions.

**Fluency Practice**

The passage used for Fluency Practice in Unit D62 is “The Great Wall of China” (see previous unit).

**Instructional Commentary**

- When a pronunciation key is provided for an unfamiliar word, use it to help you sound out the word so you can read it correctly.
- Pause after commas that follow introductory words. Words like *finally* often indicate that time has passed since events described in previous sentences.
- Exclamation points signal unusual, exciting, or surprising information.



# The Skywalking Mohawks

Theme  
Culture

Sub-theme  
Amazing  
Structures

Passage  
Nonfiction

Lexile  
850

## Phonics

### Instructional Animation

- Changing Base Words When Adding a Suffix
  - When **y** changes to **i**, the ending usually keeps the long vowel sound that the **y** had.
  - When adding a suffix that starts with a vowel to a multi-syllable word:
    - If the last syllable is accented, double the final consonant.
    - If the last syllable is unaccented, just add the suffix.
  - When making plurals of words ending in **-o** or **-io**:
    - If a word ends in **-o**, add **-es**.
    - If a word end in **-io**, add **-s**.

## Vocabulary

### Vocabulary Words

#### Word

beam  
worthwhile  
disposition  
incomplete  
reservation  
specialty  
bargain  
rely  
paddle  
weaken

#### Synonyms

—  
beneficial, helpful  
attitude, nature  
unfinished, partial  
—  
special ability, talent  
agreement, pact  
depend on, count on  
row  
reduce strength, fade

#### Antonyms

—  
worthless, unhelpful  
—  
finished, complete  
—  
—  
—  
—  
doubt, distrust  
—  
strengthen, toughen

### Instructional Animation

- Inferring Meaning from the Topic
  - When you see an unfamiliar word, think of possible meanings that would make sense with the topic.

### Multiple Meaning Words

bridge

watch

band

trip

hold

**Passage Summary**

“The Skywalking Mohawks” discusses how courageous Native American Mohawks applied their climbing and balance skills to help build some of North America’s most famous skyscrapers and bridges.

**Text Structure Focus**

Cause and Effect

**Passage-Specific Words, Phrases, and Idioms**

American	Grand Trunk Railroad Company
Revolutionary War	moccasin
St. Lawrence River	terrorist
World Trade Center	herbal medicine
British	

**Instructional Animation**

See p. 210 for descriptions.

**High Frequency Phrases**

I don’t know if	in the same way as
at the bottom of the	for the rest of the
is one of the most	at the back of the

**Fluency Practice**

The passage used for Fluency Practice in Unit D63 is “My Days at Mesa Verde” (see previous unit).

**Instructional Commentary**

- Words in italics are emphasized to help the reader focus on important information.
- An ellipsis—three periods in a row—sometimes indicates the feeling that time is passing very slowly.
- When you read a sentence that is long and contains a lot of information, slow down to think about the ideas in the sentence.

# Instructional Animation for Comprehension

## All Units

The following instructional animations are found in the Comprehension area of each unit. The student may view the animation by clicking the **Remind** button.

---

### Making Predictions

- When you make a prediction, you think about what probably will happen next.
- Making predictions helps you understand what you are reading because it helps you know what to expect.

### Activating Prior Knowledge

- Link what you already know with what you are reading.
- Before you read, look at the title, headings, pictures, captions, and key sentences.
- Making connections will make it easier to understand what you read.

### Asking Questions

- Asking yourself questions while reading helps you understand and remember the text.
- Good questions have answers that are important parts of what you just read.
- Good questions often start with *who*, *what*, *why*, *when*, *where* or *how*.

### Understanding the Text

- Think about the key information in the text.
- Note the important details in the text.
- If you are not sure about some parts of the text, go back and re-read these parts.
- Summarize what you have read.

### Making Inferences

- Adding your own knowledge to the text you are reading is known as making an inference.
- You can make inferences from clues provided in the text.

### Summarizing

- A good summary tells, in your own words, the most important points of what you have read.
- Summarizing can help you understand and remember what you are reading.

### Main Idea and Details

- Every text will have a main idea and supporting details.
- Supporting details give information about or support the main idea.
- It is important to remember the main idea of a text.

### Developing Comprehension

- To make reading easier, keep asking yourself if what you are reading makes sense.
- There are many ways in which you can solve your problem when you do not understand something:
  - Read on
  - Reread
  - Figure out confusing words
  - Summarize

### Recognizing Text Structure

- It is easier to understand a text if you observe how the information is organized.
- You often can tell what authors are trying to say from the way they organize their writing.

## Select Units

Depending on the Text Structure Focus of the passage, each unit contains one of the following instructional animations in Comprehension. The student may view the animation by clicking the **Remind** button.

### Description

- When you read something descriptive, you can form a mental picture of what that thing would look, feel or sound like.

### Sequence

- Tells you the order in which events happened.
- Words that signal a sequence include *next, first, last, second, then, finally, earlier* and *later*.

### Cause and Effect

- Tells about what happened and the reason it happened.
- Words like *since, because, so, therefore, as a result* and *leads* to signal cause and effect.

### Compare and Contrast

- Describes the differences and similarities between two or more objects, places, events or ideas.
- Signal words like *however, but, like, unlike, yet, although* and *than* are often used.

### Classification

- Things can be grouped on the basis of their similarities.
- Classifying things can make it easier to understand and remember the relationship between them.

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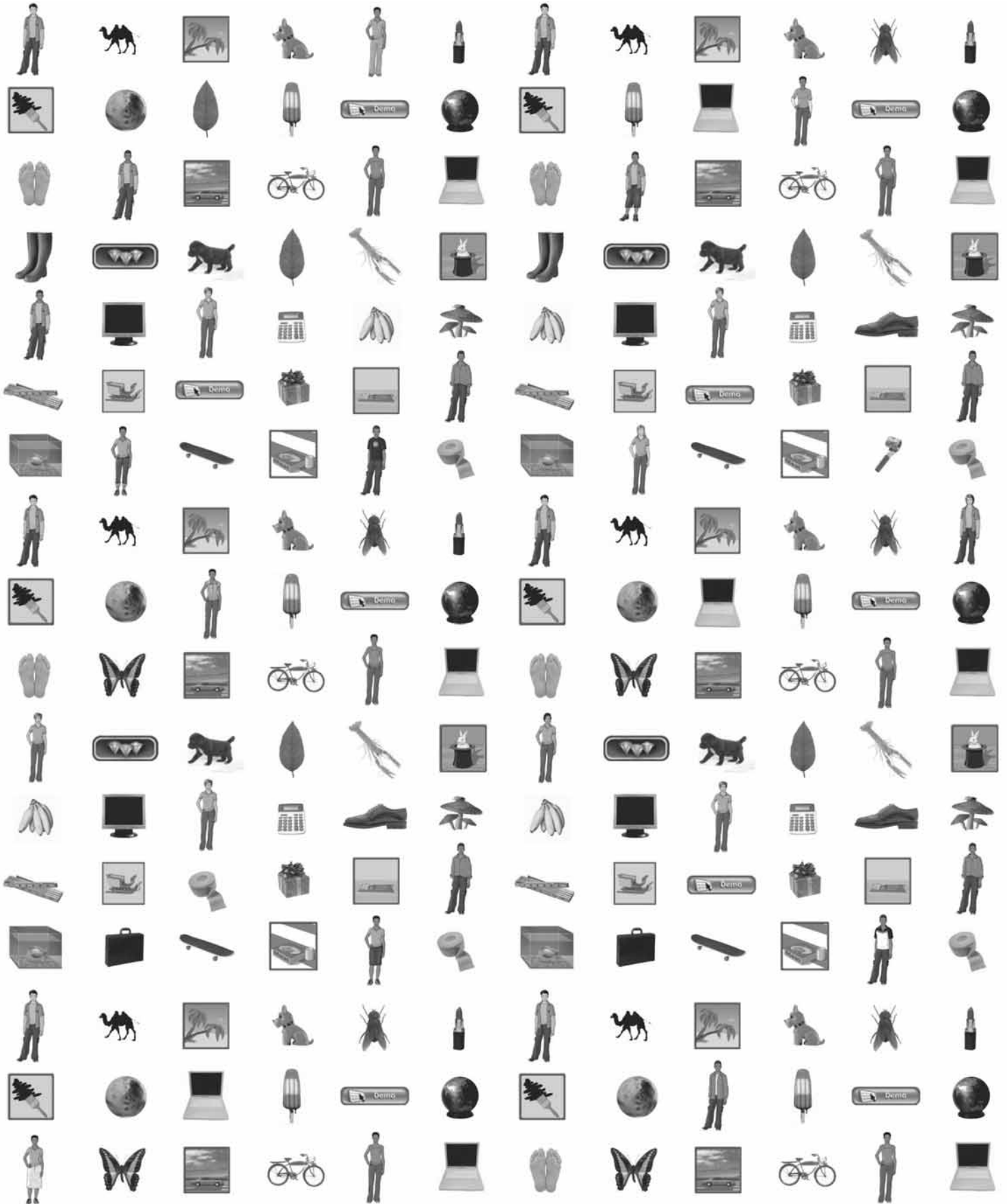
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