

# **WRITE SOURCE K-6**

correlated to

## **Houghton Mifflin Reading**

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- Writing skills and activities found throughout each theme teach skills and strategies in context, and provide opportunities for students to practice what they have learned.
- Many writing activities are related to the literature selection which allows for a reading-writing connection.
- Each major writing form is addressed at each grade level of the program, ensuring ongoing practice throughout the elementary grades.
- The writing activities increase in complexity across grade levels, helping students steadily build upon previous knowledge.



***The Writing Spot © 2006***  
***Write One © 2006***  
***Write Source © 2005, 2006***

- Write Source handbooks provide in-depth discussion and practice in using the writing process at each grade level, enriching and extending students' understanding of the process approach used in *Houghton Mifflin Reading* writing activities.
- Write Source Skillsbooks provide extended practice of the writing skills covered in *Houghton Mifflin Reading*, such as writing complete sentences, combining sentences, and using the parts of speech effectively.
- The major forms of writing covered in the Write Source handbooks parallel those taught in *Houghton Mifflin Reading* and provide additional activities to extend students' understanding.
- Chapters on the major forms of writing in the Write Source handbooks provide detailed information that students can apply to *any* writing activity, effectively providing a single resource they can turn to for help with all of their writing assignments across the curriculum.
- Chapters on improving reading, spelling, vocabulary, speaking, listening, viewing, critical thinking, and learning/study skills parallel and emphasize the integration of language arts evident in *Houghton Mifflin Reading*.
- Extensive proofreading guides in the handbooks for Grades 1-6 provide students with a highly usable reference to correct punctuation, mechanics, spelling, word choice, sentence construction, and grammar that compliments the *Houghton Mifflin Reading* writing activities.
- Almanac sections in each handbook provide commonly needed information to enrich students' writing and provide immediate practice of research skills taught in both *Houghton Mifflin Reading* and the Write Source handbooks.
- Tips and instructions for using computers to assist in finding information and creating a final writing product are provided throughout each Write Source handbook, complementing the extensive technology components available with *Houghton Mifflin Reading*.

# Kindergarten

## Houghton Mifflin Reading © 2005 Teacher's Edition & Little Big Books

## The Writing Spot © 2006 Student Books

Theme 1: *Look at Us!*

### **Teacher's Edition**

- **Week 1:** Daily Message (T24, T30, T36, T50, T56), Daily Phonemic Awareness (T25, T31, T37, T51, T57), Getting Ready to Learn (T25, T31, T37, T51, T57), Previewing the ABC's (T28, T34, T48, T54, T60), Writing Center (T29, T35), Art Center (T33, T43), Telling a Story (T44), Writing a List (T49, T55), Storytelling (T59), Choosing a Topic (T61)
- **Week 2:** Daily Message (T70, T78, T84, T98, T104), Daily Phonemic Awareness (T71, T79, T85, T99, T105), Getting Ready to Learn (T71, T79, T85, T99, T105), Previewing the ABC's (T76, T82, T96, T102, T108), Art Center (T81), Telling a Story (T92), Storytelling Practice (T93), Writing a Class Story (T97, T103), Writing Center (T97, T109), Storytelling (T107), Journals (T109)
- **Week 3:** Daily Message (T118, T126, T132, T142, T148), Daily Phonemic Awareness (T119, T127, T133, T143, T149), Getting Ready to Learn (T119, T127, T133, T143, T149), Previewing the ABC's (T124, T130, T140, T146, T152), Art Center (T125, T135), Telling a Story (T136), Storytelling Practice (T137), Writing a Description (T141), Writing Center (T141), Writing a Journal Entry (T147), Journals (T153)

**Big Book:** *Mice Squeak, We Speak*

**Big Book:** *Here Are My Hands*

### **A Little Big Book for EARLY WRITERS**

- **The Process of Writing:** Spot writes. (4), Writers look and think to find ideas. (5), Writers talk and listen to get information. (6), Writers read to learn. (7), Writers write to share ideas. (8), Writers share to explain and entertain. (9)
- **The Forms of Writing:** We make lists. (11), We write in journals. (12), We tell and write stories. (13)
- **The Tools of Learning:** We learn together. (15), We use computers to write. (16)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (17), Writers use letters to make words. (18), Writers have fun with words. (20-21)
- **Almanac/Theme Pages:** Everyday Words for You (32)

### **Buddy Book**

- **The Process of Writing:** Spot writes. (2-3), Writers look and think to find ideas. (4-5), Writers talk and listen to get information. (6-7), Writers read to learn. (8-9), Writers write to share ideas. (10-11), Writers share to explain and entertain. (12-14)
- **The Forms of Writing:** We make lists. (18-19), We write in journals. (20-21), We tell and write stories. (22-23)
- **The Tools of Learning:** We learn together. (29), We use computers to write. (31-32)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (35, 37, 39), Writers use letters to make words. (40-44), Writers have fun with words. (56)
- **Almanac/Theme Pages:** I feel... (60), Let's be friends. (62-63), Eat right and exercise. (65), Water is everywhere. (66-67), What's the weather? (70), Listen to the rhyme. (74-75)
- **The Alphabet Pages:** Alphabet Chart (79), ABC Pages (80-105), Everyday Words for You (106, 107)

## Kindergarten

### Houghton Mifflin Reading © 2005 Teacher's Edition & Little Big Books

### *The Writing Spot* © 2006 Student Books

Theme 2: *Colors All Around*

**Teacher's Edition**

- **Week 1:** Daily Message (T24, T32, T42, T56, T64), Word Wall (T42, T56, T64), Daily Phonemic Awareness (T25, T33, T43, T57, T65), Getting Ready to Learn (T25, T33, T43, T57, T65), Beginning Sound (T28-T29), Color Words (T30, T40, T54, T62, T63, T70), Writing Center (T31), Initial Consonant *s* (T36-T37, T50, T68-T69), New Word: *I* (T38-T39), Art Center (T41), Concepts of Print (T46, T59), Storytelling Practice (T51), Writing a Description (T55, T63), Review Initial Consonant: *s* (T60-T61), Storytelling (T67), Journals (T71)
- **Week 2:** Daily Message (T80, T90, T100, T114, T122), Word Wall (T80, T90, T100, T114, T122), Daily Phonemic Awareness (T81, T91, T101, T115, T123), Getting Ready to Learn (T81, T91, T101, T115, T123), Beginning Sound (T86-T87), High-Frequency Word (T88), Using Exact Naming Words (T89), Writing Center (T89), Initial Consonant *m* (T94-T95, T108), New Word: *see* (T96-T97), High Frequency Words (T98, T127), Using Exact Naming Words (T99), Concepts of Print (T104, T117), Storytelling Practice (T109), Color Words (T112, T120, T128), Writing a Description (T113, T121), Review Initial Consonant *m* (T118-T119), Storytelling (T125), Initial Consonants: *m, s* (T126), Journals (T129)
- **Week 3:** Daily Message (T138, T148, T158, T168, T176), Word Wall (T138, T148, T158, T168, T176), Daily Phonemic Awareness (T139, T149, T159, T169, T177), Getting Ready to Learn (T139, T149, T159, T169, T177), Beginning Sound (T144-T145), High-Frequency Words (T146, T156, T181), Writing Center (T147), Concepts of Print (T150, T170), Initial Consonant *r* (T152-T153, T162), Review Words: *I, see* (T154, T155), Art Center (T157), Storytelling Practice (T163), Color Words (T166, T174, T182), Writing a Graphic Organizer (T167), Review Initial Consonant *r* (T172-T173), Writing a Class Story (T175), Initial Consonants *r, m, s* (T180), Journals (T183)

**Big Book: *I Went Walking***

**Big Book: *In the Big Blue Sea***

***A Little Big Book for EARLY WRITERS***

- **The Process of Writing:** Spot writes. (4), Writers look and think to find ideas. (5), Writers talk and listen to get information. (6), Writers read to learn. (7), Writers write to share ideas. (8), Writers share to explain and entertain. (9)
- **The Forms of Writing:** We write in journals. (12), We tell and write stories. (13)
- **The Tools of Learning:** We learn together. (15), We use computers to write. (16)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (17), Writers use letters to make words. (18), Writers put words together in sentences. (19), Writers have fun with words. (20-21)
- **Almanac/Theme Pages:** Name the colors. (29), Everyday Words for You (32)

***Buddy Book***

- **The Process of Writing:** Spot writes. (2-3), Writers look and think to find ideas. (4-5), Writers talk and listen to get information. (6-7), Writers read to learn. (8-9), Writers write to share ideas. (10-11), Writers share to explain and entertain. (12-14)
- **The Forms of Writing:** We tell and write stories. (22-23), We write in journals. (20-21)
- **The Tools of Learning:** We learn together. (29-30), We use computers to write. (31-32)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (35, 37, 39), Writers use letters to make words. (40, 41, 43, 46), Writers put words together in sentences. (48-53), Writers have fun with words. (56)
- **Almanac/Theme Pages:** Eat right and exercise. (65), Water is everywhere. (66-67), Name the colors. (74-75)
- **The Alphabet Pages:** Alphabet Chart (79), ABC Pages (80-105), Everyday Words for You (106)

# Kindergarten

## Houghton Mifflin Reading © 2005 Teacher's Edition & Little Big Books

## *The Writing Spot* © 2006 Student Books

Theme 3: *We're a Family*

**Teacher's Edition**

- **Week 1:** Daily Message (T24, T32, T42, T58, T66), Word Wall (T24, T32, T42, T58, T66), Daily Phonemic Awareness (T24, T33, T43, T59, T67), Getting Ready to Learn (T33, T43, T59, T67), Beginning Sound (T28-T29), High-Frequency Words (T30, T40, T71), Initial Consonant *t* (T36-T37, T52), New Word: *my* (T38-T39), Using Family Words (T41), Writing Center (T41), Concepts of Print (T46, T47, T61), Art Center (T51), Storytelling Practice (T53), Family Words (T56, T64, T72), Recording Observations (T57), Review Initial Consonant *t* (T62-T63), Writing a Journal Entry (T65), Storytelling (T69), Initial Consonants: *m, s, t* (T70), Journals (T73)
- **Week 2:** Daily Message (T82, T92, T102, T118, T126), Word Wall (T82, T92, T102, T118, T126), Daily Phonemic Awareness (T83, T93, T103, T119, T127), Getting Ready to Learn (T93, T119, T127), Beginning Sound (T88-T89), High-Frequency Words (T90, T100, T131), Using Exact Naming Words (T91), Writing Center (T91, T101), Initial Consonant *b* (T96-T97, T112), New Word: *like* (T98-T99), Concepts of Print (T105, T10, T121), Family Words (T116, T124, T132), Writing a Grocery List (T117), Review Initial Consonant *b* (T122-T123), Choosing a Good Title (T125), Storytelling (T129), Initial Consonants: *b, m, r, t* (T130), Journals (T133)
- **Week 3:** Daily Message (T142, T152, T162, T172, T180), Word Wall (T142, T152, T162, T172, T180), Daily Phonemic Awareness (T143, T153, T163, T173, T181), Getting Ready to Learn (T153, T173, T181), Beginning Sound (T148-T149), High-Frequency Words (T150, T160, T185), Writing Center (T151), Initial Consonant *n* (T156-T157, T166), Review Words: *my, like* (T158-T159), Storytelling Practice (T167), Environmental Print (T170, T178, T186), Concepts of Print (T174), Review Initial Consonant *n* (T176-T177), Initial Consonants: *b, m, n, r, s, t* (T184), Journals (T187)

**Big Book: *Tortillas and Lullabies***

**Big Book: *Shoes from Grandpa***

***A Little Big Book for EARLY WRITERS***

- **The Process of Writing:** Spot writes. (4), Writers look and think to find ideas. (5), Writers talk and listen to get information. (6), Writers read to learn. (7), Writers write to share ideas. (8), Writers share to explain and entertain. (9)
- **The Forms of Writing:** We make lists. (11), We write in journals. (12), We tell and write stories. (13), We make signs and labels. (14)
- **The Tools of Learning:** We learn together. (15), We use computers to write. (16)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (17), Writers use letters to make words. (18), Writers put words together in sentences. (19), Writers have fun with words. (20-21)
- **Almanac/Theme Pages:** Water is everywhere. (26), Visit our community. (27), Listen to the rhyme. (30), Everyday Words for You (32)

***Buddy Book***

- **The Process of Writing:** Spot writes. (2-3), Writers look and think to find ideas. (4-5), Writers talk and listen to get information. (6-7), Writers read to learn. (8-9), Writers write to share ideas. (10-11), Writers share to explain and entertain. (12-14)
- **The Forms of Writing:** We make lists. (18-19), We write in journals. (20-21), We tell and write stories. (22-23), We make signs and labels. (24-26)
- **The Tools of Learning:** We learn together. (29-30), We use computers to write. (31-32)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (35, 37, 39), Writers use letters to make words. (40, 41, 43, 44), Writers put words together in sentences. (48-53), Writers have fun with words. (54-56)
- **Almanac/Theme Pages:** Water is everywhere. (66-67), Visit our community. (68-69), Listen to the rhyme. (74-75)
- **The Alphabet Pages:** Alphabet Chart (79), ABC Pages (80-105), Everyday Words for You (106)

# Kindergarten

**Houghton Mifflin Reading © 2005  
Teacher’s Edition & Little Big Books**

**The Writing Spot © 2006  
Student Books**

Theme 4: *Friends Together*

**Teacher’s Edition**

- **Week 1:** Daily Message (T24, T32, T42, T56, T64), Word Wall (T24, T32, T42, T56, T64), Daily Phonemic Awareness (T25, T33, T43, T57, T65), Getting Ready to Learn (T33, T43, T57, T65), Beginning Sound (T28-T29), High-Frequency Words (T30, T40, T69), Using Position Words (T31, T41, T63), Writing Center (T31, T49, T63), Initial Consonant *h* (T36-T37), New Word: *a* (T38-T39), Concepts of Print (T45, T59), Blending Short *a* Words (T50, T60-T61), Words with Short *a* (T54, T62, T70), Writing a Newsletter (T55), Consonants, Short *a* Words (T68), Journals (T71)
- **Week 2:** Daily Message (T80, T90, T100, T114, T122), Word Wall (T80, T90, T100, T114, T122), Daily Phonemic Awareness (T81, T91, T101, T115, T123), Getting Ready to Learn (T91, T101, T115, T123), Beginning Sound (T86-T87), High-Frequency Words (T88, T98, T127), Writing Center (T89, T107, T121), Initial Consonant *v* (T94-T95), New Word: *to* (T96-T97), Concepts of Print (T104, T105, T117), Blending Short *a* Words (T108, T118-T119), Words with Short *a* (T112, T120, T128), Writing a Story (T113), Writing Sentences (T121), Consonants, Short *a* Words (T126), Journals (T129)
- **Week 3:** Daily Message (T138, T148, T158, T168, T176), Word Wall (T138, T148, T158, T168, T176), Daily Phonemic Awareness (T139, T149, T159, T169, T177), Getting Ready to Learn (T139, T149, T159, T169, T177), Writing Center (T141, T147, T161, T175), Beginning Sound (T144-T145), High-Frequency Words (T146, T156, T181), Concepts of Print (T150, T170), Initial Consonant *c* (T152-T153), Review Words: *a, to* (T154-T155), Blending Short *a* Words (T162, T172-T173), Words with Short *a* (T166, T174, T182), Writing a Note (T167), Writing a List (T175), Consonants, Short *a* Words (T180), Journals (T183)

**Big Book: Aaron and Gayla’s Alphabet Book**

**Big Book: My Dad and I**

**A Little Big Book for EARLY WRITERS**

- **The Process of Writing:** Spot writes. (4), Writers look and think to find ideas. (5), Writers talk and listen to get information. (6), Writers read to learn. (7), Writers write to share ideas. (8), Writers share to explain and entertain. (9)
- **The Forms of Writing:** We write notes and cards. (10), We make lists. (11), We tell and write stories. (13)
- **The Tools of Learning:** We learn together. (15), We use computers to write. (16)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (17), Writers use letters to make words. (18), Writers put words together in sentences. (19), Writers have fun with words. (20-21)
- **Almanac/Theme Pages:** Let’s be friends. (24), Eat right and exercise. (25), Listen to the rhyme. (30), Everyday Words for You (32)

**Buddy Book**

- **The Process of Writing:** Spot writes. (2-3), Writers look and think to find ideas. (4-5), Writers talk and listen to get information. (6-7), Writers read to learn. (8-9), Writers write to share ideas. (10-11), Writers share to explain and entertain. (12-14)
- **The Forms of Writing:** We write notes and cards. (16-17), We make lists. (18-19), We tell and write stories. (22-23)
- **The Tools of Learning:** We learn together. (29-30), We use computers to write. (31-32)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (35, 37, 39), Writers use letters to make words. (40, 41, 43-45), Writers put words together in sentences. (48-53), Writers have fun with words. (54-56)
- **Almanac/Theme Pages:** I feel... (60), Let’s be friends. (62-63), Eat right and exercise. (64-65), What’s the weather? (70), Listen to the rhyme. (74-75)
- **The Alphabet Pages:** Alphabet Chart (79), ABC Pages (80-105), Everyday Words for You (106)

# Kindergarten

## Houghton Mifflin Reading © 2005 Teacher's Edition & Little Big Books

## The Writing Spot © 2006 Student Books

Theme 5: *Let's Count!*

### Teacher's Edition

- **Week 1:** Daily Message (T24, T32, T42, T56, T64), Word Wall (T24, T32, T42, T56, T64), Daily Phonemic Awareness (T25, T33, T43, T57, T65), Getting Ready to Learn (T25, T33, T43, T57, T65), Beginning Sound (T28-T29), High-Frequency Words (T30, T40, T69), Writing Center (T31, T63), Initial Consonant *p* (T36-T37), New Word: *and* (T38-T39), Concepts of Print (T46, T48, T59), Blending Short *a* Words (T50, T60-T61), Words with Short *a* (T54, T62), Writing a List (T55, T63), Consonants, Short *a* Words (T68), Words with Short *a* (T70), Journals (T71)
- **Week 2:** Daily Message (T80, T90, T100, T114, T122), Word Wall (T80, T90, T100, T114, T122), Daily Phonemic Awareness (T81, T91, T101, T115, T123), Getting Ready to Learn (T91, T115, T123), Beginning Sound (T86-T87), High-Frequency Words (T88, T98, T127), Using Rhyming Words (T89), Writing Center (T89, T121), Initial Consonant *g* (T94-T95), New Word: *go* (T96-T97), Concepts of Print (T104, T117), Blending Short *a* Words (T108, T118-T119), Words with Short *a* (T112, T120, T128), Writing a Number Rhyme (T113), Writing a Poem (T121), Consonants, Short *a* Words (T126), Journal Writing (T129)
- **Week 3:** Daily Message (T138, T148, T158, T168, T176), Word Wall (T138, T148, T158, T168, T176), Daily Phonemic Awareness (T139, T149, T159, T169, T177), Getting Ready to Learn (T149, T169, T177), Beginning Sound (T144-T145), High-Frequency Words (T146, T156, T181), Writing Center (T147, T175), Concepts of Print (T151, T160, T170), Initial Consonant *f* (T152-T153), Review Words: *and*, *go* (T154-T155), Blending Short *a* Words (T162, T172-T173), Words with Short *a* (T166, T174, T182), Writing a Friendly Letter (T167), Consonants, Short *a* Words (T180), Journals (T183)

**Big Book:** *Feast for 10*

**Big Book:** *Ten Little Puppies*

### A Little Big Book for EARLY WRITERS

- **The Process of Writing:** Spot writes. (4), Writers look and think to find ideas. (5), Writers talk and listen to get information. (6), Writers read to learn. (7), Writers write to share ideas. (8), Writers share to explain and entertain. (9)
- **The Forms of Writing:** We write notes and cards. (10), We make lists. (11), We write in journals. (12)
- **The Tools of Learning:** We learn together. (15), We use computers to write. (16)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (17), Writers use letters to make words. (18), Writers put words together in sentences. (19), Writers have fun with words. (20-21)
- **Almanac/Theme Pages:** Name the colors. (29), Listen to the rhyme. (30), Everyday Words for You (32)

### Buddy Book

- **The Process of Writing:** Spot writes. (2-3), Writers look and think to find ideas. (4-5), Writers talk and listen to get information. (6-7), Writers read to learn. (8-9), Writers write to share ideas. (10-11), Writers share to explain and entertain. (12-14)
- **The Forms of Writing:** We write notes and cards. (16-17), We make lists. (18-19), We write in journals. (20-21)
- **The Tools of Learning:** We learn together. (29-30), We use computers to write. (31-32)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (34-39), Writers use letters to make words. (40-47), Writers put words together in sentences. (48-53), Writers have fun with words. (54-56)
- **Almanac/Theme Pages:** Name the colors. (72-73), Listen to the rhyme. (74-75)
- **The Alphabet Pages:** Alphabet Chart (79), ABC Pages (80-105), Everyday Words for You (106)

# Kindergarten

## Houghton Mifflin Reading © 2005 Teacher's Edition & Little Big Books

## The Writing Spot © 2006 Student Books

Theme 6: *Sunshine and Raindrops*

### *Teacher's Edition*

- **Week 1:** Daily Message (T24, T32, T42, T56, T64), Word Wall (T24, T32, T42, T56, T64), Daily Phonemic Awareness (T25, T33, T43, T57, T65), Getting Ready to Learn (T25, T33, T57, T65), Beginning Sound (T28-T29), High-Frequency Words (T30, T40, T69), Writing Center (T31, T41, T63), Initial Consonant *l* (T36-T37), New Word: *is* (T38-T39), Concepts of Print (T44, T59), Blending Short *i* Words (T50, T60-T61), Words with Short *i* (T54), Writing a Description (T55), Words with Short *i* or Short *a* (T62, T70), Writing Sentences (T63), Consonants, Short *a* or Short *i*, Journals (T71)
- **Week 2:** Daily Message (T80, T90, T100, T114, T122), Word Wall (T80, T90, T100, T114, T122), Daily Phonemic Awareness (T81, T91, T101, T115, T123), Getting Ready to Learn (T91, T115, T123), Beginning Sound (T86-T87), High-Frequency Words (T88, T98, T127), Using Weather Action Words (T89, T99), Writing Center (T89), Initial Consonant *k* (T94-T95), New Word: *here* (T96-T97), Concepts of Print (T104, T117), Building Short *i* Words (T108), Words with Short *i* (T112), Writing Weather Observations (T113), Blending Short *i* Words (T118-T119), Words with Short *i* or Short *a* (T120, T128), Writing a Weather Report (T121), Consonants, Short *a* or Short *i* Words (T126), Journals (T129)
- **Week 3:** Daily Message (T138, T148, T158, T168, T176), Word Wall (T138, T148, T158, T168, T176), Daily Phonemic Awareness (T139, T149, T159, T169, T177), Getting Ready to Learn (T149, T169, T177), Beginning Sound (T144-T145), High-Frequency Words (T146, T156, T181), Writing Center (T147, T157), Concepts of Print (T151, T161, T170, T171), Initial Consonant *q* (T152-T153), Review Words: *is, here* (T154-T155), Blending Short *i* Words (T162, T172-T173), Words with Short *i* (T166), Writing a Story (T167), Words with Short *i* or Short *a* (T174), Writing a Story (T175), Consonants, Short *a* or Short *i* Words (T180), Journals (T183)

**Big Book:** *What Will the Weather Be Like Today?*

**Big Book:** *All to Build a Snowman*

### *A Little Big Book for EARLY WRITERS*

- **The Process of Writing:** Spot writes. (4), Writers look and think to find ideas. (5), Writers talk and listen to get information. (6), Writers read to learn. (7), Writers write to share ideas. (8), Writers share to explain and entertain. (9)
  - **The Forms of Writing:** We write in journals. (12), We tell and write stories. (13)
  - **The Tools of Learning:** We learn together. (15), We use computers to write. (16)
  - **Word Study/Phonics:** Writers explore letters, sounds, and words. (17), Writers use letters to make words. (18), Writers put words together in sentences. (19), Writers have fun with words. (20-21)
  - **Almanac/Theme Pages:** What's the weather? (28)
- ### *Buddy Book*
- **The Process of Writing:** Spot writes. (2-3), Writers look and think to find ideas. (4-5), Writers talk and listen to get information. (6-7), Writers read to learn. (8-9), Writers write to share ideas. (10-11), Writers share to explain and entertain. (12-14)
  - **The Forms of Writing:** We write in journals. (20-21), We tell and write stories. (22-23)
  - **The Tools of Learning:** We learn together. (29-30), We use computers to write. (31-32)
  - **Word Study/Phonics:** Writers explore letters, sounds, and words. (34-39), Writers use letters to make words. (40-47), Writers put words together in sentences. (48-53), Writers have fun with words. (54-56)
  - **Almanac/Theme Pages:** What's the weather? (70-71)
  - **The Alphabet Pages:** Alphabet Chart (79), ABC Pages (80-105), Everyday Words for You (106)

## Kindergarten

### Houghton Mifflin Reading © 2005 Teacher's Edition & Little Big Books

### *The Writing Spot* © 2006 Student Books

Theme 7: *Wheels Go Around*

**Teacher's Edition**

- **Week 1:** Daily Message (T24, T32, T42, T56, T64), Word Wall (T24, T32, T42, T56, T64), Daily Phonemic Awareness (T25, T33, T43, T57, T65), Getting Ready to Learn (T33, T57, T65), Beginning Sound (T28-T29), High-Frequency Words (T30, T40, T69), Using Opposites (T31, T41), Writing Center (T31, T63), Initial Consonant *d* (T36-T37), New Word: *for* (T38-T39), Concepts of Print (T46, T47, T59), Blending Short *i* Words (T50, T60-T61), Word with Short *i* (T54), Writing About Signs (T55, T63), Word with Short *i* and Short *a* (T62, T70), Consonants, Short *i* Words (T68), Journals (T71)
- **Week 2:** Daily Message (T80, T90, T100, T116, T124), Word Wall (T80, T90, T100, T116, T124), Daily Phonemic Awareness (T81, T91, T101, T117, T125), Getting Ready to Learn (T91, T101, T117, T125), Beginning Sound (T86-T87), High-Frequency Words (T88, T98, T129), Using Position Words (T89), Writing Center (T89, T123), Initial Consonant *z* (T94-T95), New Word: *have* (T96-T97), Position Words, Parts of a Car (T99), Concepts of Print (T103, T119), Blending Short *i* Words (T110, T120-T121), Words with Short *i* (T114), Writing a Class Story (T115, T123), Words with Short *i* or Short *a* (T122, T130), Consonants, Short *a* or Short *i* Words (T128), Journals (T131)
- **Week 3:** Daily Message (T140, T150, T160, T170, T178), Word Wall (T140, T150, T160, T170, T178), Daily Phonemic Awareness (T141, T151, T161, T171, T179), Getting Ready to Learn (T151, T161, T171, T179), Beginning Sound (T146-T147), High-Frequency Words (T148, T158, T183), Using Opposites (T149), Writing Center (T149, T177), Concepts of Print (T152, T162, T172), Review Initial Consonants *d*, *z* (T154-T155), Review Words: *for*, *have* (T156-T157), Blending Short *i* Words (T164, T174-T175), Words with Short *i* (T168), Writing a Report (T169, T177), Words with Short *i* and Short *a* (T176, T184), Consonants, Short *a* or Short *i* Words (T182), Journals (T185)

**Big Book:** *The Wheels on the Bus*

**Big Book:** *Vroom, Chugga, Vroom-Vroom*

**A Little Big Book for EARLY WRITERS**

- **The Process of Writing:** Spot writes. (4), Writers look and think to find ideas. (5), Writers talk and listen to get information. (6), Writers read to learn. (7), Writers write to share ideas. (8), Writers share to explain and entertain. (9)
- **The Forms of Writing:** We write in journals. (12), We tell and write stories. (13), We make signs and labels. (14)
- **The Tools of Learning:** We learn together. (15), We use computers to write. (16)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (17), Writers use letters to make words. (18), Writers put words together in sentences. (19), Writers have fun with words. (20-21)

**Buddy Book**

- **The Process of Writing:** Spot writes. (2-3), Writers look and think to find ideas. (4-5), Writers talk and listen to get information. (6-7), Writers read to learn. (8-9), Writers write to share ideas. (10-11), Writers share to explain and entertain. (12-14)
- **The Forms of Writing:** We write in journals. (20-21), We tell and write stories. (22-23), We make signs and labels. (24-26)
- **The Tools of Learning:** We learn together. (29-30), We use computers to write. (31-32)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (34-39), Writers use letters to make words. (40-47), Writers put words together in sentences. (48-53), Writers have fun with words. (54-56)
- **The Alphabet Pages:** Alphabet Chart (79), ABC Pages (80-105), Everyday Words for You (106)

# Kindergarten

## Houghton Mifflin Reading © 2005 Teacher's Edition & Little Big Books

## The Writing Spot © 2006 Student Books

Theme 8: *Down on the Farm*

### *Teacher's Edition*

- **Week 1:** Daily Message (T24, T32, T42, T56, T64), Word Wall (T24, T32, T42, T56, T64), Daily Phonemic Awareness (T25, T33, T43, T57, T65), Getting Ready to Learn (T33, T57, T65), Beginning Sounds (T28-T29), High-Frequency Words (T30, T40, T69), Using Naming Words (T31), Writing Center (T31), Initial Consonants *t*, *k*, and *n* (T36-T37), New Word: *said* (T38-T39), Using Rhyming Words (T41), Concepts of Print (T46, T47, T59), Blending Short *o* Words (T50, T60-T61), Words with Short *o* (T54), Writing a Story (T55), Words with Short *o* or Short *i* (T62, T70), Using Naming Words (T63), Consonants, Short *o* or Short *i* Words (T68), Journals (T71)
- **Week 2:** Daily Message (T80, T90, T100, T114, T122), Word Wall (T80, T90, T100, T114, T122), Daily Phonemic Awareness (T81, T91, T101, T115, T123), Getting Ready to Learn (T91, T115, T123), Final Sound (T86-T87), High-Frequency Words (T88, T98, T127), Using Exact Naming Words (T89), Final Consonant *x* (T94-T95), New Word: *the* (T96-T97), Writing Center (T99), Concepts of Print (T103, T105, T117), Blending Short *o* Words (T108, T118-T119), Words with Short *o* (T112), Writing a Friendly Letter (T113), Words with Short *o* or Short *i* (T120, T128), Writing a Thank-You Note (T121), Consonant, Short *o* or Short *i* Words (T126), Journals (T129)
- **Week 3:** Daily Message (T138, T148, T158, T168, T176), Word Wall (T138, T148, T158, T168, T176), Daily Phonemic Awareness (T139, T149, T159, T169, T177), Getting Ready to Learn (T138, T149, T159, T169, T177), Beginning Sounds (T144-T145), High-Frequency Words (T146, T156, T181), Concepts of Print (T151, T161, T170), Review Initial Consonants *f*, *h*, *s* (T152-T153), Review Words: *the*, *said* (T154-T155), Using Naming Words (T157), Blending Short *o* Words (T162, T172-T173), Words with Short *o* (T166), Writing a Class Newsletter (T167, T175), Words with Short *o* or Short *i* (T174, T182), Consonant, Short *o* or Short *i* Words (T180), Journals (T129, T183)

**Big Book:** *Cows in the Kitchen*

**Big Book:** *Mouse's Birthday*

### *A Little Big Book for EARLY WRITERS*

- **The Process of Writing:** Spot writes. (4), Writers look and think to find ideas. (5), Writers talk and listen to get information. (6), Writers read to learn. (7), Writers write to share ideas. (8), Writers share to explain and entertain. (9)
- **The Forms of Writing:** We write notes and cards. (10), We write in journals. (12), We tell and write stories. (13)
- **The Tools of Learning:** We learn together. (15), We use computers to write. (16)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (17), Writers use letters to make words. (18), Writers put words together in sentences. (19), Writers have fun with words. (20-21)
- **Almanac/Theme Pages:** Listen to the rhyme. (30)

### *Buddy Book*

- **The Process of Writing:** Spot writes. (2-3), Writers look and think to find ideas. (4-5), Writers talk and listen to get information. (6-7), Writers read to learn. (8-9), Writers write to share ideas. (10-11), Writers share to explain and entertain. (12-14)
- **The Forms of Writing:** We write notes and cards. (16-17), We write in journals. (20-21), We tell and write stories. (22-23)
- **The Tools of Learning:** We learn together. (29-30), We use computers to write. (31-32)
- **Word Study/Phonics:** Writers explore letters, sounds, and words. (34-39), Writers use letters to make words. (40-47), Writers put words together in sentences. (48-53), Writers have fun with words. (54-56)
- **Almanac/Theme Pages:** Listen to the rhyme. (74-75)
- **The Alphabet Pages:** Alphabet Chart (79), ABC Pages (80-105), Everyday Words for You (106)

# Kindergarten

## Houghton Mifflin Reading © 2005 Teacher's Edition & Little Big Books

## The Writing Spot © 2006 Student Books

Theme 9: *Spring Is Here*

### Teacher's Edition

- **Week 1:** Daily Message (T24, T32, T42, T58, T66), Word Wall (T24, T32, T42, T58, T66), Daily Phonemic Awareness (T25, T33, T43, T59, T67), Getting Ready to Learn (T33, T59, T67), Beginning Sound (T28-T29), High-Frequency Words (T30, T40, T71), Writing Center (T31, T57), Initial Consonant *w* (T36-T37), New Word: *play* (T38-T39), Concepts of Print (T45, T47, T61), Blending Short *e* Words (T52, T62-T63), Words with Short *e* (T56), Words with Short *e*, Short *o*, or Short *i* (T64, T72), Writing an Article (T65), Consonants, Short *e* or Short *o* Words (T70), Journals (T73)
- **Week 2:** Daily Message (T82, T92, T102, T116, T124), Word Wall (T82, T92, T102, T116, T124), Daily Phonemic Awareness (T83, T93, T103, T117, T125), Getting Ready to Learn (T93, T125), Beginning Sound (T88-T89), High-Frequency Words (T90, T100, T129), Using Rhyming Words (T91, T101), Writing Center (T91), Initial Consonant *y* (T96-T97), New Word: *she* (T98-T99), Concepts of Print (T105, T119), Blending Short *e* Words (T110), Words with Short *e* (T114), Writing a Poem (T115), Blending Short *e* Words (T120-T121), Words with Short *e* and Short *o* (T122, T130), Writing a Rhyme (T123), Consonants, Short *e* or Short *o* Words (T128), Journals (T131)
- **Week 3:** Daily Message (T140, T150, T160, T170, T178), Word Wall (T140, T150, T160, T170, T178), Daily Phonemic Awareness (T141, T151, T161, T171, T179), Getting Ready to Learn (T151, T161, T171, T179), Beginning Sound (T146-T147), High-Frequency Words (T148, T158, T183), Concepts of Print (T152, T163, T172), Initial Consonants *w* and *y* (T154-T155), New Words: *play*, *she* (T156-T157), Blending Short *e* Words (T164), Words with Short *e* (T168), Writing a Class Story (T169), Blending Short *e* Words (T174-T175), Words with Short *e* and Short *o* (T176, T184), Writing a Story (T177), Writing Center (T177), Consonants, Short *e* Words (T182), Journals (T185)

**Big Book:** *Spring Is Here*

**Big Book:** *Mrs. McNosh Hangs Up Her Wash*

### A Little Big Book for EARLY WRITERS

- **The Process of Writing:** Spot writes. (4), Writers look and think to find ideas. (5), Writers talk and listen to get information. (6), Writers read to learn. (7), Writers write to share ideas. (8), Writers share to explain and entertain. (9)
  - **The Forms of Writing:** We write in journals. (12), We tell and write stories. (13)
  - **The Tools of Learning:** We learn together. (15), We use computers to write. (16)
  - **Word Study/Phonics:** Writers explore letters, sounds, and words. (17), Writers use letters to make words. (18), Writers put words together in sentences. (19), Writers have fun with words. (20-21)
  - **Almanac/Theme Pages:** Listen to the rhyme. (30)
- ### Buddy Book
- **The Process of Writing:** Spot writes. (2-3), Writers look and think to find ideas. (4-5), Writers talk and listen to get information. (6-7), Writers read to learn. (8-9), Writers write to share ideas. (10-11), Writers share to explain and entertain. (12-14)
  - **The Forms of Writing:** We write in journals. (20-21), We tell and write stories. (22-23)
  - **The Tools of Learning:** We learn together. (29-30), We use computers to write. (31-32)
  - **Word Study/Phonics:** Writers explore letters, sounds, and words. (34-39), Writers use letters to make words. (40-47), Writers put words together in sentences. (48-53), Writers have fun with words. (54-56)
  - **Almanac/Theme Pages:** Listen to the rhyme. (74-75)
  - **The Alphabet Pages:** Alphabet Chart (79), ABC Pages (80-105), Everyday Words for You (106)

## Kindergarten

### Houghton Mifflin Reading © 2005 Teacher's Edition & Little Big Books

### *The Writing Spot* © 2006 Student Books

Theme 10: *A World of Animals*

**Teacher's Edition**

- **Week 1:** Daily Message (T24, T32, T42, T56, T64), Word Wall (T24, T32, T42, T56, T64), Daily Phonemic Awareness (T25, T33, T43, T57, T65), Getting Ready to Learn (T33, T57, T65), Beginning Sound (T28-T29), High-Frequency Words (T30, T40, T69), Using Exact Naming Words (T31), Writing Center (T31, T63), Initial Consonant *j* (T36-T37), New Word: *are* (T38-T39), Concepts of Print (T47, T59), Blending Short *u* Words (T50, T60-T61), Words with Short *u* (T54), Writing a Report (T55, T63), Words with Short *u* or Short *e* (T62, T70), Short *u* or Short *e* Words (T68), Journals (T71)
- **Week 2:** Daily Message (T80, T90, T100, T116, T124), Word Wall (T80, T90, T100, T116, T124), Daily Phonemic Awareness (T81, T91, T101, T117, T125), Getting Ready to Learn (T91, T117, T125), Beginning Sounds (T86-T87), High-Frequency Words (T88, T98, T129), Using Rhyming Words (T89), Writing Center (T89, T123), Initial Consonants *b, c, l* (T94-T95), New Word: *he* (T96-T97), Using Exact, Rhyming Words (T99), Concepts of Print (T107, T119), Blending Short *u* Words (T110, T120-T121), Words with Short *u* (T114), Writing a Book Report (T115, T123), Words with Short *u* or Short *e* (T122, T130), Consonants, Short *u* or Short *e* Words (T128), Journals (T131)
- **Week 3:** Daily Message (T140, T150, T160, T170, T178), Word Wall (T140, T150, T160, T170, T178), Daily Phonemic Awareness (T141, T151, T161, T171, T179), Getting Ready to Learn (T151, T171, T179), Beginning (T146-T147), High-Frequency Words (T148, T158, T183), Writing Center (T149, T177), Concepts of Print (T153, T162, T172, T173), Initial Consonants *d, j, n,* and *w* (T154-T155), Review Words: *are, he* (T156-T157), Using Animal Names (T159), Blending Short *u* Words (T164, T174-T175), Words with Short *u* (T168), Writing Directions (T169, T177), Words with Short *u* or Short *e* (T176), Consonants, Short *u* Words (T182), Words with Short *u, Short e,* or Short *o* (T184), Journals (T185)

**Big Book: *Splash!***

**Big Book: *Feathers for Lunch***

***A Little Big Book for EARLY WRITERS***

- **The Process of Writing:** Spot writes. (4), Writers look and think to find ideas. (5), Writers talk and listen to get information. (6), Writers read to learn. (7), Writers write to share ideas. (8), Writers share to explain and entertain. (9)
  - **The Forms of Writing:** We make lists. (11), We write in journals. (12), We tell and write stories. (13)
  - **The Tools of Learning:** We learn together. (15), We use computers to write. (16)
  - **Word Study/Phonics:** Writers explore letters, sounds, and words. (17), Writers use letters to make words. (18), Writers put words together in sentences. (19), Writers have fun with words. (20-21)
  - **Almanac/Theme Pages:** Listen to the rhyme. (30)
- Buddy Book***
- **The Process of Writing:** Spot writes. (2-3), Writers look and think to find ideas. (4-5), Writers talk and listen to get information. (6-7), Writers read to learn. (8-9), Writers write to share ideas. (10-11), Writers share to explain and entertain. (12-14)
  - **The Forms of Writing:** We make lists. (18-19), We write in journals. (20-21), We tell and write stories. (22-23)
  - **The Tools of Learning:** We learn together. (29-30), We use computers to write. (31-32)
  - **Word Study/Phonics:** Writers explore letters, sounds, and words. (34-39), Writers use letters to make words. (40-47), Writers put words together in sentences. (48-53), Writers have fun with words. (54-56)
  - **Almanac/Theme Pages:** Listen to the rhyme. (74-75)
  - **The Alphabet Pages:** Alphabet Chart (79), ABC Pages (80-105), Everyday Words for You (106)

# Grade 1

## Houghton Mifflin Reading © 2005 Student Book

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<p>Level 1.1: <i>Here We Go!</i> Theme 1: <i>All Together Now</i></p> <ul style="list-style-type: none"> <li>• <b>Decodable Words:</b> consonants <i>m, s, t, c</i>; consonants <i>n, f, p</i>; consonants <i>b, r, h, g</i>; short <i>a</i>; short <i>i</i>; Words Using Kindergarten Review Skills; Words Using Previously Taught Skills</li> <li>• <b>High-Frequency Words:</b> New, Kindergarten Review, Previously Taught</li> <li>• <b>Story Vocabulary</b></li> <li>• <b>Responding:</b> Think About the Story (32, 64, 96), Retell the Story (33, 65, 97)</li> <li>• <b>Writing:</b> Write a Label (33), Write a List (65), Describe a Character (97)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Process of Writing:</b> Traits of Good Writing (22-23), Steps in the Writing Process (24-27)</li> <li>• <b>The Forms of Writing:</b> Writing Lists (32-33), Writing a Description (46-47), Writing Captions (50-51), Writing About Books (54-55)</li> <li>• <b>The Tools of Learning:</b> Reading to Understand (84-85), Reading New Words (86-87), Short Vowels (91)</li> <li>• <b>Proofreader's Guide:</b> Using Everyday Words (136-139)</li> </ul>
<p>Level 1.1: <i>Here We Go!</i> Theme 2: <i>Surprise!</i></p> <ul style="list-style-type: none"> <li>• <b>Decodable Words:</b> consonants <i>d, w, l, x</i>; consonants <i>k, v, y</i>; consonants <i>q, j, z</i>; short <i>o</i>; short <i>e</i>; short <i>u</i>; Words Using Kindergarten Review Skills; Words Using Previously Taught Skills</li> <li>• <b>High-Frequency Words:</b> New, Kindergarten Review, Previously Taught</li> <li>• <b>Story Vocabulary</b></li> <li>• <b>Responding:</b> Think About the Story (130, 162, 194), Retell the Story (131, 163, 195)</li> <li>• <b>Writing:</b> Write a Sign (131), Write a Description (163), Write a List (195)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Process of Writing:</b> Traits of Good Writing (22-23), Steps in the Writing Process (24-27)</li> <li>• <b>The Forms of Writing:</b> Writing Lists (32-33), Writing a Description (46-47), Writing About Books (54-55)</li> <li>• <b>The Tools of Learning:</b> Reading to Understand (84-85), Reading New Words (86-87), Short Vowels (91)</li> <li>• <b>Proofreader's Guide:</b> Using Everyday Words (136-139)</li> </ul>
<p>Level 1.2: <i>Let's Be Friends</i> Theme 3: <i>Let's Look Around!</i></p> <ul style="list-style-type: none"> <li>• <b>Decodable Words:</b> double final consonants; final consonants (<i>s</i> as <i>/z/, ck</i>); plurals with <i>s</i>; blending more short <i>a</i> words; verb endings <i>-s, -ed, -ing</i>; possessives (<i>'s</i>); blending more short <i>i</i> words; consonant clusters with <i>r</i>; contractions with <i>-'s</i>; Words Using Kindergarten Review Skills; Words Using Previously Taught Skills</li> <li>• <b>High-Frequency Words:</b> New, Kindergarten Review, Previously Taught</li> <li>• <b>Story Vocabulary</b></li> <li>• <b>Responding:</b> Think About the Story (40, 72, 106), Retell the Story (41, 73, 107)</li> <li>• <b>Writing:</b> Write a Sentence (41), Write a Menu (73), Write a Description (107)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Process of Writing:</b> Traits of Good Writing (22-23), Steps in the Writing Process (24-27)</li> <li>• <b>The Forms of Writing:</b> Writing a Description (46-47), Writing About Books (54-55)</li> <li>• <b>The Tools of Learning:</b> Reading to Understand (84-85), Reading New Words (86-87), Consonant Blends (88), Consonant Digraphs (89), Short Vowels (91), Contractions (94)</li> <li>• <b>Proofreader's Guide:</b> Making Plurals (129), Using Punctuation (133), Using Everyday Words (136-139)</li> <li>• <b>Student Almanac:</b> Seasons and Weather (172-173), Numbers and Colors (174-175), Animals of the... (184)</li> </ul>

# Grade 1

## Houghton Mifflin Reading © 2005 Student Book

## Write One © 2006 Handbook

<p>Level 1.2: <i>Let's Be Friends</i> Theme 4: <i>Family and Friends</i></p> <ul style="list-style-type: none"> <li>• <b>Decodable Words:</b> consonant clusters with <i>l</i>; blending more short <i>o</i> words; consonant clusters with <i>s</i>; silent consonants <i>kn, wr, gn</i>; blending more short <i>e</i> words; triple clusters; blending more short <i>u</i> words; Words Using Previously Taught Skills</li> <li>• <b>High-Frequency Words:</b> New, Kindergarten Review, Previously Taught</li> <li>• <b>Story Vocabulary</b></li> <li>• <b>Responding:</b> Think About the Story (142, 176, 210), Retell the Story (143, 177, 211)</li> <li>• <b>Writing:</b> Write a Sentence (143), Write a Card (177), Make a Poster (211)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Process of Writing:</b> Traits of Good Writing (22-23), Steps in the Writing Process (24-27)</li> <li>• <b>The Forms of Writing:</b> Writing Friendly Notes (34-35), Writing About Books (54-55)</li> <li>• <b>The Tools of Learning:</b> Reading to Understand (84-85), Reading New Words (86-87), Consonant Blends (88), Consonant Digraphs (89), Short Vowels (91), Contractions (94)</li> <li>• <b>Proofreader's Guide:</b> Writing Sentences (126-127), Using Capital Letters (128), Using Punctuation (130), Using Everyday Words (136-139)</li> </ul>
<p>Level 1.3: <i>Surprises</i> Theme 5: <i>Home Sweet Home</i></p> <ul style="list-style-type: none"> <li>• <b>Background and Vocabulary:</b> Where in the World? (52-53), Flying a Kite (86-87), Internet (54, 103)</li> <li>• <b>Responding:</b> Think About the Story (44, 80, 104), Go on a Web Field Trip (44), Compare Pictures (45), Write the Answer to a Question (45), Complete a Word Find (80), Make a Map (81), Write a Postcard (81), Take an Online Poll (104), Weather Picture Dictionary (105), Write Sentences (105), Send an E-Postcard (126), Write a Poem (127)</li> <li>• <b>Science Link:</b> Skill: How to Read a Science Article (46)</li> <li>• <b>Student Writing Model:</b> A Personal Narrative (50-51)</li> <li>• <b>Social Studies Link:</b> Skill: How to Read a Map (82)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Process of Writing:</b> Traits of Good Writing (22-23), Steps in the Writing Process (24-27)</li> <li>• <b>The Forms of Writing:</b> Writing Lists (32-33), Writing Friendly Notes (34-35), Writing Stories About Me (40-41), Writing a Description (46-47), Writing About Books (54-55), Writing Poems (68-71)</li> <li>• <b>The Tools of Learning:</b> Reading to Understand (84-85), Reading New Words (86-87), Consonant Blends (88), Consonant Digraphs (89), Long Vowels (90), Short Vowels (91), Rhyming Families (92-93), Contractions (94)</li> <li>• <b>Proofreader's Guide:</b> Writing Sentences (126-127), Using Capital Letters (128), Using Punctuation (130, 132, 133), Understanding Our Language (134-135), Using Everyday Words (136-139)</li> <li>• <b>Student Almanac:</b> Using a Computer (154-155), Using Maps (156-159)</li> </ul>
<p>Level 1.3: <i>Surprises</i> Theme 6: <i>Animal Adventures</i></p> <ul style="list-style-type: none"> <li>• <b>Background and Vocabulary:</b> How to Wake a Pig (130-131), Animals in the House (162-163), A Visit to the Rain Forest (190-191), Internet (132, 183, 215)</li> <li>• <b>Responding:</b> Think About the Story (154, 184, 216), Print Out Puppets (154), Make an Award (155), Write a Poster (155), Take an Online Poll (184), Write a List (185), Go on a Web Field Trip (216), Write a Riddle (217)</li> <li>• <b>Social Studies Link:</b> Skill: How to Read a Social Studies Article (156)</li> <li>• <b>Student Writing Model:</b> A Description (160-161)</li> <li>• <b>Poetry Link:</b> Skill: How to Read a Poem (218)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Process of Writing:</b> Traits of Good Writing (22-23), Steps in the Writing Process (24-27)</li> <li>• <b>The Forms of Writing:</b> Writing Lists (32-33), Writing a Description (46-47), Writing About Books (54-55)</li> <li>• <b>The Tools of Learning:</b> Reading to Understand (84-85), Reading New Words (86-87), Consonant Blends (88), Consonant Digraphs (89), Long Vowels (90), Short Vowels (91), Rhyming Families (92-93)</li> <li>• <b>Proofreader's Guide:</b> Writing Sentences (126-127), Using Capital Letters (128), Using Punctuation (130, 131), Using Everyday Words (136-139)</li> <li>• <b>Student Almanac:</b> Using a Computer (154-155)</li> </ul>

# Grade 1

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<p>Level 1.4: <i>Treasures</i> Theme 7: <i>We Can Work It Out</i></p> <ul style="list-style-type: none"> <li>• <b>Background and Vocabulary:</b> Our Pet Toad (14-15), A Bear Book (44-45), Build a House (76-77), Internet (16, 46, 78)</li> <li>• <b>Responding:</b> Think About the Story (38, 70, 104), Create an Online Review (38), Problem Solving (39), Write a Sign (39), Go on a Web Field Trip (70), Write a Journal Entry (71), Take an Online Poll (104), Designing a Tree House (105), Write a Story (105), Post a Review (128), Write a Play (129)</li> <li>• <b>Poetry Link:</b> Skill: How to Read a Poem (40)</li> <li>• <b>Student Writing Model:</b> A Story (42-43)</li> <li>• <b>Health Link:</b> Skill: How to Read a Recipe (106)</li> <li>• <b>Taking Tests:</b> Writing a Personal Response (110-111)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Process of Writing:</b> Traits of Good Writing (22-23), Steps in the Writing Process (24-27)</li> <li>• <b>The Forms of Writing:</b> Writing in Journals (30-31), Writing Lists (32-33), Writing a Description (46-47), Writing About Books (54-55), Writing Stories (66-67)</li> <li>• <b>The Tools of Learning:</b> Listening to Others (76-77), Speaking to Others (78-79), Working Together (80-81), Reading to Understand (84-85), Reading New Words (86-87), Consonant Blends (88), Consonant Digraphs (89), Long Vowels (90), Short Vowels (91), Rhyming Families (92-93), Contractions (94), Compound Words (95)</li> <li>• <b>Proofreader's Guide:</b> Writing Sentences (126-127), Using Capital Letters (128), Making Plurals (129), Using Punctuation (130, 131), Understanding Our Language (135), Using Everyday Words (136-139)</li> <li>• <b>Student Almanac:</b> Using a Computer (154-155)</li> </ul>
<p>Level 1.4: <i>Treasures</i> Theme 8: <i>Our Earth</i></p> <ul style="list-style-type: none"> <li>• <b>Background and Vocabulary:</b> A Trip to the Forest (132-133), What Could It Be? (158-159), On the Move (182-183), Internet (134, 160, 207)</li> <li>• <b>Responding:</b> Think About the Story (150, 178, 208), Go on a Web Field Trip (150), It Comes from Trees (151), Write a Forest Guide (151), Build a Story (178), Write a Description (179), Send an E-postcard (208), Talk About Johnny Appleseed (209), Write a Journal Entry (209)</li> <li>• <b>Social Studies Link:</b> Skill: How to Read a Pamphlet (152)</li> <li>• <b>Student Writing Model:</b> A Research Report (156-157)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Process of Writing:</b> Traits of Good Writing (22-23), Steps in the Writing Process (24-27)</li> <li>• <b>The Forms of Writing:</b> Writing in Journals (30-31), Writing Lists (32-33), Writing E-mail Messages (36-37), Writing a Description (46-47), Writing Captions (50-51), Writing Reports (58-61), Writing Stories (66-67)</li> <li>• <b>The Tools of Learning:</b> Listening to Others (76-77), Speaking to Others (78-79), Working Together (80-81), Reading to Understand (84-85), Reading New Words (86-87), Consonant Blends (88), Consonant Digraphs (89), Long Vowels (90), Short Vowels (91), Contractions (94), Compound Words (95)</li> <li>• <b>Proofreader's Guide:</b> Writing Sentences (126-127), Making Plurals (129), Using Everyday Words (136-139), Using the Right Word (140-145)</li> <li>• <b>Student Almanac:</b> Using a Computer (154-155), Numbers and Colors (174-175)</li> </ul>

# Grade 1

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<p>Level 1.5: <i>Wonders</i> Theme 9: <i>Special Friends</i></p> <ul style="list-style-type: none"> <li>• <b>Background and Vocabulary:</b> My Granddaddy (14-15), A New Family (50-51), Baby Birds (76-77), Internet (41, 52, 109)</li> <li>• <b>Responding:</b> Think About the Story (42, 72, 110), Post a Review (42), Let’s Talk (43), Take a Poll (43), Write a Message (43), Build a Story (72), Stay Healthy (73), Write an Invitation (73), Complete a Word Search (110), Words in Art (111), Chicken and Duck (111), Write a Newspaper Article (111), Take an Online Quiz (136), Write a Folktale (137)</li> <li>• <b>Student Writing Model:</b> A Friendly Letter (48-49)</li> <li>• <b>Poetry Link:</b> Skill: How to Read a Poem (74)</li> <li>• <b>Science Link:</b> Skill: How to Read a Science Article (112)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Process of Writing:</b> Traits of Good Writing (22-23), Steps in the Writing Process (24-27)</li> <li>• <b>The Forms of Writing:</b> Writing Friendly Notes (34-35), Writing Friendly Letters (38-39), Writing About Books (54-55), Writing Stories (66-67)</li> <li>• <b>The Tools of Learning:</b> Listening to Others (76-77), Speaking to Others (78-79), Working Together (80-81), Reading to Understand (84-85), Reading New Words (86-87), Consonant Blends (88), Consonant Digraphs (89), Long Vowels (90), Short Vowels (91), Rhyming Families (92-93), Contractions (94), Compound Words (95)</li> <li>• <b>Proofreader’s Guide:</b> Writing Sentences (126-127), Making Plurals (129), Using Punctuation (132), Understanding Our Language (134), Using Everyday Words (136-139)</li> <li>• <b>Student Almanac:</b> Using a Computer (154-155), Working with Math (164)</li> </ul>
<p>Level 1.5: <i>Wonders</i> Theme 10: <i>We Can Do It!</i></p> <ul style="list-style-type: none"> <li>• <b>Background and Vocabulary:</b> Thirsty Bears (140-141), A Jar of Fireflies (174-175), A Present for Toad (206-207), Internet (142, 165, 201, 208)</li> <li>• <b>Responding:</b> Think About the Story (166, 202, 220), Post a Review (166), Divide It Up (167), Write Sentences (167), E-mail a Friend (202), Write a Character Sketch (203), Complete a Web Crossword Puzzle (220), Saying Thank You (221), Write a Book Report (221)</li> <li>• <b>Student Writing Model:</b> Instructions (172-173)</li> <li>• <b>Poetry Link:</b> Skill: How to Read a Poem (204)</li> <li>• <b>Taking Tests:</b> Writing a Personal Narrative (224-225)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Process of Writing:</b> Traits of Good Writing (22-23), Steps in the Writing Process (24-27)</li> <li>• <b>The Forms of Writing:</b> Writing E-Mail Messages (36-37), Writing Stories About Me (40-41), Writing a Description (46-47), How-To Writing (48-49), Writing About Books (54-55)</li> <li>• <b>The Tools of Learning:</b> Listening to Others (76-77), Speaking to Others (78-79), Working Together (80-81), Reading to Understand (84-85), Reading New Words (86-87), Consonant Blends (88), Consonant Digraphs (89), Long Vowels (90), Short Vowels (91), Rhyming Families (92-93), Contractions (94), Compound Words (95)</li> <li>• <b>Proofreader’s Guide:</b> Writing Sentences (126-127), Making Plurals (129), Using Everyday Words (136-139)</li> <li>• <b>Student Almanac:</b> Using a Computer (154-155)</li> </ul>

## Grade 2

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<p>Level 2.1: <i>Adventures</i> Theme 1: <i>Silly Stories</i></p> <ul style="list-style-type: none"> <li>• <b>Theme Connections:</b> Internet (15)</li> <li>• <b>Background and Vocabulary:</b> A Balanced Diet (16-17), How Real Pigs Act (40-41), Life on a Farm (68-69), Internet (31, 42, 70)</li> <li>• <b>Responding:</b> Write a Shopping List (32) Make a TV Commercial (33), Take an Online Poll (33), Write a Character Sketch (62), Compare Pictures (63), E-mail a Friend (63), Write a Get-Well Card (90), Send an E-postcard (91), Write a Thank-You Note (107), Take an Online Poll (122), Write a Poem (123)</li> <li>• <b>Student Writing Model:</b> A Story (38-39)</li> <li>• <b>Taking Tests:</b> Choosing the Best Answer (108-109)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Writing Process:</b> Using the Writing Process (4-7), Studying One Writer’s Process (8-13), Understanding the Writing Traits (18-23), Connecting the Process and the Traits (24-31)</li> <li>• <b>The Forms of Writing:</b> Writing a Paragraph (44-49), Writing Across the Curriculum (60-61), Writing for Assessment (204-205), Writing Add-On Stories (208-217), Writing Poems (228-241), Finding Information (256)</li> <li>• <b>Speaking and Learning Skills:</b> Viewing and Listening Skills (300), Taking Tests (306)</li> <li>• <b>Words and Sentences:</b> Working with Words (312), Nouns (313-319), Pronouns (320-325), Verbs (326-331), Adjectives (332-335), Adverbs (226-227), Sentences (338-349)</li> <li>• <b>A Writer’s Resource:</b> Gathering Topic Ideas (352-358), Improving Organization (359-365), Using Your Writing Voice (366-367), Improving Word Choice (368-374), Building Sentence Fluency (375-376)</li> <li>• <b>Proofreader’s Guide:</b> Using Punctuation (381-396), Checking Mechanics (397-408), Checking Your Spelling (409-418), Using the Right Word (419-428), Using the Parts of Speech (437-458)</li> </ul>
<p>Level 2.1: <i>Adventures</i> Theme 2: <i>Nature Walk</i></p> <ul style="list-style-type: none"> <li>• <b>Theme Connections:</b> Internet (129)</li> <li>• <b>Background and Vocabulary:</b> Camping and Hiking (130-131), Park Ranger (166-167), Ponds (188-189), Internet (132, 168, 190)</li> <li>• <b>Responding:</b> Write a Journal Entry (158), Do a Web Mystery Grid (159), Write Park Rules (184), Make a Schedule (185), Give a Talk (185), Go on a Web Field Trip (185), Describe an Animal (214), Do a Web Crossword Puzzle (215), Write a Story (237), E-mail a Friend (252), Write a Fable (253)</li> <li>• <b>Student Writing Model:</b> A Description (164-165)</li> <li>• <b>Taking Tests:</b> Filling in the Blank (238-239)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Writing Process:</b> Using the Writing Process (4-7), Studying One Writer’s Process (8-13), Understanding the Writing Traits (18-23), Connecting the Process and the Traits (24-31)</li> <li>• <b>The Forms of Writing:</b> Writing a Paragraph (44-49), Writing a Descriptive Paragraph (52-57), Writing Across the Curriculum (60-61), Writing Add-On Stories (208-217), Finding Information (256)</li> <li>• <b>Speaking and Learning Skills:</b> Giving Speeches (286-291), Writing in Journals and Learning Logs (294), Taking Tests (308)</li> <li>• <b>Words and Sentences:</b> Working with Words (312), Nouns (313-319), Pronouns (320-325), Verbs (326-331), Adjectives (332-335), Adverbs (226-227), Sentences (338-349)</li> <li>• <b>A Writer’s Resource:</b> Gathering Topic Ideas (352-358), Improving Organization (359-365), Using Your Writing Voice (366-367), Improving Word Choice (368-374), Building Sentence Fluency (375-376)</li> <li>• <b>Proofreader’s Guide:</b> Using Punctuation (381-396), Checking Mechanics (397-408), Checking Your Spelling (409-418), Using the Right Word (419-428), Using the Parts of Speech (437-458)</li> </ul>

## Grade 2

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<p>Level 2.1: <i>Adventures</i> Theme 3: <i>Around Town: Neighborhood and Community</i></p> <ul style="list-style-type: none"> <li>• <b>Theme Connections:</b> Internet (259)</li> <li>• <b>Background and Vocabulary:</b> What Is a Chinatown? (260-261), Fighting Fires (294-295), Costumes and Disguises (324-325), Subway Travel (364-365), Internet (285, 296, 357, 366)</li> <li>• <b>Responding:</b> Describe Your Favorite Restaurant (286), Identify Healthful Activities (287), Post a Review (287), Write Questions and Answers (318), Make a Glossary (319), Label a Web Diagram (319), Write a Dialogue (358), E-Mail a Friend (359), Write a Story (392), Speak to Give a Reason (393), Make an Online Plaque (393), Write a Newspaper Article (413)</li> <li>• <b>Student Writing Model:</b> A Friendly Letter (292-293)</li> <li>• <b>Health Link:</b> Skill: How to Take Notes (320)</li> <li>• <b>Taking Tests:</b> Writing a Personal Response (414-415)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Writing Process:</b> Using the Writing Process (4-7), Studying One Writer’s Process (8-13), Understanding the Writing Traits (18-23), Connecting the Process and the Traits (24-31)</li> <li>• <b>The Forms of Writing:</b> Writing a Paragraph (44-49), Across the Curriculum (60-61), Narrative Essay (78), Writing a Persuasive Letter (140-141), Writing a Response Paragraph (164-169), Reviewing a Fiction Book (170-181), Writing Add-On Stories (208-217), Finding Information (256), Writing a Report (264-265)</li> <li>• <b>Speaking and Learning Skills:</b> Giving Speeches (286-291), Writing in Journals and Learning Logs (293), Taking Tests (309)</li> <li>• <b>Words and Sentences:</b> Working with Words (312), Nouns (313-319), Pronouns (320-325), Verbs (326-331), Adjectives (332-335), Adverbs (226-227), Sentences (338-349)</li> <li>• <b>A Writer’s Resource:</b> Gathering Topic Ideas (352-358), Improving Organization (359-365), Using Your Writing Voice (366-367), Improving Word Choice (368-374), Building Sentence Fluency (375-376)</li> <li>• <b>Proofreader’s Guide:</b> Using Punctuation (381-396), Checking Mechanics (397-408), Checking Your Spelling (409-418), Using the Right Word (419-428), Using the Parts of Speech (437-458)</li> </ul>
<p>Level 2.2: <i>Delights</i> Theme 4: <i>Amazing Animals</i></p> <ul style="list-style-type: none"> <li>• <b>Theme Connections:</b> Internet (15)</li> <li>• <b>Background and Vocabulary:</b> Safety Officers (16-17), Fun Facts About Ants (58-59), Ball Game (88-89), Internet (18, 60, 90)</li> <li>• <b>Responding:</b> Write a Thank-You Letter (52), Present a Safety Tip (53), Create a Web Crossword Puzzle (53), Write a Report (84), Solve a Web Maze (85), Writing a Folktale (110), Make a Fact File (111), Create Game Rules (111), Take a Web Field Trip (111), Write a Journal Entry (131), Take an Online Quiz (152), Write a Biography (153)</li> <li>• <b>Student Writing Model:</b> A Research Report (56-57)</li> <li>• <b>Taking Tests:</b> Vocabulary Items (132-133)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Writing Process:</b> Using the Writing Process (4-7), Studying One Writer’s Process (8-13), Understanding the Writing Traits (18-23), Connecting the Process and the Traits (24-31)</li> <li>• <b>The Forms of Writing:</b> Writing a Paragraph (44-49), Writing a Persuasive Letter (140-141), Finding Information (244-257), Writing a Report (264-265)</li> <li>• <b>Speaking and Learning Skills:</b> Giving Speeches (291), Writing in Journals and Learning Logs (294), Taking Tests (306)</li> <li>• <b>Words and Sentences:</b> Working with Words (312), Nouns (313-319), Pronouns (320-325), Verbs (326-331), Adjectives (332-335), Adverbs (226-227), Sentences (338-349)</li> <li>• <b>A Writer’s Resource:</b> Gathering Topic Ideas (352-358), Improving Organization (359-365), Using Your Writing Voice (366-367), Improving Word Choice (368-374), Building Sentence Fluency (375-376)</li> <li>• <b>Proofreader’s Guide:</b> Using Punctuation (381-396), Checking Mechanics (397-408), Checking Your Spelling (409-418), Using the Right Word (419-428), Using the Parts of Speech (437-458)</li> </ul>

## Grade 2

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Level 2.2: *Delights*

Theme 5: *Family Time*

- **Theme Connections:** Internet (159)
- **Background and Vocabulary:** Being a Brother or Sister (160-161), Inside a Bakery (190-191), A Bad Day (218-219), Thunder and Lightning (258-259), Internet (181, 192, 220, 260)
- **Responding:** Write a Story (182), Identify Abilities (183), List Family Words (183), Solve a Web Hidden Message (183), Write a How-To Paragraph (214), Solve a Web Word Scramble (215), Write a Personal Narrative (252), Build a Story (253), Write an Acrostic Poem (292), Identify Feelings (293), Complete a Web Word Jumble (293), Write a Message (311), Post a Review (342), Write a Chapter (343)
- **Student Writing Model:** A Personal Narrative (188-189)
- **Taking Tests:** Writing an Answer to a Question (312-313)

- **The Writing Process:** Using the Writing Process (4-7), Studying One Writer's Process (8-13), Understanding the Writing Traits (18-23), Connecting the Process and the Traits (24-31)
- **The Forms of Writing:** Writing a Paragraph (42-49), Writing a Descriptive Paragraph (52-57), Writing a Narrative Paragraph (64-69), Writing a Narrative Essay (70-87), Using a Narrative Rubric (88-89), Writing an Expository Paragraph (98-103), Writing an Expository Essay (104-121), Using an Expository Rubric (122-123), Reviewing a Fiction Book (170-181), Writing for Assessment (204-205), Writing Add-On Stories (208-217), Writing Poems (228-239), Finding Information (256)
- **Speaking and Learning Skills:** Taking Tests (309)
- **Words and Sentences:** Working with Words (312), Nouns (313-319), Pronouns (320-325), Verbs (326-331), Adjectives (332-335), Adverbs (226-227), Sentences (338-349)
- **A Writer's Resource:** Gathering Topic Ideas (352-358), Improving Organization (359-365), Using Your Writing Voice (366-367), Improving Word Choice (368-374), Building Sentence Fluency (375-376)
- **Proofreader's Guide:** Using Punctuation (381-396), Checking Mechanics (397-408), Checking Your Spelling (409-418), Using the Right Word (419-428), Using the Parts of Speech (437-458)

## Grade 2

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Level 2.2: *Delights*

Theme 6: *Talent Show*

- **Theme Connections:** Internet (349)
- **Background and Vocabulary:** Be an Artist (350-351), Communicating with Sign Language (388-389), A Mural (430-431), Internet (379, 390, 453)
- **Responding:** Write an Invitation (380), Take an Online Poll (381), Write a Review (424), E-mail a Friend (425), Write Newspaper Headlines (454), Give a Presentation (455), Take a Web Tour (455), Write an Interview (469)
- **Art Link:** Skill: How to Look at Fine Art (382)
- **Student Writing Model:** Instructions (386-387)
- **Taking Tests:** Writing a Personal Narrative (470-471)

- **The Writing Process:** Using the Writing Process (4-7), Studying One Writer's Process (8-13), Understanding the Writing Traits (18-23), Connecting the Process and the Traits (24-31)
- **The Forms of Writing:** Writing a Paragraph (44-49), Across the Curriculum (60-61), Writing a Narrative Paragraph (64-69), Writing a Narrative Essay (70-87), Using a Narrative Rubric (88-89), Writing for Assessment (94-95), Writing an Expository Paragraph (98-103), Writing an Expository Essay (104-121), Using an Expository Rubric (122-123), Writing Across the Curriculum (126-127), Writing for Assessment (204-205), Finding Information (256), Writing a Report (266-267)
- **Speaking and Learning Skills:** Giving Speeches (286-295)
- **Words and Sentences:** Working with Words (312), Nouns (313-319), Pronouns (320-325), Verbs (326-331), Adjectives (332-335), Adverbs (226-227), Sentences (338-349)
- **A Writer's Resource:** Gathering Topic Ideas (352-358), Improving Organization (359-365), Using Your Writing Voice (366-367), Improving Word Choice (368-374), Building Sentence Fluency (375-376)
- **Proofreader's Guide:** Using Punctuation (381-396), Checking Mechanics (397-408), Checking Your Spelling (409-418), Using the Right Word (419-428), Using the Parts of Speech (437-458)

## Grade 3

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Level 3.1: *Rewards*

Theme 1: *Off to Adventure!*

- **Theme Connections:** Internet (15)
- **Background and Vocabulary:** Rock Climbing (16-17), The Mulan Legend (52-53), Have You Seen the Lost and Found (90-91), Internet (18, 54, 92)
- **Responding:** Write a Description (44), Take an Online Poll (45), Write a Letter (84), Post a Review (85), Write Instructions (116), Solve a Web Mystery Grid (117), Write a Journal Entry (135), Send an E-Postcard (150), Write a Poem (151)
- **Social Studies Link:** Skill: How to Read a Map (46)
- **Student Writing Model:** A Personal Narrative (50-51)
- **Taking Tests:** Choosing the Best Answer (136-137)

- **The Writing Process:** Understanding the Writing Process (4-9), One Writer's Process (10-15), Traits of Good Writing (20-25)
- **The Forms of Writing:** Writing a Paragraph (44-57), Write a Descriptive Paragraph (60-65), Writing a Descriptive Essay (66-87), Writing a Narrative Paragraph (90-95), Writing a Narrative Essay (96-113), Narrative Workshop (114-123), Narrative Writing Across the Curriculum (125-129), Narrative Writing in Review (133), Expository Writing Across the Curriculum (174-175), Expository Writing in Review (179), Persuasive Writing Across the Curriculum (218-219), Writing a Book Review for Fiction (232-243), Writing Poems (280-291), Finding Information (302, 305)
- **Speaking and Learning Skills:** Writing in Journals and Learning Logs (350-351), Taking Tests (366)
- **The Basic Elements of Writing:** Working with Words (372-393), Writing Sentences (394-413)
- **A Writer's Resource:** Selecting Ideas (416-421), Improving Organization (422-429), Discovering Your Writing Voice (430-432), Building Word Choice (433-441), Improving Sentence Fluency (442-443), Polishing Your Presentation (444-445)
- **Proofreader's Guide:** Marking Punctuation (447-469), Editing for Mechanics (470-485), Improving Spelling (486-493), Using the Right Word (494-509), Understanding Sentences (510-515), Using the Parts of Speech (516-542)

## Grade 3

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Level 3.1: *Rewards*

Theme 2: *Celebrating Traditions*

- **Theme Connections:** Internet (157)
- **Background and Vocabulary:** Quilts (158-159), Salsa Music (188-189), Handmade Cloth from Ghana (214-215), Native American Dance (234-235), Internet (160, 190, 216, 236)
- **Responding:** Write a Story (180), Complete a Web Crossword Puzzle (181), Write a Comparison (208), Introduce the Band (209), Complete a Word Web Find (209), Write a Character Sketch (230), E-mail a Friend (231), Write an Explanation (256), Link Geography to Your Community (257), Draw the Water Cycle (257), Send an E-postcard (257), Write an Opinion (277), Internet (300), Write Your Own Trickster Tale (301)
- **Student Writing Model:** Instructions (186-187)
- **Taking Tests:** Filling in the Blank (278-279)

- **The Writing Process:** Understanding the Writing Process (4-9), One Writer's Process (10-15), Traits of Good Writing (20-25)
- **The Forms of Writing:** Writing a Paragraph (44-57), Write a Descriptive Paragraph (60-65), Writing a Descriptive Essay (66-89), Writing an Expository Paragraph (136-141), Writing an Expository Essay (142-159), Expository Workshop (160-169), Expository Writing Across the Curriculum (174-175), Expository Writing in Review (179), Persuasive Writing Across the Curriculum (218-219), Writing Imaginative Stories (268-279), Finding Information (299, 303, 305)
- **Speaking and Learning Skills:** Giving Speeches (342-347), Viewing and Listening Skills (360-361), Taking Tests (367)
- **The Basic Elements of Writing:** Working with Words (372-393), Writing Sentences (394-413)
- **A Writer's Resource:** Selecting Ideas (416-421), Improving Organization (422-429), Discovering Your Writing Voice (430-432), Building Word Choice (433-441), Improving Sentence Fluency (442-443), Polishing Your Presentation (444-445)
- **Proofreader's Guide:** Marking Punctuation (447-469), Editing for Mechanics (470-485), Improving Spelling (486-493), Using the Right Word (494-509), Understanding Sentences (510-515), Using the Parts of Speech (516-542)

## Grade 3

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Level 3.1: *Rewards*

Theme 3: *Incredible Stories*

- **Theme Connections:** Internet (307)
- **Background and Vocabulary:** Movie Monsters (308-309), A Mysterious Statue (336-337), Working on the Farm (362-363), Unusual Gardens (394-395), Internet (329, 338, 364, 396)
- **Responding:** Write a Movie Ad (330), Create Tongue Twisters (331), Post a Review (331), Write a Postcard (356), Make an Italian Phrase Book (357), Complete a Web Word Scramble (357), Write a Sequel (388), Role-Play a News Report (389), Take an Online Poll (389), Write a Journal Entry (414), Role-Play a Dialogue (415), Complete a Web Maze (415), Write a Lost-and-Found Ad (437)
- **Student Writing Model:** A Story (334-335)
- **Taking Tests:** Writing a Personal Response (438-439)

- **The Writing Process:** Understanding the Writing Process (4-9), One Writer's Process (10-15), Traits of Good Writing (20-25)
- **The Forms of Writing:** Writing a Paragraph (44-57), Writing a Persuasive Letter (202), Persuasive Writing Across the Curriculum (215-217), Writing a Book Review for Fiction (232-243), Writing a Response Paragraph (226-231), Writing for Assessment (262-264), Finding Information (305), Writing a Research Report (318)
- **Speaking and Learning Skills:** Giving Speeches (342-347), Writing in Journal and Learning Logs (349-351), Viewing and Listening Skills (355), Taking Tests (368)
- **The Basic Elements of Writing:** Working with Words (372-393), Writing Sentences (394-413)
- **A Writer's Resource:** Selecting Ideas (416-421), Improving Organization (422-429), Discovering Your Writing Voice (430-432), Building Word Choice (433-441), Improving Sentence Fluency (442-443), Polishing Your Presentation (444-445)
- **Proofreader's Guide:** Marking Punctuation (447-469), Editing for Mechanics (470-485), Improving Spelling (486-493), Using the Right Word (494-509), Understanding Sentences (510-515), Using the Parts of Speech (516-542)

## Grade 3

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Level 3.2: *Horizons*

Theme 4: *Animal Habitats*

- **Theme Connections:** Internet (15)
- **Background and Vocabulary:** Explore Iceland (16-17), At the Seashore (44-45), Deer (70-71), Internet (18, 46, 93)
- **Responding:** Write a Travel Brochure (34), Study a Photograph (35), Post a Review (35), Write an Acrostic Poem (64), Go on a Web Field Trip (65), Write a Newspaper Article (94), List Wildlife Safety Rules (95), Solve a Web Mystery Grid (95), Write a Nature Log Entry (117), Post a Review (146), Write a Biography (147)
- **Student Writing Model:** A Research Report (40-43)
- **Taking Tests:** Vocabulary Items (118-119)

- **The Writing Process:** Understanding the Writing Process (4-9), One Writer's Process (10-15), Traits of Good Writing (20-25)
- **The Forms of Writing:** Writing a Paragraph (44-57), Write a Descriptive Paragraph (60-65), Writing a Descriptive Essay (66-89), Narrative Writing Across the Curriculum (125-127), Narrative Writing in Review (133), Expository Writing Across the Curriculum (171-173), Writing a Book Review for Nonfiction (244-249), Writing Poems (291), Finding Information (294-305), Writing a Research Report (310-335)
- **Speaking and Learning Skills:** Writing in Journals and Learning Logs (352-353), Taking Tests (366)
- **The Basic Elements of Writing:** Working with Words (372-393), Writing Sentences (394-413)
- **A Writer's Resource:** Selecting Ideas (416-421), Improving Organization (422-429), Discovering Your Writing Voice (430-432), Building Word Choice (433-441), Improving Sentence Fluency (442-443), Polishing Your Presentation (444-445)
- **Proofreader's Guide:** Marking Punctuation (447-469), Editing for Mechanics (470-485), Improving Spelling (486-493), Using the Right Word (494-509), Understanding Sentences (510-515), Using the Parts of Speech (516-542)

## Grade 3

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<p>Level 3.2: <i>Horizons</i> Theme 5: <i>Voyagers</i></p> <ul style="list-style-type: none"> <li>• <b>Theme Connections:</b> Internet (153)</li> <li>• <b>Background and Vocabulary:</b> Journey of the Pilgrims (154-155), Visiting Another Country (186-187), Exploring Antarctica (214-215), Internet (156, 188, 216)</li> <li>• <b>Responding:</b> Write a Travel Diary (178), Make a Picture Dictionary (179), Build a Model of the Mayflower (179), Write a Personal Narrative (208), Solve a Web Crossword Puzzle (209), Write a Speech (246), Make a Timeline (247), Take a Web Field Trip (247), Write a Radio Ad (265), Take an Online Poll (294), Write a Fairy Tale (295)</li> <li>• <b>Student Writing Model:</b> A Description (184-185)</li> <li>• <b>Taking Tests:</b> Writing an Answer to a Question (266-267)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Writing Process:</b> Understanding the Writing Process (4-9), One Writer’s Process (10-15), Traits of Good Writing (20-25)</li> <li>• <b>The Forms of Writing:</b> Writing a Paragraph (44-57), Write a Descriptive Paragraph (60-65), Writing a Descriptive Essay (66-89), Writing a Narrative Paragraph (90-95), Writing a Narrative Essay (96-113), Narrative Workshop (114-123), Narrative Writing in Review (133), Writing Imaginative Stories (268-279), Finding Information (300-301, 305)</li> <li>• <b>Speaking and Learning Skills:</b> Giving Speeches (342-347), Writing in Journals and Learning Logs (349), Taking Tests (368)</li> <li>• <b>The Basic Elements of Writing:</b> Working with Words (372-393), Writing Sentences (394-413)</li> <li>• <b>A Writer’s Resource:</b> Selecting Ideas (416-421), Improving Organization (422-429), Discovering Your Writing Voice (430-432), Building Word Choice (433-441), Improving Sentence Fluency (442-443), Polishing Your Presentation (444-445)</li> <li>• <b>Proofreader’s Guide:</b> Marking Punctuation (447-469), Editing for Mechanics (470-485), Improving Spelling (486-493), Using the Right Word (494-509), Understanding Sentences (510-515), Using the Parts of Speech (516-542)</li> </ul>
<p>Level 3.2: <i>Horizons</i> Theme 6: <i>Smart Solutions</i></p> <ul style="list-style-type: none"> <li>• <b>Theme Connections:</b> Internet (301)</li> <li>• <b>Background and Vocabulary:</b> Spanish Words (302-303), Sewing Clothes (340-341), Rain, Rain, Go Away! (368-369), Internet (304, 342, 370)</li> <li>• <b>Responding:</b> Write an Opinion (332), Solve a Spanish Mystery Grid (333), Write a Funny Story (362), Solve a Web Logic Puzzle (363), Write a Thank-You Note (394), Take an Online Poll (395), Write an Interview (411)</li> <li>• <b>Student Writing Model:</b> A Persuasive Essay (338-339)</li> <li>• <b>Taking Tests:</b> Writing a Story (412-413)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Writing Process:</b> Understanding the Writing Process (4-9), One Writer’s Process (10-15), Traits of Good Writing (20-25)</li> <li>• <b>The Forms of Writing:</b> Writing a Paragraph (44-57), Narrative Writing Across the Curriculum (128-129), Writing a Persuasive Paragraph (182-187), Writing a Persuasive Letter (188-203), Persuasive Writing Workshop (204-213), Persuasive Writing in Review (223), Writing a Response Paragraph (336-231), Writing Imaginative Stories (268-279), Finding Information (305), Writing a Research Report (318-319)</li> <li>• <b>The Basic Elements of Writing:</b> Working with Words (372-393), Writing Sentences (394-413)</li> <li>• <b>A Writer’s Resource:</b> Selecting Ideas (416-421), Improving Organization (422-429), Discovering Your Writing Voice (430-432), Building Word Choice (433-441), Improving Sentence Fluency (442-443), Polishing Your Presentation (444-445)</li> <li>• <b>Proofreader’s Guide:</b> Marking Punctuation (447-469), Editing for Mechanics (470-485), Improving Spelling (486-493), Using the Right Word (494-509), Understanding Sentences (510-515), Using the Parts of Speech (516-542)</li> </ul>

## Grade 4

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#### *Traditions*

#### Theme 1: *Courage*

- **Theme Connections:** Internet (25)
- **Background and Vocabulary:** In the Wild (26-27), Album for a Hero (50-51), Equipped to Climb (72-73), To Sail a Ship (94-95), Internet (28, 65, 87, 96)
- **Responding:** Write an Explanation (44), Chart the Five Senses (45), Post a Review (45), Write from Another Point of View (66), Exploring Colors (67), E-mail a Friend (67), Write a Message (88), Complete a Web Crossword Puzzle (89), Write a Descriptive Paragraph (110), Hold a Discussion (111), Complete a Word Search Puzzle (111), Write a Journal Entry (116M), Post a Review (134), Write Your Own Poem (135)
- **Student Writing Model:** A Personal Narrative (48-49)
- **Social Studies Link:** How to Take Notes (112)
- **Taking Tests:** Choosing the Best Answer (116-117)

- **The Writing Process:** Understanding the Writing Process (3-8), One Writer's Process (9-20), Understanding the Traits of Writing (21-30)
- **The Forms of Writing:** Writing Paragraphs (51-61), Writing a Descriptive Paragraph (63-66), Describing a Place (67-74), Writing a Narrative Paragraph (83-86), Sharing an Experience (87-124), Narrative Writing Across the Curriculum (132-133), Narrative Writing in Review (137), Writing an Expository Paragraph (139-142), Explaining a Career (143-180), Expository Writing in Review (193), Writing a Book Review (257-272), Writing Poems (311-319), Building Research Skills (323)
- **Speaking and Writing to Learn:** Listening and Speaking (371), Keeping Journals and Learning Logs (382), Taking Notes (390-392), Taking Classroom Tests (400-401, 402)
- **The Basic Elements of Writing:** Working with Words (407-430), Building Effective Sentences (431-451)
- **A Writer's Resource:** Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)
- **Proofreader's Guide:** Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)

## Grade 4

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#### *Traditions*

#### Theme 2: *What Really Happened?*

- **Theme Connections:** Internet (141)
- **Background and Vocabulary:** First in Flight (143-143), Portrait of a People (168-169), Scientists at Work (188-189), Internet (144, 170, 207)
- **Responding:** Write a Sequel (158), Post a Review (159), Write an Apology (182), Find Cultural Clues (183), Retell a Traditional Tale (183), E-mail a Friend (183), Write a Travel Brochure (208), Make an Evidence Chart (209), Complete a Web Crossword Puzzle (209), Write a News Report (214M), Take an Online Poll (236), Write Your Own Scene (237)
- **Student Writing Model:** A Story (164-167)
- **Taking Tests:** Filling in the Blank (214-215)

- **The Writing Process:** Understanding the Writing Process (3-8), One Writer's Process (9-20), Understanding the Traits of Writing (21-30)
- **The Forms of Writing:** Writing Paragraphs (51-61), Narrative Writing Across the Curriculum (132-133), Writing a Book Review (257-272), Writing Stories (299-310), Writing a Summary Paragraph (333-336), Building Research Skills (323)
- **Speaking and Writing to Learn:** Taking Classroom Tests (400-401, 403)
- **The Basic Elements of Writing:** Working with Words (407-430), Building Effective Sentences (431-451)
- **A Writer's Resource:** Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)
- **Proofreader's Guide:** Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)

## Grade 4

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*Traditions*

Theme 3: *Growing Up*

- **Theme Connections:** Internet (243)
- **Background and Vocabulary:** The Great Depression (244-245), Life in the City (274-275), Attention, Please! (298-299), Turtle Patrol (320-321), Internet (265, 276, 300, 345)
- **Responding:** Write a Paragraph of Advice (266), Make a Compare/Contrast Chart (267), E-mail a Friend (267), Write a Screenplay for a Scene (292), Listen to Poetry (293), Post a Review (292), Write a Sportscast Script (314), Identify a Healthful Diet (315), Have a Discussion (315), Send an E-Postcard (315), Write a News Bulletin (346), Report on Turtle Migration (347), Complete a Crossword Puzzle (347), Write a Sequel (352O)
- **Student Writing Model:** A Description (272-273)
- **Taking Tests:** Writing a Personal Response (352-353)

- **The Writing Process:** Understanding the Writing Process (3-8), One Writer's Process (9-20), Understanding the Traits of Writing (21-30)
- **The Forms of Writing:** Writing Paragraphs (51-61), Writing a Descriptive Paragraph (63-66), Describing a Place (67-74), Narrative Writing Across the Curriculum (132-133), Writing a Response Paragraph (253-256), Writing a Book Review (257-272), Responding to a Biography (274-277), Responding to a Poem (280-283), Responding to a Nonfiction Article (286-289), Responding to a Tall Tale (292-297), Writing Stories (299-310), Building Research Skills (322, 323), Writing a Research Report (337-362)
- **Speaking and Writing to Learn:** Listening and Speaking (371), Giving Speeches (373-378), Taking Classroom Tests (400-401, 404-405)
- **The Basic Elements of Writing:** Working with Words (407-430), Building Effective Sentences (431-451)
- **A Writer's Resource:** Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)
- **Proofreader's Guide:** Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)

## Grade 4

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<p><i>Traditions</i> Theme 4: <i>Discovering Ancient Cultures</i></p> <ul style="list-style-type: none"> <li>• <b>Theme Connections:</b> Internet (359)</li> <li>• <b>Background and Vocabulary:</b> Excavating an Aztec City (360-361), Two Cultures, One Wall (388-389), The Rise of Ghana (408-409), Internet (377, 390, 410)</li> <li>• <b>Responding:</b> Write a Letter (378), Role-Play a Scene (379), Post a Review (379), Write a Story (402), Compare an Illustration and a Photograph (403), Go on a Web Field Trip (403), Write an Advertisement (424), Conduct a Trade (425), Send an E-Postcard (425), Write a Travel Brochure (428M), Send an E-Postcard (446), Write Your Own Myth (447)</li> <li>• <b>Student Writing Model:</b> A Research Report (384-387),</li> <li>• <b>Taking Tests:</b> Vocabulary Items (428-429)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Writing Process:</b> Understanding the Writing Process (3-8), One Writer’s Process (9-20), Understanding the Traits of Writing (21-30)</li> <li>• <b>The Forms of Writing:</b> Writing Paragraphs (51-61), Narrative Writing Across the Curriculum (132-133), Writing a Book Review (257-272), Writing Stories (299-310), Building Research Skills (321-332), Writing a Research Report (337-362)</li> <li>• <b>Speaking and Writing to Learn:</b> Listening and Speaking (371), Taking Classroom Tests (400-402)</li> <li>• <b>The Basic Elements of Writing:</b> Working with Words (407-430), Building Effective Sentences (431-451)</li> <li>• <b>A Writer’s Resource:</b> Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)</li> <li>• <b>Proofreader’s Guide:</b> Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)</li> </ul>
<p><i>Traditions</i> Theme 5: <i>Doers and Dreamers</i></p> <ul style="list-style-type: none"> <li>• <b>Theme Connections:</b> Internet (453)</li> <li>• <b>Background and Vocabulary:</b> Making a Dream Come True (454-455), Business Sense (476-477), The Art of Portraits (496-497), Internet (456, 478, 498)</li> <li>• <b>Responding:</b> Write an Introduction (468), Give a Speech (469), Take an Online Poll (469), Write a Description (490), Community Service (491), Post a Review (491), Write an Art Review (512), Comparing Portraits (513), Send an E-Mail Message (513), Write a Biography (518K), E-mail a Friend (540), Write Your Own Speech (541)</li> <li>• <b>Student Writing Model:</b> A Personal Essay (474-475)</li> <li>• <b>Taking Tests:</b> Writing an Answer to a Question (518-519)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Writing Process:</b> Understanding the Writing Process (3-8), One Writer’s Process (9-20), Understanding the Traits of Writing (21-30)</li> <li>• <b>The Forms of Writing:</b> Writing Paragraphs (51-61), Writing a Descriptive Paragraph (63-66), Describing a Place (67-74), Narrative Writing Across the Curriculum (132-133), Writing a Persuasive Paragraph (195-198), Writing a Book Review (257-272), Building Research Skills (323)</li> <li>• <b>Speaking and Writing to Learn:</b> Listening and Speaking (371), Giving Speeches (373-378), Taking Classroom Tests (400-401, 404-405)</li> <li>• <b>The Basic Elements of Writing:</b> Working with Words (407-430), Building Effective Sentences (431-451)</li> <li>• <b>A Writer’s Resource:</b> Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)</li> <li>• <b>Proofreader’s Guide:</b> Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)</li> </ul>

## Grade 4

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#### *Traditions*

Theme 6: *New Frontiers: Oceans and Space*

- **Theme Connections:** Internet (547)
- **Background and Vocabulary:** Adventure on Mars (548-549), The Training of an Astronaut (572-573), How Deep Is Deep? (594-595), A Hidden and Unknown World (616-617), Internet (563, 587, 596, 618)
- **Responding:** Write a Description (564), Make an Announcement (565), Take an Online Poll (565), Write a FAX Message (588), Make a Timeline (589), Make a Guide for Foreign Students (589), Go on a Web Field Trip (589), Write an Adventure Story (610), Make Comparisons (611), Play a Trivia Game (611), Write an Interview Script (634), Give a Radio Message (635), Post a Review (635), Write an Explanation (640M)
- **Student Writing Model:** A Persuasive Essay (570-571)
- **Taking Tests:** Writing a Persuasive Essay (640-641)

- **The Writing Process:** Understanding the Writing Process (3-8), One Writer's Process (9-20), Understanding the Traits of Writing (21-30)
- **The Forms of Writing:** Writing Paragraphs (51-61), Writing a Descriptive Paragraph (63-66), Writing an Expository Paragraph (139-142), Expository Writing in Review (193), Promoting an Event (199-236), Writing a Persuasive Paragraph (195-198), Writing for Assessment (248-250), Persuasive Writing in Review (251), Writing a Book Review (257-272), Writing Stories (299-310), Building Research Skills (322, 323)
- **Speaking and Writing to Learn:** Giving Speeches (373-378), Taking Classroom Tests (400-401, 404-405)
- **The Basic Elements of Writing:** Working with Words (407-430), Building Effective Sentences (431-451)
- **A Writer's Resource:** Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)
- **Proofreader's Guide:** Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)

## Grade 5

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#### *Expeditions*

#### Theme 1: *Nature's Fury*

- **Theme Connections:** Internet (25)
- **Background and Vocabulary:** Buildup to a Shakeup (26-27), Photographing Wild Weather (54-55), The World of Volcanoes (82-83), Internet (45, 56, 99)
- **Responding:** Write an Adventure Story (46-47), Deliver a Newscast (47), Post a Review (47), Write a Job Description (76), Compare Photographs (77), Take an Online Poll (77), Write a Travel Brochure (100), Create a Fact File (101), Go on a Web Field Trip (101), Write a Weather Report (106O), Send an E-Postcard (128), Write Your Own Tall Tale (129)
- **Student Writing Model:** A Description (52-53)
- **Taking Tests:** Choosing the Best Answer (106-107)

- **The Writing Process:** Understanding the Writing Process (3-8), One Writer's Process (9-20), Understanding the Traits of Writing (21-30)
- **The Forms of Writing:** Writing Paragraphs (51-61), Writing a Descriptive Paragraph (63-66), Narrative Writing Across the Curriculum (132-133), Persuasive Writing Across the Curriculum (242-243), Writing a Book Review (257-272), Writing Stories (299-310), Building Research Skills (321-332)
- **Speaking and Writing to Learn:** Giving Speeches (373-378), Taking Classroom Tests (400-402)
- **The Basic Elements of Writing:** Working with Words (407-430), Building Effective Sentences (431-451)
- **A Writer's Resource:** Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)
- **Proofreader's Guide:** Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)

## Grade 5

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#### *Expeditions*

#### Theme 2: *Give It All You've Got*

- **Theme Connections:** Internet (135)
- **Background and Vocabulary:** Figure Skating (136-137), Talent Show (160-161), Facing Fear! (182-183), Exploring Space (208-209), Internet (151, 162, 184, 223)
- **Responding:** Write About a Performance (152), Complete a Web Crossword Puzzle (153), Write a Sequel (176), E-mail a Friend (177), Write About an Experience (202), Study the Geography of a Region (203), Describe an Illustration (203), Post a Review (203), Write an Interview Script (224), Create a Fact Sheet (225), Present a TV Broadcast (225), Complete a Web Word Find (225), Write an Editorial (230Q), Take an Online Poll (252), Write a Poem (253)
- **Student Writing Model:** A Personal Essay (158-159)
- **Taking Tests:** Filling in the Blank (230-231),

- **The Writing Process:** Understanding the Writing Process (3-8), One Writer's Process (9-20), Understanding the Traits of Writing (21-30)
- **The Forms of Writing:** Writing Paragraphs (51-61), Writing a Descriptive Paragraph (63-66), Writing a Narrative Paragraph (83-86), Sharing a Personal Success (87-124), Narrative Writing Across the Curriculum (132-133), Narrative Writing in Review (137), Writing a Persuasive Paragraph (195-198), Expressing an Opinion (199-236), Persuasive Writing Across the Curriculum (238-241), Persuasive Writing in Review (251), Writing a Book Review (257-272), Writing Stories (299-310), Writing Poems (311-319), Building Research Skills (321-332)
- **Speaking and Writing to Learn:** Giving Speeches (373-378), Taking Classroom Tests (400-401, 403)
- **The Basic Elements of Writing:** Working with Words (407-430), Building Effective Sentences (431-451)
- **A Writer's Resource:** Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)
- **Proofreader's Guide:** Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)

## Grade 5

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#### *Expeditions*

#### Theme 3: *Voices of the Revolution*

- **Theme Connections:** Internet (259)
- **Background and Vocabulary:** On the Brink of War (260-261), Who Were the Tories? (290-291), Fighting for Freedom (310-311), Internet (279, 292, 312)
- **Responding:** Write a Message (280), Compare Metals (281), Go on a Web Field Trip (281), Write a Scene for a Screenplay (304), Hold a Debate (305), Write a Review (305), Write a Dialogue (328), Create a Pamphlet (329), Write a Caption (329), Take an Online Quiz (329), Write a Letter (334M),
- **Student Writing Model:** A Story (286-289)
- **Taking Tests:** Writing a Personal Response (334-335)

- **The Writing Process:** Understanding the Writing Process (3-8), One Writer's Process (9-20), Understanding the Traits of Writing (21-30)
- **The Forms of Writing:** Writing Paragraphs (51-61), Expository Writing Across the Curriculum (182-185), Expository Writing in Review (193), Persuasive Writing Across the Curriculum (242-243), Writing a Response Paragraph (253-256), Writing a Book Review (257-272), Writing Stories (299-310), Building Research Skills (321-332)
- **Speaking and Writing to Learn:** Giving Speeches (373-378), Taking Classroom Tests (400-401, 404-405)
- **The Basic Elements of Writing:** Working with Words (407-430), Building Effective Sentences (431-451)
- **A Writer's Resource:** Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)
- **Proofreader's Guide:** Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)

## Grade 5

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#### *Expeditions*

#### Theme 4: *Person to Person*

- **Theme Connections:** Internet (341)
- **Background and Vocabulary:** Volunteering (342-343), A Special Relationship (366-367), Honoring Your Heritage (392-393), A World of Writing (414-415), Internet (344, 368, 407, 431)
- **Responding:** Write an Invitation (358), Plan a Healthy Diet (359), Review an Illustration (359), Take an Online Poll (359), Write an Audiotape Message (386), Compare How Sounds Are Absorbed (387), Post a Review (387), Write a Personal Introduction (408), Learn About Traditions (409), E-mail a Friend (409), Write a Letter (432), Perform a Radio Show (433), Send an E-Postcard (433), Write an Essay (438M), complete a Web Crossword Puzzle (460), Write the Opening Scene for a Play (461)
- **Student Writing Model:** A Personal Narrative (364-365)
- **Health Link:** Skill: How to Outline (388)
- **Taking Tests:** Vocabulary Items (438N-439)

- **The Writing Process:** Understanding the Writing Process (3-8), One Writer's Process (9-20), Understanding the Traits of Writing (21-30)
- **The Forms of Writing:** Writing Paragraphs (51-61), Writing a Narrative Paragraph (83-86), Sharing a Personal Success (87-124), Narrative Writing Across the Curriculum (132-133), Narrative Writing in Review (137), Expository Writing Across the Curriculum (182-185), Writing a Book Review (257-272), Building Research Skills (321-332), Research Report (348)
- **Speaking and Writing to Learn:** Listening and Speaking (371), Taking Classroom Tests (400-402)
- **The Basic Elements of Writing:** Working with Words (407-430), Building Effective Sentences (431-451)
- **A Writer's Resource:** Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)
- **Proofreader's Guide:** Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)

## Grade 5

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#### *Expeditions*

#### Theme 5: *Our Land, Many Trails*

- **Theme Connections:** Internet (467)
- **Background and Vocabulary:** First Travelers of the Plains (468-469), Claiming the Land (496-497), Galloping Free (520-521), A Revolution in Mexico (548-549), Internet (485, 498, 522, 563)
- **Responding:** Write a Story (486), Make a Card Quiz (487), Complete a Word Web Find (487), Write Instructions (514), Send an E-Postcard (515), Write a Description (542), Explain How an Ecosystem Works (543), Take an Online Poll (543), Write a Journal Entry (564), Role-Play a Telephone Conversation (565), Take an Online Quiz (565), Write an Advertisement (570M), Play a Trivia Game (592), Write a Chapter of Your Autobiography (593)
- **Student Writing Model:** A Research Report (492-495)
- **Social Studies Link:** Skill: How to Take Notes (566)
- **Taking Tests:** Writing an Answer to a Question (570N-571)

- **The Writing Process:** Understanding the Writing Process (3-8), One Writer's Process (9-20), Understanding the Traits of Writing (21-30)
- **The Forms of Writing:** Writing Paragraphs (51-61), Writing a Descriptive Paragraph (63-66), Sharing a Personal Success (87-124), Narrative Writing Across the Curriculum (132-133), Writing an Expository Paragraph (139-142), Explaining How Something Works (143-180), Expository Writing in Review (193), Writing for Assessment (290-291), Writing Stories (299-310), Building Research Skills (321-332), Writing a Research Report (337-362)
- **Speaking and Writing to Learn:** Listening and Speaking (371-372), Keeping Journals and Learning Logs (380-382), Taking Notes (387-392), Taking Classroom Tests (400-401, 404-405)
- **The Basic Elements of Writing:** Working with Words (407-430), Building Effective Sentences (431-451)
- **A Writer's Resource:** Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)
- **Proofreader's Guide:** Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)

## Grade 5

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#### *Expeditions*

#### Theme 6: *Animal Encounters*

- **Theme Connections:** Internet (599)
- **Background and Vocabulary:** Wild Alaska (600-601), Rescue in the Rain Forest (626-627), Living on the Land (648-649), Internet (617, 628, 650)
- **Responding:** Write About Bears (618), Go on a Web Field Trip (619), Write a Fax Message (642), Give a Talk (643), E-Mail a Friend (643), Write Directions (666), Make a Picture Map (667), Update an Illustration (667), Complete a Web Word Find (667), Write an Essay (672M)
- **Student Writing Model:** A Persuasive Essay (624-625)
- **Career Link:** Skill: How to Categorize Information (668)
- **Taking Tests:** Writing an Opinion Essay (672-673)

- **The Writing Process:** Understanding the Writing Process (3-8), One Writer's Process (9-20), Understanding the Traits of Writing (21-30)
- **The Forms of Writing:** Writing Paragraphs (51-61), Writing a Descriptive Paragraph (63-66), Narrative Writing Across the Curriculum (132-133), Writing a Persuasive Paragraph (195-198), Expressing an Opinion (199-236), Writing for Assessment (248-250), Persuasive Writing in Review (251), Building Research Skills (323)
- **Speaking and Writing to Learn:** Giving Speeches (373-378), Taking Classroom Tests (400-401)
- **The Basic Elements of Writing:** Working with Words (407-430), Building Effective Sentences (431-451)
- **A Writer's Resource:** Selecting Ideas (454-457), Improving Organization (458-461), Discovering Your Writing Voice (462-463), Building Word Choice (464-469), Improving Sentence Fluency (470-473), Boosting Your Presentation (474-477)
- **Proofreader's Guide:** Marking Punctuation (479-507), Editing for Mechanics (508-527), Improving Spelling (528-535), Using the Right Word (536-559), Understanding Sentences (560-569), Using the Parts of Speech (570-605)

## Grade 6

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#### *Triumphs*

#### Theme 1: *Journeys*

- **Theme Connections:** Internet (25)
- **Background and Vocabulary:** Running the Iditarod (26-27), Far Away from Home (60-61), Return to the Titanic (80-81), All Aboard (108-109), Internet (28, 75, 101, 127)
- **Responding:** Write a Victory Speech (52), Have a Panel Discussion (53), Go on a Web Field Trip (53), Write a Travel Brochure (76), Compare Illustrations (77), Post a Review (77), Write a Journal Entry (102), Role-Play a News Conference (103), Take an Online Poll (103), Write a Description (128), Solve a Web Hidden Message (129), Write a Character Sketch (134M), Complete a Web Crossword Puzzle (148), Write a Mystery (149)
- **Student Writing Model:** A Personal Narrative (58-59)
- **Poetry Link:** Skill: How to Read a Haiku (78)
- **Social Studies Link:** Skill: How to Outline (130)
- **Taking Tests:** Choosing the Best Answer (134N-135)

- **The Writing Process:** Why Write? (1-3), Understanding the Writing Process (5-10), One Writer's Process (11-28), Understanding the Traits of Writing (33-44)
- **The Forms of Writing:** Writing a Descriptive Paragraph (71-74), Writing a Narrative Paragraph (93-96), Sharing an Experience (97-134), Narrative Writing in Review (155), Writing a Book Review (287-322), Writing Stories (343-352), Writing Poetry (358), Building Research Skills (366), Research Report (393)
- **Speaking and Writing to Learn:** Making Oral Presentations (423-430), Listening and Speaking (420-421), Keeping Journals and Learning Logs (432-434), Taking Classroom Tests (460-461, 463), Completing Writing Assignments (449-458)
- **The Basic Elements of Writing:** Working with Words (469-498), Building Effective Sentences (499-522), Constructing Strong Paragraphs (523-541)
- **A Writer's Resource:** Selecting Ideas (544-549), Improving Organization (550-555), Enriching Your Writing Voice (556-557), Strengthening Word Choice and Vocabulary (558-569), Improving Sentence Fluency (570-573), Enhancing Your Presentation (574-577)
- **Proofreader's Guide:** Marking Punctuation (579-617), Editing for Mechanics (618-641), Improving Spelling (642-651), Using the Right Word (652-689), Understanding Sentences (690-701), Using the Parts of Speech (702-749)

## Grade 6

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#### *Triumphs*

#### Theme 2: *American Stories*

- **Theme Connections:** Internet (155)
- **Background and Vocabulary:** Tomás Rivera Reader and Writer (156-157), Family Reunions (184-185), Go West! (216-217), A New York City Welcome (246-247), Internet (158, 186, 218, 248)
- **Responding:** Write a Thank-You Note (176), Make a Spanish Phrase Book (177), E-mail a Friend (177), Write a Story (212), Conduct an Interview (213), Post a Review (213), Write an Advertisement (240), Picture the Old West (241), Complete a Web Crossword Puzzle (241), Write a Newspaper Article (270), Use a World Map (271), Write a Book Jacket (276Q), Go on a Web Field Trip (290), Write Your Own Play (291)
- **Student Writing Model:** A Description (182-183)
- **Taking Tests:** Filling in the Blank (276-277)

- **The Writing Process:** Why Write? (1-3), Understanding the Writing Process (5-10), One Writer's Process (11-28), Understanding the Traits of Writing (33-44)
- **The Forms of Writing:** Writing a Descriptive Paragraph (71-74), Describing an Event (75-82), Descriptive Writing Across the Curriculum (90-91), Writing a Book Review (287-322), Writing Stories (343-352), Building Research Skills (365, 366), Research Report (388)
- **Speaking and Writing to Learn:** Learning and Speaking (420-421), Completing Writing Assignments (449-458), Taking Classroom Tests (460-461, 463)
- **The Basic Elements of Writing:** Working with Words (469-498), Building Effective Sentences (499-522), Constructing Strong Paragraphs (523-541)
- **A Writer's Resource:** Selecting Ideas (544-549), Improving Organization (550-555), Enriching Your Writing Voice (556-557), Strengthening Word Choice and Vocabulary (558-569), Improving Sentence Fluency (570-573), Enhancing Your Presentation (574-577)
- **Proofreader's Guide:** Marking Punctuation (579-617), Editing for Mechanics (618-641), Improving Spelling (642-651), Using the Right Word (652-689), Understanding Sentences (690-701), Using the Parts of Speech (702-749)

## Grade 6

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#### *Triumphs*

#### Theme 3: *That's Amazing!*

- **Theme Connections:** Internet (297)
- **Background and Vocabulary:** When the Leaves Fall (298-299), The Island of Martinique (326-327), What Is a Heat Wave? (358-359), Internet (300, 328, 377)
- **Responding:** Write a Character Sketch (318), Post a Review (319), Write Another Scene (354), Send an E-postcard (355), Write a Sequel (378), Make a Fact File (379), Tell a Tall Tale (379), Take a Web Field Trip (379), Write an Advertisement (382M),
- **Student Writing Model:** A Story (324-325)
- **Taking Tests:** Writing a Personal Response (382-383)

- **The Writing Process:** Why Write? (1-3), Understanding the Writing Process (5-10), One Writer's Process (11-28), Understanding the Traits of Writing (33-44)
- **The Forms of Writing:** Writing a Descriptive Paragraph (71-74), Writing a Narrative Paragraph (93-96), Narrative Writing in Review (155), Writing a Book Review (287-322), Writing for Assessment (336-341), Writing Stories (343-352), Building Research Skills (363-376)
- **Speaking and Writing to Learn:** Listening and Speaking (420-421), Completing Writing Assignments (449-458), Taking Classroom Tests (460-461, 464-467)
- **The Basic Elements of Writing:** Working with Words (469-498), Building Effective Sentences (499-522), Constructing Strong Paragraphs (523-541)
- **A Writer's Resource:** Selecting Ideas (544-549), Improving Organization (550-555), Enriching Your Writing Voice (556-557), Strengthening Word Choice and Vocabulary (558-569), Improving Sentence Fluency (570-573), Enhancing Your Presentation (574-577)
- **Proofreader's Guide:** Marking Punctuation (579-617), Editing for Mechanics (618-641), Improving Spelling (642-651), Using the Right Word (652-689), Understanding Sentences (690-701), Using the Parts of Speech (702-749)

## Grade 6

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#### *Triumphs*

#### Theme 4: *Problem Solvers*

- **Theme Connections:** Internet (389)
- **Background and Vocabulary:** New in the Neighborhood (390-391), Life in a Logging Camp (414-415), A Visit to Chinatown (450-451), Musicians at Work (486-487), Internet (392, 443, 452, 488)
- **Responding:** Write a Review (408), Learn About Names (409), Role-Play Meeting a New Student (409), Complete a Web Word Search (409), Write a Letter (444), Have a Discussion (445), Complete a Web Crossword Puzzle (445), Write a Flier (480), Look at Great Aunt's Neighborhood (481), Solve a Web Word Scramble (481), Write a Sound Poem (508), Create a Music Glossary (509), Follow Web Instructions (509), Write an Explanation (512M), E-mail a Friend (524), Write Your Own Poem (525)
- **Health Link:** Skill: How to Take Notes (446)
- **Student Writing Model:** A Persuasive Essay (412-413)
- **Taking Tests:** Vocabulary Items (512N-513)

- **The Writing Process:** Why Write? (1-3), Understanding the Writing Process (5-10), One Writer's Process (11-28), Understanding the Traits of Writing (33-44)
- **The Forms of Writing:** Writing an Expository Paragraph (157-160), Explaining a Process (161-198), Expository Writing in Review (217), Writing a Persuasive Paragraph (219-222), Promoting a Cause (223-260), Persuasive Writing in Review (281), Writing Poems (353-361), Building Research Skills (365, 366, 374-375), Research Report (388)
- **Speaking and Writing to Learn:** Speaking to Learn (420-422), Taking Notes (441-448), Completing Writing Assignments (449-458), Taking Classroom Tests (460-461, 463)
- **The Basic Elements of Writing:** Working with Words (469-498), Building Effective Sentences (499-522), Constructing Strong Paragraphs (523-541)
- **A Writer's Resource:** Selecting Ideas (544-549), Improving Organization (550-555), Enriching Your Writing Voice (556-557), Strengthening Word Choice and Vocabulary (558-569), Improving Sentence Fluency (570-573), Enhancing Your Presentation (574-577)
- **Proofreader's Guide:** Marking Punctuation (579-617), Editing for Mechanics (618-641), Improving Spelling (642-651), Using the Right Word (652-689), Understanding Sentences (690-701), Using the Parts of Speech (702-749)

## Grade 6

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#### *Triumphs*

#### Theme 5: *Heroes*

- **Theme Connections:** Internet (531)
- **Background and Vocabulary:** A Famous Bus Ride (532-533), Success in the Music Business (558-559), Good Sportsmanship (582-583), Internet (534, 577, 603)
- **Responding:** Write a Scene (550), Listen to a Speech (551), Do a Web Crossword Puzzle (551), Write a Book Jacket Summary (578), Create a Time Line (579), Take an Online Poll (579), Write a Persuasive Paragraph (604), Compare Baseball Now and Then (605), Go on a Web Field Trip (605), Write a Journal Entry (608K), Post a Review (624), Write Your Own Pourquoi Tale (625)
- **Social Studies Link:** Skill: How to Take Notes (552)
- **Student Writing Model:** A Personal Essay (556-557)
- **Taking Tests:** Writing an Answer to a Question (608L-609)

- **The Writing Process:** Why Write? (1-3), Understanding the Writing Process (5-10), One Writer's Process (11-28), Understanding the Traits of Writing (33-44)
- **The Forms of Writing:** Writing a Persuasive Paragraph (219-222), Promoting a Cause (223-260), Persuasive Writing in Review (281), Write a Book Review (287-322), Writing a Fictionalized Journal Entry (323-328), Writing Stories (343-352), Building Research Skills (366)
- **Speaking and Writing to Learn:** Listening and Speaking (417-422), Keeping Journals and Learning Logs (432-434), Taking Notes (441-448), Completing Writing Assignments (449-458), Taking Classroom Tests (460-461, 464-467)
- **The Basic Elements of Writing:** Working with Words (469-498), Building Effective Sentences (499-522), Constructing Strong Paragraphs (523-541)
- **A Writer's Resource:** Selecting Ideas (544-549), Improving Organization (550-555), Enriching Your Writing Voice (556-557), Strengthening Word Choice and Vocabulary (558-569), Improving Sentence Fluency (570-573), Enhancing Your Presentation (574-577)
- **Proofreader's Guide:** Marking Punctuation (579-617), Editing for Mechanics (618-641), Improving Spelling (642-651), Using the Right Word (652-689), Understanding Sentences (690-701), Using the Parts of Speech (702-749)

## Grade 6

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#### *Triumphs*

#### Theme 6: *Nature: Friend and Foe*

- **Theme Connections:** Internet (631)
- **Background and Vocabulary:** The Land and People of Kodiak Island (632-633), Wildfire and the Cycles of Nature (658-659), Life on the Prairie (686-687), Internet (634, 660, 688)
- **Responding:** Write a Comparison (648), Make a Fishing Catalog (649), Label a Diagram (649), Write a Magazine Article (682), Hold a Debate About Wildfires (683), Do a Web Crossword Puzzle (683), Write a Personal Narrative (704), Make a Comparison Chart (705), Compare the Movie with the Book (705), Take a Web Field Trip (705), Write a Travel Poster (708M)
- **Student Writing Model:** A Research Report (654-657)
- **Taking Tests:** Write an Opinion Essay (708N-709)

- **The Writing Process:** Why Write? (1-3), Understanding the Writing Process (5-10), One Writer's Process (11-28), Understanding the Traits of Writing (33-44)
- **The Forms of Writing:** Writing a Narrative Paragraph (93-96), Sharing an Experience (97-134), Narrative Writing in Review (155), Building Research Skills (363-376), Writing a Research Report (381-410)
- **Speaking and Writing to Learn:** Listening and Speaking (420-421), Completing Writing Assignments (449-458), Taking Classroom Tests (460-461, 464-467)
- **The Basic Elements of Writing:** Working with Words (469-498), Building Effective Sentences (499-522), Constructing Strong Paragraphs (523-541)
- **A Writer's Resource:** Selecting Ideas (544-549), Improving Organization (550-555), Enriching Your Writing Voice (556-557), Strengthening Word Choice and Vocabulary (558-569), Improving Sentence Fluency (570-573), Enhancing Your Presentation (574-577)
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