



Correlation between Scott Foresman and Scholastic Text Talk

Why is Vocabulary Important?

“Vocabulary plays an important part in learning to read.”

–National Reading Panel

Words are our tools to communicate with others, as well as explore and analyze the world around us. Therefore, it stands to reason that children with a limited vocabulary will be handicapped in their educational progress. The most obvious effect of an **underdeveloped vocabulary** will be seen in **poor reading comprehension**, as children struggle to extract meaning from reading passages. Vocabulary knowledge and reading comprehension are strongly correlated, and lack of vocabulary skill is a contributor to low scores on standardized tests of reading.

While explicit vocabulary instruction benefits all students, those students who enter school having had limited opportunities to acquire words during the pre-school years benefit most dramatically. Research shows that without systematic vocabulary instruction during the primary grades, the gap between good and poor readers grows wider. Fortunately, weak vocabulary skills do not predict failure, merely point to the need for direct vocabulary instruction such as provided with Text Talk. If given a chance to improve their vocabulary skills, with a framework of effective instruction like Text Talk, most students can develop vocabulary skills at rates that will significantly impact their comprehension.

The purpose of this document is to share the research and evaluations completed of Scott Foresman. While the basal program scores very highly on other elements of reading instruction (phonics, etc.), educators may find that vocabulary gains are lower than desired. The second half of this document shows how Text Talk can supplement Scott Foresman on a week-by-week basis, both by offering expanded instruction in vocabulary and by reinforcing key comprehension skills.

RESEARCH AND EVALUATIONS OF VOCABULARY IN READING BASALS

A. Hiebert Analysis

A 2001 Hiebert evaluation of major reading basals finds a “sparing and haphazard use” of critical text factors essential for building strong vocabulary, including:

- Lack of repetition of words
- New words introduced at an inappropriate rate
- Lack of engaging text

The lack of repetition of words is particularly troublesome. Research studies show that students will not acquire vocabulary unless exposed to the vocabulary items multiple times. A study by Dr. Isabel Beck indicates that students need **10-12 exposures** to each word through indirect means for the vocabulary to be absorbed by the students.

Yet, in Hiebert's analysis of major reading textbooks in Scott Foresman, 37% of the unique words occur **only once**. (Hiebert (2001, a,b).

Percent of unique words							
	Unique words/100	Average Words per Passage	Singletons	4+ repetitions	High-Frequency (100 most frequent)	Phonetically Regular (CV & VC patterns)	Multisyllabic
Scott Foresman (2000)	21	95	37	37	11	42	36

Text Talk can be used to supplement Scott Foresman to offer expanded vocabulary instruction that includes significant repetition of robust vocabulary words.

THE FOLLOWING PAGE SHOWS HOW TEXT TALK FITS INTO SCOTT FORESMAN'S WEEKLY INSTRUCTION PLAN IN 15-20 MINUTES A DAY.

Use Text Talk for 15-20 minutes, 5 days a week.

Links to Reading First 1.6, pp. 2-11

5-Day Planner

pp. 73-75
Levelled Practice and Test Link in TerraNova, SAT9, or ITBS format

Target Skills of the Week

Reading Sequence
 Phonics r-Controlled ac; Suffix -ly
 Oral Language Speak Well
 Writing Complete Sentences

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Activate Prior Knowledge, p. 10j Phonics pp. 10k-10l Phonemic Awareness: r-Controlled ac; Suffix -ly Phonics: Introduce r-Controlled ac; Suffix -ly PHONICS SOUNDS AND RHYMES CHART "My Garden" Spelling: /r/ Words Posttest: Work with Spelling Pattern High-Frequency Words: Introduce miss, shall, these, wish, work Reading pp. 10m-17 Story Vocabulary Read Pupil Edition PHONICS STORY: <i>Bluebirds in the Garden</i> Independent Reading Self-Selected Reading, pp. 10d; AR24	Phonics pp. 17c-17d Phonics: Practice r-Controlled ac; Suffix -ly Apply Phonics: Read the PHONICS READER <i>Stars</i> or <i>DECODABLE READER 42</i> Spelling: Writing for Sounds High-Frequency Words: Practice PB 1.6: Phonics, pp. 3, 4; High-Frequency Words, p. 5 TRB 1.6: Phonics, pp. 3, 4; High-Frequency Words, p. 5 Reading pp. 17e-17f Comprehension: Sequence READ ALoud "The Watermelon Stand" Fluency: Reread the PHONICS STORY: <i>Bluebirds in the Garden</i> PB 1.6: Sequence, p. 6 TRB 1.6: Sequence, p. 6 Independent Reading Self-Selected Reading, pp. 10d; AR24	Reading pp. 18a-31 Story Vocabulary Read Pupil Edition MAIN SELECTION: <i>The Garden</i> Read Pupil Edition POEMS Comprehension: Sequence Guided Reading Resources/Flexible Groups, pp. 18b; LR1-LR6 Leveled Readers 25A, 25B, 6C PB 1.6: Vocabulary, p. 8 TRB 1.6: Vocabulary, p. 8 Independent Reading Self-Selected Reading, pp. 10d; AR24 Phonics pp. 31a-31b Phonics: Practice r-Controlled ac; Suffix -ly Long o: oa, ow Fluency: Reread the PHONICS READER <i>Stars</i> Spelling: Practice with Writing High-Frequency Words: Practice PB 1.6: Phonics, p. 9; Spelling, p. 10 TRB 1.6: Phonics, p. 9; Spelling, p. 10	Reading pp. 32-33 Read Together Pupil Edition READER RESPONSE Test Prep Selection Test PB 1.6: Selection Test, pp. 13-14 TRB 1.6: Selection Test, pp. 13-14 Realism and Fantasy Fluency: Reread the MAIN SELECTION Guided Reading Resources/Flexible Groups, pp. 18b; LR1-LR6 Leveled Readers 25A, 25B, 6C Independent Reading Self-Selected Reading, pp. 10d; AR24 Phonics pp. 33a-33b Phonics: Reread r-Controlled ac; Suffix -ly Final Digraphs ch, tch, sh, th Spelling: Partner Practice High-Frequency Words: Review PB 1.6: Phonics, p. 15; Spelling, p. 16 TRB 1.6: Phonics, p. 15; Spelling, p. 16	Reading pp. 35a-35b Assess Oral Reading: Oral Reading Checklist Guided Reading Resources/Flexible Groups, pp. 18b; LR1-LR6 Leveled Readers 25A, 25B, 6C Independent Reading Self-Selected Reading, pp. 10d; AR24 Phonics p. 35c Phonics: Practice r-Controlled ac; Suffix -ly Apply Phonics: Read the PHONICS TAKE-HOME READER Spelling: /ar/ Words Posttest High-Frequency Words: Practice Oral Language p. 35d Speaking: Speak Well
Oral Language Speaking, Listening, Viewing Oral Vocabulary	Oral Language pp. 10m, 17a Build Oral Language Expand Vocabulary: Discuss Suffixes -ly and -ful Writing pp. 10l, 17a-17b Shared Writing: Directions Handwriting: Qz Daily Writing Prompt: Write about something new you want to do.	Oral Language p. 17g Speaking: Speak Well Writing pp. 10l, 17g-17h Modeled Writing: Fluency Grammar: Complete Sentences PB 1.6: p. 7; TRB 1.6: p. 7 Daily Writing Prompt: Write about how to make a birdhouse.	Oral Language pp. 18a, 31c Build Oral Language Expand Vocabulary: Identify and Use Suffixes -ful and -less Writing pp. 10l, 31c-31d Modeled Writing: Thank-You Note Grammar: Complete Sentences PB 1.6: p. 11; TRB 1.6: p. 11; GPB: p. 54 Daily Writing Prompt: Toad wishes for a garden. Write about a wish you have.	Oral Language pp. 34-35 Speaking: Talk About Sentences Writing pp. 10l, 34-35 Grammar: Complete Sentences Writing: Write Sentences Correctly TRB 1.6: pp. 17-18; GPB: p. 55 Daily Writing Prompt: Write about how to grow seeds.	Oral Language p. 35d Speaking: Speak Well Writing pp. 10l, 35d Interactive Writing: Label Portfolio Daily Writing Prompt: Write about something you learned from the stories this week.
Writing Grammar, Usage, Mechanics					
Your State Standards Customize your week with the Teacher's Resource Planner CD-ROM!					

10e 5-Day Planner Target Skill Review Skill Assessment PB Practice Book TRB Teacher's Resource Book GPB Grammar Practice Book Skill tested on Unit 6 Benchmark Test and/or Unit 6 Skills Test Bluebirds/The Garden 10f

B. Oregon Reading First Panel Review

The Oregon Reading First Panel has reviewed many of the most widely-used basal reading textbooks, for their inclusion of research-based instruction as recommended by the National Reading Panel.

These excerpts from the Oregon Reading First Panel Review show the scores received by Scott Foresman for Vocabulary Instruction

Reviewers used the Kame'enui Critical Elements Analysis to rate each textbook series. They rated each item according to a three-point scale that is represented by a full circle (i.e. , 2 points), a partial circle (1 point), or an empty circle (0 points.) A full circle indicates that the program consistently met or exceeded the criterion for that item. A partial circle indicates the program partially met the criterion for that item. An empty circle indicates that the program did not satisfy the criterion for that item.

Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

High Priority Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/> +	1. Provides direct instruction of specific concepts and vocabulary. (<i>w</i>)
<input type="radio"/> +	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>st</i>)
<input checked="" type="radio"/>	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. (<i>w</i>)

Kindergarten Vocabulary Instruction — High Priority

Tally the number of elements with each rating.

(2 pts)
 (1.5 pts)
 + (1 pt)
 (0.5 pts)
 + (0 pts)

Discretionary Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/>	1. Reviews previously introduced words cumulatively.
<input checked="" type="radio"/> +	2. Provides opportunity for daily listening, speaking, and language experience.
<input checked="" type="radio"/> +	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

Kindergarten Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.

(2 pts)
 + (1.5 pts)
 (1 pt)
 + (0.5 pts)
 (0 pts)

High Priority Items — Irregular Words Instruction	
Rating	Criterion
<input type="radio"/> +	1. Selects words of high utility with ample practice for automaticity. (<i>st</i>)
<input checked="" type="radio"/>	2. Controls the number of irregular words introduced at one time. (<i>w</i>)

First Grade Irregular Words Instruction — High Priority

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet \quad \frac{2}{(1.5 \text{ pts})} \bullet+ \quad \frac{1}{(1 \text{ pt})} \bullet \quad \frac{1}{(.5 \text{ pts})} \circ+ \quad \frac{0}{(0 \text{ pts})} \circ$$

Total Points / Total Possible Points

$$\frac{2.5}{4} = \boxed{}$$

Discretionary Items — Irregular Words Instruction	
Rating	Criterion
<input checked="" type="radio"/> +	1. Strategically separates high-frequency words (e.g., <i>was, saw; them, they, there</i>), that are often confused by students.
<input checked="" type="radio"/> +	2. Points out irregularities while focusing student attention on all letters in the word.

First Grade Irregular Words Instruction — Discretionary

Tally the number of elements with each rating.

$$\frac{2}{(2 \text{ pts})} \bullet \quad \frac{2}{(1.5 \text{ pts})} \bullet+ \quad \frac{1}{(1 \text{ pt})} \bullet \quad \frac{0}{(.5 \text{ pts})} \circ+ \quad \frac{0}{(0 \text{ pts})} \circ$$

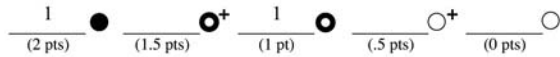
Total Points / Total Possible Points

$$\frac{3}{4} = \boxed{75\%}$$

High Priority Items — Vocabulary Instruction	
Rating	Criterion
<input checked="" type="radio"/>	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text. (<i>w</i>) [NRP, pg. 4-4]
<input type="radio"/>	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>st</i>) [NRP, pg. 4-4]

Second Grade Vocabulary Instruction — High Priority

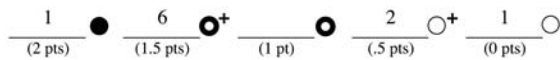
Tally the number of elements with each rating.



Discretionary Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/>	1. Variety of methods [NRP, pg. 4-4]
<input checked="" type="radio"/>	2. Incorporates exposure to a broad and diverse vocabulary through listening to an reading stories and informational texts. [NRP, pg. 4-4]
<input type="radio"/>	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. [NRP, pg. 4-4]
<input checked="" type="radio"/>	4. Reviews previously introduced words cumulatively. [NRP, pg. 4-4]
<input checked="" type="radio"/>	5. Teaches strategy for word meanings based on meaning of prefixes and suffixes.
<input checked="" type="radio"/>	6. Introduces the prefix or suffix in isolation, indicating its meaning and then connecting it in words.
<input checked="" type="radio"/>	7. Illustrates the prefix or suffix with multiple examples.
<input type="radio"/>	8. Restructuring of vocabulary tasks for at-risk, low achieving students.
<input checked="" type="radio"/>	9. Uses examples when the roots are familiar to students (e.g., <i>remake</i> and <i>replay</i> as opposed to <i>record</i> and <i>recode</i> .)
<input checked="" type="radio"/>	10. Separates prefixes that appear similar in initial instructional sequences (e.g., <i>pre</i> , <i>pro</i>).

Second Grade Vocabulary Instruction — Discretionary

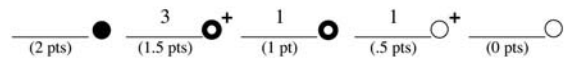
Tally the number of elements with each rating.



High Priority Items — Vocabulary Instruction	
Rating	Criterion
<input checked="" type="radio"/> +	1. Teaches strategies to use context to gain the meaning of an unfamiliar word. Context includes the words surrounding the unfamiliar word that provide information to its meaning. (<i>w</i>)
<input type="radio"/> +	2. Repeated and multiple exposures to vocabulary. (<i>st</i>) [NRP, pg. 4-4]
<input type="radio"/>	3. Emphasizes direct instruction in specific concepts and vocabulary essential to understanding text. (<i>w</i>)
<input checked="" type="radio"/> +	4. Provides exposure to a broad and diverse vocabulary through listening to and reading stories. (<i>ss</i>) [NRP, pg. 4-4]
<input checked="" type="radio"/> +	5. Variety of methods; variety of contexts. (<i>ss</i>) [NRP, pg. 4-4]

Third Grade Vocabulary Instruction — High Priority

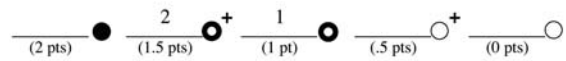
Tally the number of elements with each rating.



Discretionary Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/>	1. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. Uses words in context and that are encountered frequently.
<input checked="" type="radio"/> +	2. Restructuring of vocabulary tasks for at-risk, low achievers.
<input checked="" type="radio"/> +	3. Extends the understanding of concepts and vocabulary of the English language through (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict the meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.

Third Grade Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.



Oregon Reading First Panel found **Scott Foresman' vocabulary instruction insufficient** (receiving a score of less than 75%) for all the following grades:

- Grade K 45% of possible score
- Grade 1 69% of possible score
- Grade 2 63% of possible score
- Grade 3 63% of possible

This means that students could fall behind in vocabulary development during all these crucial first four grades, a deficiency that would be very difficult to remedy later on. The score for Kindergarten of just 45% is particularly problematic given the importance of establishing a strong foundation in vocabulary during the earliest years of schooling.

Text Talk provides comprehensive vocabulary instruction in the following topics, in which ORFP judges Scott Foresman to be insufficient:

--“integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts.”

--“provides direct instruction of specific concepts and vocabulary.”

--“provides repeated and multiple exposures to critical vocabulary.”

The above topics are all covered repeatedly in the following areas of the Text Talk lessons:

- Introduce vocabulary
- Develop vocabulary
- Integrate Vocabulary and Comprehension

C. Analysis of the types of words taught

Research by Dr. Isabel Beck and Dr. Margaret McKeown emphasizes that students need systematic instruction that prepares students to deal with “decontextualized language”. Beck explains: “... the kinds of words taught take on a greater role in the texts that students will encounter as they go up the grade levels.” In other words, students need to be explicitly prepared to comprehend the types of words that appear in chapter books, more complex texts, and on standardized tests.

In developing Text Talk instruction through over a decade of research, Dr. Beck and Dr. McKeown recognized that the type of instruction included in most comprehensive reading programs was inadequately preparing students for the vocabulary demands of more complex text.

Thus, Text Talk instruction focuses on robust words. Each word was chosen because it:

- **Represents a familiar concept.** For example, while students may not know that word they already know a simpler word to describe the same concept.
- **Will appear in more complex text.** Students are likely to encounter these words in chapter books and on standardized tests starting in 3rd and 4th grade.

Text Talk words help teachers make the most of limited instructional time by focusing on useful words that give children a healthy vocabulary in the early grades.

The pages that follow list the words that Scott Foresman focuses on for vocabulary instruction. As is appropriate for students who enter with limited vocabulary skills, the series focuses on high-utility words that represent everyday terms familiar to students (head, arms, hands, knees, legs) and basic words that describe a student's immediate world (big, little, round). The program also does an adequate job of categorizing and grouping words (e.g. animal words: dogs, pigs, horses, cats, mice, etc.). However, missing from the instruction is a systematic introduction of “robust words” that teach children to understand and use decontextualized language.

On the pages that follow, the final column shows how the words from Text Talk strengthen the scope and sequence of vocabulary skills for Scott Foresman. Text Talk is a useful supplement to this textbook series. When used together, students will be much better prepared to comprehend texts in 3rd and 4th grades.

Scott Foresman, Grade K		
	High-Frequency Words	Text Talk Words
Week 1	<u>Oral Language/ Build Vocabulary</u> COLOR WORDS Red, blue, yellow, purple, green	N/A
Week 2	<u>Oral Language/ Build Vocabulary</u> SOUND WORDS Beep, swish, zoom	N/A
Week 3	<u>Oral Language/ Build Vocabulary</u> BODY PART WORDS Head, arms, hands, knees, legs	N/A
Week 4	<u>Oral Language/ Build Vocabulary</u> ANIMAL WORDS Dogs, pigs, horses, cats, mice WORDS FOR NUMBERS Three, one, two, ten, four	N/A
Week 5	<u>Oral Language/ Build Vocabulary</u> TOY WORDS Truck, ball, block POSITION WORDS On the top, on the bottom, in the middle, up, down	N/A
Week 6	<u>Oral Language/ Build Vocabulary</u> WORDS FOR PERFORMERS Artist, singer, dancer WORDS FOR SHAPES AND SIZES Big, little, round, circle, square, rectangle, triangle, big, small, biggest, smallest	N/A
Week 7	<u>Oral Language/ Build Vocabulary</u> FOOD WORDS Cracker, cookie, olives, cheese, pickles <u>Reading/High frequency words</u> A, the	N/A
Week 8	<u>Oral Language/ Build Vocabulary</u> ACTION WORDS Marches, hops, climbs, jumps <u>Reading/High frequency words</u> A, the	N/A
Week 9	<u>Oral Language/ Build Vocabulary</u> GARDEN WORDS Seeds, sprouts, water, plants, grow <u>Reading/High frequency words</u> Can, at	bickering desperately definitely recognized harmony selfish
Week 10	<u>Oral Language/ Build Vocabulary</u> ANIMAL WORDS Panda, elephant, lions, monkeys, penguins <u>Reading/High frequency words</u> Can, at	amusing detest gumption snarled mimic contented

Week 11	<u>Oral Language/ Build Vocabulary</u> POSITION WORDS Over, down, up, inside <u>Reading/High frequency words</u> I, am	restless wandered searching vendor support responsible
Week 12	<u>Oral Language/ Build Vocabulary</u> BAKING WORDS Eggs, milk, flour, cake, frosting <u>Reading/High frequency words</u> I, am	swapped grateful relief delighted benefit trustworthy
Week 13	<u>Oral Language/ Build Vocabulary</u> COLOR WORDS Pink, black, orange, brown, white <u>Reading/High frequency words</u> Like, this	disturb ordinary refreshed upset imitate satisfied
Week 14	<u>Oral Language/ Build Vocabulary</u> FEELING WORDS Happy, angry, sorry, sad, furious <u>Reading/High frequency words</u> Like, this	gentle soared noticed crisp communicate eager
Week 15	<u>Oral Language/ Build Vocabulary</u> FARM WORDS Farm, cow, plowing, milking, tractor <u>Reading/High frequency words</u> Big, in	perhaps certainly smooth collected resourceful patience
Week 16	<u>Oral Language/ Build Vocabulary</u> ACTION WORDS Springing, leaping, drinking, eating, hiding <u>Reading/High frequency words</u> Big, in	insisted drowsy nuzzled hesitating panic reluctant
Week 17	<u>Oral Language/ Build Vocabulary</u> CLOTHES WORDS Dresses, shirts, shoes, skirts, hat <u>Reading/High frequency words</u> It, but	delicious fancy rather shaped boast devoured
Week 18	<u>Oral Language/ Build Vocabulary</u> WORDS ABOUT CORN Corn, ripe, stalks, rows, kernels <u>Reading/High frequency words</u> It, but	imagine grumpy grows unexpected tame strategy
Week 19	<u>Oral Language/ Build Vocabulary</u> BEACH WORDS Beach, swim, crabs, pool, shell <u>Reading/High frequency words</u> Look, see	embarrassed warn steep thumped concerned frigid

Week 20	<u>Oral Language/ Build Vocabulary</u> RAIN WORDS Rain, wet, splash, boots, umbrella <u>Reading/High frequency words</u> Look, see	remind prodded grasped message companions solution
Week 21	<u>Oral Language/ Build Vocabulary</u> NATURE WORDS Lakes, fields, mountains, rivers <u>Reading/High frequency words</u> My, see	crowded memories proud rippled variety routine
Week 22	<u>Oral Language/ Build Vocabulary</u> TRANSPORTATION WORDS Trains, boats, buses, fire engines, jet planes <u>Reading/High frequency words</u> My, we	adorable enormous resist lonely annoyed gregarious
Week 23	<u>Oral Language/ Build Vocabulary</u> DESCRIBING WORDS Good, little, naughty <u>Reading/High frequency words</u> Little, have	clever furiously wonder dashed disguise restore
Week 24	<u>Oral Language/ Build Vocabulary</u> ACTION WORDS Walking, dancing, sleeping, drawing, laughing <u>Reading/High frequency words</u> Little, have	average revolting fussy terrible nutritious appropriate
Week 25	<u>Oral Language/ Build Vocabulary</u> MOVEMENT WORDS Crawl, creep, slide, stretch, swing <u>Reading/High frequency words</u> Do, not what	convince fearless frightening occurred daring switch
Week 26	<u>Oral Language/ Build Vocabulary</u> HEAD WORDS Nose, teeth, ears, hair <u>Reading/High frequency words</u> Do, not what	expect trust clumsy tremendous congenial determined
Week 27	<u>Oral Language/ Build Vocabulary</u> NUMBER WORDS One, two, three, four, five <u>Reading/High frequency words</u> One, two, three	envious forlorn scorched politely ability overjoyed
Week 28	<u>Oral Language/ Build Vocabulary</u> FURNITURE WORDS Beds, tables, chairs, lamps, sofas <u>Reading/High frequency words</u> One, two, three	horrid responsibility amazing cozy courteous competent

Week 29	<u>Oral Language/ Build Vocabulary</u> FOOD WORDS Sandwich, peanut butter, jelly, oranges, apples <u>Reading/High frequency words</u> Red, yellow, blue	Review of Text Talk vocabulary
Week 30	<u>Oral Language/ Build Vocabulary</u> SOCCER WORDS Soccer, dribbled, bounced, team, goal <u>Reading/High frequency words</u> Red, green, blue	Review of Text Talk vocabulary
Week 31	<u>Oral Language/ Build Vocabulary</u> SPACE TRAVEL WORDS Rocket, countdown, splash down, moon, lift off <u>Reading/High frequency words</u> Here, to, up	Review of Text Talk vocabulary
Week 32	<u>Oral Language/ Build Vocabulary</u> "OPPOSITES" WORDS small, big, lean, fat here, to, up	Review of Text Talk vocabulary
Week 33	<u>Oral Language/ Build Vocabulary</u> POSITION WORDS On, in, high, below <u>Reading/High frequency words</u> Get, where, and	Review of Text Talk vocabulary
Week 34	<u>Oral Language/ Build Vocabulary</u> MEAL WORDS Meal, kitchen, cook, dinner <u>Reading/High frequency words</u> Get, where, and	Review of Text Talk vocabulary
Week 35	<u>Oral Language/ Build Vocabulary</u> BUILDING WORDS Dig, load, dump, mix, build <u>Reading/High frequency words</u> You, that, go	Review of Text Talk vocabulary
Week 36	<u>Oral Language/ Build Vocabulary</u> WORDS FOR HOMES Houses, castles, igloo, tepee <u>Reading/High frequency words</u> You, that, go	Review of Text Talk vocabulary

Scott Foresman, Grade 1

	Scott Foresman	Text Talk
Week 1	<p><u>Reading/Vocabulary</u> High Frequency Words Red, blue, yellow, I, see, a <u>Oral Language/Expand Vocabulary</u> Red, blue, green, purple, orange, black, brown, yellow, white</p>	n/a
Week 2	<p><u>Reading/Vocabulary</u> High Frequency Words Can, at, and, look, the, my <u>Oral Language/Expand Vocabulary</u> Square, rectangle, circle, triangle, big, little</p>	n/a
Week 3	<p><u>Reading/Vocabulary</u> High Frequency Words Big, have, it, is, in, little <u>Oral Language/Expand Vocabulary</u> One, two, three, four, five, six, seven, eight, nine, ten</p>	n/a
Week 4	<p><u>Reading/Vocabulary</u> High Frequency Words Do, like, not, that, to, you <u>Oral Language/Expand Vocabulary</u> Happy, funny, surprised, nice, neat, happy, glad</p>	n/a
Week 5	<p><u>Reading/Vocabulary</u> High Frequency Words Get, what, we, one, two, three <u>Oral Language/Expand Vocabulary</u> RHYMING WORDS: walk, talk, chalk, stalk</p>	n/a
Week 6	<p><u>Reading/Vocabulary</u> High Frequency Words Up, but, go, where, here, am <u>Oral Language/Expand Vocabulary</u> POSITION WORDS: in front of, etc.</p>	n/a
Week 7	<p><u>Reading/Vocabulary</u> High Frequency Words Come, down, away, no, will <u>Oral Language/Expand Vocabulary</u> ANIMAL SOUNDS: bow wow, meow, hiss. ANIMAL ACTIONS: jump-cat-rabbit, run-dog-tiger, climb-rat-monkey, swim-fish-whale</p>	n/a
Week 8	<p><u>Reading/Vocabulary</u> High Frequency Words All, are, find, make, play <u>Oral Language/Expand Vocabulary</u> SCHOOL OBJECTS: computer, keyboard, monitor, mouse, printer</p>	coincidence loyal murmured recited sensitive bitter
Week 9	<p><u>Reading/Vocabulary</u> High Frequency Words Went, walk, did, saw, me <u>Oral Language/Expand Vocabulary</u> ACTION WORDS: swinging, playing, talking</p>	delicate drafty raved trickster imposter genuine

Week 10	<u>Reading/Vocabulary</u> High Frequency Words How, many, on, why, they <u>Oral Language/Expand Vocabulary</u> ANTONYMNS: big-little, stop-go, top-bottom, on-off	quivered strolled gathered burst compromise obstacle
Week 11	<u>Reading/Vocabulary</u> High Frequency Words Does, into, he, this, water <u>Oral Language/Expand Vocabulary</u> ANTONYMNS: in-out, stop-go, front-back, right-left, top-bottom, over-under	autumn creature harvest snug conclude accomplished
Week 12	<u>Reading/Vocabulary</u> High Frequency Words By, eat, sing, stop, them <u>Oral Language/Expand Vocabulary</u> RHYMING WORDS: licking, picking, ticking, filling, billing, willing	assortment contributed civilized inappropriate orderly concoct
Week 13	<u>Reading/Vocabulary</u> High Frequency Words Help, now, said, so, who <u>Oral Language/Expand Vocabulary</u> WORDS FOR HELPING: vacuum, mend, scrub, tidy, rinse, scour	perfect suspicious nasty damp gullible versatile
Week 14	<u>Reading/Vocabulary</u> High Frequency Words For, some, good, too, want <u>Oral Language/Expand Vocabulary</u> ANIMAL FOOD/PEOPLE FOOD: acorns, bugs, banana, fish, pizza, spaghetti, hamburger, corn	adventure cautiously envy precious fond transform
Week 15	<u>Reading/Vocabulary</u> High Frequency Words Jump, more, sleep, time, with <u>Oral Language/Expand Vocabulary</u> HOMONYNS: dear-deer, week-weak, tale-tail	miserable necessities privilege stranded reliable opportunity
Week 16	<u>Reading/Vocabulary</u> High Frequency Words Bring, carry, hold, our, us <u>Oral Language/Expand Vocabulary</u> HOMONYNS: creak-creek, fair-fare, doe-dough, hall-haul	extraordinary impressed inseparable triumphantly doubt misunderstanding
Week 17	<u>Reading/Vocabulary</u> High Frequency Words Came, know, out, she, there <u>Oral Language/Expand Vocabulary</u> FEELINGS: happy, glad, joyful, unhappy, sad, mad, glum, timid, bold, confident	cellar skyscraper settled straightened diligent efficient
Week 18	<u>Reading/Vocabulary</u> High Frequency Words Again, please, read, say, word <u>Oral Language/Expand Vocabulary</u> TIMES OF DAY: morning, evening, night, afternoon	compliments sputter valuable hero abundance eavesdrop

Week 19	<u>Reading/Vocabulary</u> High Frequency Words After, as, call, laugh, something <u>Oral Language/Expand Vocabulary</u> SEQUENCE WORDS: first, next, then, before, finally	custom honored troublesome unfortunate rescue foolish
Week 20	<u>Reading/Vocabulary</u> High Frequency Words Every, mother, made, of, was <u>Oral Language/Expand Vocabulary</u> MULTIPLE-MEANING WORDS: fly, play, face, roll, wave	destination intricate selected venture enthusiastic merchant
Week 21	<u>Reading/Vocabulary</u> High Frequency Words Father, going, has, thank, very <u>Oral Language/Expand Vocabulary</u> HOMONYNS: see-sea, pail-pale, knight-night, whole-hole	bunch definitely strange finally exceptional original
Week 22	<u>Reading/Vocabulary</u> High Frequency Words Be, friend, pretty, soon, your <u>Oral Language/Expand Vocabulary</u> SYNONYMS: funny-comical-silly-amusing- goofy-humorous-hilarious, talk-whisper, complain-grumble, mutter, promise, holler	basking dazzling gazing instead anticipation exhausted
Week 23	<u>Reading/Vocabulary</u> High Frequency Words Four, funny, long, watch, were <u>Oral Language/Expand Vocabulary</u> HOMONYNS: run-sprint-gallop-dash-race- scamper-hurry-scramble	accidental labored permanent sturdy associate cherished
Week 24	<u>Reading/Vocabulary</u> High Frequency Words About, any, ask, kind, over <u>Oral Language/Expand Vocabulary</u> SYNONYMS: brave-bold, dusty-dirty, strong-tough	astonishment gleefully launched splattered complicated chaotic
Week 25	<u>Reading/Vocabulary</u> High Frequency Words Buy, only, or, right, think <u>Oral Language/Expand Vocabulary</u> COMPOUND WORDS: cowboy, basketball, grasshopper, jellyfish, ladybug, chalkboard, peanut, football, sandpaper, scarecrow, newspaper, butterfly, airplane, airport, spaceship, honeycomb, honeybee	craving screeched scrumptious joyfully scheme devious
Week 26	<u>Reading/Vocabulary</u> High Frequency Words Don't, from, hear, live, when <u>Oral Language/Expand Vocabulary</u> MULTIPLE-MEANING WORDS: hard, batter, duck, school, safe	avoid curious familiar struggled assist peculiar

Week 27	<u>Reading/Vocabulary</u> High Frequency Words Around, her, new, old, show <u>Oral Language/Expand Vocabulary</u> ANTONYMS: huge-tiny, noisy-quiet, smooth-bumpy, down-up, tall-short, many-few, lost-found, inside-outside, on-off, good-bye-hello	clutched crooned gasped sighed adapt plunged
Week 28	<u>Reading/Vocabulary</u> High Frequency Words Been, first, found, start, together <u>Oral Language/Expand Vocabulary</u> UNFAMILIAR WORDS: graze, crunchy, infant, control, measured	Review of Text Talk Vocabulary
Week 29	<u>Reading/Vocabulary</u> High Frequency Words Animals, even, heard, most, their <u>Oral Language/Expand Vocabulary</u> ITEMS AND PLACES: POST OFFICE letters, stamps, mailboxes. MALL stores, movie theaters, clothes	Review of Text Talk Vocabulary
Week 30	<u>Reading/Vocabulary</u> High Frequency Words Because, better, give, people, put <u>Oral Language/Expand Vocabulary</u> HOMONYMS: son-sun, tow-toe, road-rode, whole-hole, sale-sail, blue-blew	Review of Text Talk Vocabulary
Week 31	<u>Reading/Vocabulary</u> High Frequency Words Much, shall, these, wish, work <u>Oral Language/Expand Vocabulary</u> DINOSAUR NAMES: psittacosaurus, maiasaura, stegosaurus	Review of Text Talk Vocabulary
Week 32	<u>Reading/Vocabulary</u> High Frequency Words Before, cold, full, off, would <u>Oral Language/Expand Vocabulary</u> COMPARITIVES: tall-taller-est, good-better-best, large-larger-largest, brave-braver-bravest, bad-worse-worst	Review of Text Talk Vocabulary
Week 33	<u>Reading/Vocabulary</u> High Frequency Words Each, once, other, under, which <u>Oral Language/Expand Vocabulary</u> SUFFIXES: -ly and -ful, lightly, quickly, softly, joyful, careful, thankful, cheerful, peaceful, helpful, -les; toothless, careless, helpless	Review of Text Talk Vocabulary
Week 34	<u>Reading/Vocabulary</u> High Frequency Words Along, goes, great, idea, pull <u>Oral Language/Expand Vocabulary</u> MULTIPLE-MEANING WORDS: play, cold, bangs, soil	Review of Text Talk Vocabulary

Week 35	<u>Reading/Vocabulary</u> High Frequency Words Almost, knew, thought, took, picture <u>Oral Language/Expand Vocabulary</u> MULTIPLE-MEANING WORDS: bill, ground	Review of Text Talk Vocabulary
Week 36	<u>Reading/Vocabulary</u> High Frequency Words Open, boy, always, move, school <u>Oral Language/Expand Vocabulary</u> PREFIXES: 'un'-happy-unhappy, zip-unzip, fold-unfold	Review of Text Talk Vocabulary

Scott Foresman, Grade 2

	Word Work	Text Talk Vocabulary Words
Week 1	<p><u>Reading/Vocabulary</u> High Frequency Words Could, have, need, then, was Introduce Story Vocabulary Ladybug, sprang, strange, understand, wonder, truly</p>	n/a
Week 2	<p><u>Reading/Vocabulary</u> High Frequency Words Live, made, people, taste, your Introduce Story Vocabulary Empty, popcorn, wobbly, pretzels, nowhere</p>	n/a
Week 3	<p><u>Reading/Vocabulary</u> High Frequency Words Clean, many, use, work, world Introduce Story Vocabulary Sign, ready, phone, computer, everything</p>	n/a
Week 4	<p><u>Reading/Vocabulary</u> High Frequency Words Should, their, very, through, would Introduce Story Vocabulary Eagle, helmet, signals, steep, trail</p>	n/a
Week 5	<p><u>Reading/Vocabulary</u> High Frequency Words House, took, never, these, off Introduce Story Vocabulary Birdhouses, completing, backpack, repair, whispered</p>	n/a
Week 6	<p><u>Reading/Vocabulary</u> High Frequency Words Keep, new, mother, warm, myself Introduce Story Vocabulary Beautiful, hatches, duckling, floating</p>	obedience misconceptions melodramatic neglected despair persistent
Week 7	<p><u>Reading/Vocabulary</u> High Frequency Words Because, carry, don't goes, whole Introduce Story Vocabulary Microscope, telescope, hidden</p>	contagious distraction remedies vanished altered perplexed
Week 8	<p><u>Reading/Vocabulary</u> High Frequency Words Almost, another, around, food, under Introduce Story Vocabulary Scurries, wheel, bottle</p>	eerie bleak legend mortified reveal mischievous
Week 9	<p><u>Reading/Vocabulary</u> High Frequency Words Animals, before, between, knew, why Introduce Story Vocabulary Woodpile, dinosaurs, swallow, few</p>	vibrated reassured cowered suppressed dumbfounded dismayed

Week 10	<u>Reading/Vocabulary</u> High Frequency Words Call, enough, full, heard, until Introduce Story Vocabulary Since insect, senses, different	boarder community gulped grumbling appetizing diversity
Week 11	<u>Reading/Vocabulary</u> High Frequency Words Been, friends, show, since, been Introduce Story Vocabulary Giants, gripped, batter, thousand, pitched, bounced	relocate ferocious queasy lumbered collaboration steadfast
Week 12	<u>Reading/Vocabulary</u> High Frequency Words Children, high, city, room, place Introduce Story Vocabulary Darted, guitar, questions, sharing	description complain suspect mystery sleuth conspiracy
Week 13	<u>Reading/Vocabulary</u> High Frequency Words Across, best, either, sometimes, toward Introduce Story Vocabulary Basketball, arrived	masterpiece dreaded anxious ruin compassion nurturing
Week 14	<u>Reading/Vocabulary</u> High Frequency Words Bring, brought, next, picture, read Introduce Story Vocabulary Pours, echo, canyon, breath, fingers	sternly contrary ignored glide innovative rivals
Week 15	<u>Reading/Vocabulary</u> High Frequency Words Beautiful, become, even, great, together Introduce Story Vocabulary voice	disbelief incredible creation creaky colossal isolated
Week 16	<u>Reading/Vocabulary</u> High Frequency Words Ago, better, head, idea, still Introduce Story Vocabulary Argument, compete, gear, helmet, goal, team	gracious humble fragrant muttered fret practical
Week 17	<u>Reading/Vocabulary</u> High Frequency Words About, different, father, important, told Introduce Story Vocabulary Germany, Mexico, piñata Israel	gossiped shunned peered constantly exotic simplicity

Week 18	<u>Reading/Vocabulary</u> High Frequency Words Large, wash, ready, says, today Introduce Story Vocabulary Measured, oven, pleasure, treasure	charred haughtily feverishly awesome prevail suitable
Week 19	<u>Reading/Vocabulary</u> High Frequency Words Able, early, own, story, thought Introduce Story Vocabulary cousin	advance drenching injure uncertain insecure priority
Week 20	<u>Reading/Vocabulary</u> High Frequency Words Family, finally, morning, paper, really Introduce Story Vocabulary Wriggle, gulped, wailed, gnats	gleamed mumbled tender tilted yearn cooperative
Week 21	<u>Reading/Vocabulary</u> High Frequency Words Began, Earth, ever, remember, try Introduce Story Vocabulary Astronaut, capsule, inventor	prowling trembling extremely generous secure persevere
Week 22	<u>Reading/Vocabulary</u> High Frequency Words Behind, only, sure, upon, word Introduce Story Vocabulary Mill, humble, machines, sashes, scrambled	concentrate passion emergencies confidence industrious achieve
Week 23	<u>Reading/Vocabulary</u> High Frequency Words Course, hear, things, which, years Introduce Story Vocabulary Glides, steers	revenge misery mesmerized coaxed regret frustrated
Week 24	<u>Reading/Vocabulary</u> High Frequency Words Cold, grow, most, move, near Introduce Story Vocabulary Jellyfish, poison, octopus, reined, rescue	aggressive distress accustomed affection console capable
Week 25	<u>Reading/Vocabulary</u> High Frequency Words Along, front, probably, right, someday Introduce Story Vocabulary Suddenly, noise, repeated, hollow	ancestors slithered wither lulled defenseless intentions

Week 26	<u>Reading/Vocabulary</u> High Frequency Words Above, few, kept, sound, number Introduce Story Vocabulary Photograph, scissors, piece, relief	Review of Text Talk Vocabulary
Week 27	<u>Reading/Vocabulary</u> High Frequency Words Eight, road, round, start, young Introduce Story Vocabulary Collect, receive, favorite, ceiling	Review of Text Talk Vocabulary
Week 28	<u>Reading/Vocabulary</u> High Frequency Words Add, any, both, making, mean Introduce Story Vocabulary Butcher, peddler, onions, prepared, delicious, judge	Review of Text Talk Vocabulary
Week 29	<u>Reading/Vocabulary</u> High Frequency Words Also, group, soon, though, tried Introduce Story Vocabulary Products, invention, schedule	Review of Text Talk Vocabulary
Week 30	<u>Reading/Vocabulary</u> High Frequency Words Already, buy, nothing, piece, used Introduce Story Vocabulary Condition, mural, petition, grocery, scoured, reaction	Review of Text Talk Vocabulary

Scott Foresman, Grade 3

	Scott Foresman	Text Talk
Week 1	<p><u>Reading/Vocabulary</u> Words to Know: Cowboys, imagination, summer, vacation, visit, west More Words to Know: cowhand, fantastic, stampede, stubborn, wrangler</p>	N/A
Week 2	<p><u>Reading/Vocabulary</u> Words to Know: breakfast, forest, promise, comfortable, gobbled, cozy, hungry Skills in Context/Synonyms: scarcely/hardly; parlor/living room; little/small/tiny; Papa/Dad/Father; Mama/Mom/Mother; smithereens/bits/pieces</p>	N/A
Week 3	<p><u>Reading/Vocabulary</u> Words to Know: favorite, practice, tourists, rodeo, prepare, grandfather Vocabulary Support: Yaqui, Gaudalupe, Sedona</p>	N/A
Week 4	<p><u>Reading/Vocabulary</u> Words to Know: coughs, pretend, discovered, secret, poems, sheet (meaning bed linen and sheet of paper), curious</p>	N/A
Week 5	<p><u>Reading/Vocabulary</u> Words to Know: aimed, gift, basketball, bounced, shoot, playground Synonyms: big, large</p>	N/A
Week 6	<p><u>Reading/Vocabulary</u> Words to Know: collect, pitcher, hinge, plants, insects, trap</p>	obedience misconceptions melodramatic neglected despair persistent
Week 7	<p><u>Reading/Vocabulary</u> Words to Know: breathe, dream, planet, scary, space, spaceship More Words to Know: heroes, plastic, switches</p>	contagious distraction remedies vanished altered perplexed
Week 8	<p><u>Reading/Vocabulary</u> Words to Know: destroy, noise, powerful, storms, warnings, wrecked More Words to Know: Damage, detect, funnel, satellites, tornado Build Vocabulary/Synonyms: Spoil-destroy; notices-warnings; heavy rains-storms; strong-powerful; unpleasant sound-noise</p>	eerie bleak legend mortified reveal mischievous
Week 9	<p><u>Reading/Vocabulary</u> Words to Know: alert, breaks, melt, ocean, thousands More Words to Know: Glacier, iceberg, ice pack, lifeboats, Titanic Build Vocabulary/Synonyms/Antonyms/Related Words: Alert-aware-asleep-sharp; breaks-splits-puts together-cracks; melt-dissolve-freeze-thaw; ocean-sea-land-water; thousands-ten hundreds-zero-many</p>	vibrated reassured cowered suppressed dumbfounded dismayed

Week 10	<u>Reading/Vocabulary</u> Words to Know: burrows, hatch, cliff, searching, cardboard, underground, island Vocabulary Support (Icelandic words): Halla, Heimaey, Lundi, Arnar Inge, fisk, baldusbra, lundi pysja, Einn-tvier-PRiR	boarder community gulped grumbling appetizing diversity
Week 11	<u>Reading/Vocabulary</u> Words to Know: authors, difficult, information, libraries, museums, suggestions More Words to Know: Manuscript, persistent, publishers, rejection Vocabulary Web: INFORMATION-authors, difficult, libraries, museums, suggestions Multiple-Meaning Words Stuck (fastened vs. not knowing what to do)	relocate ferocious queasy lumbered collaboration steadfast
Week 12	<u>Reading/Vocabulary</u> Words to Know: business, cheated, partners, harvesting, clever, wealth, lazy Vocabulary Strategies/Antonyms: Noisy-quiet; lazy-hardworking; clever-stupid; wealth-poverty	description complain suspect mystery sleuth conspiracy
Week 13	<u>Reading/Vocabulary</u> Words to Know: bounded, correcting, direction, easily, guide, harness, introduce, patient More Words to Know: Attachment, diagonally, obedience	masterpiece dreaded anxious ruin compassion nurturing
Week 14	<u>Reading/Vocabulary</u> Words to Know: afraid, brave, reservation, silent, spelling, trouble More Words to Know: Coyote, dreaded, mountain lion, mural Build Vocabulary/Vocabulary Web: Relate Words to Know to 'silent'	sternly contrary ignored glide innovative rivals
Week 15	<u>Reading/Vocabulary</u> Words to Know: jokes, neighborhood, prize, problem, prove, serious	disbelief incredible creation creaky colossal isolated
Week 16	<u>Reading/Vocabulary</u> Words to Know: brilliant, greedy, feast, delighted, guest, stomach Vocabulary Support: (Ashanti and Masai words) Akye; a-kye-kye-die; oyei-yaai	gracious humble fragrant muttered fret practical
Week 17	<u>Reading/Vocabulary</u> Words to Know: appreciate, dragon, lucky, rustling, scolded, startled More Words to Know: devoured, exploding, firecrackers, worthless	gossiped shunned peered constantly exotic simplicity

Week 18	<u>Reading/Vocabulary</u> Words to Know: distance, lightning, measured, recipe, thunder, weather More Words to Know: bellowed, bolt, horizon, luscious Building Vocabulary: Link 'measured' to other Words to Know using word web	charred haughtily feverishly awesome prevail suitable
Week 19	<u>Reading/Vocabulary</u> Words to Know: double, grain, palace, reward, single, thief More Words to Know: decreed, famine, raja, storehouses Building Vocabulary: Create a word map for 'double'	advance drenching injure uncertain insecure priority
Week 20	<u>Reading/Vocabulary</u> Words to Know: cruel, spied, arrived, shone, thirst, respect, astonished, excitement Antonyms: left-arrived	gleamed mumbled tender tilted yearn cooperative
Week 21	<u>Reading/Vocabulary</u> Words to Know: compasses, engine, flight, instruments, route, soars More Words to Know: attempt, cockpit, destination, navigate Building Vocabulary: Link 'flight' to other Words to Know using word web	prowling trembling extremely generous secure persevere
Week 22	<u>Reading/Vocabulary</u> Words to Know: avenue, ducklings, nest, pool, splash, spring More Words to Know: brooded, commotion, dori (Japanese for 'street'), proceeded, traffic Building Vocabulary: Classify Words to Know under 'place', 'animal', 'action', or 'season'	concentrate passion emergencies confidence industrious achieve
Week 23	<u>Reading/Vocabulary</u> Words to Know: howling, snatched, stumble, whipped, whirled, wind More Words to Know: cherished, dressmaker, duchess, trudge Building Vocabulary: Link 'wind' to other Words to Know using word web	revenge misery mesmerized coaxed regret frustrated
Week 24	<u>Reading/Vocabulary</u> Words to Know: alphabet, cabin, learning, magic, newspaper, tales More Words to Know: barrels, coopers, lantern, saltworks Building Vocabulary: Rate knowledge of Words to Know using graphic organizer	aggressive distress accustomed affection console capable

Week 25	<u>Reading/Vocabulary</u> Words to Know: chores, dust, pasture, pony, saddle, sturdy, swift More Words to Know: auction, auctioneer, girth, tractor Building Vocabulary: group Words to Know in Venn diagrams	ancestors slithered wither lulled defenseless intentions
Week 26	<u>Reading/Vocabulary</u> Words to Know: cone, creating, designed, famous, paste, swan More Words to Know: fiesta, mixture, piñata, smeared, twine Building Vocabulary: Link 'creating' to other Words to Know using word web	Review of Text Talk Vocabulary
Week 27	<u>Reading/Vocabulary</u> Words to Know: bundled, carted, conductor, lable, mailing, station More Words to Know: chugged, flabbergasted, permissible, postal Building Vocabulary: Create a word map for 'bundled'	Review of Text Talk Vocabulary
Week 28	<u>Reading/Vocabulary</u> Words to Know: flushed, hurled, pronounced, refrigerator, sauce, success More Words to Know: calamity, distaste, edible, resolved Building Vocabulary: Predict word meanings in context for Words to Know using graphic organizer	Review of Text Talk Vocabulary
Week 29	<u>Reading/Vocabulary</u> Words to Know: astronaut, emergency, globe, launch, unusual, weighed More Words to Know: atmosphere, orbiter, oxygen, pressure, space shuttle Building Vocabulary: Link 'astronaut' to other Words to Know using word web	Review of Text Talk Vocabulary
Week 30	<u>Reading/Vocabulary</u> Words to Know: blinding, crystal, echoing, ledge, remarkable, scout, sparkling, treasure More Words to Know: antennae, dusk, feverish, unnatural Building Vocabulary: Explore denotations and connotations of Words to Know using graphic organizer	Review of Text Talk Vocabulary