

Unit of Study	Unit/Content What topics will be taught and learned? What is the essential vocabulary for the unit? What do students need to know? Topic Vocabulary		Skills What do students have to be able to do related to the content?	Essential Questions What are the fundamental, enduring questions that will guide study and instruction?	CCSS & WIDA What benchmarks will be achieved through this topic? ~ Instruction What activities will be used to develop the skills and knowledge?	Resources What materials, texts, videos, Internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances/ will be collected to establish that the Content and Skills have been learned?
Unit 1 Part 1	Happy to Help Focus: The Power of Kindness	Key Words: Social Studies Vocab: action, gift, receive, difference, problem, solution Academic Vocab: kindness, understand, want, need, value Basic Vocab: aunt, niece, father, daughter, sister, brother, grandfather, granddaughter, uncle, nephew, cousin, grandmother, grandson, family, mother, son	Language Strategies: -Retell a story -Make and Respond to Requests -Complete Sentences -Subject and Predicate -Use Gestures and Expressions - Use Nonverbal Cues Reading Strategies: -Plan and Monitor -Plot -Characters -Poetic Form Fluency: -Expression -Accuracy and Rate Writing: Daily writing tasks Genre: -Realistic Fiction -Poem	How do people help each other? Part 1: Can one act of kindness make a difference?	RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (T29) RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (T20-21, T26a, T30) RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (T27c-27, T34a) RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting.) (T13, T16-17, T29) RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (T12-26a) RF.3.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. (T13) b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T27c, T32) W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (T9) SL.3.1d: Explain their own ideas and understanding in light of the discussion. (T3) SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (T27c) SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (T4-5, T6) SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (T7a, T26b, T33a-33) L.3.1i: Produce simple, compound, and complex sentences. (T7a, T33a-33, T34g) L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. (T9) L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (T7)	<u>Those Shoes</u> (student book) <u>Guardian Angel</u> (student book) Teacher Edition – Volume 1: T2a-T34h Practice Masters: 1.1: Happy to Help 1.2: Someone Who Needs Help 1.3: A Day at the Park 1.4: Those Shoes 1.5: Get Well Soon! 1.6: Vocabulary Bingo 1.7: Those Shoes 1.8: Those Shoes 1.9: Guardian Angel 1.10: Compare Genres 1.11: Where’s the Kitten? Sing with Me Language Songs – Level D <u>NGReach.com</u> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 1.1 ● eVisual 1.2 ● eVisual 1.3 ● eVisual 1.4 ● eVisual 1.5 ● eVisual 1.6 ● eVisual 1.7 	Unit 1 – Part 1 - Key Words Test – Content Words Unit 1 – Part 1 - Key Words Test – Academic Vocabulary Unit 1 – Part 1 - Oral Language Rubrics – Optional Unit Reading Test – Optional Daily observations – participation and practice masters work

				<p>Listening - Comprehension Strategies Level 1: Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension. (T13) Level 2: Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension. (T13, T28a) Level 4: Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies. (T13)</p> <p>Reading - Fluency Strategies Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T12) Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T27c) Level 5: Apply strategies to adjust pace and expression while reading orally. (T26a, T26d, T27c, T34h)</p> <p>Writing - Narratives Level 1: Respond to illustrated events using words or phrases based on models in round tables with peers. (T6a-T6) Level 2: List illustrated events using phrases or short sentences based on models in round tables with peers. (T6a-T6)</p> <p>Writing - Editing & Revision Level 1: Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision. (T7)</p> <p>Listening - Explicit & Inferential Information Level 1: Match oral statements from narrative or expository material to their illustrated representations. (T13, T16-17) Level 3: Project next in a sequence from oral discourse on narrative or expository material supported by illustrations. (T27c-T27) Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T18-19, T20-21)</p> <p>Speaking - Story Elements & Types of Genres Level 1: Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually. (T18-19) Level 2: Describe story elements of various genres supported by illustrations. (T13, T29) Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T27c-T27)</p> <p>Writing - Conventions & Mechanics Level 5: Provide examples and reasons for use of specified conventions or mechanics (e.g., "Why do we need commas?") (T33a-T33)</p>	<ul style="list-style-type: none"> ● eVisual 1.8 ● eVisual 1.9 ● eVisual 1.10 ● eVisual 1.11 ● eVisual 1.12 ● eVisual 1.13 ● eVisual 1.14 <p>Leveled Books: (See attached Lesson Plans for each book) Fiction Books: <u>Zuzu's Wishing Cake</u> By Linda Michelin Key Words:</p> <ul style="list-style-type: none"> ● Outside ● Ribbon ● Smiles ● Whole ● Wrap <p><u>Tomás and the Library Lady</u> By Pat Mora Key Words:</p> <ul style="list-style-type: none"> ● Borrow ● Eager ● Library ● Vegetables ● Workers <p><u>A Library for Juana</u> By Pat Mora Key Words:</p> <ul style="list-style-type: none"> ● Books ● Poet ● Library ● Reading ● Study <p>Non-Fiction Books: <u>How We Help</u> By John Serrano Key Words:</p> <ul style="list-style-type: none"> ● Children ● Library ● Pet ● Plate
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						<ul style="list-style-type: none"> • Vase <p><u>Caring</u> By Lucia Raatma Key Words:</p> <ul style="list-style-type: none"> • Enjoy • Exercise • Explain • Healthy • Value <p><u>Listen to the Wind</u> By Greg Mortenson Key Words:</p> <ul style="list-style-type: none"> • Children • Lessons • Mountain • Special • Village <p><u>Explorer! Books Collection:</u> <u>Freedom Readers</u> Key Words:</p> <ul style="list-style-type: none"> • Abolish • Free • Freedom • Kidnapped • Master • Slave • Speak • Taught • Wrote <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • Language and Literacy Teamwork Activities • Cross-Curricular Teamwork Activities 	
Unit 1 Part 2	<p>Happy to Help</p> <p>Focus: One Person’s Impact</p>	<p><u>Key Words:</u></p> <p><u>Social Studies</u></p> <p><u>Vocab:</u> improve, neighborhood, individual,</p>	<p><u>Language Strategies:</u> -Make Comparisons -Seek Clarification</p>	<p>How do people help each other?</p> <p>Part 2: How can one person change many lives?</p>	<p>RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (T46-47)</p> <p>RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. (T44-45, T50-51, T62a-62)</p> <p>RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (T46-47)</p>	<p><u>The World’s Greatest Underachiever</u> (student book)</p> <p><u>Joseph Lekuton: Making a Difference</u> (student book)</p>	<p>Unit 1 – Part 2 - Key Words Test – Content Words</p> <p>Unit 1 – Part 2 - Key Words Test</p>

		<p>volunteer, offer</p> <p>Academic Vocab: benefit, identify, learn, duty, impact</p> <p>Basic Vocab: main building, fence, field, door, flag, flagpole, track, entrance, steps, gym, window</p>	<p>-Compete Subject and Predicate -Simple Subject/Simple Predicate Agreement -Listen and Learn from Others -Seek Clarification -Oral Report</p> <p>Reading Strategies: -Monitor and Clarify -Make Comparisons -First-Person Narrator -Chronological Order</p> <p>Fluency: -Intonation -Accuracy and Rate</p> <p>Writing: Daily Writing Tasks</p> <p>Genre: -Autobiography -Biography</p>		<p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (T44-45, T48-49)</p> <p>RI.3.6: Distinguish their own point of view from that of the author of a text. (T50-51)</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (T46-47, T57)</p> <p>RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (T42-53)</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. (T43)</p> <p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (T68-69)</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (T68-69)</p> <p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (T65a-65b, T65c-65)</p> <p>d. Provide a sense of closure. (T65a-65b)</p> <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (T65a-65b)</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (T64k-67)</p> <p>W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (T67)</p> <p>W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (T64b)</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (T69)</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (T40a, T69)</p> <p>D. Explain their own ideas and understanding in light of the discussion. (T62)</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (T40a)</p>	<p>Teacher Edition – Volume 1: T34i-T69</p> <p>Practice Masters: 1.12: Something That Has Improved 1.13: Soup’s On, Kemal! 1.14: The World’s Greatest Underachiever 1.15: A Helping Paw 1.16: Compare Henry 1.17: The World’s Greatest Underachiever 1.18: Joseph Lekuton: Making a Difference 1.19: Compare Points of View 1.20: We Like to Read 1.21: The <i>Be</i> Verb Game 1.22: Voice and Style 1.23: Story Map 1.24: Revise 1.25: Edit and Proofread</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> ● Key Word Images ● Language Builder Picture Cards ● eVisual 1.15 ● eVisual 1.16 ● eVisual 1.17 ● eVisual 1.18 ● eVisual 1.19 ● eVisual 1.20 ● eVisual 1.21 ● eVisual 1.22 ● eVisual 1.23 ● eVisual 1.24 ● eVisual 1.25 ● eVisual 1.26 ● eVisual 1.27 ● eVisual 1.28 	<p>– Academic Vocabulary</p> <p>Unit 1 – Part 2 - Oral Language Rubrics – Optional</p> <p>Unit 1 – Reading Strategy Test – Optional</p> <p>Daily observations – participation and practice masters work</p>
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				<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. (T67)</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement. (T54a, T63a-63, T64g)</p> <p>i. Produce simple, compound, and complex sentences. (T67a)</p> <p>L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles. (T64, T67a, T67)</p> <p>b. Use commas in addresses. (T39)</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (T67a)</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (T67a)</p> <p>L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect. (T66a-66)</p> <p>L.3.4d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (T56, T63)</p> <p>L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). (T43, T46-47)</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (T37)</p> <p>L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (T40a-40b)</p> <p>Listening - Comprehension Strategies</p> <p>Level 2: Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension. (T48-49)</p> <p>Level 4: Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies. (T48-49)</p> <p>Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”) (T50-51)</p> <p>Reading - Biographies & Autobiographies</p> <p>Level 1: Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity. (T44-45, T48-49, T58-59)</p>	<ul style="list-style-type: none"> ● eVisual 1.29 ● eVisual 1.30 ● eVisual 1.31 ● eVisual 1.32 ● eVisual 1.33 ● eVisual 1.34 ● eVisual 1.35 ● eVisual 1.36 <p>Leveled Books:</p> <p>Fiction Books: Johnny Appleseed: My Story By David L. Harrison Key Words:</p> <ul style="list-style-type: none"> ● chop ● invited ● orchard ● welcome ● west <p>Redcoats and Petticoats By Katherine Kirkpatrick Key Words:</p> <ul style="list-style-type: none"> ● company ● fingers ● loyal ● parents ● soldiers <p>Passage to Freedom By Ken Mochizuki Key Words:</p> <ul style="list-style-type: none"> ● downstairs ● government ● outside ● refugee ● understand <p>Non-Fiction Books: Helen Keller By Pamela Walker Key Words:</p> <ul style="list-style-type: none"> ● blind 	
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				<p>Level 2: Sequence events in biographical sketches in illustrated books using graphic organizers or physical activity. (T64a)</p> <p>Level 4: Compare/contrast biographical information of two persons in illustrated books using graphic organizers or physical activity. (T64b)</p> <p>Level 5: Synthesize biographical information of two persons from grade-level materials to form opinions on people. (T64b)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T42)</p> <p>Level 3: Show how to use punctuation cues to facilitate expression and fluency with visually supported text. (T52, T54c)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T55c)</p> <p>Level 5: Apply strategies to adjust pace and expression while reading orally. (T52, T54c)</p> <p>Writing - Narratives</p> <p>Level 3: Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers. (T65b)</p> <p>Level 4: Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits. (T66a-66)</p> <p>Level 5: Produce grade-level narrative stories or reports using process writing. (T64k-67)</p> <p>Writing - Editing & Revising</p> <p>Level 1: Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision. (T37)</p> <p>Level 2: Create phrases/short sentences from models and check with a partner for edits and revision. (T66a-66, T67a-67)</p> <p>Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback. (T66a-66, T67a-67)</p> <p>Level 4: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews. (T66a-66, T67a-67)</p> <p>Level 5: Self-assess to edit and revise writing to produce final drafts. (T66, T67)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 1: Match oral statements from narrative or expository material to their illustrated representations. (T46-47)</p> <p>Level 2: Determine literal meanings of oral passages from narrative or expository material and match to illustrations. (T46-47, T50-51)</p> <p>Level 3: Project next in a sequence from oral discourse on narrative or expository material supported by illustrations. (T64a)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 1: Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables, or legends) depicted visually.</p> <p>Level 2: Describe story elements of various genres supported by illustrations. (T46-47)</p>	<ul style="list-style-type: none"> ● deaf ● learn ● spell ● teacher <p><u>Harriet Tubman</u> By Wil Mara</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● escape ● hated ● railroad ● slave ● states <p><u>Franklin D. Roosevelt</u> By Laura Hamilton Waxman</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● disability ● elected ● leader ● nation ● president <p>Explorer! Books Collection: <u>Stories from the Underground Railroad</u></p> <p>Key Words:</p> <ul style="list-style-type: none"> ● caught ● change ● freedom ● fugitive ● group ● history ● pledge ● recorded ● runaway <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
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					<p>Level 4: Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations. (T46-47, T50-51)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 1: Identify basic conventions or mechanics in text (e.g., use of capital letters). (T67a)</p> <p>Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives). (T67a-67)</p> <p>Level 5: Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”) (T63a-63)</p>		
Unit 2 Part 1	<p>Nature’s Balance</p> <p>Focus: Scarcity and Plenty in Nature</p>	<p>Key Words:</p> <p>Science Vocab: amount, increase, behavior, supply, decrease</p> <p>Academic Vocab: balance, react, control, scarce, interact</p> <p>Basic Vocab: bills, twenty dollars, dime, dollar, coins, quarter, five dollars, penny, ten dollar, nickel</p>	<p>Language Strategies: -Ask and Answer Questions -Restate an Idea or Paraphrase -Kinds of Sentences -Listen for the Main Idea -Connect Verbal and Nonverbal Language</p> <p>Reading Strategies: -Ask Questions -Compare and Contrast -Setting -Plot -Questions/ Answer</p> <p>Fluency: -Expression Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre:</p>	<p>What happens when nature loses its balance?</p> <p>Part 1: Which is worse: too much or too little?</p>	<p>RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (T81, T82-83, T90-91, T97, T100-101)</p> <p>RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (T80-T93)</p> <p>RF.3.3c: Decode multi-syllable words. (T96, T103)</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. (T81) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T94c) <p>W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (T95)</p> <p>SL.3.2: Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (T95a)</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (T72-73, T96a)</p> <p>SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (T75)</p> <p>L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (T75)</p> <p>L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (T78a-78b)</p> <p>Listening - Comprehension Strategies</p> <p>Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”) (T81, T92-93)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T80)</p>	<p><u>When the Pigs Took Over</u> (Student Book)</p> <p><u>Animals, More or Less</u> (Student Book)</p> <p>Teacher Edition – Volume 1 T70a-104h</p> <p>Practice Masters: 2.1: Nature’s Balance 2.2: Comparing Supplies 2.3: The Dog and the Squirrel 2.4: When the Pigs Took Over 2.5: What’s the Question? 2.6: When the Pigs Took Over 2.7: When the Pigs Took Over 2.8: Animals, More or Less 2.9: Compare Genres 2.10: Food for the Birds</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> Build Background Video Key Word Images Language Builder Picture Cards eVisual 2.1 eVisual 2.2 eVisual 2.3 eVisual 2.4 eVisual 2.5 	<p>Unit 2 – Part 1 - Key Words Test – Content Words</p> <p>Unit 2 – Part12 - Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part1 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>

			<p>-Humorous Story -Riddle</p>		<p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T95c) Level 5: Apply strategies to adjust pace and expression while reading orally. (T92-93, T94c, T104h) Listening - Explicit & Inferential Information Level 4: Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. (T84-85) Speaking - Story Elements & Types of Genres Level 2: Describe story elements of various genres supported by illustrations. (T84-85, T95c-95) Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T88-89) Writing - Conventions & Mechanics Level 2: Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks). (T103, T104b) Level 5: Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”) (T103a-103)</p>	<ul style="list-style-type: none"> ● eVisual 2.6 ● eVisual 2.7 ● eVisual 2.8 ● eVisual 2.9 ● eVisual 2.10 ● eVisual 2.11 ● eVisual 2.12 ● eVisual 2.13 ● eVisual 2.14 ● eVisual 2.15 ● eVisual 2.16 ● eVisual 2.17 ● eVisual 2.18 <p>Leveled Books: (See attached Lesson Plans for each book) Fiction Books: <u>Where Once There Was a Wood</u> By Denise Fleming Key Words: <ul style="list-style-type: none"> ● Creek ● Feed ● Hunted ● Meadow ● Once <u>Grandfather’s Dream</u> By Holly Keller Key Words: <ul style="list-style-type: none"> ● Cranes ● Dream ● Forgotten ● Taught ● Worry <u>Bringing the Rain to Kapiti Plain</u> By Verna Aardema <ul style="list-style-type: none"> ● Creatures ● Drought ● Plain ● Shadow ● Weather Non-Fiction Books:</p>	
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						<p><u>Flood!</u> By Marion Dane Bauer Key Words:</p> <ul style="list-style-type: none">• Dams• Flood• Gathers• Streams• Travel <p><u>Landslides</u> By Jeffrey Zuehlke Key Words:</p> <ul style="list-style-type: none">• Becomes• Cause• Escape• Rescue• Strike <p><u>Save the Rainforests</u> By Allan Fowler Key Words:</p> <ul style="list-style-type: none">• Canopy• Curtains• Insects• Jungle• Tropical <p><u>Explorer! Books Collection:</u> <u>Coral Reefs</u> Key Words:</p> <ul style="list-style-type: none">• Algae• Balance• Coral• Pollution• Polyps• Reef• Skeletons• Stings• Tubes <p>Additional Resources:</p> <ul style="list-style-type: none">• Language and Literacy Teamwork Activities• Cross-Curricular Teamwork Activities	
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<p>Unit 2 Part 2</p>	<p>Nature's Balance</p> <p>Focus: Eco-systems</p>	<p>Key Words:</p> <p>Science Vocab: drought, food chain, river, ecosystem, level</p> <p>Academic Vocab: competition, negative, resources, nature, positive</p> <p>Basic Vocab: a book, a pen, a calculator, key, a pencil, an eraser, a piece of paper, a notebook, a ruler, a pair of scissors, a stapler</p>	<p>Language Strategies: -Give and Carry Out Commands -Give, Restate, Follow Instructions -Compound Sentences -Coordinating Conjunctions -Give Instructions -Use and Reuse Language -Narrative Presentation</p> <p>Reading Strategies: -Ask Questions -Cause and Effect -Time Line -Topics and Main Idea</p> <p>Fluency: -Phrasing -Accuracy and Rate</p> <p>Writing: Daily Writing tasks</p> <p>Genre: -Science Article -Human Interest Feature</p>	<p>What happens when nature loses its balance?</p> <p>Part 2: How are the parts of an ecosystem connected?</p>	<p>RL.3.6: Distinguish their own point of view from that of the narrator or those of those characters. (T116-117)</p> <p>RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (T113, T116-117, T122-123, T129, T132-133)</p> <p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (T113, T114-115, T118-119, T129)</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (T122-123)</p> <p>RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (T130-131)</p> <p>RI.3.6: Distinguish their own point of view from that of the author of a text. (T116-117)</p> <p>RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (T113, T114-115, T122-123, T129, T130-131, T132-133)</p> <p>RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (T112-T124-125)</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. (T113)</p> <p>W.3.1b: Provide reasons that support the opinion. (T126)</p> <p>W.3.1c: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (T126)</p> <p>W.3.2c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (T126)</p> <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3). (T137a-137b)</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 3 on pages 28 and 29). (T136k-T139)</p> <p>W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (T136k-T139)</p> <p>SL.3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (T139)</p> <p>SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (T127)</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (T139)</p>	<p><u>When the Wolves Returned</u> (Student Book)</p> <p><u>Megafish Man</u> (Student Book)</p> <p>Teacher Edition – Volume 1 T104i-T141a)</p> <p>Practice Masters: 2.11: Ecosystem Alert 2.12: All About Bears 2.13: When the Wolves Returned 2.14: Spin a Sentence 2.15: When the Wolves Returned 2.16: When the Wolves Returned 2.17: Megafish Man 2.18: Compare Ecosystems 2.19: Pets for Aziz 2.20: Focus and Coherence 2.21: Cause-and-Effect Diagram 2.22: Revise 2.23: Edit and Proofread</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 2.19 ● eVisual 2.20 ● eVisual 2.21 ● eVisual 2.22 ● eVisual 2.23 ● eVisual 2.24 ● eVisual 2.25 ● eVisual 2.26 ● eVisual 2.27 ● eVisual 2.28 ● eVisual 2.29 ● eVisual 2.30 	<p>Unit 2 – Part 2 - Key Words Test – Content Words</p> <p>Unit 2 – Part 2 - Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part 2 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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				<p>L3.1h: Use coordinating and subordinating conjunctions. (T126a)</p> <p>L3.1i: Produce simple, compound, and complex sentences. (T107a, T126a, T135a-T135, T136g, T139a-T139)</p> <p>L3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. T137c) Recognize and observe differences between the conventions of spoken and written Standard English. (T139) <p>L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (T107)</p> <p>Listening - Comprehension Strategies</p> <p>Level 5: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”) (T118-119, T127c-127, T132-133)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T112)</p> <p>Level 3: Show how to use punctuation cues to facilitate expression and fluency with visually supported text. (T124-125, T126c)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T127c)</p> <p>Writing - Editing & Revising</p> <p>Level 2: Create phrases/short sentences from models and check with a partner for edits and revision. (T138a-138)</p> <p>Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback. (T138a-138, T139a-139)</p> <p>Level 4: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews. (T138a-138, T139a-139)</p> <p>Level 5: Self-assess to edit and revise writing to produce final drafts. (T138)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 4: Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. (T114-115, T127c-127, T129, T130-131)</p> <p>Reading - Main Ideas & Details</p> <p>Level 2: Sort main ideas and details from sentences using visual support and graphic organizers. (T136a)</p> <p>Level 4: Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support. (T136a)</p> <p>Level 5: Form or infer main ideas from details using grade-level materials. (T136a)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 2: Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks). (T135, T139)</p> <p>Level 3: Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series). (T135, T139)</p>	<ul style="list-style-type: none"> ● eVisual 2.31 ● eVisual 2.32 ● eVisual 2.33 ● eVisual 2.34 ● eVisual 2.35 ● eVisual 2.36 ● eVisual 2.37 ● eVisual 2.38 ● eVisual 2.39 ● eVisual 2.40 <p>Leveled Books: (See attached Lesson Plans for each book)</p> <p>Fiction Books:</p> <p>Big Red Apple By Tony Johnston</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Baseball ● Fingers ● Grew ● Juicy ● Worm <p>Our Big Home: An Earth Poem By Linda Glaser</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Breathe ● Forests ● Giant ● Picture ● Share <p>The Great Kapok Tree By Lynne Cherry</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Canopy ● Creatures ● Depend ● Ruined ● Tomorrow <p>Non-Fiction Books</p> <p>Red-Eyed Tree Frog By Joy Cowley</p> <p>Key Words:</p>	
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					<p>Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives). (T139a-139)</p> <p>Level 5: Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”). (T135a-135)</p>	<ul style="list-style-type: none"> ● Ant ● Slips ● Snake ● Tastes ● Wakes <p><u>A Rain Forest Habitat</u> By Molly Aloian and Bobbie Kalman</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Alive ● Energy ● Equator ● Habitat ● Living <p><u>Great Barrier Reef</u> By Lee Purcell</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Coast ● Ecosystem ● Forms ● Ocean ● Predators <p><u>Explorer! Books Collection:</u></p> <p><u>Freaky Frogs</u></p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Amphibians ● Cycle ● Example ● Habitats ● Healthy ● Mutant ● Problem ● Tadpoles ● Toxins <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
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<p>Unit 3</p> <p>Part 1</p>	<p>Life in the Soil</p> <p>Focus: Plant Parts and Life Cycles</p>	<p>Key Words:</p> <p>Science Vocab: blossom, root, soil, cycle, seed, sprout</p> <p>Academic Vocab: characteristics, depend, produce, conditions, growth</p> <p>Basic Vocab: Food: apple, banana, corn, rice, orange, beans, lettuce, tomato, bread, milk, cheese, onion</p>	<p>Language Strategies: -Give Information -Ask for Information -Plural Nouns with –s and –es -Nouns and Articles -Present in Sequence -Ask for Help</p> <p>Reading Strategies: -Make Inferences -Sequence -Characters -Sensory Details</p> <p>Fluency: -Expression -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Realistic Fiction -Haiku</p>	<p>What is so amazing about plants?</p> <p>Part 1: What are plants like?</p>	<p>RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (T156-157)</p> <p>RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (T156-157)</p> <p>RL.3.5: Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (T165a, T165c-165)</p> <p>RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (T167a, T170-171)</p> <p>RF.3.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T172)</p> <p>W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (T174b)</p> <p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (T164a, T173)</p> <p>b. Form and use regular and irregular plural nouns. (T173a-173)</p> <p>L.3.2e: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>) (T147a, T173a-173)</p> <p>L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. (T166)</p> <p>L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (T147, T177)</p> <p>L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (T166a)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T152)</p> <p>Level 2: Match visually supported context cues with statements to find meaning and facilitate fluency. (T166)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T165c)</p> <p>Level 5: Apply strategies to adjust pace and expression while reading orally. (T164c)</p> <p>Writing - Narratives</p>	<p>Two Old Potatoes and Me (Student Book)</p> <p>America’s Sproutings (Student Book)</p> <p>Teacher Edition – Volume 1 T142a-T174h)</p> <p>Practice Masters: 3.1: Life in the Soil 3.2: Steps in a Plant’s Life 3.3: Too Many Rose Blossoms! 3.4: Two Old Potatoes and Me 3.5: Day in the Park 3.6: Vocabulary Bingo 3.7: Two Old Potatoes and Me 3.8: Two Old Potatoes and Me 3.9: America’s Sproutings 3.10: Compare Genres 3.11: Strange Garden Plants</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 3.1 ● eVisual 3.2 ● eVisual 3.3 ● eVisual 3.4 ● eVisual 3.5 ● eVisual 3.6 ● eVisual 3.7 ● eVisual 3.8 ● eVisual 3.9 ● eVisual 3.10 ● eVisual 3.11 ● eVisual 3.12 ● eVisual 3.13 ● eVisual 3.14 	<p>Unit 3 – Part 1 - Key Words Test – Content Words</p> <p>Unit 3 – Part 1 - Key Words Test – Academic Vocabulary</p> <p>Unit 3 – Part 1 - Oral Language Rubrics – Optional</p> <p>Daily observations-participation and practice masters work</p>
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					<p>Level 1: Respond to illustrated events using words or phrases based on models in round tables with peers. (T146a-146)</p> <p>Level 2: List illustrated events using phrases or short sentences based on models in round tables with peers. (T146a-146)</p> <p>Level 3: Depict a series of illustrated events using related sentences in narrative form based on models. (T146)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 3: Project next in a sequence from oral discourse on narrative or expository material supported by illustrations. (T153, T154-155, T158-159, T165a, T165c-165)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 1: Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables, or legends) depicted visually. (T150)</p> <p>Level 2: Describe story elements of various genres supported by illustrations. (T154-155)</p>	<ul style="list-style-type: none"> ● eVisual 3.15 ● eVisual 3.16 ● eVisual 3.17 ● eVisual 3.18 <p>Leveled Books: (See attached Lesson Plans for each book.)</p> <p>Fiction Books: Strawberry Pie By Jamie Norton Key Words:</p> <ul style="list-style-type: none"> ● Drove ● Leaves ● Plant ● Ripe ● Strawberries <p>The Tiny Seed By Eric Carle Key Words:</p> <ul style="list-style-type: none"> ● Autumn ● Flowers ● Leaves ● Stems ● Weed <p>The Garden of Happiness By Erika Tamar Key Words:</p> <ul style="list-style-type: none"> ● Petals ● Plots ● Roots ● Seedlings ● Shoot <p>Non-Fiction Books: Seeds Grow Into Plants By Mario Lucca Key Words:</p> <ul style="list-style-type: none"> ● Bean ● Carrot ● Grow ● Seeds ● Wheat 	
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						<p><u>Big Red Tomatoes</u> By Pamela Graham Key Words:</p> <ul style="list-style-type: none"> • Grown • Markets • Smooth • Sprout • Taste <p><u>How Plants Grow</u> By Angela Royston Key Words:</p> <ul style="list-style-type: none"> • Bulb • Cycle • Pollen • Season • Spores <p><u>Explorer! Books Collection:</u> <u>Amazing Grain</u> Key Words:</p> <ul style="list-style-type: none"> • Acre • Crops • Ear • Ethanol • Grain • Harvest • Kernel • Popcorn • Produce <p>Additional Resources:</p> <ul style="list-style-type: none"> • Language and Literacy Teamwork Activities • Cross-Curricular Teamwork Activities 	
Unit 3 Part 2	Life in the Soil Focus: Plant Diversity	Key Words: Science Vocab: city, rain forest, weed, desert, vine	Language Strategies: -Define and Explain -Count and Non-count Nouns	What is so amazing about plants? Part 2: What is it like where plants grow?	RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (T198) RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. (T176a-176, T195c-195) RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (T199)	<u>A Protected Place</u> (Student Book) <u>Rosie’s Report</u> (Student Book) Teacher Edition – Volume 1 T174i-T207a) Practice Masters:	Unit 3 – Part 2 - Key Words Test – Content Words Unit 3 – Part 2 - Key Words Test – Academic Vocabulary

		<p>Academic Vocab: diversity, organism, unique, environment, protect</p> <p>Basic Vocab: Food: chicken, hot dog, sandwich, chips, salsa, pizza, soup, egg, salad, taco, hamburger</p>	<p>-Common and Proper Nouns -More Plural Nouns -Listen Actively -Find Patterns in Language -News Report</p> <p>Reading Strategies: -Make Inferences -Main Idea and Details -Photographs with captions -Author's Purpose</p> <p>Fluency: -Phrasing -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Science Article -Blog</p>		<p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (T183, T184, T190-191)</p> <p>RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (T199)</p> <p>RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic. (T200a-200)</p> <p>RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (T182-193)</p> <p>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. (T196, T201, T202b) Decode words with common Latin suffixes. (T196, T201) <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. (T183) <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above). (T203a-203b)</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28a nd 29). (T202k-205)</p> <p>W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.) (T205)</p> <p>W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (T203a-203b)</p> <p>SL.3.1d: Explain their own ideas and understanding in light of the discussion. (T200)</p> <p>SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (T195c-195, T205)</p> <p>SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (T205)</p> <p>SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (T207)</p> <p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>3.12: Main Idea and Details 3.13: The Perfect Rain forest Animal 3.14: A Protected Place 3.15: People of the Reserve 3.16: A Protected Place 3.17: A Protected Place 3.18: Rosie's Reports 3.19: Compare Text Features 3.20: The Make-It-Plural Game 3.21: Focus and Coherence 3.22: Main Idea and Details Diagram 3.23: Revise 3.24: Edit and Proofread</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> Build Background Video Key Word Images Language Builder Picture Cards eVisual 3. 19 eVisual 3.20 eVisual 3.21 eVisual 3.22 eVisual 3.23 eVisual 3.24 eVisual 3.25 eVisual 3.26 eVisual 3.27 eVisual 3.28 eVisual 3.29 eVisual 3.30 eVisual 3.31 eVisual 3.32 eVisual 3.33 eVisual 3.34 eVisual 3.35 eVisual 3.36 eVisual 3.37 eVisual 3.38 	<p>Unit 3 – Part 2 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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				<p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (T177a)</p> <p>b. Form and use regular and irregular plural nouns. (T177a, T201a-201)</p> <p>L.3.2e: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>) (T196, T201, T205a-205)</p> <p>L.3.2f: Use spelling patterns and generalizations (e.g., word families, positions-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (T201a-201, T205a-205)</p> <p>L.3.4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>) (T196, T201)</p> <p>L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (T177)</p> <p>Speaking - Affixes and Root Words</p> <p>Level 1: Identify affixes and root words found in writing with the class or a partner. (T196, T202h)</p> <p>Level 2: Determine meanings of words with affixes or root words by using language frames or activity worksheets with the class or a partner. (T196)</p> <p>Level 4: Restate sentences provided by a teacher in writing or orally by replacing a phrase with a single word that has a prefix or suffix as a class or with a partner. (T201)</p> <p>Reading - Fluency Strategies</p> <p>Level 3: Show how to use punctuation cues to facilitate expression and fluency with visually supported text. (T192, 194c)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T195c)</p> <p>Level 5: Apply strategies to adjust pace and expression while reading orally. (T202h)</p> <p>Writing - Editing & Revising</p> <p>Level 1: Produce personal word/phrase list from labeled pictures and check with a partner for edits and revision. (T177)</p> <p>Level 2: Create phrases/short sentences from models and check with a partner for edits and revision. (T204a-204, T205a-205)</p> <p>Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback. (T204a-204, T205a-205)</p> <p>Level 4: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews. (T204a-204, T205a-205)</p> <p>Level 5: Self-assess to edit and revise writing to produce final drafts. (T204, T205)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T188-189)</p> <p>Reading - Main Ideas & Details</p>	<ul style="list-style-type: none"> ● eVisual 3.39 ● eVisual 3.40 ● eVisual 3.41 <p>Level Books: (See attached Lesson Plans for each book)</p> <p>Fiction:</p> <p>Mr. Greg's Garden By Ari Brennan</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Bean ● Fence ● Garden ● Plants ● Stems <p>A Tree Is Nice By Janice May Udry</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Breeze ● Leaves ● Limb ● Woods ● Valley <p>Hopes and Dreams By Jean Bennett</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Hospital ● Season ● Tourists ● Veterinarian ● Weather <p>Non-Fiction Books:</p> <p>Plants on My Plate By Cathy Smith</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Carrot ● Eating ● Plant ● Roots ● Stems 	
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					<p>Level 1: Find identifying information illustrative of main ideas from illustrations, words or phrases. (T176a-176, T183, T184-185, T195)</p> <p>Level 2: Sort main ideas and details from sentences using visual support and graphic organizers. (T176a-176, T195c-195)</p> <p>Level 3: Match main ideas with their details from paragraphs using visual support and graphic organizers. (T176a-176, T195c-195)</p> <p>Level 4: Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support. (T176a-176, T195c-195)</p> <p>Level 5: Form or infer main ideas from details using grade-level materials. (T176a-176, T178-179, T195c-195)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives). (T205a-205)</p>	<p><u>Cactuses</u> By Lesley Pether Key Words:</p> <ul style="list-style-type: none"> ● Cactus ● Desert ● Shade ● Sharp ● Store <p><u>Rice</u> By Marianne Morrison Key Words:</p> <ul style="list-style-type: none"> ● Grain ● Harvest ● Kernel ● Paddies ● Rice <p>Explorer! Books Collection: <u>The Fantastic Forrest</u> Key Words:</p> <ul style="list-style-type: none"> ● Branch ● Community ● Earth ● Forest ● Gift ● Oxygen ● Plants ● Provide ● Resources <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
Unit 4 Part 1	<p>Let’s Work Together</p> <p>Focus: Helping Each Other to Get What We Need</p>	<p>Key Vocab:</p> <p>Social Studies Vocab: advertisement, money, buyer, pay, market, seller</p>	<p>Language Strategies:</p> <p>-Express Needs, Wants, and Feelings</p> <p>-Engage in Conversation</p> <p>-Present-Tense Action Verbs</p>	<p>What’s the best way to get things done?</p> <p>Part 1: What are the rewards of working together?</p>	<p>RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (T212, T219, T226-227, T230-231, T233, T235, T236, T264-265)</p> <p>RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (T238a-238)</p> <p>RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. (T222-223, T235)</p>	<p><u>Mama Panya’s Pancakes</u> (Student Book)</p> <p><u>Ba’s Business</u> (Student Book)</p> <p>Teacher Edition – Volume 1 T208a-T240h)</p> <p>Practice Masters: 4.1: Let’s Work Together</p>	<p>Unit 4 – Part 1 - Key Words Test – Content Words</p> <p>Unit 4 – Part 1 - Key Words Test – Academic Vocabulary</p>

		<p>Academic Vocab: accomplish, plenty, reward, cooperation, purpose</p> <p>Basic Vocab: Community Places: bookstore, hardware store, clothing store, laundromat, flower shop, movie theater, fruit stand, pharmacy, hair salon, shoe store</p>	<p>-Present-Tense Verbs -Listen for Important Details -Listen for Important Details -Ask for Clarification</p> <p>Reading Strategies: -Determine Importance -Theme -Third Person -Characters and Setting</p> <p>Fluency: -Intonation -Accuracy and Rate</p> <p>Writing: Daily writing Tasks</p> <p>Genre: -Realistic Fiction</p>		<p>RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (T232, T238a-238)</p> <p>RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (T218-T230-231)</p> <p>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes. (T234, T239)</p> <p>RF.3.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T238)</p> <p>W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (T240f)</p> <p>SL.3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (T216a)</p> <p>SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. (T212)</p> <p>SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (T240c-240d)</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 language standards 1 and 3 for specific expectations). (T216a-216b)</p> <p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (T213a, T239a-239)</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk, I will walk</i>) verb tenses. (T213a, T239a-239, T240g)</p> <p>L.3.4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). (T234, T239, T240h)</p> <p>L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (T213)</p> <p>L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for him.</i>) (T216a-216b)</p> <p>Speaking - Affixes and Root Words</p>	<p>4.2: Theme Chart 4.3: Food Drive 4.4: Mama Panya’s Pancakes 4.5: Sentence Match 4.6: Mama Panya’s Pancakes 4.7: Mama Panya’s Pancakes 4.8: Ba’s Business 4.9: Compare Characters 4.10: Farmer’s Market</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> ● Build Background Video ● Key Word Images ● Language Builder Picture Cards ● eVisual 4.1 ● eVisual 4.2 ● eVisual 4.3 ● eVisual 4.4 ● eVisual 4.5 ● eVisual 4.6 ● eVisual 4.7 ● eVisual 4.8 ● eVisual 4.9 ● eVisual 4.10 ● eVisual 4.11 ● eVisual 4.12 ● eVisual 4.13 ● eVisual 4.14 ● eVisual 4.15 ● eVisual 4.16 <p>Leveled Books(See attached Lesson Plans for each book) Fiction: Head, Body, Legs Retold By Won-Ldy Paye and Margaret H. Lippert Key Words:</p> <ul style="list-style-type: none"> ● Body ● Cherry 	<p>Unit 4– Part 1 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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				<p>Level 1: Identify affixes and root words found in writing with the class or a partner. (T234, T239)</p> <p>Level 2: Determine meanings of words with affixes or root words by using language frames or activity worksheets with the class or a partner. (T234, T239)</p> <p>Level 3: Select appropriate root words or words with affixes to answer questions or complete sentence frames with the class or a partner. (T234, T239)</p> <p>Level 5: Explain, with examples, how affixes change word meanings to a partner. (T234, T240h)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T214)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T233c)</p> <p>Level 5: Apply strategies to adjust pace and expression while reading orally. (T228-229, T240h)</p> <p>Listening - Explicit & Inferential Information</p> <p>Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T220-221)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 1: Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually. (T219, T226-227, T235, T236)</p> <p>Level 2: Describe story elements of various genres supported by illustrations. (T224-225, T236, T240a)</p> <p>Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T233c-233)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 5: Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”) (T239a-239)</p>	<ul style="list-style-type: none"> ● Delicious ● Join ● Nap <p><u>Grandpa’s Corner Store</u> By DyAnne DiSalvo-Ryan</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Company ● Counter ● Grocery ● Neighbors ● Worn <p><u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Charm ● Flock ● Memorial ● Miracle ● Peace <p>Non-Fiction Books:</p> <p><u>The U.S. Constitution</u> By Kathy Allen</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Free ● Law ● Led ● Met ● Power <p><u>Inside an Ant Colony</u> By Allan Fowler</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Different ● Gather ● Queen ● Shed ● Tunnel <p><u>The Story of the Statute of Liberty</u> By Betsy and Giulio Maestro</p>	
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						<p>Key Words:</p> <ul style="list-style-type: none"> • Celebration • Copper • Island • Statue • Symbol <p>Explorer! Books Collection: <u>Dogs at Work</u> Key Words:</p> <ul style="list-style-type: none"> • Breed • Canine • Disabilities • Guide • Impaired • Rescue • Search • Service • Training <p>Additional Resources:</p> <ul style="list-style-type: none"> • Language and Literacy Teamwork Activities • Cross-Curricular Teamwork Activities 	
Unit 4 Part 2	<p>Let's Work Together:</p> <p>Focus: The Importance of New Ideas</p>	<p>Key Vocab: Social Studies Vocab: agriculture, farmer, harvest, crop, field, plow</p> <p>Academic Vocab: alternative, future, sustain, conservation, method</p> <p>Basic Vocab: Community Places:</p>	<p>Language Strategies: -Persuade -Disagree -Helping Verbs: can, could, should -Helping Verbs: may, must, has to, have to -Forms of be/have; Subject-Verb Agreement -Adjust Your Language for Your Audience</p>	<p>What's the best way to get things done?</p> <p>Part 2: Why should we listen to new ideas?</p>	<p>RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (T264-265)</p> <p>RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (T264-265)</p> <p>RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (T262-263)</p> <p>RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (T261a-T264-265)</p> <p>RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (T250-251)</p> <p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect. (T249)</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (T249)</p>	<p><u>A Better Way</u> (Student Book)</p> <p><u>The Ant and the Grasshopper</u> (Student Book)</p> <p>Teacher Edition – Volume 1 T240i-T273a)</p> <p>Practice Masters: 4.11: What Do You Think? 4.12: Let's Go to the Play! 4.13: A Better Way 4.14: Helping Verb Tic-Tac-Toe 4.15: Vocabulary Bingo 4.16: A Better Way 4.17: A Better Way 4.18: The Ant and the Grasshopper 4.19: Compare Purposes</p>	<p>Unit 4 – Part 2 - Key Words Test – Content Words</p> <p>Unit 4 – Part 2 - Key Words Test – Academic Vocabulary</p> <p>Unit 4 – Part 2 - Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>

		<p>bank, fire station, community youth center, police station, dentist's office, post office, gas station, restaurant, hospital, supermarket</p>	<p>-Analyze Expressions -Persuasive Presentation</p> <p>Reading Strategies: -Determine Importance -Sections, Section Headings -Author's Purpose</p> <p>Fluency: -Phrasing -Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: -Persuasive Article -Fable</p>		<p>RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (T249)</p> <p>RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (T248-T256-257)</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. (T249) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (T268h) <p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (T269a-269b, T269c-269) Provide reasons that support the opinion. (T269a-269b, T269c-269, T270a-270) <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (T269a-269b)</p> <p>W.3.5: With guidance and support from peers and adult, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 3 on pages 28 and 29). (T268k-271)</p> <p>W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (T271)</p> <p>L.3.1b: Form and use regular and irregular verbs. (T267a-267)</p> <p>L.3.1e: Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. (T267a-267, T271)</p> <p>L.3.1f: Ensure subject-verb and pronoun-antecedent agreement. (T267a-267, T271)</p> <p>L.3.2e: Use conventional spelling for high-frequency and other studied words for adding suffixes to base words (e.g., <i>sitting, smiled, happiness</i>). (T271a)</p> <p>L.3.2f: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (T271a)</p> <p>L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. (T259a, T269c-269) Recognize and observe differences between the conventions of spoken and written Standard English. (T259a) <p>L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>4.20: What Is in the Garden? 4.21: Development of Ideas 4.22: Opinion Chart 4.23: Revise 4.24: Edit and Proofread</p> <p>Sing with Me Language Songs – Level D</p> <p>NGReach.com</p> <ul style="list-style-type: none"> Build Background Video Key Word Images Language Builder Picture Cards eVisual 4.17 eVisual 4.18 eVisual 4.19 eVisual 4.20 eVisual 4.21 eVisual 4.22 eVisual 4.23 eVisual 4.24 eVisual 4.25 eVisual 4.26 eVisual 4.27 eVisual 4.28 eVisual 4.29 eVisual 4.30 eVisual 4.31 eVisual 4.32 eVisual 4.33 eVisual 4.34 eVisual 4.35 eVisual 4.36 eVisual 4.37 eVisual 4.38 eVisual 4.39 <p>Leveled Books: (See attached Lesson Plans for each book) Fiction Books: <u>Ben Franklin and His First Kite</u> By Stephen Krensky Key Words:</p>	
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				<p>a. Use sentence-level context as a clue to the meaning of a word or phrase. (T243)</p> <p>L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (T243)</p> <p>L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (T246a-246b)</p> <p>Listening - Fables</p> <p>Level 1: Match pictures to ideas based on oral statements with a partner. (T261, T262-263, T264-265)</p> <p>Level 2: Identify pictures associated with morals/lessons to short fables read aloud with a partner. (T262-263, T264-265)</p> <p>Level 3: Make predictions based on pictures of morals/lessons from fables and oral descriptions in cooperative groups. (T261, T262-263)</p> <p>Level 4: Summarize morals/lessons from fables read aloud in cooperative groups. (T262-263, T264-265)</p> <p>Level 5: Relate events or characters in fables read aloud to students' lives. (T262-263, T264-265)</p> <p>Reading - Fact or Opinion</p> <p>Level 1: Match labels or identify facts from illustrations and phrases (e.g., "I see...", "There is..."). (T242a-242)</p> <p>Level 2: Identify language associated with fact in fiction or non-fiction illustrated paragraphs (e.g., "I know that...", "It is true that...") (T242a-242)</p> <p>Level 3: Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., "I think that...", "We believe that...", "It could be...") (T242a-242)</p> <p>Level 4: Differentiate between statements of fact and opinion found in various illustrated reading selections. (T242a-242)</p> <p>Level 5: Identify authors' purpose associated with fact or opinion in fiction or non-fiction from grade-level text. (T249, T268a)</p> <p>Reading - Fluency Strategies</p> <p>Level 1: Use cues for sounding out unfamiliar words with accompanying visuals. (T244)</p> <p>Level 2: Match visually supported context cues with statements to find meaning and facilitate fluency. (T243)</p> <p>Level 3: Show how to use punctuation cues to facilitate expression and fluency with visually supported text. (T258c)</p> <p>Level 4: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text. (T259c)</p> <p>Writing - Editing & Revising</p> <p>Level 5: Self-assess to edit and revise writing to produce final drafts. (T270, T271)</p> <p>Listening - Explicit & Inferential Information</p>	<ul style="list-style-type: none"> ● Candles ● Finally ● Kite ● Plan ● Special <p><u>Showshe Thompson</u> By Nancy Smiler Levinson</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Cabin ● Letter ● Mail ● Skis ● Snowshoes <p><u>Horace's Home Helpers</u> By Sharon Holt</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Amazing ● Clean ● Drawing ● Invention ● Robot <p>Non-Fiction Books:</p> <p><u>Alexander Graham Bell</u> By Lola M. Shaefer</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Born ● Built ● Deaf ● Famous ● Taught <p><u>What Has Changed?</u> By Ellen Catala</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Before ● Camera ● Changes ● Important ● Travel 	
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				<p>Level 1: Match oral statements from narrative or expository material to their illustrated representations. (T262-263)</p> <p>Level 5: Make connections and draw conclusions from oral discourse using grade-level materials. (T252-253)</p> <p>Speaking - Story Elements & Types of Genres</p> <p>Level 1: Name story elements of various genres (e.g., non-fiction words, fairy tales, myths, fables or legends) depicted visually. (T261, T264-265)</p> <p>Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations. (T262-263, T264-265)</p> <p>Level 4: Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations. (T254-255)</p> <p>Level 5: Propose options or solutions to issues in various genres and support responses with details. (T256-257, T258, T259)</p> <p>Writing - Conventions & Mechanics</p> <p>Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives). (T271a-271)</p> <p>Level 5: Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”) (T267a-267)</p>	<p><u>Henry Ford and the Car</u> By Nicolas Brasch</p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Cost ● Engines ● Machine ● Model ● Vehicle <p>Explorer! Books Collection:</p> <p><u>The Children’s Forest</u></p> <p>Key Words:</p> <ul style="list-style-type: none"> ● Center ● Conservation ● Forest ● Habitats ● Map ● Pollution ● Protect ● Threaten ● Tropical <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Language and Literacy Teamwork Activities ● Cross-Curricular Teamwork Activities 	
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