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Grade 3

rBook Teacher’s Edition Stage A	California Standards Test Blueprint Grade 3
<p>rBook Workshop 1 Science Nonfiction Fires Out of Control Best Practices: Main Idea and Details, pp. 8C-8D Comprehension: Main Idea and Details Readings 1. I Survived the Yellowstone Fire, pp. 10-11 2. Smoke Jumpers, pp. 12-15 3. Up in Flames, pp. 16-17 Text Feature: Reading a Diagram, pp. 18-19 Vocabulary/Word Study: Target Vocabulary, Prefixes, Suffixes, pp. 20-21 Writing and Grammar: Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27 Functional Literacy: Careers: Firefighter, Real-World Skills: Using a Fire Evacuation Map, pp. 28-29 Workshop Wrap-Up, pp. 30-31 Differentiated Support, pp. 31A-31B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.3 Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. 1.5 Vocabulary and Concept Development: Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things). 1.6 Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words. 1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>2.0 READING COMPREHENSION: 2.1 Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. 2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.</p>

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<p>rBook Workshop 1 (continued) Science Nonfiction Fires Out of Control Best Practices: Main Idea and Details, pp. 8C-8D Comprehension: Main Idea and Details Readings 1. I Survived the Yellowstone Fire, pp. 10-11 2. Smoke Jumpers, pp. 12-15 3. Up in Flames, pp. 16-17 Text Feature: Reading a Diagram, pp. 18-19 Vocabulary/Word Study: Target Vocabulary, Prefixes, Suffixes, pp. 20-21 Writing and Grammar: Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27 Functional Literacy: Careers: Firefighter, Real-World Skills: Using a Fire Evacuation Map, pp. 28-29 Workshop Wrap-Up, pp. 30-31 Differentiated Support, pp. 31A-31B</p>	<p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details. 1.2 Penmanship: Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. 1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. 1.3 Grammar: Identify and use past, present, and future verb tenses properly in writing and speaking. 1.4 Grammar: Identify and use subjects and verbs correctly in speaking and writing simple sentences.</p>
<p>rBook Workshop 2 Social Studies Nonfiction Coming to America Best Practices: Sequence of Events, pp. 32C-33D Comprehension: Sequence of Events Readings 1. New to the U.S., pp. 34-45 2. My Journey to America, pp. 36-39</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.3 Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. 1.4 Vocabulary and Concept Development: Use knowledge of antonyms, synonyms,</p>

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<p>3. A Nation of Immigrants, pp. 40-41 Text Feature: Reading a Circle Graph, pp. 42-43 Vocabulary/Word Study: Target Vocabulary, Synonyms, Antonyms, pp. 44-45 Writing and Grammar: Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51 Functional Literacy: Careers: Airport Security Worker, Real-World Skills: Reading Flight Schedules, pp. 52-53 Workshop Wrap-Up, pp. 54-55 Differentiated Support, pp. 55A-55B</p>	<p>homophones, and homographs to determine the meanings of words. 1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>2.0 READING COMPREHENSION: 2.1 Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. 2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p>1.0 WRITING STRATEGIES: 1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p>1.0 WRITTEN AND ORAL ENGLISH</p>

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<p>rBook Workshop 2 (continued) Social Studies Nonfiction Coming to America Best Practices: Sequence of Events, pp. 32C-33D Comprehension: Sequence of Events Readings 1. New to the U.S., pp. 34-45 2. My Journey to America, pp. 36-39 3. A Nation of Immigrants, pp. 40-41 Text Feature: Reading a Circle Graph, pp. 42-43 Vocabulary/Word Study: Target Vocabulary, Synonyms, Antonyms, pp. 44-45 Writing and Grammar: Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51 Functional Literacy: Careers: Airport Security Worker, Real-World Skills: Reading Flight Schedules, pp. 52-53 Workshop Wrap-Up, pp. 54-55 Differentiated Support, pp. 55A-55B</p>	<p>LANGUAGE CONVENTIONS: 1.1 Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. 1.3 Grammar: Identify and use past, present, and future verb tenses properly in writing and speaking. 1.7 Capitalization: Capitalize geographical names, holidays, historical periods, and special events correctly.</p>
<p>rBook Workshop 3 Literature Bud, Not Buddy Best Practices: Setting, pp. 56C-56D Best Practices: Plot, pp. 56E-56F Comprehension: Story Elements Readings 1. Bud’s Breakfast, pp. 60-71 Vocabulary/Word Study: Target Vocabulary, Homophones, Word Families, pp. 72-73 Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79 Functional Literacy: Meet the Author: Christopher Paul Curtis, Real-World Skills: Evaluating a Book Review, pp. 80-81 Workshop Wrap-Up, pp. 82-83 Differentiated Support, pp. 83A-83B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Decoding and Word Recognition: Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words. 1.3 Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. 1.4 Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. 3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature:</p>

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<p>rBook Workshop 3 (continued) Literature Bud, Not Buddy Best Practices: Setting, pp. 56C-56D Best Practices: Plot, pp. 56E-56F Comprehension: Story Elements Readings 1. Bud’s Breakfast, pp. 60-71 Vocabulary/Word Study: Target Vocabulary, Homophones, Word Families, pp. 72-73 Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79 Functional Literacy: Meet the Author: Christopher Paul Curtis, Real-World Skills: Evaluating a Book Review, pp. 80-81 Workshop Wrap-Up, pp. 82-83 Differentiated Support, pp. 83A-83B</p>	<p>Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). 3.3 Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker or narrator in a selection.</p> <p>1.0 WRITING STRATEGIES: 1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</p>
<p>rBook Workshop 4 Life Issues Nonfiction Bullies Beware Best Practices: Summarize, pp. 84C-84D Comprehension: Summarize Readings 1. Stop all Bullies!, pp. 86-87 2. Girl Fight, pp. 88-91 3. Bullying: Get the Facts, pp. 92-93 Text Feature: Reading a Bar Graph, pp. 94-95 Vocabulary/Word Study: Target Vocabulary, Context Clues, Compound Words, pp. 96-97 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103 Functional Literacy: Careers: Police Officer, Real-World Skills: Using a Street Map, pp. 104-105 Workshop Wrap-Up, pp. 106-107 Differentiated Support, pp. 107A-107B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.2 Decoding and Word Recognition: Decode regular multisyllabic words. 1.3 Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. 1.6 Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words. 1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>2.0 READING COMPREHENSION: 2.1 Structural Features of Informational Materials: Use titles, tables of contents,</p>

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<p>rBook Workshop 4 (continued) Life Issues Nonfiction Bullies Beware Best Practices: Summarize, pp. 84C-84D Comprehension: Summarize Readings 1. Stop all Bullies!, pp. 86-87 2. Girl Fight, pp. 88-91 3. Bullying: Get the Facts, pp. 92-93 Text Feature: Reading a Bar Graph, pp. 94-95 Vocabulary/Word Study: Target Vocabulary, Context Clues, Compound Words, pp. 96-97 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103 Functional Literacy: Careers: Police Officer, Real-World Skills: Using a Street Map, pp. 104-105 Workshop Wrap-Up, pp. 106-107 Differentiated Support, pp. 107A-107B</p>	<p>chapter headings, glossaries, and indexes to locate information in text. 2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details. 1.2 Penmanship: Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. 1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.2 Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.</p>

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<p>rBook Workshop 4 (continued) Life Issues Nonfiction Bullies Beware</p>	<p>1.6 Punctuation: Use commas in dates, locations, and addresses and for items in a series. 1.8 Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>
<p>rBook Workshop 5 Social Studies Nonfiction Secrets of the Mummy’s Tomb Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. King Tut’s Tomb, pp. 110-111 2. The Gory Art of Mummy-Making, pp. 112-115 3. Ancient Egypt: Unlocking the Past, pp. 116-117 Text Feature: Reading a Diagram, pp. 118-119 Vocabulary/Word Study: Target Vocabulary, Homophones, Idioms, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Construction Worker, Real-World Skills: Interpreting a Floor Plan, pp. 128-129 Workshop Wrap-Up, pp. 130-131 Differentiated Support, pp. 131A-131B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.2 Decoding and Word Recognition: Decode regular multisyllabic words. 1.3 Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. 1.4 Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. 1.6 Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words. 1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>2.0 READING COMPREHENSION: 2.1 Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. 2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Comprehension and Analysis of Grade-</p>

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<p>rBook Workshop 5 (continued) Social Studies Nonfiction Secrets of the Mummy’s Tomb Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. King Tut’s Tomb, pp. 110-111 2. The Gory Art of Mummy-Making, pp. 112-115 3. Ancient Egypt: Unlocking the Past, pp. 116-117 Text Feature: Reading a Diagram, pp. 118-119 Vocabulary/Word Study: Target Vocabulary, Homophones, Idioms, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Construction Worker, Real-World Skills: Interpreting a Floor Plan, pp. 128-129 Workshop Wrap-Up, pp. 130-131 Differentiated Support, pp. 131A-131B</p>	<p>Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p>1.0 WRITING STRATEGIES: 1.3 Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). 1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.2 Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. 1.8 Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>
<p>rBook Workshop 6 Literature Good Sports Best Practices: Character, pp. 132C-132D Best Practices: Theme, pp. 132E-132F Comprehension: Story Elements</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Decoding and Word Recognition: Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p>

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<p>Readings 1. The Marble Champ, pp. 136-149 2. S-T-R-E-T-C-H, pp. 150-151 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Word Families, pp. 152-153 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 154-159 Functional Literacy: Meet the Author: Gary Soto, Real-World Skills: Reading an Author Home Page, pp. 160-161 Workshop Wrap-Up, pp. 162-163 Differentiated Support, pp. 163A-163B</p>	<p>1.3 Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. 1.5 Vocabulary and Concept Development: Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). 3.3 Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text. 3.5 Narrative Analysis of Grade-Level-Appropriate Text: Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. 3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker or narrator in a selection.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details. 1.2 Penmanship: Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. 1.3 Research: Understand the structure and</p>

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<p>rBook Workshop 6 (continued) Literature Good Sports Best Practices: Character, pp. 132C-132D Best Practices: Theme, pp. 132E-132F Comprehension: Story Elements Readings 1. The Marble Champ, pp. 136-149 2. S-T-R-E-T-C-H, pp. 150-151 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Word Families, pp. 152-153 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 154-159 Functional Literacy: Meet the Author: Gary Soto, Real-World Skills: Reading an Author Home Page, pp. 160-161 Workshop Wrap-Up, pp. 162-163 Differentiated Support, pp. 163A-163B</p>	<p>organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). 1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.2 Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. 1.4 Grammar: Identify and use subjects and verbs correctly in speaking and writing simple sentences.</p>
<p>rBook Workshop 7 Science Nonfiction Taming Wild Beasts Best Practices: Cause and Effect, pp. 164C-164D Comprehension: Cause and Effect Readings 1. Pet Tiger Attack, pp. 166-167 2. Wild Pets, pp. 168-169 3. Zoos Go Wild!, pp. 172-173 Text Feature: Reading a Map, pp. 174-175 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Verb Endings, pp. 176-177 Writing and Grammar: Narrative Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 178-183 Functional Literacy: Careers: Veterinary Technician, Real-World Skills: Following Pet Care Directions, pp. 184-185 Workshop Wrap-Up, pp. 186-187</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.3 Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. 1.5 Vocabulary and Concept Development: Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things). 1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>2.0 READING COMPREHENSION: 2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior</p>

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<p>Differentiated Support, pp. 187A-187B</p>	<p>knowledge with literal information found in, and inferred from, the text.</p> <p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.</p> <p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS:</p> <p>3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p>1.0 WRITING STRATEGIES:</p> <p>1.3 Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</p> <p>1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</p> <p>1.2 Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.</p>
<p>rBook Workshop 8 Life Issues Nonfiction Food: The Good, the Bad, and the Gross Best Practices: Compare and Contrast, pp. 188C-188D Comprehension: Compare and Contrast Readings 1. Food Fight: Chefs Vs. Kids, pp. 190-191 2. Bugs Vs. Burgers, pp. 192-195</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</p> <p>1.3 Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-,</p>

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<p>3. You Are What You Eat, pp. 196-198 Text Feature: Reading a Diagram, p. 199 Vocabulary/Word Study: Target Vocabulary, Synonyms, Suffixes, pp. 200-201 Writing and Grammar: Descriptive Paragraph, Using Adjectives that Compare, Using Quotation Marks, pp. 202-207 Functional Literacy: Careers: Coach, Real-World Skills: Analyzing a Nutrition Label, pp. 208-209 Workshop Wrap-Up, pp. 210-211 Differentiated Support, pp. 211A-211B</p>	<p>bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>2.0 READING COMPREHENSION: 2.1 Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. 2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information. 2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p>1.0 WRITING STRATEGIES: 1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.5 Punctuation: Punctuate dates, city and state, and titles of books correctly.</p>

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<p>rBook Workshop 9 Nonfiction and Literature No Small Hero Best Practices: Make Inferences, pp. 212C-212D Comprehension: Make Inferences Readings 1. Ruby Bridges, pp. 214-215 2. Through My Eyes, pp. 216-223 Text Feature: Reading a Time Line, pp. 224-225 3. Life Doesn’t Frighten Me, pp. 226-227 Vocabulary/Word Study: Target Vocabulary, Noun Endings, Using a Dictionary, pp. 228-229 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 230-235 Functional Literacy: Meet the Author: Ruby Bridges, Real-World Skills: Reading a News Web Site, pp. 236-237 Workshop Wrap-Up, pp. 238-239 Differentiated Support, pp. 239A-239B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.3 Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. 1.7 Vocabulary and Concept Development: Use a dictionary to learn the meaning and other features of unknown words. 1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p>2.0 READING COMPREHENSION: 2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). 3.3 Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and</p>

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