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California English Language Development Standards
Grade 3-5

rBook Teacher's Edition Stage A	English Language Development Standards Grade 3-5
<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>LISTENING AND SPEAKING Comprehension Beginning - Answer simple questions with one- to two- word responses.</p> <p>Comprehension Early Intermediate - Ask and answer questions using phrases or simple sentences.</p> <p>Comprehension Intermediate - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. Comprehension, Organization & Delivery of Oral Communication - Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>Comprehension Early Advanced - Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details. Comprehension, Organization & Delivery of Oral Communication - Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information. - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.</p> <p>Comprehension Advanced - Listen attentively to stories and subject area topics, and identify the main points and supporting details.</p>

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<p>(continued)</p> <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>Comprehension, Organization & Delivery of Oral Communication - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. - Identify the main ideas, points of view, and fact/fiction in broadcast and print media.</p> <p>READING Decoding and Word Recognition, Vocabulary and Concept Development Early Intermediate - Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p> <p>Decoding and Word Recognition (D/WR) Advanced - Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p> <p>Vocabulary & Concept Development (V/CD) Beginning - Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). Vocabulary & Concept Development Also are addressed in Listening & Speaking - Demonstrate comprehension of simple vocabulary with an appropriate action. - Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g. locations, greetings, classroom objects).</p> <p>Vocabulary & Concept Development Early Intermediate - Apply knowledge of content-related vocabulary to discussions and reading. - Read simple vocabulary, phrases and sentences independently.</p>

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<p>(continued)</p> <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>Vocabulary & Concept Development (V/CD), Also are addressed in Listening & Speaking Intermediate - Use content-related vocabulary in discussions and reading.</p> <p>Vocabulary & Concept Development, Decoding & Word Recognition - Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).</p> <p>Vocabulary & Concept Development (V/CD) Early Advanced - Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).</p> <p>Vocabulary & Concept Development (V/CD) Advanced - Apply knowledge of common roots and affixes when attached to known vocabulary.</p> <p>Comprehension Beginning - Understand and follow simple one-step directions for classroom or work-related activities.</p> <p>Comprehension & Analysis of Appropriate Text Beginning - Identify the main idea in a story read aloud using key words and/or phrases.</p> <p>Comprehension Early Intermediate - Understand and follow simple two-step directions of classroom or work-related activities.</p> <p>Comprehension & Analysis of Grade-Level Appropriate Text - Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences.</p>

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<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 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>LISTENING AND SPEAKING</p> <p>Comprehension Beginning - Answer simple questions with one- to two- word responses.</p> <p>Comprehension Early Intermediate - Ask and answer questions using phrases or simple sentences.</p> <p>Comprehension Intermediate - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p>Comprehension, Organization & Delivery of Oral Communication - Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p>

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<p>(continued) 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 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>Comprehension Early Advanced - Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.</p> <p>Structural Features of Informational Materials Early Advanced - Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/ effect.</p> <p>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique Advanced - Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate & draw information from text.</p> <p>Structural Features of Informational Materials - Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect.</p> <p>WRITING Organization & Focus Beginning - Create simple sentences or phrases with some assistance. - During group writing activities, write brief narratives and stories using a few standard grammatical forms.</p> <p>Organization & Focus, Evaluation and Revision Early Intermediate - Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.</p> <p>Organization & Focus Intermediate - Narrate a sequence of events with some detail.</p>

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<p>(continued) rBook Workshop 2 Social Studies Nonfiction Coming to America 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>Capitalization, Punctuation, Spelling Early Advanced - Produce independent writing with consistent use of correct capitalization, punctuation, and spelling. Punctuation, Capitalization, Spelling - Edit writing for basic conventions (e.g., punctuation, capitalization and spelling). Sentence Structure, Grammar Advanced - Use complete sentences and correct word order. Capitalization, Punctuation, Spelling - Edit writing for punctuation, capitalization, and spelling.</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>LISTENING AND SPEAKING Comprehension Beginning - Answer simple questions with one- to two- word responses. Comprehension Early Intermediate - Ask and answer questions using phrases or simple sentences. Comprehension Intermediate - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. Comprehension, Organization & Delivery of Oral Communication - Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Comprehension Early Advanced - Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details.</p>

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<p>(continued) 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 Differentiated Support, pp. 83A-83B</p>	<p>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism - Orally describe what a character is like by what he/she does in a selection, using simple sentences.</p> <p>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism Early Advanced - Identify the motives of characters in a work of fiction. - Read and orally identify the main problem of a plot and how it is resolved in a selection.</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>LISTENING AND SPEAKING</p> <p>Comprehension Beginning - Answer simple questions with one- to two- word responses.</p> <p>Comprehension Early Intermediate - Ask and answer questions using phrases or simple sentences.</p> <p>Comprehension Intermediate - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p>Comprehension, Organization & Delivery of Oral Communication - Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>Comprehension Early Advanced - Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details.</p>

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<p>(continued)</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>Comprehension, Organization & Delivery of Oral Communication - Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information. - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. - Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "It's raining cats and dogs.").</p> <p>Comprehension Advanced - Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "It's pouring outside.").</p> <p>Comprehension, Organization & Delivery of Oral Communication - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p>READING Vocabulary & Concept Development (V/CD) Beginning - Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). - Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>Vocabulary & Concept Development Early Intermediate - Apply knowledge of content-related vocabulary to discussions and reading. - Read simple vocabulary, phrases and sentences independently.</p>

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<p>(continued) 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>Vocabulary & Concept Development (V/CD), Also are addressed in Listening & Speaking Intermediate - Use content-related vocabulary in discussions and reading.</p> <p>Vocabulary & Concept Development Early Advanced - Use some common idioms in discussions and reading (e.g., "scared silly").</p> <p>Vocabulary & Concept Development (V/CD) Advanced - Use common idioms, some analogies and metaphors in discussion and reading.</p> <p>Comprehension Beginning - Understand and follow simple one-step directions for classroom or work-related activities.</p> <p>Comprehension Early Intermediate - Understand and follow simple two-step directions of classroom or work-related activities.</p> <p>Comprehension & Analysis of Grade-Level Appropriate Text Intermediate - Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest.").</p> <p>Comprehension - Understand and follow some multi-step directions for classroom-related activities.</p> <p>Comprehension Early Advanced - Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.</p>

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<p>(continued)</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>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique Advanced - Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate & draw information from text.</p> <p>WRITING Organization & Focus Intermediate - Begin to use a variety of genres in writing (e.g., expository, narrative, poetry). - Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</p> <p>Organization & Focus Early Advanced - Arrange compositions according to simple organizational patterns. - Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p> <p>Organization & Focus, Evaluation and Revision Advanced - Independently use all of the steps of the writing process.</p> <p>Punctuation Early Intermediate - Use a period at the end of a sentence, and use some commas appropriately.</p>

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<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>LISTENING AND SPEAKING Comprehension Beginning - Answer simple questions with one- to two- word responses.</p> <p>Comprehension Early Intermediate - Ask and answer questions using phrases or simple sentences.</p> <p>Comprehension Intermediate - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p>Comprehension, Organization & Delivery of Oral Communication - Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>Comprehension Early Advanced - Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details.</p> <p>Comprehension, Organization & Delivery of Oral Communication - Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information. - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. - Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "It's raining cats and dogs.").</p>

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<p>(continued) 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>Comprehension Advanced - Listen attentively to stories and subject area topics, and identify the main points and supporting details. - Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "It's pouring outside.").</p> <p>Comprehension, Organization & Delivery of Oral Communication - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p>READING Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development Beginning - Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.</p> <p>Decoding and Word Recognition, Vocabulary and Concept Development Early Intermediate - Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p> <p>Vocabulary & Concept Development (V/CD) Beginning - Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>Vocabulary & Concept Development Early Intermediate - Apply knowledge of content-related vocabulary to discussions and reading. - Read simple vocabulary, phrases and sentences independently.</p>

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<p>(continued) 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>Vocabulary & Concept Development (V/CD), Also are addressed in Listening & Speaking Intermediate - Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts. - Use content-related vocabulary in discussions and reading.</p> <p>Vocabulary & Concept Development (V/CD) Early Advanced - Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present (gift), present (time)). - Use some common idioms in discussions and reading (e.g., "scared silly").</p> <p>Vocabulary & Concept Development (V/CD) Advanced - Recognize that words sometimes have multiple meanings and apply this knowledge consistently. - Use common idioms, some analogies and metaphors in discussion and reading. - Read narrative and expository text aloud with appropriate pacing, intonation, and expression.</p> <p>Comprehension Beginning - Understand and follow simple one-step directions for classroom or work-related activities.</p> <p>Comprehension Early Intermediate - Understand and follow simple two-step directions of classroom or work-related activities.</p> <p>Comprehension & Analysis of Grade-Level Appropriate Text Intermediate - Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest.").</p>

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<p>(continued)</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>- Read and identify text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.</p> <p>Comprehension - Understand and follow some multi-step directions for classroom-related activities.</p> <p>Structural Features of Informational Materials Early Advanced - Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/ effect.</p> <p>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique Advanced - Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate & draw information from text.</p> <p>WRITING Organization & Focus Intermediate - Begin to use a variety of genres in writing (e.g., expository, narrative, poetry). - Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</p> <p>Organization & Focus Advanced - Write a persuasive composition using standard grammatical forms.</p> <p>Organization & Focus, Evaluation and Revision - Independently use all of the steps of the writing process.</p> <p>Punctuation Early Intermediate - Use a period at the end of a sentence, and use some commas appropriately.</p>

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(continued) rBook Workshop 5 Social Studies Nonfiction Writing and Grammar: Persuasive Paragraph	Punctuation, Capitalization, Spelling - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.
rBook Workshop 6 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	LISTENING AND SPEAKING Comprehension Beginning - Answer simple questions with one- to two- word responses. Comprehension Early Intermediate - Ask and answer questions using phrases or simple sentences. Comprehension Intermediate - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. Comprehension, Organization & Delivery of Oral Communication - Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Comprehension Early Advanced - Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details. Comprehension, Organization & Delivery of Oral Communication - Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information. - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. - Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").

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<p>(continued) rBook Workshop 6 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>Comprehension, Organization & Delivery of Oral Communication Advanced - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p>READING Decoding and Word Recognition (D/WR) Advanced - Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p> <p>Vocabulary & Concept Development (V/CD) Beginning - Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). - Retell simple stories using drawings, words, or phrases.</p> <p>Vocabulary & Concept Development Early Intermediate - Apply knowledge of content-related vocabulary to discussions and reading. - Read simple vocabulary, phrases and sentences independently.</p> <p>Vocabulary & Concept Development (V/CD), Also are addressed in Listening & Speaking Intermediate - Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression. - Use content-related vocabulary in discussions and reading.</p> <p>Vocabulary & Concept Development, Decoding & Word Recognition - Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).</p>

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<p>(continued) rBook Workshop 6 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>Vocabulary & Concept Development (V/CD) Early Advanced - Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present (gift), present (time)). - Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.</p> <p>Vocabulary & Concept Development (V/CD) Advanced - Apply knowledge of common roots and affixes when attached to known vocabulary. - Recognize that words sometimes have multiple meanings and apply this knowledge consistently. - Read narrative and expository text aloud with appropriate pacing, intonation, and expression.</p> <p>Comprehension Beginning - Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., "brown bear"). - Understand and follow simple one-step directions for classroom or work-related activities.</p> <p>Comprehension Early Intermediate - Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown."). - Read and orally identify relationships between written text and their own experience using simple sentences. - Understand and follow simple two-step directions of classroom or work-related activities.</p> <p>Comprehension & Analysis of Grade-Level Appropriate Text Intermediate - Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest.").</p>

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<p>(continued) rBook Workshop 6 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>Comprehension - Understand and follow some multi-step directions for classroom-related activities.</p> <p>Comprehension & Analysis of Grade-Level Appropriate Text Early Advanced - Describe relationships between text and their experience.</p> <p>WRITING Organization & Focus Intermediate - Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).</p> <p>Organization & Focus Early Advanced - Independently write simple responses to literature.</p> <p>Organization & Focus, Evaluation and Revision Advanced - Independently use all of the steps of the writing process.</p> <p>ELA Spelling Standards Grade 4 Early Advanced - 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p> <p>Grammar Advanced - Use correct parts of speech, including correct subject/verb agreement.</p>

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<p>(continued) rBook Workshop 6 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>READING LITERARY RESPONSE AND ANALYSIS Narrative Analysis of Grade-Level Appropriate Text, Also are addressed in Reading Comprehension Beginning - Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses. - Orally identify different characters settings in simple literary texts using words or phrases.</p> <p>Narrative Analysis of Grade-Level Appropriate Text Also are addressed in Reading Comprehension Early Intermediate - Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.</p> <p>Narrative Analysis of Grade-Level Appropriate Text Also are addressed in Word Analysis - Recite simple poems.</p> <p>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism Early Advanced - Identify the motives of characters in a work of fiction. - Recognize and describe themes stated directly in a text.</p> <p>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism Advanced - Recognize and describe themes stated directly or implied in literary texts.</p> <p>LISTENING AND SPEAKING Comprehension Beginning - Answer simple questions with one- to two- word responses.</p>

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<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 Differentiated Support, pp. 187A-187B</p>	<p>Comprehension Early Intermediate - Ask and answer questions using phrases or simple sentences. - Restate and execute multistep oral directions.</p> <p>Comprehension Intermediate - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. Comprehension, Organization & Delivery of Oral Communication - Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>Comprehension Early Advanced - Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details. Comprehension, Organization & Delivery of Oral Communication - Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information. - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.</p> <p>Comprehension, Organization & Delivery of Oral Communication Advanced - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p>READING Phonemic Awareness (P.A.),Decoding and Word Recognition (D/WR) Intermediate - Use common English morphemes in oral and silent reading.</p>

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<p>(continued)</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 Differentiated Support, pp. 187A-187B</p>	<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) Early Advanced - Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p>Vocabulary & Concept Development (V/CD) Beginning - Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>Vocabulary & Concept Development Early Intermediate - Apply knowledge of content-related vocabulary to discussions and reading. - Read simple vocabulary, phrases and sentences independently. - Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar sentences.</p> <p>Vocabulary & Concept Development (V/CD), Also are addressed in Listening & Speaking Intermediate - Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts. - Use content-related vocabulary in discussions and reading.</p> <p>Vocabulary & Concept Development (V/CD) Early Advanced - Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. - Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present (gift), present (time)).</p> <p>Vocabulary & Concept Development (V/CD) Advanced - Recognize that words sometimes have multiple meanings and apply this knowledge consistently.</p>

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<p>(continued) 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 Differentiated Support, pp. 187A-187B</p>	<p>Comprehension Beginning - Understand and follow simple one-step directions for classroom or work-related activities.</p> <p>Comprehension Early Intermediate - Understand and follow simple two-step directions of classroom or work-related activities.</p> <p>Comprehension & Analysis of Grade-Level Appropriate Text Intermediate - Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest."). - Read and identify text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.</p> <p>Comprehension - Understand and follow some multi-step directions for classroom-related activities.</p> <p>Comprehension & Analysis of Grade-Level Appropriate Text and Expository Critique - Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.</p> <p>Comprehension & Analysis of Grade-Level Appropriate Text & Expository Critique Early Advanced - Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.</p> <p>Structural Features of Informational Materials - Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/ effect.</p> <p>Structural Features of Informational Materials Advanced - Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect.</p>

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<p>(continued)</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 Differentiated Support, pp. 187A-187B</p>	<p>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique, Structural Features of Informational Materials - Distinguish between fact/opinion, inference, and cause/effect in text.</p> <p>WRITING Organization & Focus Intermediate - Narrate a sequence of events with some detail. - Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).</p> <p>Organization & Focus Advanced - Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). Organization & Focus, Evaluation and Revision - Independently use all of the steps of the writing process.</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 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>LISTENING AND SPEAKING Comprehension Beginning - Answer simple questions with one- to two- word responses.</p> <p>Comprehension Early Intermediate - Ask and answer questions using phrases or simple sentences.</p> <p>Comprehension Intermediate - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. Comprehension, Organization & Delivery of Oral Communication - Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p>

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<p>(continued) 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 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>Comprehension Early Advanced - Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details. Comprehension, Organization & Delivery of Oral Communication - Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information. - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.</p> <p>Comprehension, Organization & Delivery of Oral Communication Advanced - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p>READING Decoding and Word Recognition (D/WR) Advanced - Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p> <p>Vocabulary & Concept Development (V/CD) Beginning - Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>Vocabulary & Concept Development Early Intermediate - Apply knowledge of content-related vocabulary to discussions and reading. - Read simple vocabulary, phrases and sentences independently.</p>

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<p>(continued) 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 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>Vocabulary & Concept Development (V/CD), Also are addressed in Listening & Speaking Intermediate - Use content-related vocabulary in discussions and reading. Vocabulary & Concept Development, Decoding & Word Recognition - Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).</p> <p>Vocabulary & Concept Development (V/CD) Early Advanced - Use some common roots and affixes when attached to known vocabulary (e.g., educate, education). - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p>Vocabulary & Concept Development (V/CD) Advanced - Apply knowledge of common roots and affixes when attached to known vocabulary.</p> <p>Comprehension Beginning - Orally identify relationship between simple text read to them and their own experience using key words and/or phrases. - Understand and follow simple one-step directions for classroom or work-related activities.</p> <p>Comprehension Early Intermediate - Understand and follow simple two-step directions of classroom or work-related activities.</p> <p>Comprehension & Analysis of Grade-Level Appropriate Text Intermediate - Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest.").</p>

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<p>(continued)</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 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>	<ul style="list-style-type: none"> - Read and identify text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. <p>Comprehension</p> <ul style="list-style-type: none"> - Read and use more detailed sentences to orally describe relationships between text and their own experiences. - Understand and follow some multi-step directions for classroom-related activities. <p>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique Advanced</p> <ul style="list-style-type: none"> - Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate & draw information from text. <p>WRITING</p> <p>Organization & Focus Intermediate</p> <ul style="list-style-type: none"> - Narrate a sequence of events with some detail. - Begin to use a variety of genres in writing (e.g., expository, narrative, poetry). <p>Organization & Focus Early Advanced</p> <ul style="list-style-type: none"> - Arrange compositions according to simple organizational patterns. <p>Organization & Focus Advanced</p> <ul style="list-style-type: none"> - Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). <p>Organization & Focus, Evaluation and Revision</p> <ul style="list-style-type: none"> - Independently use all of the steps of the writing process. <p>Sentence Structure, Grammar Advanced</p> <ul style="list-style-type: none"> - Use complete sentences and correct word order.

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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>LISTENING AND SPEAKING Comprehension Beginning - Answer simple questions with one- to two- word responses.</p> <p>Comprehension Early Intermediate - Ask and answer questions using phrases or simple sentences.</p> <p>Comprehension Intermediate - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p>Comprehension, Organization & Delivery of Oral Communication - Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>Comprehension Early Advanced - Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details.</p> <p>Comprehension, Organization & Delivery of Oral Communication - Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information. - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.</p> <p>Comprehension, Organization & Delivery of Oral Communication Advanced - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p>

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<p>(continued)</p> <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>READING Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development Early Intermediate - While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., "a" in cat and final consonants). - Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p> <p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) Intermediate - Pronounce most English phonemes correctly while reading aloud. - Use common English morphemes in oral and silent reading.</p> <p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) Early Advanced - Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p>Vocabulary & Concept Development (V/CD) Beginning - Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>Vocabulary & Concept Development Early Intermediate - Apply knowledge of content-related vocabulary to discussions and reading. - Read simple vocabulary, phrases and sentences independently.</p> <p>Vocabulary & Concept Development (V/CD), Also are addressed in Listening & Speaking Intermediate - Use content-related vocabulary in discussions and reading.</p>

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<p>(continued) 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>Vocabulary & Concept Development (V/CD) Early Advanced - Use standard dictionary to find the meanings of known vocabulary. - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p>Vocabulary & Concept Development (V/CD) Advanced - Use a standard dictionary to determine meaning of unknown words.</p> <p>Comprehension Beginning - Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., "brown bear"). - Understand and follow simple one-step directions for classroom or work-related activities.</p> <p>Comprehension Early Intermediate - Understand and follow simple two-step directions of classroom or work-related activities.</p> <p>Comprehension & Analysis of Grade-Level Appropriate Text Intermediate - Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest.").</p> <p>Comprehension - Understand and follow some multi-step directions for classroom-related activities.</p> <p>Comprehension & Analysis of Grade-Level Appropriate Text Early Advanced - Generate and respond to comprehension questions related to the text.</p>

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<p>(continued)</p> <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>Comprehension & Analysis of Grade-Level Appropriate Text & Expository Critique - Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences. - Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.</p> <p>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique, Structural Features of Informational Materials Advanced - Distinguish between fact/opinion, inference, and cause/effect in text.</p> <p>WRITING Organization & Focus Beginning - Create simple sentences or phrases with some assistance. - Use models to write short narratives.</p> <p>Organization & Focus Early Intermediate - Follow a model given by the teacher to independently write short paragraphs of at least four sentences.</p> <p>Organization & Focus Intermediate - Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).</p> <p>Organization & Focus Advanced - Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). Organization & Focus, Evaluation and Revision - Independently use all of the steps of the writing process.</p>

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