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Grades 6-8

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| <p>rBook Workshop 1 Social Studies Nonfiction The New Americans Best Practices: Main Idea and Details, pp. 8C-8D Comprehension: Main Idea and Details Readings 1. School Before Soccer, pp. 10-11 2. Fitting In, pp. 12-15 3. A New Immigration Boom, pp. 16-17 Text Feature: Reading a Circle Graph, pp. 18-19 Vocabulary/Word Study: Target Vocabulary, Synonyms, Antonyms, pp. 20-21 Writing and Grammar: Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27 Functional Literacy: Careers: Translator, Real-World Skills: Using a Daily Schedule, pp. 28-29 Workshop Wrap-Up, pp.30-31 Differentiated Support, pp. 31A-31B</p> | <p>LISTENING AND SPEAKING Comprehension Beginning - Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).</p> <p>Comprehension Early Intermediate - Restate and execute multistep oral directions. Comprehension, Organization & Delivery of Oral Communication - Restate in simple sentences the main idea of oral presentations of subject matter content.</p> <p>Comprehension Intermediate - Respond to messages by asking simple questions or by brief restatement of the message. - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. Comprehension, Organization & Delivery of Oral Communication - Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.</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 - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</p> |

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| <p>rBook Workshop 2 Life Issues Nonfiction When Disaster Strikes Best Practices: Sequence, pp. 32C-32D Comprehension: Sequence of Events Readings 1. Struck by Lightning, pp. 34-35 2. A Mountain of Fire, pp. 36-39 3. Hurricanes: The Monster Storms, pp. 40-42 Text Feature: Reading a Diagram, p. 43 Vocabulary/Word Study: Target Vocabulary, Prefixes, Suffixes, pp. 44-45 Writing and Grammar: Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51 Functional Literacy: Careers: EMT-Paramedic, Real-World Skills: Following CPR Directions, pp. 52-53 Workshop Wrap-Up, pp. 54-55 Differentiated Support, pp. 55A-55B</p> | <p>LISTENING AND SPEAKING</p> <p>Comprehension Beginning - Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).</p> <p>Comprehension Early Intermediate - Restate and execute multistep oral directions.</p> <p>Comprehension Intermediate - Respond to messages by asking simple questions or by brief restatement of the message. - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</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 - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.</p> |

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| <p>rBook Workshop 3 Literature Identity Crisis Best Practices: Character, pp. 56C-56D Best Practices: Theme, pp. 56E-56F Comprehension: Story Elements, pp. 58-59 Readings 1. Louisa, Please Come Home, pp. 60-69 2. I'm Nobody! Who are you?, pp. 70 3. A Whole New Look, pp. 71 Vocabulary/Word Study: Target Vocabulary, Verb Endings, 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: Shirley Jackson, 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</p> <p>Comprehension Beginning - Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).</p> <p>Comprehension Early Intermediate - Restate and execute multistep oral directions.</p> <p>Comprehension Intermediate - Respond to messages by asking simple questions or by brief restatement of the message. - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</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 - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.</p> |

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| <p>(continued)</p> <p>rBook Workshop 3</p> <p>Literature</p> <p>Identity Crisis</p> <p>Best Practices: Character, pp. 56C-56D</p> <p>Best Practices: Theme, pp. 56E-56F</p> <p>Comprehension: Story Elements, pp. 58-59</p> <p>Readings</p> <p>1. Louisa, Please Come Home, pp. 60-69</p> <p>2. I'm Nobody! Who are you?, pp. 70</p> <p>3. A Whole New Look, pp. 71</p> <p>Vocabulary/Word Study: Target Vocabulary, Verb Endings, Word Families, pp. 72-73</p> <p>Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79</p> <p>Functional Literacy: Meet the Author: Shirley Jackson, Real-World Skills: Evaluating a Book Review, pp. 80-81</p> <p>Workshop Wrap-Up, pp. 82-83</p> <p>Differentiated Support, pp. 83A-83B</p> | <p>- Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p>Punctuation, Capitalization, Spelling</p> <p>Early Intermediate</p> <p>- Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization</p> <p>- Revise writing with teacher assistance to clarify meaning and improve conventions and organization.</p> <p>Sentence Structure, Grammar, Spelling</p> <p>Intermediate</p> <p>- Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</p> <p>- Edit and correct basic grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar, Spelling</p> <p>Early Advanced</p> <p>- Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p>Punctuation, Capitalization, Spelling</p> <p>- Edit writing for grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar</p> <p>Advanced</p> <p>- Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.</p> <p>Capitalization, Punctuation, Spelling</p> <p>- Edit writing for conventions of writing to approximate standard grammatical forms.</p> |

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| <p>(continued) rBook Workshop 3 Literature Identity Crisis Best Practices: Character, pp. 56C-56D Best Practices: Theme, pp. 56E-56F Comprehension: Story Elements, pp. 58-59 Readings 1. Louisa, Please Come Home, pp. 60-69 2. I’m Nobody! Who are you?, pp. 70 3. A Whole New Look, pp. 71 Vocabulary/Word Study: Target Vocabulary, Verb Endings, 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: Shirley Jackson, Real-World Skills: Evaluating a Book Review, pp. 80-81 Workshop Wrap-Up, pp. 82-83 Differentiated Support, pp. 83A-83B</p> | <p>READING LITERARY RESPONSE AND ANALYSIS Narrative Analysis of Grade- Level Appropriate Text. Also are addressed in Reading Comprehension Beginning - Orally respond to simple literary texts by answering factual comprehension questions using one- or two-word responses. - Orally identify different characters and settings in simple literary texts using words or phrases. Narrative Analysis of Grade- Level Appropriate Text - Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts. Structural Features of Literature - Use pictures, lists and charts to orally identify the characteristics of three different forms of literature, fiction, non-fiction and poetry. 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 Also are addressed in Reading Comprehension Early Intermediate - Orally respond to brief literary texts by answering factual comprehension questions using simple sentences. Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism - Orally describe a character in a brief literary text by identifying the thoughts and actions of the character using simple sentences.</p> <p>Narrative Analysis of Grade- Level Appropriate Text Also are addressed in Word Analysis and Fluency Systematic Vocabulary Development Intermediate - Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p> |

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| <p>(continued)</p> <p>rBook Workshop 3 Literature Identity Crisis Best Practices: Character, pp. 56C-56D Best Practices: Theme, pp. 56E-56F Comprehension: Story Elements, pp. 58-59 Readings 1. Louisa, Please Come Home, pp. 60-69 2. I'm Nobody! Who are you?, pp. 70 3. A Whole New Look, pp. 71 Vocabulary/Word Study: Target Vocabulary, Verb Endings, 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: Shirley Jackson, Real-World Skills: Evaluating a Book Review, pp. 80-81 Workshop Wrap-Up, pp. 82-83 Differentiated Support, pp. 83A-83B</p> | <p>Narrative Analysis of Grade- Level Appropriate Text Also are addressed in Reading Comprehension - Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of brief prose (e.g., short story, novel, essay).</p> <p>Structural Features of Literature Early Advanced - Identify literary devices such as narrative voice, symbolism, dialect, and irony. - Orally describe the major characteristics of several forms of poetry using detailed sentences.</p> <p>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism - Compare and contrast a similar theme across several genres using detailed sentences. - Orally and in writing describe a similar theme or topic using detailed sentences. - Read and orally explain the literary elements of plot, setting, and characters using detailed sentences.</p> <p>Narrative Analysis of Grade- Level Appropriate Text and Literary Criticism Advanced - Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery and symbolism). - Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).</p> |

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| <p>rBook Workshop 4 Social Studies Nonfiction Stolen Childhoods Best Practices: Summarize, pp. 84C-84C Comprehension: Summarize Readings 1. Life in the Dumps, pp. 86-87 2. Working in the Fields, pp. 88-91 3. Child Labor Around the World, pp. 92-93 Text Feature: Reading a Time Line, pp. 94 Vocabulary/Word Study: Target Vocabulary, Using a Dictionary, Multiple-Meaning Words, pp. 96-97 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103 Functional Literacy: Careers: Factory Worker, Real-World Skills: Filling Out a Job Form, pp. 104-105 Workshop Wrap-Up, pp. 106-107 Differentiated Support, pp. 107A-107B</p> | <p>LISTENING AND SPEAKING Comprehension Beginning - Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing). Comprehension Early Intermediate - Restate and execute multistep oral directions. Comprehension Intermediate - Respond to messages by asking simple questions or by brief restatement of the message. - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. 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 - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. - Respond to messages by asking questions, challenging statements or offering examples that affirm the message. - Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "heavy as a ton of bricks," "soaking wet"). Comprehension Advanced - Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.</p> |

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| <p>(continued)</p> <p>rBook Workshop 4 Social Studies Nonfiction Stolen Childhoods Best Practices: Summarize, pp. 84C-84C Comprehension: Summarize Readings 1. Life in the Dumps, pp. 86-87 2. Working in the Fields, pp. 88-91 3. Child Labor Around the World, pp. 92-93 Text Feature: Reading a Time Line, pp. 94 Vocabulary/Word Study: Target Vocabulary, Using a Dictionary, Multiple-Meaning Words, pp. 96-97 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103 Functional Literacy: Careers: Factory Worker, Real-World Skills: Filling Out a Job Form, pp. 104-105 Workshop Wrap-Up, pp. 106-107 Differentiated Support, pp. 107A-107B</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 and correctly pronounce most English phonemes while reading aloud.</p> <p>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development Early Intermediate - Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.</p> <p>Vocabulary & Concept Development (V/CD) Beginning - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses. - Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).</p> <p>Vocabulary & Concept Development Early Intermediate - Use knowledge of literature and content areas to understand unknown words. - Use a standard dictionary to find the meaning of known vocabulary.</p> <p>Vocabulary & Concept Development Intermediate - Use a standard dictionary to determine meanings of unknown words. - Use knowledge of English morphemes, phonics, and syntax to decode written texts.</p> |

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| <p>(continued)</p> <p>rBook Workshop 4 Social Studies Nonfiction Stolen Childhoods Best Practices: Summarize, pp. 84C-84C Comprehension: Summarize Readings 1. Life in the Dumps, pp. 86-87 2. Working in the Fields, pp. 88-91 3. Child Labor Around the World, pp. 92-93 Text Feature: Reading a Time Line, pp. 94 Vocabulary/Word Study: Target Vocabulary, Using a Dictionary, Multiple-Meaning Words, pp. 96-97 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103 Functional Literacy: Careers: Factory Worker, Real-World Skills: Filling Out a Job Form, pp. 104-105 Workshop Wrap-Up, pp. 106-107 Differentiated Support, pp. 107A-107B</p> | <p>- Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., to take a fall).</p> <p>Vocabulary & Concept Development (V/CD) Also are addressed in Listening & Speaking - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently. Vocabulary & Concept Development, Decoding & Word Recognition - Recognize that words sometimes have multiple meanings.</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 that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas. - Use standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings). - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. - Use idioms, analogies and metaphors in literature and texts in content areas. - Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.</p> <p>Vocabulary & Concept Development (V/CD) Advanced - Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas. - Apply knowledge of academic and social vocabulary to achieve independent reading. - Use common idioms and some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”). - Use a standard dictionary to determine meaning of unknown words.</p> |

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| <p>(continued)</p> <p>rBook Workshop 4 Social Studies Nonfiction Stolen Childhoods Best Practices: Summarize, pp. 84C-84C Comprehension: Summarize Readings 1. Life in the Dumps, pp. 86-87 2. Working in the Fields, pp. 88-91 3. Child Labor Around the World, pp. 92-93 Text Feature: Reading a Time Line, pp. 94 Vocabulary/Word Study: Target Vocabulary, Using a Dictionary, Multiple-Meaning Words, pp. 96-97 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103 Functional Literacy: Careers: Factory Worker, Real-World Skills: Filling Out a Job Form, pp. 104- 105 Workshop Wrap-Up, pp. 106-107 Differentiated Support, pp. 107A-107B</p> | <p>Comprehension Beginning - Read and orally respond to simple text by answering factual comprehension questions using key words or phrases. - Understand and follow simple multi-step oral directions of classroom or work-related activities.</p> <p>Comprehension Early Intermediate - Read and orally respond to simple literary texts and texts in content areas by answering factual comprehension questions using simple sentences. - Identify and follow some multi-step directions for simple mechanical devices and basic forms. Structural Features of Information Materials - Orally identify the factual components of simple informational materials using key words or phrases. Comprehension Intermediate - Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.</p> <p>WRITING Organization & Focus Beginning - Complete basic business forms that require information such as name, address, and telephone number.</p> <p>Organization & Focus Early Intermediate - Use common verbs, nouns, and high frequency modifiers in simple sentences. - Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.</p> |

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| <p>(continued)</p> <p>rBook Workshop 4 Social Studies Nonfiction Stolen Childhoods Best Practices: Summarize, pp. 84C-84C Comprehension: Summarize Readings 1. Life in the Dumps, pp. 86-87 2. Working in the Fields, pp. 88-91 3. Child Labor Around the World, pp. 92-93 Text Feature: Reading a Time Line, pp. 94 Vocabulary/Word Study: Target Vocabulary, Using a Dictionary, Multiple-Meaning Words, pp. 96-97 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103 Functional Literacy: Careers: Factory Worker, Real-World Skills: Filling Out a Job Form, pp. 104-105 Workshop Wrap-Up, pp. 106-107 Differentiated Support, pp. 107A-107B</p> | <p>Organization & Focus, Evaluation and Revision - From a given topic, use the writing process to write sentences and short paragraphs with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.</p> <p>Organization & Focus, Research and Technology - Complete simple informational documents related to career development (e.g., bank forms and job applications).</p> <p>Organization & Focus Intermediate - Write documents related to career development (e.g., business letter, job applications).</p> <p>Organization & Focus Early Advanced - Write pieces related to career development (e.g., business letter, job applications, letter of inquiry).</p> <p>Organization & Focus, Research and Technology, Evaluation and Revision - Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.</p> <p>Organization & Focus Advanced - Write pieces related to career development (e.g., business letter, job applications, letter of inquiry, memorandum).</p> <p>Organization & Focus, Research and Technology - Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays using standard grammatical forms.</p> <p>Punctuation Beginning - Edit own work and correct punctuation.</p> |

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| <p>(continued)</p> <p>rBook Workshop 4 Social Studies Nonfiction Stolen Childhoods Best Practices: Summarize, pp. 84C-84C Comprehension: Summarize Readings 1. Life in the Dumps, pp. 86-87 2. Working in the Fields, pp. 88-91 3. Child Labor Around the World, pp. 92-93 Text Feature: Reading a Time Line, pp. 94 Vocabulary/Word Study: Target Vocabulary, Using a Dictionary, Multiple-Meaning Words, pp. 96-97 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103 Functional Literacy: Careers: Factory Worker, Real-World Skills: Filling Out a Job Form, pp. 104-105 Workshop Wrap-Up, pp. 106-107 Differentiated Support, pp. 107A-107B</p> | <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p>Punctuation, Capitalization, Spelling Early Intermediate - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization - Revise writing with teacher assistance to clarify meaning and improve conventions and organization.</p> <p>Sentence Structure, Grammar, Spelling Intermediate - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Edit and correct basic grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar, Spelling Early Advanced - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p>Punctuation, Capitalization, Spelling - Edit writing for grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar Advanced - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.</p> <p>Capitalization, Punctuation, Spelling - Edit writing for conventions of writing to approximate standard grammatical forms.</p> |

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| <p>rBook Workshop 5 Life Issues Nonfiction Under Pressure Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. Tragic Death on Train, pp.110-111 2. The Secrets of Self-Esteem, pp. 112-115. 3. The Power of Peer Pressure, pp. 116-118. Text Feature: Reading a Bar Graph, pp. 119 Vocabulary/Word Study: Target Vocabulary, Homophones, Compound Words, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Teen Counselor, Real-World Skills: Evaluating a Teen-Targeted Ad, pp. 128-129 Workshop Wrap-Up, pp. 130-131 Differentiated Support, pp. 131A-131B</p> | <p>LISTENING AND SPEAKING Comprehension Beginning - Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing). Comprehension Early Intermediate - Restate and execute multistep oral directions. Comprehension Intermediate - Respond to messages by asking simple questions or by brief restatement of the message. - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. 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 - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. - Respond to messages by asking questions, challenging statements or offering examples that affirm the message. 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 5 Life Issues Nonfiction Under Pressure Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. Tragic Death on Train, pp.110-111 2. The Secrets of Self-Esteem, pp. 112-115. 3. The Power of Peer Pressure, pp. 116-118. Text Feature: Reading a Bar Graph, pp. 119 Vocabulary/Word Study: Target Vocabulary, Homophones, Compound Words, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Teen Counselor, Real-World Skills: Evaluating a Teen-Targeted Ad, pp. 128-129 Workshop Wrap-Up, pp. 130-131 Differentiated Support, pp. 131A-131B</p> | <p>READING</p> <p>Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development Beginning - Recognize and correctly pronounce most English phonemes while reading aloud. Phonemic Awareness, Decoding and Word Recognition - Recognize most common English morphemes in phrases and simple sentences.</p> <p>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development Early Intermediate - Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts. Decoding and Word Recognition, Vocabulary and Concept Development - Use common English morphemes in oral and silent reading.</p> <p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) Intermediate - 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 - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses. - Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).</p> <p>Vocabulary & Concept Development Early Intermediate - Use knowledge of literature and content areas to understand unknown words. Vocabulary & Concept Development Intermediate - Use knowledge of English morphemes, phonics, and syntax to decode written texts.</p> |
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| <p>(continued) rBook Workshop 5 Life Issues Nonfiction Under Pressure Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. Tragic Death on Train, pp.110-111 2. The Secrets of Self-Esteem, pp. 112-115. 3. The Power of Peer Pressure, pp. 116-118. Text Feature: Reading a Bar Graph, pp. 119 Vocabulary/Word Study: Target Vocabulary, Homophones, Compound Words, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Teen Counselor, Real-World Skills: Evaluating a Teen-Targeted Ad, 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 - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</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. - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. - 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 academic and social vocabulary to achieve independent reading.</p> <p>Comprehension Beginning - Read and orally respond to simple text by answering factual comprehension questions using key words or phrases. - Understand and follow simple multi-step oral directions of classroom or work-related activities. Comprehension & Analysis of Appropriate Text - Recognize categories of common informational materials (e.g., newspaper, brochures, etc.).</p> <p>Comprehension Early Intermediate - Read and orally respond to simple literary texts and texts in content areas by answering factual comprehension questions using simple sentences.</p> <p>WRITING Organization & Focus Early Intermediate - Use common verbs, nouns, and high frequency modifiers in simple sentences.</p> |

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| <p>(continued)</p> <p>rBook Workshop 5 Life Issues Nonfiction Under Pressure Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. Tragic Death on Train, pp.110-111 2. The Secrets of Self-Esteem, pp. 112-115. 3. The Power of Peer Pressure, pp. 116-118. Text Feature: Reading a Bar Graph, pp. 119 Vocabulary/Word Study: Target Vocabulary, Homophones, Compound Words, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Teen Counselor, Real-World Skills: Evaluating a Teen-Targeted Ad, pp. 128-129 Workshop Wrap-Up, pp. 130-131 Differentiated Support, pp. 131A-131B</p> | <p>Organization & Focus, Evaluation and Revision - From a given topic, use the writing process to write sentences and short paragraphs with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.</p> <p>Organization & Focus, Evaluation and Revision Early Advanced - Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counter-argument.</p> <p>Organization & Focus Advanced - Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments. - Use appropriate language variations and genres in writing for language arts and other content areas.</p> <p>Punctuation Beginning - Edit own work and correct punctuation.</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p>Punctuation, Capitalization, Spelling Early Intermediate - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization - Revise writing with teacher assistance to clarify meaning and improve conventions and organization.</p> <p>Sentence Structure, Grammar, Spelling Intermediate - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> |

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| <p>(continued)</p> <p>rBook Workshop 5 Life Issues Nonfiction Under Pressure Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. Tragic Death on Train, pp.110-111 2. The Secrets of Self-Esteem, pp. 112-115. 3. The Power of Peer Pressure, pp. 116-118. Text Feature: Reading a Bar Graph, pp. 119 Vocabulary/Word Study: Target Vocabulary, Homophones, Compound Words, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Teen Counselor, Real-World Skills: Evaluating a Teen-Targeted Ad, pp. 128-129 Workshop Wrap-Up, pp. 130-131 Differentiated Support, pp. 131A-131B</p> | <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Edit and correct basic grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar, Spelling Early Advanced - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p>Punctuation, Capitalization, Spelling - Edit writing for grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar Advanced - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.</p> <p>Capitalization, Punctuation, Spelling - Edit writing for conventions of writing to approximate standard grammatical forms.</p> |

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| <p>rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p> | <p>LISTENING AND SPEAKING Comprehension Beginning - Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).</p> <p>Comprehension Early Intermediate - Restate and execute multistep oral directions.</p> <p>Comprehension Intermediate - Respond to messages by asking simple questions or by brief restatement of the message. - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</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 - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</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) rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p> | <p>READING Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development Beginning - Recognize and correctly pronounce most English phonemes while reading aloud.</p> <p>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development Early Intermediate - Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.</p> <p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) Early Advanced - Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</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 - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses. - Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).</p> <p>Vocabulary & Concept Development Early Intermediate - Use knowledge of literature and content areas to understand unknown words.</p> |

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| <p>(continued) rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p> | <p>Vocabulary & Concept Development Intermediate - Use knowledge of English morphemes, phonics, and syntax to decode written texts. Vocabulary & Concept Development (V/CD) Also are addressed in Listening & Speaking - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</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. - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. - 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 academic and social vocabulary to achieve independent reading.</p> <p>Comprehension Beginning - Read and orally respond to simple text by answering factual comprehension questions using key words or phrases. - Understand and follow simple multi-step oral directions of classroom or work-related activities.</p> <p>Comprehension Early Intermediate - Read and orally respond to simple literary texts and texts in content areas by answering factual comprehension questions using simple sentences.</p> |

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| <p>(continued) rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p> | <p>Comprehension & Analysis of Grade-Level Appropriate Text Intermediate - Read and use detailed sentences to orally respond to literature by answering factual comprehension questions.</p> <p>WRITING Organization & Focus Early Intermediate - Write brief responses to selected literature with factual understanding of the text using simple sentences. Organization & Focus, Evaluation and Revision - From a given topic, use the writing process to write sentences and short paragraphs with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.</p> <p>Organization & Focus Intermediate - Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.</p> <p>Organization & Focus Early Advanced - Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.</p> <p>Organization & Focus, Evaluation and Revision Advanced - Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.</p> <p>Punctuation Beginning - Edit own work and correct punctuation.</p> |

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| <p>(continued) rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p> | <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p>Punctuation, Capitalization, Spelling Early Intermediate - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization - Revise writing with teacher assistance to clarify meaning and improve conventions and organization.</p> <p>Sentence Structure, Grammar, Spelling Intermediate - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Edit and correct basic grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar, Spelling Early Advanced - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p>Punctuation, Capitalization, Spelling - Edit writing for grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar Advanced - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.</p> |

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| <p>(continued)</p> <p>rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p> | <p>Capitalization, Punctuation, Spelling - Edit writing for conventions of writing to approximate standard grammatical forms.</p> <p>READING LITERARY RESPONSE AND ANALYSIS Narrative Analysis of Grade-Level Appropriate Text. Also are addressed in Reading Comprehension Beginning - Orally respond to simple literary texts by answering factual comprehension questions using one- or two-word responses. - Orally identify different characters and settings in simple literary texts using words or phrases. Narrative Analysis of Grade- Level Appropriate Text - Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts. 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 Also are addressed in Reading Comprehension Early Intermediate - Orally respond to brief literary texts by answering factual comprehension questions using simple sentences. - Read and orally identify the main events of the plot using simple sentences.</p> <p>Narrative Analysis of Grade- Level Appropriate Text Also are addressed in Word Analysis and Fluency Systematic Vocabulary Development Intermediate - Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p> |

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| <p>(continued)</p> <p>rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p> | <p>Narrative Analysis of Grade- Level Appropriate Text Also are addressed in Reading Comprehension - Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of brief prose (e.g., short story, novel, essay).</p> <p>Structural Features of Literature Early Advanced - Orally describe the major characteristics of several forms of poetry using detailed sentences.</p> <p>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism - Read and orally explain the literary elements of plot, setting, and characters using detailed sentences.</p> <p>Structural Features of Literature Advanced - Analyze setting (place, time, customs) and its influence on the meaning and conflict of a literary text. - Analyze elements of a plot, including its development and how conflicts are addressed and resolved.</p> |

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| <p>rBook Workshop 7 Science Nonfiction Alien Invaders Best Practices: Cause and Effect, pp.158C-158D Comprehension: Cause and Effect Readings 1. Freaky Fish Invasion, pp. 160-161 2. Island of Snakes, pp. 162-165 3. America's Least Wanted, pp. 166-167 Text Feature: Reading a Flowchart, pp. 168-169 Vocabulary/Word Study: Target Vocabulary, Idioms, Using a Dictionary, pp. 170-171 Writing and Grammar: Persuasive Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 172-177 Functional Literacy: Careers: Wild Animal Keeper, Real-World Skills: Reading a Public Notice, pp. 178-179 Workshop Wrap-Up, pp. 180-181 Differentiated Support, pp. 181A-181B</p> | <p>LISTENING AND SPEAKING Comprehension Beginning - Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).</p> <p>Comprehension Early Intermediate - Restate and execute multistep oral directions.</p> <p>Comprehension Intermediate - Respond to messages by asking simple questions or by brief restatement of the message. - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</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 - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. - Respond to messages by asking questions, challenging statements or offering examples that affirm the message. - Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "heavy as a ton of bricks," "soaking wet").</p> <p>Comprehension Advanced - Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.</p> |

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| <p>(continued)</p> <p>rBook Workshop 7 Science Nonfiction Alien Invaders Best Practices: Cause and Effect, pp.158C-158D Comprehension: Cause and Effect Readings 1. Freaky Fish Invasion, pp. 160-161 2. Island of Snakes, pp. 162-165 3. America’s Least Wanted, pp. 166-167 Text Feature: Reading a Flowchart, pp. 168-169 Vocabulary/Word Study: Target Vocabulary, Idioms, Using a Dictionary, pp. 170-171 Writing and Grammar: Persuasive Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 172-177 Functional Literacy: Careers: Wild Animal Keeper, Real-World Skills: Reading a Public Notice, pp. 178-179 Workshop Wrap-Up, pp. 180-181 Differentiated Support, pp. 181A-181B</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 and correctly pronounce most English phonemes while reading aloud. Phonemic Awareness, Decoding and Word Recognition - Recognize most common English morphemes in phrases and simple sentences.</p> <p>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development Early Intermediate - Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts. Decoding and Word Recognition, Vocabulary and Concept Development - Use common English morphemes in oral and silent reading.</p> <p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) Intermediate - 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 - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses. - Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).</p> |

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| <p>(continued) rBook Workshop 7 Science Nonfiction Alien Invaders Best Practices: Cause and Effect, pp.158C-158D Comprehension: Cause and Effect Readings 1. Freaky Fish Invasion, pp. 160-161 2. Island of Snakes, pp. 162-165 3. America’s Least Wanted, pp. 166-167 Text Feature: Reading a Flowchart, pp. 168-169 Vocabulary/Word Study: Target Vocabulary, Idioms, Using a Dictionary, pp. 170-171 Writing and Grammar: Persuasive Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 172-177 Functional Literacy: Careers: Wild Animal Keeper, Real-World Skills: Reading a Public Notice, pp. 178-179 Workshop Wrap-Up, pp. 180-181 Differentiated Support, pp. 181A-181B</p> | <p>Vocabulary & Concept Development Early Intermediate - Use knowledge of literature and content areas to understand unknown words. - Use a standard dictionary to find the meaning of known vocabulary.</p> <p>Vocabulary & Concept Development Intermediate - Use a standard dictionary to determine meanings of unknown words. - Use knowledge of English morphemes, phonics, and syntax to decode written texts. - Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., to take a fall).</p> <p>Vocabulary & Concept Development (V/CD) Also are addressed in Listening & Speaking - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</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. - Use standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings). - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. - Use idioms, analogies and metaphors in literature and texts in content areas.</p> <p>Vocabulary & Concept Development (V/CD) Advanced - Apply knowledge of academic and social vocabulary to achieve independent reading. - Use common idioms and some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”). - Use a standard dictionary to determine meaning of unknown words.</p> |

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| <p>(continued) rBook Workshop 7 Science Nonfiction Alien Invaders Best Practices: Cause and Effect, pp.158C-158D Comprehension: Cause and Effect Readings 1. Freaky Fish Invasion, pp. 160-161 2. Island of Snakes, pp. 162-165 3. America’s Least Wanted, pp. 166-167 Text Feature: Reading a Flowchart, pp. 168-169 Vocabulary/Word Study: Target Vocabulary, Idioms, Using a Dictionary, pp. 170-171 Writing and Grammar: Persuasive Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 172-177 Functional Literacy: Careers: Wild Animal Keeper, Real-World Skills: Reading a Public Notice, pp. 178-179 Workshop Wrap-Up, pp. 180-181 Differentiated Support, pp. 181A-181B</p> | <p>Comprehension Beginning - Read and orally respond to simple text by answering factual comprehension questions using key words or phrases. - Understand and follow simple multi-step oral directions of classroom or work-related activities. Structural Features of Informational Materials - Use pictures, lists, charts, and tables to identify the factual components of compare and contrast patterns in informational materials, newspapers, and magazines. Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique - Orally identify examples of fact/opinion and cause/effect in simple texts. Comprehension Early Intermediate - Read and orally respond to simple literary texts and texts in content areas by answering factual comprehension questions using simple sentences. Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique Early Intermediate - Read and orally identify examples of fact/opinion and cause/effect in written texts using simple sentences. WRITING Organization & Focus, Evaluation and Revision Early Intermediate - From a given topic, use the writing process to write sentences and short paragraphs with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. Organization & Focus, Evaluation and Revision Early Advanced - Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counter-argument.</p> |

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| <p>(continued) rBook Workshop 7 Science Nonfiction Alien Invaders Best Practices: Cause and Effect, pp.158C-158D Comprehension: Cause and Effect Readings 1. Freaky Fish Invasion, pp. 160-161 2. Island of Snakes, pp. 162-165 3. America’s Least Wanted, pp. 166-167 Text Feature: Reading a Flowchart, pp. 168-169 Vocabulary/Word Study: Target Vocabulary, Idioms, Using a Dictionary, pp. 170-171 Writing and Grammar: Persuasive Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 172-177 Functional Literacy: Careers: Wild Animal Keeper, Real-World Skills: Reading a Public Notice, pp. 178-179 Workshop Wrap-Up, pp. 180-181 Differentiated Support, pp. 181A-181B</p> | <p>Organization & Focus Advanced - Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.</p> <p>Punctuation Beginning - Edit own work and correct punctuation.</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p>Punctuation, Capitalization, Spelling Early Intermediate - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization - Revise writing with teacher assistance to clarify meaning and improve conventions and organization.</p> <p>Sentence Structure, Grammar, Spelling Intermediate - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Edit and correct basic grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar, Spelling Early Advanced - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> |

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| <p>(continued) rBook Workshop 7 Science Nonfiction Alien Invaders Readings 1. Freaky Fish Invasion, pp. 160-161 2. Island of Snakes, pp. 162-165 3. America’s Least Wanted, pp. 166-167 Writing and Grammar: Persuasive Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 172-177 Workshop Wrap-Up, pp. 180-181</p> | <p>Punctuation, Capitalization, Spelling - Edit writing for grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar Advanced - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.</p> <p>Capitalization, Punctuation, Spelling - Edit writing for conventions of writing to approximate standard grammatical forms.</p> |
| <p>rBook Workshop 8 Life Issues Nonfiction Turning Points Best Practices: Compare and Contrast, pp. 182C-182D Comprehension: Compare and Contrast Readings 1. Starting Over, pp. 184-185 2. Words Set Him Free, pp. 186-189 3. Hard Time, pp. 190-191 Text Feature: Reading a Line Graph, pp. 192-193 Vocabulary/Word Study: Target Vocabulary, Context Clues, Noun Endings, pp. 194-195 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 196-201 Functional Literacy: Careers: Personal Trainer, Real-World Skills: Analyzing a Nutrition Label, pp. 202-203 Workshop Wrap-Up, pp. 204-205 Differentiated Support, pp. 205A-205B</p> | <p>LISTENING AND SPEAKING</p> <p>Comprehension Beginning - Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).</p> <p>Comprehension Early Intermediate - Restate and execute multistep oral directions.</p> <p>Comprehension Intermediate - Respond to messages by asking simple questions or by brief restatement of the message. - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</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) rBook Workshop 8 Life Issues Nonfiction Turning Points Best Practices: Compare and Contrast, pp. 182C-182D Comprehension: Compare and Contrast Readings 1. Starting Over, pp. 184-185 2. Words Set Him Free, pp. 186-189 3. Hard Time, pp. 190-191 Text Feature: Reading a Line Graph, pp. 192-193 Vocabulary/Word Study: Target Vocabulary, Context Clues, Noun Endings, pp. 194-195 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 196-201 Functional Literacy: Careers: Personal Trainer, Real-World Skills: Analyzing a Nutrition Label, pp. 202-203 Workshop Wrap-Up, pp. 204-205 Differentiated Support, pp. 205A-205B</p> | <p>Comprehension, Organization & Delivery of Oral Communication - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</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 Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development Beginning - Recognize and correctly pronounce most English phonemes while reading aloud.</p> <p>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development Early Intermediate - Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.</p> <p>Vocabulary & Concept Development (V/CD) Beginning - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses. - Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).</p> <p>Vocabulary & Concept Development Early Intermediate - Use knowledge of literature and content areas to understand unknown words.</p> |

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| <p>(continued) rBook Workshop 8 Life Issues Nonfiction Turning Points Best Practices: Compare and Contrast, pp. 182C-182D Comprehension: Compare and Contrast Readings 1. Starting Over, pp. 184-185 2. Words Set Him Free, pp. 186-189 3. Hard Time, pp. 190-191 Text Feature: Reading a Line Graph, pp. 192-193 Vocabulary/Word Study: Target Vocabulary, Context Clues, Noun Endings, pp. 194-195 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 196-201 Functional Literacy: Careers: Personal Trainer, Real-World Skills: Analyzing a Nutrition Label, pp. 202-203 Workshop Wrap-Up, pp. 204-205 Differentiated Support, pp. 205A-205B</p> | <p>Vocabulary & Concept Development Intermediate - Use knowledge of English morphemes, phonics, and syntax to decode written texts. Vocabulary & Concept Development (V/CD) Also are addressed in Listening & Speaking - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</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. - 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 academic and social vocabulary to achieve independent reading.</p> <p>Comprehension Beginning - Read and orally respond to simple text by answering factual comprehension questions using key words or phrases. - Understand and follow simple multi-step oral directions of classroom or work-related activities.</p> <p>Comprehension Early Intermediate - Read and orally respond to simple literary texts and texts in content areas by answering factual comprehension questions using simple sentences.</p> <p>Structural Features of Informational Materials Intermediate - Understand and orally identify the basic components and rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines).</p> |

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| <p>(continued) rBook Workshop 8 Life Issues Nonfiction Turning Points Best Practices: Compare and Contrast, pp. 182C-182D Comprehension: Compare and Contrast Readings 1. Starting Over, pp. 184-185 2. Words Set Him Free, pp. 186-189 3. Hard Time, pp. 190-191 Text Feature: Reading a Line Graph, pp. 192-193 Vocabulary/Word Study: Target Vocabulary, Context Clues, Noun Endings, pp. 194-195 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 196-201 Functional Literacy: Careers: Personal Trainer, Real-World Skills: Analyzing a Nutrition Label, pp. 202-203 Workshop Wrap-Up, pp. 204-205 Differentiated Support, pp. 205A-205B</p> | <p>Structural Features of Informational Materials Early Advanced - Analyze a variety of rhetorical styles found in consumer and informational materials (e.g., warranties, contracts, manuals, magazines, and textbooks).</p> <p>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique Advanced - Analyze a variety of rhetorical styles, found in consumer and informational materials (e.g., warranties, contracts, newspapers, magazines, signs, textbooks).</p> <p>WRITING Organization & Focus, Evaluation and Revision Early Intermediate - From a given topic, use the writing process to write sentences and short paragraphs with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.</p> <p>Organization & Focus Intermediate - Develop a clear purpose in a short essay using the rhetorical devices of quotations and facts appropriately.</p> <p>Punctuation Beginning - Edit own work and correct punctuation.</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> |

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| <p>(continued)</p> <p>rBook Workshop 8 Life Issues Nonfiction Turning Points Best Practices: Compare and Contrast, pp. 182C-182D Comprehension: Compare and Contrast Readings 1. Starting Over, pp. 184-185 2. Words Set Him Free, pp. 186-189 3. Hard Time, pp. 190-191 Text Feature: Reading a Line Graph, pp. 192-193 Vocabulary/Word Study: Target Vocabulary, Context Clues, Noun Endings, pp. 194-195 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 196-201 Functional Literacy: Careers: Personal Trainer, Real-World Skills: Analyzing a Nutrition Label, pp. 202-203 Workshop Wrap-Up, pp. 204-205 Differentiated Support, pp. 205A-205B</p> | <p>Sentence Structure, Grammar, Punctuation, Capitalization - Revise writing with teacher assistance to clarify meaning and improve conventions and organization.</p> <p>Sentence Structure, Grammar, Spelling Intermediate - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Edit and correct basic grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar, Spelling Early Advanced - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p>Punctuation, Capitalization, Spelling - Edit writing for grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar Advanced - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.</p> <p>Capitalization, Punctuation, Spelling - Edit writing for conventions of writing to approximate standard grammatical forms.</p> |

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| <p>rBook Workshop 9 Nonfiction and Literature The Streets of Harlem Best Practices: Make Inferences, pp. 206C-206D Comprehension: Make Inferences Readings 1. Heartbeat of Harlem, pp. 208-209 2. <i>from</i> Bad Boy, pp. 210-217 3. Langston Hughes’s Harlem, pp. 220-221 Text Feature: Reading a Map, pp. 218-219 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Latin Roots, pp. 222-223 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 224-229 Functional Literacy: Meet the Author: Walter Dean Myers, Real-World Skills: Reading a Web Site, pp. 230-231 Workshop Wrap-Up, pp. 232-233 Differentiated Support, pp. 233A-233B</p> | <p>LISTENING AND SPEAKING Comprehension Beginning - Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).</p> <p>Comprehension Early Intermediate - Restate and execute multistep oral directions.</p> <p>Comprehension Intermediate - Respond to messages by asking simple questions or by brief restatement of the message. - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</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 - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</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 The Streets of Harlem Best Practices: Make Inferences, pp. 206C-206D Comprehension: Make Inferences Readings 1. Heartbeat of Harlem, pp. 208-209 2. <i>from</i> Bad Boy, pp. 210-217 3. Langston Hughes’s Harlem, pp. 220-221 Text Feature: Reading a Map, pp. 218-219 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Latin Roots, pp. 222-223 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 224-229 Functional Literacy: Meet the Author: Walter Dean Myers, Real-World Skills: Reading a Web Site, pp. 230-231 Workshop Wrap-Up, pp. 232-233 Differentiated Support, pp. 233A-233B</p> | <p>READING Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development Beginning - Recognize and correctly pronounce most English phonemes while reading aloud. Phonemic Awareness, Decoding and Word Recognition - Recognize most common English morphemes in phrases and simple sentences.</p> <p>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development Early Intermediate - Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts. Decoding and Word Recognition, Vocabulary and Concept Development - Use common English morphemes in oral and silent reading.</p> <p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) Intermediate - Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) Early Advanced - Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</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> |

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| <p>(continued)</p> <p>rBook Workshop 9 Nonfiction and Literature The Streets of Harlem Best Practices: Make Inferences, pp. 206C-206D Comprehension: Make Inferences Readings 1. Heartbeat of Harlem, pp. 208-209 2. <i>from</i> Bad Boy, pp. 210-217 3. Langston Hughes’s Harlem, pp. 220-221 Text Feature: Reading a Map, pp. 218-219 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Latin Roots, pp. 222-223 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 224-229 Functional Literacy: Meet the Author: Walter Dean Myers, Real-World Skills: Reading a Web Site, pp. 230-231 Workshop Wrap-Up, pp. 232-233 Differentiated Support, pp. 233A-233B</p> | <p>Vocabulary & Concept Development (V/CD) Beginning - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses. - Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).</p> <p>Vocabulary & Concept Development Early Intermediate - Use knowledge of literature and content areas to understand unknown words.</p> <p>Vocabulary & Concept Development Intermediate - Use knowledge of English morphemes, phonics, and syntax to decode written texts.</p> <p>Vocabulary & Concept Development (V/CD) Also are addressed in Listening & Speaking - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</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. - 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 academic and social vocabulary to achieve independent reading.</p> <p>Comprehension Beginning - Read and orally respond to simple text by answering factual comprehension questions using key words or phrases. - Understand and follow simple multi-step oral directions of classroom or work-related activities.</p> |

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| <p>(continued) rBook Workshop 9 Nonfiction and Literature The Streets of Harlem Best Practices: Make Inferences, pp. 206C-206D Comprehension: Make Inferences Readings 1. Heartbeat of Harlem, pp. 208-209 2. <i>from</i> Bad Boy, pp. 210-217 3. Langston Hughes’s Harlem, pp. 220-221 Text Feature: Reading a Map, pp. 218-219 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Latin Roots, pp. 222-223 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 224-229 Functional Literacy: Meet the Author: Walter Dean Myers, Real-World Skills: Reading a Web Site, pp. 230-231 Workshop Wrap-Up, pp. 232-233 Differentiated Support, pp. 233A-233B</p> | <p>Comprehension Early Intermediate - Read and orally respond to simple literary texts and texts in content areas by answering factual comprehension questions using simple sentences. Structural Features of Information Materials - Orally identify the factual components of simple informational materials using key words or phrases.</p> <p>WRITING Organization & Focus Beginning - Write a brief narrative using a few simple sentences that include setting and some details. - Use the writing process to write brief narratives and stories with a few standard grammatical forms.</p> <p>Organization & Focus, Evaluation and Revision Early Intermediate - From a given topic, use the writing process to write sentences and short paragraphs with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.</p> <p>Organization & Focus Intermediate - Narrate a sequence of events and communicate their significance to the audience.</p> <p>Punctuation Beginning - Edit own work and correct punctuation. Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p>Punctuation, Capitalization, Spelling Early Intermediate - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> |

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| <p>(continued)</p> <p>rBook Workshop 9 Nonfiction and Literature The Streets of Harlem Best Practices: Make Inferences, pp. 206C-206D Comprehension: Make Inferences Readings 1. Heartbeat of Harlem, pp. 208-209 2. <i>from</i> Bad Boy, pp. 210-217 3. Langston Hughes’s Harlem, pp. 220-221 Text Feature: Reading a Map, pp. 218-219 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Latin Roots, pp. 222-223 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 224-229 Functional Literacy: Meet the Author: Walter Dean Myers, Real-World Skills: Reading a Web Site, pp. 230-231 Workshop Wrap-Up, pp. 232-233 Differentiated Support, pp. 233A-233B</p> | <p>Sentence Structure, Grammar, Punctuation, Capitalization - Revise writing with teacher assistance to clarify meaning and improve conventions and organization. - Use clauses, phrases, and mechanics with consistent variations in grammatical forms.</p> <p>Sentence Structure, Grammar, Spelling Intermediate - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling - Edit and correct basic grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar, Spelling Early Advanced - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p>Punctuation, Capitalization, Spelling - Edit writing for grammatical structures and conventions of writing.</p> <p>Sentence Structure, Grammar Advanced - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.</p> <p>Capitalization, Punctuation, Spelling - Edit writing for conventions of writing to approximate standard grammatical forms.</p> |

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| <p>(continued)</p> <p>rBook Workshop 9 Nonfiction and Literature The Streets of Harlem Best Practices: Make Inferences, pp. 206C-206D Comprehension: Make Inferences Readings 1. Heartbeat of Harlem, pp. 208-209 2. <i>from</i> Bad Boy, pp. 210-217 3. Langston Hughes’s Harlem, pp. 220-221 Text Feature: Reading a Map, pp. 218-219 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Latin Roots, pp. 222-223 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 224-229 Functional Literacy: Meet the Author: Walter Dean Myers, Real-World Skills: Reading a Web Site, pp. 230-231 Workshop Wrap-Up, pp. 232-233 Differentiated Support, pp. 233A-233B</p> | <p>READING LITERARY RESPONSE AND ANALYSIS Narrative Analysis of Grade- Level Appropriate Text. Also are addressed in Word Analysis Beginning - Recite simple poems.</p> <p>Narrative Analysis of Grade- Level Appropriate Text Also are addressed in Word Analysis and Fluency Systematic Vocabulary Development Intermediate - Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p> <p>Structural Features of Literature Early Advanced - Identify literary devices such as narrative voice, symbolism, dialect, and irony. - Orally describe the major characteristics of several forms of poetry using detailed sentences.</p> <p>Narrative Analysis of Grade- Level Appropriate Text and Literary Criticism Advanced - Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery and symbolism).</p> |