

English Now! C

Unit 5

Common Core Standards

Grades 3-5



LESSON 1

Objectives

- ___ Did I act out the words of the song?
- ___ Did I hear the key words of the song?
- ___ Did I follow procedures for partner share?
- ___ Did I speak in complete sentences?
- ___ Did I write words and sentences about the song?
- ___ Did I read my words and sentences from the vocabulary matrix?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Presentation of Knowledge and Ideas

- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Language Standards (3-5) Continued

Knowledge of Language

Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Literature (3-5)

Key Ideas and Details

RSL.3-5.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Range of Reading and Level of Text Complexity

RSL.4-5 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 2

Objectives

- ___ Did I hear Dario's and Martha's *listening to myself* thoughts?
- ___ Did I hear my own thoughts about the song?
- ___ Did I speak in complete sentences?
- ___ Did I write a response to the song?
- ___ Did I read the song with expression?
- ___ Did I read my own response to the song?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Presentation of Knowledge and Ideas

- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Language Standards (3-5) Continued

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

- CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Literature (3-5)

Key Ideas and Details

RSL.3-5.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Range of Reading and Level of Text Complexity

RSL.4-5 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 3

Objectives

- ___ Did I listen to the teacher’s explanation of words and phrases about vegetables?
- ___ Did I locate the vegetable that matched with the description I heard while listening to the story?
- ___ Did I speak in complete sentences as I described the vegetables?
- ___ Did I ask and answer questions?
- ___ Did I do inside out writing?
- ___ Did I read my own writing?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Literature (3-5)

Key Ideas and Details

RSL.3-5.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Range of Reading and Level of Text Complexity

RSL.4-5 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 4

Objectives

- ___ Did I listen to the teacher’s explanation of words about food?
- ___ Did I put the pictures in sequence while listening to the story?
- ___ Did I retell the story using the words and phrases that I learned?
- ___ Did I ask and answer questions?
- ___ Did I do inside out writing?
- ___ Did I read my own writing?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.3-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Literature (3-5)

Key Ideas and Details

RSL.3-5.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Range of Reading and Level of Text Complexity

RSL.4-5 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

RSIT.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.

Range of Reading and Level of Text Complexity

RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 5

Objectives

- ___ Did I listen to the teacher’s explanation of food words and their singular and plural forms?
- ___ Did I practice singular and plural word forms?
- ___ Did I orally compose sentences using singular and plural word forms?
- ___ Did I ask and answer questions?
- ___ Did I write a response using singular and plural word forms?
- ___ Did I read my own writing?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.4 With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Reading Standards for Literature (3-5)

Key Ideas and Details

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Range of Reading and Level of Text Complexity

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Reading Standards for Informational Text (3-5)

Key Ideas and Details

RSIT.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.

Range of Reading and Level of Text Complexity

RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 6

Objectives

- ___ Did I share my writing plan with a partner?
- ___ Did I identify my audience?
- ___ Did I practice gathering information while I interviewed my partner?
- ___ Did I write my plan?
- ___ Did I practice taking notes during the interview?
- ___ Did I read the words in the concept map?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.4 With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.3-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.3-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.3-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Literature (3-5)

Key Ideas and Details

RSL.3-5.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Range of Reading and Level of Text Complexity

RSL.4-5 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

RSIT.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.

Range of Reading and Level of Text Complexity

RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 7

Objectives

- ___ Did I practice my sentences orally before I began writing?
- ___ Did I write my recipe?
- ___ Did I revise as I wrote?
- ___ Did I spell words correctly?
- ___ Did I understand the text structure of my recipe?
- ___ Did I follow my writing plan?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.4 With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.3-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

- CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.3-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.3-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Literature (3-5)

Key Ideas and Details

- RSL.3-5.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Range of Reading and Level of Text Complexity

- RSL.4-5 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

- RSIT.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

- RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.

Range of Reading and Level of Text Complexity

- RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

- CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 8

Objectives

- ___ Did I ask and answer questions?
- ___ Did I practice editing?
- ___ Did I edit my own writing?
- ___ Did I edit my partner's writing?
- ___ Did I read my own writing?
- ___ Did I follow my writing plan?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.4 With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.3-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

- CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.3-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.3-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Literature (3-5)

Key Ideas and Details

- RSL.3-5.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Range of Reading and Level of Text Complexity

- RSL.4-5 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

- RSIT.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

- RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.

Range of Reading and Level of Text Complexity

- RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

- CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 9

Objectives

- ___ Did I ask and answer questions?
- ___ Did I rewrite my recipe?
- ___ Did I transfer corrections from the rough draft to final paper?
- ___ Did I illustrate my writing?
- ___ Did I read my own writing?
- ___ Did I follow my writing plan?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.4 With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.3-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

- CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.3-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.3-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Literature (3-5)

Key Ideas and Details

- RSL.3-5.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Range of Reading and Level of Text Complexity

- RSL.4-5 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

- RSIT.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

- RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.

Range of Reading and Level of Text Complexity

- RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

- CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 10

Objectives

- ___ Did I talk about my audience?
- ___ Did I ask and answer questions?
- ___ Did I make an oral presentation of my published work?
- ___ Did I publish my work?
- ___ Did I read my own writing?
- ___ Did I follow my writing plan?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.4 With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.3-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.3-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.3-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Literature (3-5)

Key Ideas and Details

RSL.3-5.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Range of Reading and Level of Text Complexity

RSL.4-5 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

RSIT.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.

Range of Reading and Level of Text Complexity

RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 11

Objectives

- ___ Did I listen to and understand the information about the food pyramid?
- ___ Did I use the food groups and phrases in my own sentences during partner share?
- ___ Did I write *right there* questions and answers?
- ___ Did I read the food pyramid article fluently?
- ___ Did I learn the new vocabulary?
- ___ Did I ask and answer *how many* and *what kind* questions?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.4 With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.3-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

- CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.3-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.3-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Literature (3-5)

Key Ideas and Details

- RSL.3-5.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Range of Reading and Level of Text Complexity

- RSL.4-5 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

- RSIT.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

- RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.

Range of Reading and Level of Text Complexity

- RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

- CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 12

Objectives

- ___ Did I listen to and understand the teacher’s explanation of the relationships between questions and answers?
- ___ Did I show my understanding of *Right There* Question-Answer Relationships by locating key words and answers in the text?
- ___ Did I write answers to *right there* questions after I located them in the text?
- ___ Did I read the text fluently?
- ___ Did I read, understand, and follow written directions?
- ___ Did I read and show my understanding of the relationships between questions and answers by locating the answers in the text?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5) Continued

Presentation of Knowledge and Ideas

- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.4 With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.3-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Writing Standards (3-5) Continued

Production and Distribution of Writing

WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.3-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.3-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

RSIT.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RSIT.3-5.2 Determine the main ideas of a text and explain how it is supported by key details; summarize the text.

RSIT.3-5.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.

RSIT.3-5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Range of Reading and Level of Text Complexity

RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas and Details

CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 13

Objectives

- ___ Did I listen to and understand the teacher’s explanation of *Think and Search* Question-Answer Relationships?
- ___ Did I show my understanding of fruits, vegetables, vitamins, and fiber using the information in the recipe analysis charts?
- ___ Did I write my research findings about the differences between a fruit and a vegetable?
- ___ Did I read the text fluently?
- ___ Did I show my comprehension of an article about the differences between a fruit and a vegetable?
- ___ Did I read, understand, and follow written directions?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.4 With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.3-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

- CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.3-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.3-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

- RSIT.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RSIT.3-5.2 Determine the main ideas of a text and explain how it is supported by key details; summarize the text.
- RSIT.3-5.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.
- RSIT.3-5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Range of Reading and Level of Text Complexity

- RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

- CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

- CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 14

Objectives

- ___ Did I listen to my teachers' explanation of balanced meals?
- ___ Did I show my understanding of the importance of balanced meals by asking and answering questions?
- ___ Did I write a response to what I learned about meals?
- ___ Did I read the text fluently?
- ___ Did I show my comprehension of the text by answering *right there* and *think and search* questions?
- ___ Did I read, understand, and follow written directions?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards (3-5)

Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- WR.4-5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

- WR.3-5.4 With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- WR.3-5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- WR.3-5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

- CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.3-5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.3-5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.3-5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

- RSIT.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RSIT.3-5.2 Determine the main ideas of a text and explain how it is supported by key details; summarize the text.
- RSIT.3-5.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.
- RSIT.3-5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RSIT.4-5.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Range of Reading and Level of Text Complexity

- RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

- CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 15

Objectives

- ___ Did I listen to the teacher’s explanation of balanced meals?
- ___ Did I show my understanding of balanced meals by sharing my recipe analysis with a partner?
- ___ Did I write a response to what I learned about food labels?
- ___ Did I read the text fluently?
- ___ Did I read, understand, and follow written directions?
- ___ Did I show my reading comprehension of the text by answering *right there* and *think and search* questions?

Speaking and Listening Standards (3-5)

Comprehension and Collaboration

- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and grade level topics and texts, building on others’ ideas and expressing their own clearly.
- SL.3-5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.3-5.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4-5.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4-5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.3-5.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4-5.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3-5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.3-5.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.3-5.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.3-5.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (3-5)

Conventions of Standard English

- Lan.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.3-5.3 Produce simple, compound, and complex sentences.
- Lan.3-5.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Knowledge of Language

- Lan.3-5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.4.3a Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3-5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3-5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCR.3-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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Text Types and Purposes

- WR.3-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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Range of Writing

- WR.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (K-5)

Text Types and Purposes

- CCR.3-5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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- RSIT.3-5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade-level topic or subject area.
- RSIT.3-5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RSIT.4-5.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Range of Reading and Level of Text Complexity

- RSIT.3-5.10 By the end of the year, read and comprehend informational texts in the text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (K-5)

Key Ideas and Details

- CCR.3-5.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.3-5.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.3-5.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.3-5.10 Read and comprehend complex literary and informational texts independently and proficiently.