

English Now! C

Unit 6

Common Core Standards

Grades 3-5



LESSON 1

Objectives

- ___ Did I listen attentively to the words of the warm-up music?
- ___ Did I understand the meanings of the warm-up commands?
- ___ Did I perform the warm-up commands?
- ___ Did I follow the procedures for partner share?
- ___ Did I orally compose new warm-up commands?
- ___ Did I read the warm-up commands?

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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.2 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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

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.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

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)

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.

Research to Build and Present Knowledge

- CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 audience.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

- RSIT.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading and Level of Text Complexity

- RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.
- RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

- CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 Tony's and Susana's *listening to myself* thoughts?
- ___ Did I listen to my own thoughts and feelings about warming up?
- ___ Did I speak in complete sentences?
- ___ Did I write a response to the warm-up?
- ___ Did I read and understand the meanings of phrases about movement?
- ___ 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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.2 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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

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.

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

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)

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.

Research to Build and Present Knowledge

- CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 audience.

Reading Standards for Informational Text (3-5)

Key Ideas and Details

- RSIT.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading and Level of Text Complexity

- RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.
- RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

- CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 pose and perform commands?
- ___ Did I speak in complete sentences using contraction forms?
- ___ Did I speak in complete sentences using future, present continuous, and past tense forms?
- ___ Did I orally compose a narrative using the forms I learned?
- ___ Did I write a narrative using the forms I learned?
- ___ 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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

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

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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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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.

Research to Build and Present Knowledge

- CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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Range of Reading and Level of Text Complexity

- RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.
- RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

- CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 understand the meanings of idioms?
- Did I follow task directions?
- Did I create oral sentences using idioms?
- Did I restate the meanings of the idioms under study?
- Did I write sentences using idioms?
- Did I read my own sentences and those written by others?

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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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)

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.

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

Research to Build and Present Knowledge

CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading and Level of Text Complexity

RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.

RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 and understand the dialogue in *Clara's Visit*?
- ___ Did I collaborate with classmates to create an innovation to the dialogue?
- ___ Did I orally rehearse my part?
- ___ Did I perform the innovation to the dialogue with my triad according to performance expectations?
- ___ Did I write an innovation to the dialogue with my triad?
- ___ Did I read my lines dramatically?

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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- SL.3-5.2 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.
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- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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)

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.

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

Research to Build and Present Knowledge

CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading and Level of Text Complexity

RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.

RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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?
- ___ Did I identify my audience?
- ___ Did I ask interview questions and gather information?
- ___ Did I complete my prewriting plan?
- ___ Did I take notes and gather information during the interview?
- ___ Did I read the interview 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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 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.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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)

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.

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

Research to Build and Present Knowledge

CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading and Level of Text Complexity

RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.

RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 orally rehearse my writing?
- ___ Did I write my fitness narrative?
- ___ Did I revise as I wrote?
- ___ Did I spell words and use capitals and end marks correctly?
- ___ Did I understand the text structure of my fitness narrative?
- ___ Did I read my own writing to my partner?

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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 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.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

- 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)

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.

Research to Build and Present Knowledge

- CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading and Level of Text Complexity

- RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.
- RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

- CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 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.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

- WR.3-5.4 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)

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.

Research to Build and Present Knowledge

- CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading and Level of Text Complexity

- RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.
- RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

- CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 listen to the teacher explain the difference between a rough draft and a final draft?
- ___ Did I rewrite my fitness narrative?
- ___ Did I transfer corrections from the rough draft to the final paper?
- ___ 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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 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.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

- WR.3-5.4 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)

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.

Research to Build and Present Knowledge

- CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading and Level of Text Complexity

- RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.
- RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

- CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 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.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

- WR.3-5.4 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)

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.

Research to Build and Present Knowledge

- CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading and Level of Text Complexity

- RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.
- RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

- CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 *physical fitness*?
- ___ Did I use physical fitness words and phrases in my own sentences?
- ___ Did I write about physical fitness?
- ___ Did I use titles and illustrations to make inferences?
- ___ Did I read the text fluently?
- ___ Did I read, understand, and use the new vocabulary?

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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 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.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

- WR.3-5.4 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)

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.

Research to Build and Present Knowledge

- CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Range of Reading and Level of Text Complexity

- RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.
- RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

- CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 information about aerobic exercise?
- ___ Did I use *aerobics* words and phrases in my own sentences during partner share?
- ___ Did I write *right there* and *think and search* questions and answers?
- ___ Did I read the text fluently?
- ___ Did I read and show my understanding of the relationships between questions and answers by locating the answers in the text?
- ___ Did I read, understand, and follow written instructions?

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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 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.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

- WR.3-5.4 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)

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.

Research to Build and Present Knowledge

- CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RSIT.4.3 Explain events, procedures, ideas, or concepts in a 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 a grade-level topic or subject area.

Range of Reading and Level of Text Complexity

- RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.
- RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

- CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 that I understood flexibility and its importance to a fitness program?
- ___ Did I write a response to what I learned about flexibility?
- ___ Did I read the text fluently?
- ___ Did I show my comprehension of the text by answering think and search questions?
- ___ Did I read, understand, and follow written instructions?

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 on grade level topics and texts, building on others’ ideas and expressing their own clearly.
- 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.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

- WR.3-5.4 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)

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.

Research to Build and Present Knowledge

- CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RSIT.4.3 Explain events, procedures, ideas, or concepts in a 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 a grade-level topic or subject area.

Range of Reading and Level of Text Complexity

- RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.
- RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

- CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 and understand the teacher’s explanation of *think and search* question-answer relationships?
- ___ Did I show that I understood the concept of strength training and its importance to a fitness program?
- ___ Did I write my research findings about strength training?
- ___ Did I read the text fluently?
- ___ Did I show my comprehension of the text by answering *think and search* questions?
- ___ Did I read, understand, and follow written instructions?

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 on grade level topics and texts, building on others’ ideas and expressing their own clearly.
- 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.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- WR.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- WR.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

- WR.3-5.4 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)

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.

Research to Build and Present Knowledge

- CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RSIT.4.3 Explain events, procedures, ideas, or concepts in a 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 a grade-level topic or subject area.

Range of Reading and Level of Text Complexity

- RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.
- RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

- CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

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 show my understanding of a *physical fitness* plan by asking and answering questions?
- ___ Did I share my physical fitness plan with a partner?
- ___ Did I write a physical fitness plan?
- ___ Did I read the text fluently?
- ___ Did I show my understanding of physical fitness by reviewing the *fitness tips* with my partner?
- ___ Did I read, understand, and follow written instructions?

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 on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 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.3-5.2 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.4.6 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

College and Career Readiness Anchor Standards for Speaking and Listening (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.3-5.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.

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.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.3-5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

College and Career Readiness Anchor Standards for Language (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.3-5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Production and Distribution of Writing

- WR.3-5.4 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)

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.

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

Research to Build and Present Knowledge

CCR.3-5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RSIT.4-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RSIT.4.3 Explain events, procedures, ideas, or concepts in a 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 a grade-level topic or subject area.

Range of Reading and Level of Text Complexity

RSIT.3.10 By the end of the year, read and comprehend informational texts at the high end of grades 2-3 text complexity band independently and proficiently.

RSIT.4-5.10 By the end of the year, read and comprehend informational texts, in the 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.3-5.4 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.

Integration of Knowledge and Ideas

CCR.3-5.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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