



# PRIME V2<sup>TM</sup>

Protocol for Review of  
Instructional Materials for ELLs V2

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**WIDA PRIME V2 CORRELATION**





## **Introduction to PRIME**

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at [store@wceps.org](mailto:store@wceps.org) or 877-272-5593.

## **New in This Edition**

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

## **Primary Purposes**

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

## **Primary Audience**

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

## Overview of the PRIME Process

PRIME has two parts. Part 1 is an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

Part 2 comprises a series of yes/no questions related to the presence of the criteria in the materials. All “yes” responses include supporting justifications. If additional explanations for “No” answers are relevant to readers’ understanding of the materials, they are included. Part 2 is divided into the four major components of the WIDA Framework shown below.

## PRIME at a Glance

Standards Framework Elements Included in the PRIME Inventory	
1. Asset-based Philosophy	
A. Representation of Student Assets and Contributions	
2. Academic Language	
A. Discourse Dimension	
B. Sentence Dimension	
C. Word/Phrase Dimension	
3. Performance Definitions	
A. Representations of Levels of Language Proficiency	
B. Representations of Language Domains	
4. Strands of Model Performance Indicators and the Standards Matrices	
A. Connection to State Content Standards and WIDA Language Development Standards	
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency	
C. Supports for Various Levels of Language Proficiency	
D. Accessibility to Grade Level Content	
E. Strands of Model Performance Indicators	

# PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): **Connect: Language, Literacy, Content**

Publisher: **Vista Higher Learning**

Materials/Program to be Reviewed: **Connect Series**

Tools of Instruction included in this review: **Student Book, Teacher's Edition (additional materials not included in this review: Practice Book, Assessment, and Vocabulary Cards)**

Intended Teacher Audiences: **Elementary ESL Teachers**

Intended Student Audiences: **Elementary ESL Students**

Language domains addressed in material: **Listening, Speaking, Reading and Writing**

☐ WIDA Spanish Language Development Standards

☒ **WIDA English Language Proficiency Standards**

WIDA Language Development Standards addressed: (e.g. Language of Mathematics): **The front matter of the Teacher's Edition makes reference to several English Language Development standards, including WIDA. There is evidence of Social and Instructional Language and the Language of Language Arts, Math, Science & Social Studies as well as music and art.**

WIDA Language Proficiency Levels included: **The WIDA Language Proficiency Level are not explicitly referenced.**

Most Recently Published Edition or Website: **2022**

In the space below explain the focus or intended use of the materials: **The Connect Series is a comprehensive English language development program for elementary school English learners from Kindergarten to Grade 6. The materials are designed to develop academic language and literacy skills through content-driven lessons, while addressing the proficiency needs of every student.**

## **Student Book**

- Eight thematic units
- Literary and informational reading selections across the content areas
- Activities designed to develop language, literacy, and content
- Interactive activities and media

## **Teacher's Edition**

- Point-of-use teaching suggestions
- Differentiated instruction
- Formative assessment
- Instructional routines
- Phonics and Phonemic awareness instruction



## PRIME Part 2: Correlate Materials

### 1. Asset-Based Philosophy

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

#### A. Representation of Student Assets and Contributions

- |   |     |    |
|---|-----|----|
| 1) Are the student assets and contributions considered in the materials?                        | Yes | No |
| 2) Are the student assets and contributions systematically considered throughout the materials? | Yes | No |

- 1) Student assets and contributions are considered in the materials. Student assets and contributions are considered in the materials. Each unit begins with questions to activate prior knowledge and leverage the background experiences students bring to the classroom.

In the example below, student consider what they know about health and wellness by viewing a video and responding to questions.



Grade 3, Unit 3, pp. 84-85

- The cultural notes encourage teachers to engage students in discussions of similarities and differences that exist among cultures.

Teacher's Edition, Grade 3, Unit 3, pp. 84-85

## 2. Academic Language

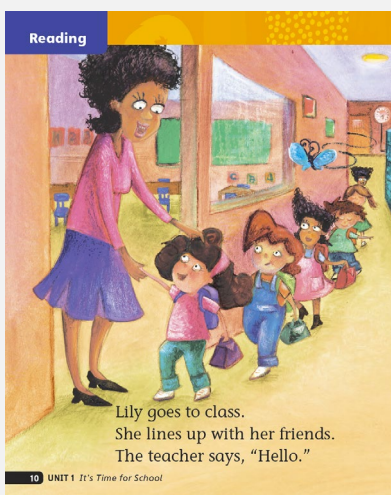
WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

### A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

- |  |     |    |
|--|-----|----|
| 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials?                             | Yes | No |

- 1) The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Each unit in every book includes a "Reading" section that engages students in language at the discourse dimension.

Below are excerpts from three different grade levels.



Grade 1, Unit 1, pp. 9-11



**Reading**

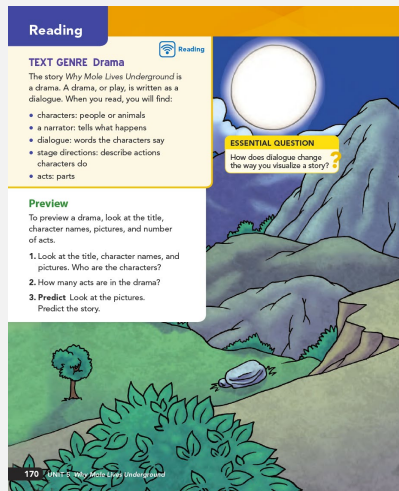
**TEXT GENRE Drama**  
The story *Why Mole Lives Underground* is a drama. A drama, or play, is written as a dialogue. When you read, you will find:

- characters: people or animals
- a narrator: tells what happens
- dialogue: words the characters say
- stage directions: describe actions characters do
- acts: parts

**Preview**  
To preview a drama, look at the title, character names, pictures, and number of acts.

1. Look at the title, character names, and pictures. Who are the characters?
2. How many acts are in the drama?
3. Predict: Look at the pictures. Predict the story.

**ESSENTIAL QUESTION**  
How does dialogue change the way you visualize a story?



170 UNIT 5: Why Mole Lives Underground

**Why Mole Lives UNDERGROUND**

**Act I**  
The curtain opens. Fox is sitting on top of a mountain. He is looking at the full Moon. Moonlight shines on the mountains everywhere.

**NARRATOR:** Once upon a time, Fox and Mole were best friends. They lived in the forest. They slept in the grass. They traveled the mountains together. They watched the Moon in the sky.

**MOLE [arriving]:** Hi, Fox! What are you doing? I'm hungry!

**FOX:** Hi, Mole. I stopped to look at the beautiful full Moon. Tell me, what's your greatest wish?

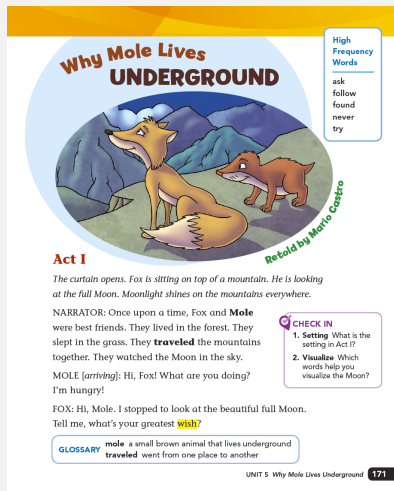
**GLOSSARY** mole a small brown animal that lives underground  
traveled went from one place to another

**CHECK IN**

1. **Setting** What is the setting in Act I?
2. **Visualize** Which words help you visualize the Moon?

**High Frequency Words**  
ask  
follow  
found  
never  
try

**Retold by Mario Castro**



171 UNIT 5: Why Mole Lives Underground

**Reading**

**MOLE:** Well, I am hungry. My greatest wish is for one thing... to find delicious snacks underground! My favorites are **insects** and **worms**. They are so fat and juicy! Yum! What about you? What's your greatest wish?

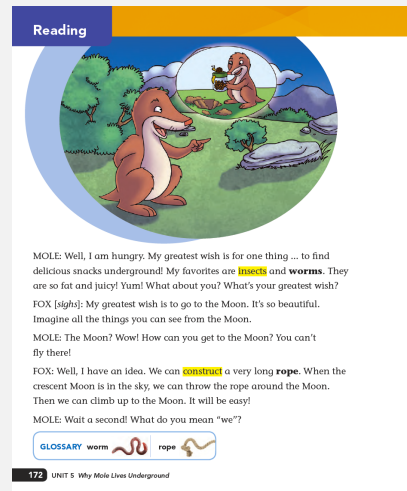
**FOX [sighs]:** My greatest wish is to go to the Moon. It's so beautiful. Imagine all the things you can see from the Moon.

**MOLE:** The Moon? Wow! How can you get to the Moon? You can't fly there!

**FOX:** Well, I have an idea. We can **climb** a very long **rope**. When the crescent Moon is in the sky, we can throw the rope around the Moon. Then we can climb up to the Moon. It will be easy!

**MOLE:** Wait a second! What do you mean "we"?

**GLOSSARY** worm a small, soft, tube-shaped animal that lives underground  
rope a long, thin, flexible strip of material



172 UNIT 5: Why Mole Lives Underground

## Grade 3, Unit 5, pp. 170-172

**Reading**

**TEXT GENRE Informational Text: Social Studies**  
*On the Wings of the Condor* is an informational text. An informational text contains facts and details about a topic.

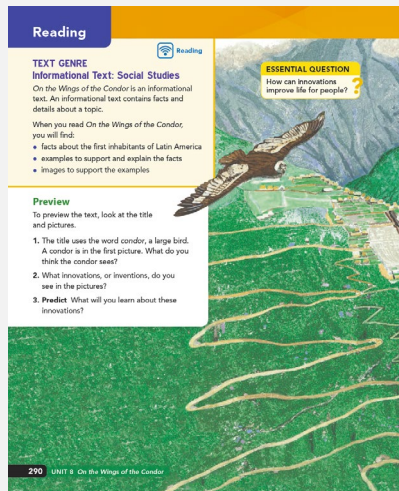
When you read *On the Wings of the Condor*, you will find:

- facts about the first inhabitants of Latin America
- examples to support and explain the facts
- images to support the examples

**Preview**  
To preview the text, look at the title and pictures.

1. The title uses the word **condor**, a large bird. A condor is in the first picture. What do you think the condor sees?
2. What innovations, or inventions, do you see in the pictures?
3. Predict: What will you learn about these innovations?

**ESSENTIAL QUESTION**  
How can innovations improve life for people?



290 UNIT 8: On the Wings of the Condor

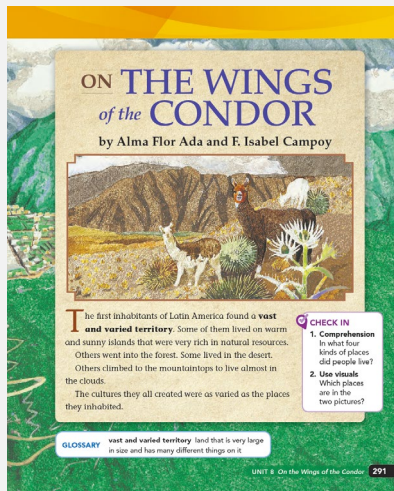
**ON THE WINGS of the CONDOR**  
by Alma Flor Ada and F. Isabel Campoy

The first inhabitants of Latin America found a **vast** and **varied territory**. Some of them lived on warm and sunny islands that were very rich in natural resources. Others went into the forest. Some lived in the desert. Others climbed to the mountaintops to live almost in the clouds. The cultures they all created were as varied as the places they inhabited.

**GLOSSARY** vast and varied territory land that is very large in size and has many different things on it

**CHECK IN**

1. **Comprehension** In what four kinds of places did people live?
2. **Use visuals** Which places are in the two pictures?



291 UNIT 8: On the Wings of the Condor

**Reading**

The first inhabitants of Latin America **responded** to their surroundings. They used natural resources to create many things that we continue to use today. The words for these things have become part of the Spanish language. They have also become part of English and other languages.

These words come from **indigenous** languages. *Canoe* and *hammock* come from the Arawak language spoken by peoples of the Caribbean and Orinoco. *Poncho* comes from the Quechua language spoken by a great number of inhabitants of the Andes.

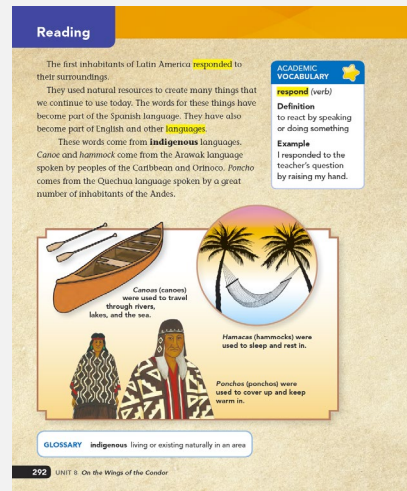
**ACADEMIC VOCABULARY**  
**respond** (verb)  
**Definition** to react by speaking or doing something  
**Example** I responded to the teacher's question by raising my hand.

**Canoes (canoes)** were used to travel through rivers, lakes, and the sea.

**Hammocks (hammocks)** were used to sleep and rest in.

**Ponchos (ponchos)** were used to cover up and keep warm in.

**GLOSSARY** indigenous living or existing naturally in an area



292 UNIT 8: On the Wings of the Condor

## Grade 5, Unit 8, pp. 290-292

- 2) The language features at the discourse dimension are addressed systematically throughout the materials. In addition to the texts presented the Reading section of each unit, there are Connect To sections for Language Arts, Science, Social Studies, and Math.

The examples below show language at the discourse dimension across grade levels and content areas.

CONNECT TO → Language Arts

**A Description**

Read the description.

**My Home**

This is my home.  
I live here with my family.

My home has a kitchen. We cook in the kitchen. My home has a dining room. We eat in the dining room. My home has a living room. We do many things in the living room. We watch TV. We read books. We play games. And we talk.

There is one bathroom upstairs. And there are two bedrooms upstairs. That is where we sleep.

I love my home!

**TEXT GENRE**  
A **description** tells about a person, place, animal, or thing.

upstairs

downstairs

108 UNIT 3

Grade 1, Unit 3, p. 108

CONNECT TO → Science

**Animal Groups**

Read the informational text.

**ESSENTIAL QUESTION**  
Why do some animals live in groups?

**Animals That Work Together**

Some animals live in groups. These groups can be big or small. Animals live in groups for different reasons. Animals can work together to find food. They can work together to **defend** themselves. They can also help each other when their environment changes.

- Female elephants live in groups called **herds**. A family has a mother, daughters, and sisters. Family and friends are important to elephants. They spend time with each other and they help each other. For example, elephant mothers and sisters take care of each other's babies. The older elephants also **defend** the babies from **danger**. They make a circle around the babies. This **protects** the babies from danger.

A wolf group is called a **pack**. A pack has parents and young pups. The pack protects the pups. Wolf packs work together to find food. They search for food together. Then they make a circle around an animal and **attack**. Young wolves watch and learn.

152 UNIT 4

Grade 3, Unit 4, p. 152

CONNECT TO → Social Studies

**Natural Resources**

Read the informational text.

**ESSENTIAL QUESTION**  
What happens to animals when natural resources are overused?

**Animals in Danger**

**N**atural resources are materials that come from nature. They include food, clean water, clean air, land, and animals (or **wildlife**). People use resources to eat, drink, drive, and build. For example, we use trees to build buildings and make paper. And we cut trees to use the land for farming. When people change the land, animals can lose their homes.

A dam is a wall that holds back water. People use dams to make **electricity**. Farmers **irrigate** their crops. A new dam changes the land and the water. When people move water, it changes the land where animals live. Animals have to find new homes.

Where can animals go when they lose their land? They have to move to find food and water. Some animals move to different land. Other animals move to cities. Coyotes in Chicago are very healthy. They are healthier than other coyote **populations**. And monkeys survived better than humans during a drought in Jodhpur, India, in the year 2000.

But some **species** do not survive the changes. They become **endangered**. And, when there are none left, the species becomes **extinct**.

234 UNIT 6

Grade 3, Unit 6, p. 234

CONNECT TO → Mathematics

**Patterns in Place Value**

Read about patterns in place value.

**ESSENTIAL QUESTION**  
How can understanding the relationships between the size of digits help you to understand place value?

**Patterns in Place Value**

The place of a **digit** in a number determines its **value**. Our place value system is based on patterns of ten. Each digit to the left is **ten times** the value of the digit to its right. Each digit to the right is **one-tenth** the value of the digit to its left.

The space glove is **eight (8)** inches long.  
The space suit is **eighty (80)** inches long.  
It is **10 times** the length of the glove.

A rope that connects the astronaut to the shuttle is **eight hundred (800)** inches long.  
The rope is **10 times** longer than the space suit and **100 times** longer than the glove.

The glove is  $\frac{1}{10}$  the length of the space suit.  
The glove is  $\frac{1}{100}$  the length of the rope.

Look at the **place value chart** below.

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones	tenths	hundredths
4	5	4	5	7	7	5	5	5

How many times greater is the 5 in the ones place than the 5 in the tenths place?  
It is **10 times greater**.

What is the relationship between the 7 in the tens place and the 7 in the hundreds place?  
It is **ten times less**.

How many times greater is the 4 in the millions place than the 4 in the ten thousands place?  
It is **100 times greater**.

194 UNIT 5

Grade 5, Unit 5, p. 194



## B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- |  |     |    |
|--|-----|----|
| 1) Do the materials address language features at the sentence dimension for all the identified proficiency levels? | Yes | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?          | Yes | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials?          | Yes | No |

- 1) The materials address language features at the sentence dimension for all the identified proficiency levels. In many sections of every unit, a variety of activities engage students in language at the sentence dimension.

CONNECT TO → Writing

**Tools for Writing**

There are different types of **sentences**.  
Sentences that tell something end with a **period**.

I like grapes.  
I don't like carrots.

Sentences that ask something end with a **question mark**.


Do you like rice?  
What do you eat for breakfast?

Sentences that show strong feelings end with an **exclamation point**.

I love strawberries!  
I need water!

**A** Read each sentence. Does it tell something, ask something, or show strong feelings?

- Charlie doesn't want a garden in his hands!
- Can dirty hands grow a garden?
- Charlie doesn't wash his hands.



158 UNIT 4

Grade 1, Unit 4, p. 158

**Oral Language**

**1** Ask and answer questions about the speaker's snack ideas.

What example of a healthy snack did you hear?

One example I heard was a roll-up. It is cheese and turkey.

**2** Talk about the healthy snacks that sound good to you. Use specific words and phrases to describe the speaker's ideas.


Which snack sounds good to you?

The yogurt and fruit cup sounds good.

**3** Think of another healthy snack you know. Talk about the snack. Use words and phrases that describe why the snack is healthy. Share your example.

I like fruit salad, too! My favorite healthy snack is popcorn.

One healthy snack I know is fruit salad.



UNIT 3 103

Grade 3, Unit 3, p. 103

CONNECT TO → Language Arts

**Tools for Writing**

**Compound and Complex Sentences**

A compound sentence joins two independent clauses with a conjunction. Each clause has a **subject** and a **verb** and expresses a complete thought.

It is 479 feet high, **and** each side is 754 feet long.

Some common conjunctions are:

**and but or so**

A complex sentence has an independent clause and a dependent clause. Each clause has a subject and a verb, but only the independent clause expresses a complete thought. The dependent clause can come first or second. When the dependent clause comes first, use a comma.

**When** you see pictures of the Great Pyramid, **you** understand why it is a wonder.

**You** understand why the Great Pyramid is a wonder **when** you see pictures of it.

Common words in dependent clauses are:


**although because if when**

**A** Read the sentences. Identify the compound sentences. Identify the complex sentences.

- When I visited El Castillo last year, I learned a lot about the pyramid.
- We could take a tour, or we could see the pyramid without a guide.
- We got a guide because we wanted to learn as much as possible.
- We couldn't climb the steps, but we could get close to the pyramid.

**B** Choose the correct words.

- The Great Sphinx of Giza is a statue, (and / because) it's near the Great Pyramid.
- (Or / Although) it has a lion's body, its head is human.
- It is strange, (but / when) it's beautiful.
- I was amazed (when / but) I saw it!
- You have to see it (and / if) you go to Egypt.



68 UNIT 2

Grade 5, Unit 2, p. 68

- 2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Each unit of every book includes a "Grammar" section that frequently addresses language at the sentence dimension.

CONNECT TO Grammar

**Grammar in Action**

**Future Plans**

A **verb** tells an action. You can tell about your future plans. Use **be + going to + verb**.

Blue **is going to paint** some birds.  
He **is going to use** blue.

Future Words
tonight
tomorrow
next week / year
later

I am going to color the sky.  
I am going to use blue.

The teachers **are going to bring** us snacks later.  
Our class **is going to perform** a play tomorrow.

**A** Complete the sentences. Use the words in the box.

going  
I  
am  
they

- Tomorrow, I \_\_\_\_\_ going to play in the park.
- Next week, he is \_\_\_\_\_ to visit the library.
- On Saturday, \_\_\_\_\_ are going to cook dinner.
- Tonight, \_\_\_\_\_ am going to see my aunt.

188 UNIT 5

Grade 2, Unit 5, p. 188

**GRAMMAR**

**Compound Sentences**

You can join two complete ideas to make a **compound sentence**.  
Connect the two sentences with a **coordinating conjunction**.

**and but or**

Put a comma before the coordinating conjunction.  
Use **and** to put together two similar ideas.  
The train is quiet, **and** your seat is comfortable.  
Use **but** to put together two different ideas.  
Most TGVs travel at speeds of 186 miles per hour, **but** they need to be on special TGV rail lines.  
Use **or** for sentences that show two different choices.  
You can bring food aboard, **or** you can visit the dining car.

**A** Choose the best coordinating conjunction to join each pair of sentences. Explain your choices.

- I walked eight miles yesterday, (and / but / or) I walked really far today, too!
- Trains are fast, (and / but / or) airplanes are even faster.
- We could walk to school, (and / but / or) we could ride our bikes.
- There are usually movies on the airplane, (and / but / or) there are snacks, too.

**B** Rewrite the sentences. Make one sentence. Join the sentences with a coordinating conjunction from the box.

1. Hot-air balloons look fun to ride. I think they are scary!  
2. Scientists study Mars. They try to understand if life on Mars is possible.  
3. I can ride my bicycle to school. I can ride my scooter.

and  
but  
or

UNIT 8 313

Grade 4, Unit 8, p. 313

**GRAMMAR**

**Subordinating Conjunctions: Part 1**

A subordinating conjunction connects ideas. These subordinating conjunctions show a time relationship. They begin a dependent clause.

**when** = at a certain time  
**since** = from a certain point in time until now  
**until** = from a certain point to an end point  
**while** = at the same time

Stephen has been drawing **since** he was very young.  
The mother protects her young and feeds them **until** they can fly.

When the dependent clause comes first, use a comma.

**When** he was eight years old, the British prime minister hired him.  
The British prime minister hired him **when** he was eight years old.  
**While** your eyes are closed, try to remember all the objects in the room.

**A** Choose the correct coordinating conjunction.

- The big birds all noticed the bee hummingbird (while / until) he was feeding the baby bird.
- They didn't invite the bee hummingbird (until / since) he saved the baby woodpecker.
- They have invited him to all their parties (before / since) that day.
- They give him a bellflower full of nectar (until / when) he comes to the parties.

**B** Rewrite each sentence. Put the dependent clause first and use commas.

- The mother bird keeps her eggs warm until the babies crack their shells.
- Pollen sticks to hummingbirds' bodies when they take nectar from flower to flower.
- Stephen does not look at the cityscape again while he draws.
- Stephen has become famous since he started drawing cityscapes.

**C** Write sentences about yourself and a talent that you have. Use subordinating conjunctions.

I've been playing drums since I was five years old.

UNIT 7 267

Grade 6, Unit 7, p. 267

- 3) The language features at the sentence dimension are addressed systematically throughout the materials because, as mentioned above, each unit includes the same sections that include various activities for engaging students in language at the sentence level.

## C. Word/Phrase Dimension

- |  |     |    |
|--|-----|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are words, expressions, and phrases represented in context?   | Yes | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? <sup>1</sup>                        | Yes | No |
| 4) Is the general, specific, and technical language systematically presented throughout the materials?                                   | Yes | No |

- 1) The materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels. Each unit includes multiple sections that address language at the word/phrase dimension.

The examples below include a "Vocabulary" section, a "Reading" section that includes a high frequency word list, and an "Oral Language" section devoted to expressing feelings.

**Vocabulary** Tutorial

**A** Listen. Point to the problem. Point to the good news.

The bad news is ...	The good news is ...
it's raining.	there's a rainbow.
my kitten is crying.	I gave her some string.
it's windy!	I can fly a kite.

**B** Write about bad news and good news. Use the chart.

The bad news is ...	The good news is ...
kitten	string
kite	raining
	windy
	rainbow

UNIT 2 45

Grade 2, Unit 2, p. 45

**High Frequency Words**

don't  
it's  
left  
soon  
took

**Finding the Music**  
by Jennifer Torres,  
illustrated by Renato Alarcão

**CHECK IN**

1. Characters: What characters do we meet on this page?
2. Setting: What is the setting of this story? Describe.

**GLOSSARY** vibuela

UNIT 5 Finding the Music 169

Grade 4, Unit 5, p. 169

**Oral Language** Express Feelings

**A** Put the feelings adjectives in a chart.

positive feelings	negative feelings	neutral feelings
excited	excited	excited
	scared	scared
	confused	confused

**B** Read the quotes from the story. How does each person feel? Choose the correct adjectives. Then ask and answer questions in a group.

1. "This is going to be great!" (excited / scared)
2. "I hope there are no ... under there." (sad / scared)
3. "What kinds of animals live up there?" (confused / curious)
4. "Look! A jaguar!" (angry / excited)
5. "That is because it is camouflaged. Its spots help it hide in the rain forest." (confident / confused)

**C** Play a guessing game with your group. Make a statement or act out an action. Your group members will guess your emotion. Then discuss when you feel that emotion.

**LANGUAGE FRAMES**

How does ... feel?
He seems ...
They feel ...
She's ...

How does he feel?

He seems ...

You feel happy.


Yes, I feel happy when I'm with my friends.

UNIT 6 206


Grade 6, Unit 6, p. 206

<sup>1</sup>General language refers to words or expressions not typically associated with a specific-content area (e.g., describe a book). Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual). Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.


- 2) Words, expressions, and phrases are represented in context. In Grades 3-6, each unit contains a "Vocabulary in Context" section. For the lower grades, vocabulary is presented in the context of a story or text included in that unit.

**Vocabulary** **Key Words** 


**A** These words are in the story. Which words do you know?




**fur**  
Fur keeps a dog warm.




**feathers**  
The bird's feathers are blue.




**gills**  
A fish breathes with its gills.



**scales**  
The crocodile has scales.



**fins**  
A fish uses its fins to swim.



**lungs**  
We breathe air into our lungs.


**B** List animals in a chart like this one.

has scales	has fins and gills	has feathers	has lungs	has fur
a crocodile	a shark	a chicken	a mouse	a dog


UNIT 7 251

Grade 2, Unit 7, p. 251


**BEFORE YOU Read**

**Vocabulary in Context** 


The texts *Celebrate a Powwow* and *Life as a Powwow Dancer* include these words. Which words do you already know?




**celebrate**  
I have a party every year to celebrate my birthday.




**proud**  
My father was proud when I learned to ride a bike.




**prize**  
My sister got a prize for getting the highest grade in her class.




**nature**  
I like the beautiful grass and trees and the sounds of birds in nature.




**fancy**  
A peacock has a fancy tail.




**feathers**  
Some feathers fell off the flying birds.



**wolf / wolves**  
A wolf may look like a dog, but wolves are wild animals.



**quilt**  
I have a warm quilt with many colors on my bed.



**spin**  
The children spin around on the playground.

UNIT 4 126

Grade 4, Unit 4, p. 126

**BEFORE YOU Read**

**Vocabulary in Context** 

The authors of the memoirs in *On My Block* include these words. Which words do you already know?



**supposed to**  
You're supposed to be quiet in the library.



**border**  
This map shows US states and their borders.



**accident**  
This boy had a bicycling accident.



**serious**  
The kitten has an injury, but it isn't serious.



**empty**  
He drank all his milk. Now his glass is empty.



**tradition**  
This family plays games together on Saturdays. It's a family tradition.



**fragile**  
Don't drop your phone! It's fragile.



**occasion**  
A birthday is a special occasion.




**package**  
Food comes in different packages, such as boxes, bags, and plastic wrapping.

UNIT 6 206

Grade 6, Unit 6, p. 206

- 3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Each unit includes connections to concepts and vocabulary related to language arts, social studies, science and math.

Below, students are introduced to the concepts of holidays and celebrations in social studies, animal groups in science, and angles in mathematics.


**CONNECT TO** **Social Studies** 

**Holidays and Celebrations**

**A** Read the informational text.

**★ A SPECIAL DAY ★**

The Fourth of July is a special holiday. It is our country's birthday! The United States of America was born on the 4th of July, 1776. We celebrate with our families, friends, and neighbors. We watch parades. We eat good food. We see and hear fireworks. We wear red, white, and blue. The Fourth of July is a lot of fun!



**B** Answer the questions.

1. Why do we celebrate the Fourth of July?
2. What do we do?
3. What do we see?

UNIT 2 72

Grade 1, Unit 2, p. 72

**CONNECT TO** **Science** 

**Animal Groups**


**ESSENTIAL QUESTION**  
Why do some animals live in groups?

**A** Read the informational text.


**Animals That Work Together**

Some animals live in groups. These groups can be big or small. Animals live in groups for different reasons. Animals can work together to find food. They can work together to defend themselves. They can also help each other when their environment changes.

- Female elephants live in groups called herds. A family has a mother, daughters, and sisters. Family and friends are important to elephants. They spend time with each other and they help each other. For example, elephant mothers and sisters take care of each other's babies. The older elephants also defend the babies from danger. They make a circle around the babies. This protects the babies from danger.




- A wolf group is called a pack. A pack has parents and young pups. The pack protects the pups. Wolf packs work together to find food. They search for food together. Then they make a circle around an animal and attack. Young wolves watch and learn.



UNIT 4 152

Grade 3, Unit 4, p. 152

**CONNECT TO** **Mathematics** 

**Angles**


**ESSENTIAL QUESTION**  
What are the properties of angles?

**A** Read the informational text.


**Working with Angles**

Angles are measured in degrees. We name angles by their measures. Look at these angles.


A right angle measures 90°. It makes a square corner.




An obtuse angle measures more than 90°.




An acute angle measures less than 90°.




A straight angle measures 180°. It makes a line.




Two lines that do not meet are parallel lines. When lines meet, they make angles.



You use a protractor to measure angles. Use the vertex, the corner of the angle, as your guide when measuring angles.



This angle measures 55°. It is an acute angle.



This angle measures 120°. It is an obtuse angle.

UNIT 3 114

Grade 5, Unit 3, p. 114

- 4) The general, specific, and technical language is systematically presented throughout the materials. As mentioned above, concepts and vocabulary associated with language arts, social studies, science and math are included in each unit.

### 3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

#### A. Representation of Levels of Language Proficiency

- |  |            |    |
|--|------------|----|
| 1) Do the materials differentiate between the WIDA language proficiency levels?  | <b>Yes</b> | No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | <b>Yes</b> | No |
| 3) Is differentiation of language systematically addressed throughout the materials?   | <b>Yes</b> | No |

- 1) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. The series uses a Universal Design for Learning approach to differentiate instruction for all proficiency levels within a specific grade-level context.

In order to respond to the wide range of needs, *Connect* includes supports for differentiation through Universal Design for Learning (UDL). This is a research-based framework for guiding educational practice (CAST, 2018). UDL focuses on planning instruction to meet the varied needs of students. This involves the use of effective teaching practices and the intentional differentiation of instruction to meet the needs of the full continuum of learners (Chita-Tegmark et al., 2012). *Connect* is designed with choices for action, expression, and engagement. The curriculum includes:

- Varied ways of presenting information and content,
- Varied ways for students to express what they know, and
- Varied ways of stimulating students' interest and motivation for learning.

Teacher's Edition, p. xxxviii



- 2) Differentiation of language is systematically addressed throughout the materials. Every page of the Teacher's Editions provides two means of differentiation.

As ELs progress through the stages of language acquisition, the process is not typically linear. It depends entirely on the individual student, their background, and unique context. There will be times, for example, when an EL displays a higher level of proficiency in oral language, but at the same time exhibits a lower level of proficiency in writing. ELs often understand more than they can express. In other cases, ELs might be able to successfully read using one strategy but need greater support with a different strategy. Not only is the path not linear in terms of language domains, but the time spent moving through the levels is not equal, as the length of time it will take varies by student. Therefore, recognizing the levels and supporting students where they are is essential. To that end, each page includes two added means of differentiation:

- **Scaffold** includes suggested supports at a more basic and concrete linguistic level, and
- **Amplify** includes suggested ways to extend and enhance the language and concept.

These two areas are lesson-responsive and are designed to be completed at point-of-use. They are specific and are intended to meet students at their level—to support them and push them forward.

Teacher's Edition, p. xxxviii

## B. Representation of Language Domains









WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- |  |     |    |
|--|-----|----|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | Yes | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels?  | Yes | No |
| 3) Are the targeted language domains systematically integrated throughout the materials?           | Yes | No |

- 1) All four language domains are targeted in the text. In each unit, students are routinely engaged in speaking, listening, reading, and writing.









The screenshots below are representative of the domains in each unit in which students engage.

**MY GOALS for this unit**

-  **Reading**  
Read a nonfiction story
-  **Language Arts**  
Read a letter
-  **Science**  
Categorize the five senses
-  **Social Studies**  
Describe a holiday celebration
-  **Math**  
Count and graph numbers
-  **Music**  
Listen and sing
-  **Art**  
Create a self-portrait
-  **Writing**  
Write a letter









Grade 1, Unit 2, p. 43

**MY GOALS for this unit**

-  **Reading**
  - Read historical fiction
  - Use sequencing
-  **Language Arts**
  - Read an opinion text
  - Identify fact and opinion
-  **Science**  
Describe animal groups
-  **Social Studies**  
Recognize the three branches of the government
-  **Math**  
Use metric units of measurement
-  **Music**  
Listen and sing
-  **Art**  
Draw a cityscape
-  **Writing**  
Write about your community

Grade 3, Unit 4, p. 125



**MY GOALS for this unit**

-  **Reading**
  - Read an informational text
  - Identify problem and solution
-  **Language Arts**
  - Read a primary source
  - Identify chronological order
-  **Science**  
Discover atoms and molecules
-  **Social Studies**  
Interpret a chart
-  **Math**  
Solve fraction word problems
-  **Music**  
Listen and sing
-  **Art**  
Create recycled art
-  **Writing**  
Write a journal entry



Grade 5, Unit 8, p. 285

- 2) The targeted language domains are presented within the context of language proficiency levels. As mentioned earlier, the Teacher's Editions include two means of differentiation on each page for all units.

The following excerpts from the scope and sequence pages of three different grade-level Student Books support the systematic progression of section topics and language as students build their capacity to engage successfully in academic subjects taught in English.

2 SCOPE AND SEQUENCE					
Unit 1	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p><b>School Life</b> page 2 <b>BIG Idea</b> School is fun.</p>	<p>pages 4–5</p> <ul style="list-style-type: none"> <li>• Song: At School</li> <li>• Vocabulary (school activities)</li> </ul>	<p>pages 6–7</p> <ul style="list-style-type: none"> <li>• <b>READING STRATEGY</b> Ask Questions</li> <li>• Vocabulary: Key Words</li> </ul>	<p>pages 8–17</p> <p><b>Fun at School</b> by Tatiana Silvas</p> <ul style="list-style-type: none"> <li>• Text Genre: Realistic Fiction</li> </ul>	<p>pages 18–19</p> <ul style="list-style-type: none"> <li>• Reread</li> <li>• Retell: Ask Questions</li> <li>• Reflect</li> </ul>	<p>pages 20–21</p> <ul style="list-style-type: none"> <li>• Who Are You?</li> <li>• Ask and Answer</li> </ul>
Unit 2	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p><b>Solving Problems</b> page 42 <b>BIG Idea</b> Solving problems can lead to good news.</p>	<p>pages 44–45</p> <ul style="list-style-type: none"> <li>• Song: Good News!</li> <li>• Vocabulary (bad news and good news)</li> </ul>	<p>pages 46–47</p> <ul style="list-style-type: none"> <li>• <b>READING STRATEGY</b> Problem and Solution</li> <li>• Vocabulary: Key Words</li> </ul>	<p>pages 48–61</p> <p><b>The Kite</b> by Alma Flor Ada</p> <ul style="list-style-type: none"> <li>• Text Genre: Realistic Fiction</li> </ul>	<p>pages 62–63</p> <ul style="list-style-type: none"> <li>• Reread</li> <li>• Retell: Problem and Solution</li> <li>• Reflect</li> </ul>	<p>pages 64–65</p> <ul style="list-style-type: none"> <li>• Solving a Problem</li> <li>• Ask and Answer</li> </ul>

vi SCOPE AND SEQUENCE

CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 22–25</p> <ul style="list-style-type: none"> <li>• nouns</li> <li>• subject and verb</li> </ul>	<p>pages 26–27</p> <p><b>Personal Profile</b> <i>About Me</i></p>	<p>pages 28–29</p> <p><b>Plants</b></p> <p><b>CONNECT TO Social Studies</b> pages 30–31 <b>Rules to Stay Safe</b></p> <p><b>CONNECT TO Mathematics</b> pages 32–33 <b>Addition and Subtraction</b></p>	<p>page 34</p> <p><b>Song</b> <i>School Is Fun!</i></p> <p><b>CONNECT TO Art</b> page 35 <b>Geometric Shapes</b></p>	<p>pages 36–40</p> <p><b>Tools for Writing</b> Types of Sentences</p> <p><b>Write a Personal Profile</b></p>	<p>page 41</p> <p><b>Video</b> <i>Understand the Basic School Rules</i></p> 
CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 66–69</p> <ul style="list-style-type: none"> <li>• past tense verbs</li> <li>• irregular past verbs</li> </ul>	<p>pages 70–71</p> <p><b>Personal Narrative</b> <i>My Soccer Problem</i></p>	<p>pages 72–73</p> <p><b>Use Your Senses in Science</b></p> <p><b>CONNECT TO Social Studies</b> pages 74–75 <b>Safety Rules</b></p> <p><b>CONNECT TO Mathematics</b> pages 76–77 <b>Number Places</b></p>	<p>page 78</p> <p><b>Song</b> <i>When Things Go Wrong</i></p> <p><b>CONNECT TO Art</b> page 79 <b>Painting with Dots</b></p>	<p>pages 80–84</p> <p><b>Tools for Writing</b> Capitalize Names of People and Places</p> <p><b>Write a Personal Narrative</b></p>	<p>page 85</p> <p><b>Video</b> <i>Zebra</i></p> 

SCOPE AND SEQUENCE vii



Grade 2, Scope and Sequence Excerpts, pp. vi–vii

17 | Page

## 2 SCOPE AND SEQUENCE

Unit 3	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p>pages 88–89</p> <ul style="list-style-type: none"> <li>Song: <i>In a Family</i></li> <li>Vocabulary (chores)</li> </ul> <p><b>Home and Family</b> page 86</p> <p><b>BIG Idea</b> Home and family are special.</p>	<p>pages 88–89</p> <ul style="list-style-type: none"> <li>Song: <i>In a Family</i></li> <li>Vocabulary (chores)</li> </ul>	<p>pages 90–91</p> <ul style="list-style-type: none"> <li><b>READING STRATEGY</b> Sequence</li> <li>Vocabulary: Key Words</li> </ul>	<p>pages 92–101</p> <p><i>Our New Baby</i> by Tatiana Silius</p> <ul style="list-style-type: none"> <li>Text Genre: Realistic Fiction</li> </ul>	<p>pages 102–103</p> <ul style="list-style-type: none"> <li>Reread</li> <li>Retell: Sequence</li> <li>Reflect</li> </ul>	<p>pages 104–105</p> <ul style="list-style-type: none"> <li>A Family Mosaic</li> <li>Ask and Answer</li> </ul>
Unit 4	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p>pages 128–129</p> <ul style="list-style-type: none"> <li>Song: <i>Healthy You</i></li> <li>Vocabulary (healthy activities)</li> </ul> <p><b>Healthy Habits</b> page 126</p> <p><b>BIG Idea</b> Good habits help us stay healthy.</p>	<p>pages 128–129</p> <ul style="list-style-type: none"> <li>Song: <i>Healthy You</i></li> <li>Vocabulary (healthy activities)</li> </ul>	<p>pages 130–131</p> <ul style="list-style-type: none"> <li><b>READING STRATEGY</b> Story Elements</li> <li>Vocabulary: Key Words</li> </ul>	<p>pages 132–141</p> <p><i>Ana's Secret</i> by Pablo Veramendi</p> <ul style="list-style-type: none"> <li>Text Genre: Realistic Fiction</li> </ul>	<p>pages 142–143</p> <ul style="list-style-type: none"> <li>Reread</li> <li>Retell: Story Elements</li> <li>Reflect</li> </ul>	<p>pages 144–145</p> <ul style="list-style-type: none"> <li>What Do You Like?</li> <li>Ask and Answer</li> </ul>



viii SCOPE AND SEQUENCE

CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 106–109</p> <ul style="list-style-type: none"> <li>adjectives</li> <li>subject pronouns</li> </ul>	<p>pages 110–111</p> <p><i>Correspondence</i> <i>Dear Grandma,</i></p> <ul style="list-style-type: none"> <li><b>CONNECT TO Social Studies</b> pages 114–115 Chores</li> <li><b>CONNECT TO Mathematics</b> pages 116–117 Word Problems</li> </ul>	<p>pages 112–113</p> <p><b>Bees</b></p> <ul style="list-style-type: none"> <li><b>CONNECT TO Social Studies</b> pages 114–115 Chores</li> <li><b>CONNECT TO Mathematics</b> pages 116–117 Word Problems</li> </ul>	<p>page 118</p> <p><i>Song</i> <i>I Am Special!</i></p> <ul style="list-style-type: none"> <li><b>CONNECT TO Art</b> page 119 Art About Home</li> </ul>	<p>pages 120–124</p> <p><b>Tools for Writing</b> Canvases in Correspondence</p> <p><b>Write a Letter</b></p>	<p>page 125</p> <p><b>Video</b> <i>Taking Flight</i></p> 
CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 146–149</p> <ul style="list-style-type: none"> <li>adverbs of frequency</li> <li>articles</li> </ul>	<p>pages 150–151</p> <p><i>How-to Text</i> <i>Make a Healthy Plate</i></p> <ul style="list-style-type: none"> <li><b>CONNECT TO Social Studies</b> pages 154–155 Where Food Grows</li> <li><b>CONNECT TO Mathematics</b> pages 156–157 Counting Money</li> </ul>	<p>pages 152–153</p> <p><b>Changes to Matter</b></p> <ul style="list-style-type: none"> <li><b>CONNECT TO Social Studies</b> pages 154–155 Where Food Grows</li> <li><b>CONNECT TO Mathematics</b> pages 156–157 Counting Money</li> </ul>	<p>page 158</p> <p><i>Song</i> <i>The Children in the Class</i></p> <ul style="list-style-type: none"> <li><b>CONNECT TO Art</b> page 159 Using Different Materials</li> </ul>	<p>pages 160–164</p> <p><b>Tools for Writing</b> Contractions</p> <p><b>Write a How-to Text</b></p>	<p>page 165</p> <p><b>Video</b> <i>Wash Your Hands</i></p> 



SCOPE AND SEQUENCE ix

## Grade 2, Scope and Sequence Excerpts, pp. viii-ix

## 2 SCOPE AND SEQUENCE

Unit 5	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p>pages 168–169</p> <ul style="list-style-type: none"> <li>Song: <i>Work Together</i></li> <li>Vocabulary (making art)</li> </ul> <p><b>Working Together</b> page 166</p> <p><b>BIG Idea</b> When we work together, we make things better.</p>	<p>pages 168–169</p> <ul style="list-style-type: none"> <li>Song: <i>Work Together</i></li> <li>Vocabulary (making art)</li> </ul>	<p>pages 170–171</p> <ul style="list-style-type: none"> <li><b>READING STRATEGY</b> Theme</li> <li>Vocabulary: Key Words</li> </ul>	<p>pages 172–181</p> <p><i>How the Rainbow Came to Be</i> by Alma Flor Ada</p> <ul style="list-style-type: none"> <li>Text Genre: Myth</li> </ul>	<p>pages 182–183</p> <ul style="list-style-type: none"> <li>Reread</li> <li>Retell: Theme</li> <li>Reflect</li> </ul>	<p>pages 184–185</p> <ul style="list-style-type: none"> <li>Colors</li> <li>Ask and Answer</li> </ul>
Unit 6	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p>pages 208–209</p> <ul style="list-style-type: none"> <li>Song: <i>Here We Go 'Round Planet Earth</i></li> <li>Vocabulary (land and water)</li> </ul> <p><b>The Natural World</b> page 206</p> <p><b>BIG Idea</b> Our world is planet Earth.</p>	<p>pages 208–209</p> <ul style="list-style-type: none"> <li>Song: <i>Here We Go 'Round Planet Earth</i></li> <li>Vocabulary (land and water)</li> </ul>	<p>pages 210–211</p> <ul style="list-style-type: none"> <li><b>READING STRATEGY</b> Main Idea and Details</li> <li>Vocabulary: Key Words</li> </ul>	<p>pages 212–221</p> <p><i>Our Amazing Earth</i> by Sarah Fash</p> <ul style="list-style-type: none"> <li>Text Genre: Informational Text</li> </ul>	<p>pages 222–223</p> <ul style="list-style-type: none"> <li>Reread</li> <li>Retell: Main Idea and Details</li> <li>Reflect</li> </ul>	<p>pages 224–225</p> <ul style="list-style-type: none"> <li>Places on Earth</li> <li>Ask and Answer</li> </ul>



x SCOPE AND SEQUENCE

CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 186–189</p> <ul style="list-style-type: none"> <li>adverbs of manner</li> <li>future plans</li> </ul>	<p>pages 190–191</p> <p><i>Drama</i> <i>A Cape for Hummingbird</i></p> <ul style="list-style-type: none"> <li><b>CONNECT TO Social Studies</b> pages 194–195 Community Maps</li> <li><b>CONNECT TO Mathematics</b> pages 196–197 Graph Information</li> </ul>	<p>pages 192–193</p> <p><b>Make a Tower</b></p> <ul style="list-style-type: none"> <li><b>CONNECT TO Social Studies</b> pages 194–195 Community Maps</li> <li><b>CONNECT TO Mathematics</b> pages 196–197 Graph Information</li> </ul>	<p>page 198</p> <p><i>Song</i> <i>Together</i></p> <ul style="list-style-type: none"> <li><b>CONNECT TO Art</b> page 199 Rainbow Houses</li> </ul>	<p>pages 200–204</p> <p><b>Tools for Writing</b> Synonyms</p> <p><b>Write a Drama</b></p>	<p>page 205</p> <p><b>Video</b> <i>Wings</i></p> 
CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 226–229</p> <ul style="list-style-type: none"> <li>compare with adjectives</li> <li>compound sentences</li> </ul>	<p>pages 230–231</p> <p><i>Poetry</i> <i>Can I, Can I Catch the Wind?</i> by Pat Mora</p> <ul style="list-style-type: none"> <li><b>CONNECT TO Social Studies</b> pages 234–235 Caring for Earth</li> <li><b>CONNECT TO Mathematics</b> pages 236–237 Telling Time</li> </ul>	<p>pages 232–233</p> <p><b>Weather and Land</b></p> <ul style="list-style-type: none"> <li><b>CONNECT TO Social Studies</b> pages 234–235 Caring for Earth</li> <li><b>CONNECT TO Mathematics</b> pages 236–237 Telling Time</li> </ul>	<p>page 238</p> <p><i>Song</i> <i>Our Planet's Name Is Earth</i></p> <ul style="list-style-type: none"> <li><b>CONNECT TO Art</b> page 239 Landscape Painting</li> </ul>	<p>pages 240–244</p> <p><b>Tools for Writing</b> Canvases in a List</p> <p><b>Describe a Place</b></p>	<p>page 245</p> <p><b>Video</b> <i>A Whale's Tale</i></p> 

SCOPE AND SEQUENCE xi

## Grade 2, Scope and Sequence Excerpts, pp. x-xi

## 4 SCOPE AND SEQUENCE

Unit 1	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>Traditional Stories</b> page 2</p> <p><b>BIG Idea</b> We tell stories with words and pictures.</p>	<p>pages 4–7</p> <ul style="list-style-type: none"> <li>Use Prior Knowledge</li> <li>Build Background</li> <li><b>READING STRATEGY</b> Sequence</li> <li>Vocabulary in Context</li> <li>Develop Vocabulary: Multiple-meaning Words</li> </ul>	<p>pages 8–17</p> <p><i>Paul Bunyan</i> Retold by Alexa Culpepper</p> <ul style="list-style-type: none"> <li>Text Genre: Tall Tale</li> </ul>	<p>pages 18–19</p> <ul style="list-style-type: none"> <li>Apply the Reading Strategy: Sequence</li> <li>Discuss the Reading</li> </ul>	<p>pages 20–21</p> <p><b>Oral Folklore LISTENING STRATEGY</b> Sequence</p>	<p>pages 22–25</p> <ul style="list-style-type: none"> <li>subject-verb agreement</li> <li>comparative adjectives</li> </ul>
Unit 2	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>Around the World</b> page 42</p> <p><b>BIG Idea</b> Cultures of the world are unique, but people still have a lot in common.</p>	<p>pages 44–47</p> <ul style="list-style-type: none"> <li>Use Prior Knowledge</li> <li>Build Background</li> <li><b>READING STRATEGY</b> Visualize</li> <li>Vocabulary in Context</li> <li>Develop Vocabulary: Use Context Clues</li> </ul>	<p>pages 48–57</p> <p><i>Isabella's Travel Blog</i></p> <ul style="list-style-type: none"> <li>Text Genre: Digital Text: Blog</li> </ul>	<p>pages 58–59</p> <ul style="list-style-type: none"> <li>Apply the Reading Strategy: Visualize</li> <li>Discuss the Reading</li> </ul>	<p>pages 60–61</p> <p><b>Conversation LISTENING STRATEGY</b> Visualize</p>	<p>pages 62–65</p> <ul style="list-style-type: none"> <li>singular and plural nouns</li> <li>prepositions</li> </ul>

vi SCOPE AND SEQUENCE

CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 26–29</p> <p><b>Tall Tales</b> Pecos Bill and the Wild Onion Retold by A.C. Goodwin</p> <ul style="list-style-type: none"> <li>Text Elements: Figurative Language</li> <li>Tools for Writing: Capitalization and Punctuation</li> <li>Word Study: Prefixes</li> </ul>	<p>pages 30–31</p> <p><b>Simple Machines</b></p> <p><b>CONNECT TO Social Studies</b> pages 32–33 <i>The Westward Expansion</i></p> <p><b>CONNECT TO Mathematics</b> pages 34–35 <b>Perimeter and Area</b></p>	<p>page 36</p> <p><b>Listen and Sing</b> American Folk Heroes</p>	<p>page 37</p> <p><b>Stories in Art</b></p>	<p>pages 38–40</p> <p><b>Narrative Writing</b> Write a Tall Tale</p> <p><b>WRITING STRATEGY</b> Sequence of Events</p>	<p>page 41</p> <p><b>Video</b></p> <p>The Three Billy Goats Gruff</p>
CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 66–69</p> <p><b>Opinion Text</b> Why You Should Travel</p> <ul style="list-style-type: none"> <li>Text Elements: Fact and Opinion</li> <li>Tools for Writing: Capitalization of Proper Nouns</li> <li>Word Study: Roots</li> </ul>	<p>pages 70–71</p> <p><b>Weathering, Erosion, and Deposition</b></p> <p><b>CONNECT TO Social Studies</b> pages 72–73 <b>Latitude and Longitude</b></p> <p><b>CONNECT TO Mathematics</b> pages 74–75 <b>Measure Objects Using Standard Units</b></p>	<p>page 76</p> <p><b>Listen and Sing</b> Home on the Range</p>	<p>page 77</p> <p><b>The Art of Masks</b></p>	<p>pages 78–80</p> <p><b>Opinion Writing</b> Write an Opinion Essay</p> <p><b>WRITING STRATEGY</b> Your Claim</p>	<p>page 81</p> <p><b>Video</b></p> <p>The Fox and the Stars</p>

SCOPE AND SEQUENCE vii

## Grade 4, Scope and Sequence Excerpts, pp. vi–vii

## 4 SCOPE AND SEQUENCE

Unit 3	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>Amazing Athletes</b> page 82</p> <p><b>BIG Idea</b> Athletes use both their bodies and their minds to succeed.</p>	<p>pages 84–87</p> <ul style="list-style-type: none"> <li>Use Prior Knowledge</li> <li>Build Background</li> <li><b>READING STRATEGY</b> Summarize</li> <li>Vocabulary in Context</li> <li>Develop Vocabulary: Use a Dictionary</li> </ul>	<p>pages 88–97</p> <p><i>Jesse Owens: Amazing Athlete and Role Model</i> by Sophia Jones</p> <ul style="list-style-type: none"> <li>Text Genre: Biography</li> </ul>	<p>pages 98–99</p> <ul style="list-style-type: none"> <li>Apply the Reading Strategy: Summarize</li> <li>Discuss the Reading</li> </ul>	<p>pages 100–101</p> <p><b>Informal Conversation LISTENING STRATEGY</b> Ask Questions to Clarify Information</p>	<p>pages 102–105</p> <ul style="list-style-type: none"> <li>subject pronouns and object pronouns</li> <li>possessive adjectives and possessive pronouns</li> </ul>
Unit 4	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>Keeping Traditions Alive</b> page 122</p> <p><b>BIG Idea</b> Traditions are carried from the past to the present.</p>	<p>pages 124–127</p> <ul style="list-style-type: none"> <li>Use Prior Knowledge</li> <li>Build Background</li> <li><b>READING STRATEGY</b> Synthesize Information from Texts</li> <li>Vocabulary in Context</li> <li>Develop Vocabulary: Find Similar Words</li> </ul>	<p>pages 128–137</p> <p><i>Celebrate a Powwow</i> by F. Isabel Campoy and Alma Flor Ada</p> <p><i>Life as a Powwow Dancer</i> by J. Trujillo</p> <ul style="list-style-type: none"> <li>Text Genre: Informational Text</li> <li>Personal Narrative</li> </ul>	<p>pages 138–139</p> <ul style="list-style-type: none"> <li>Apply the Reading Strategy: Synthesize Information from Texts</li> <li>Discuss the Reading</li> </ul>	<p>pages 140–141</p> <p><b>A Legend LISTENING STRATEGY</b> Listen for Descriptive Words</p>	<p>pages 142–145</p> <ul style="list-style-type: none"> <li>adjective order</li> <li>modals</li> </ul>

viii SCOPE AND SEQUENCE


CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 106–109</p> <p><b>Fables</b> The Hare and the Tortoise</p> <ul style="list-style-type: none"> <li>Text Elements: Central Message</li> <li>Tools for Writing: Pronoun Agreement</li> <li>Word Study: Antonyms</li> </ul>	<p>pages 110–111</p> <p><b>Designing a Shoe</b></p> <p><b>CONNECT TO Social Studies</b> pages 112–113 <b>Timelines</b></p> <p><b>CONNECT TO Mathematics</b> pages 114–115 <b>Solve Word Problems</b></p>	<p>page 116</p> <p><b>Listen and Sing</b> Take Me Out to the Ball Game</p>	<p>page 117</p> <p><b>Symbols in Art</b></p>	<p>pages 118–120</p> <p><b>Informational Text</b> Write a Biography</p> <p><b>WRITING STRATEGY</b> Sources</p>	<p>page 121</p> <p><b>Video</b></p> <p>The Good Sport</p>
CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 146–149</p> <p><b>Informational Text</b> The Navajo Tradition of Rug Weaving</p> <ul style="list-style-type: none"> <li>Text Elements: Collect Information from Text Features</li> <li>Tools for Writing: Commonly Confused Words: there / their / they're</li> <li>Word Study: Base Words</li> </ul>	<p>pages 150–151</p> <p><b>Ecosystems</b></p> <p><b>CONNECT TO Social Studies</b> pages 152–153 <b>An American Crop</b></p> <p><b>CONNECT TO Mathematics</b> pages 154–155 <b>Symmetry</b></p>	<p>page 156</p> <p><b>Listen and Sing</b> By This Song I Walk</p>	<p>page 157</p> <p><b>Culture Expressed Through Art</b></p>	<p>pages 158–160</p> <p><b>Personal Narrative</b> Write a Personal Narrative</p> <p><b>WRITING STRATEGY</b> Brainstorm Ideas</p>	<p>page 161</p> <p><b>Video</b></p> <p>Native American Powwow Dance</p>

SCOPE AND SEQUENCE ix

## Grade 4, Scope and Sequence Excerpts, pp. viii–ix



## 4 SCOPE AND SEQUENCE



Unit 5	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>Bringing Worlds Together</b> page 162</p> <p><b>BIG Idea</b> Building bridges across cultures helps people and communities grow.</p>	<p>pages 164–167</p> <ul style="list-style-type: none"> <li>• Use Prior Knowledge</li> <li>• Build Background</li> <li>• <b>READING STRATEGY</b> Cause and Effect</li> <li>• Vocabulary in Context</li> <li>• Develop Vocabulary: Loan Words</li> </ul>	<p>pages 168–183</p> <p><b>Finding the Music</b> by Jennifer Torres, illustrated by Renato Alarido</p> <ul style="list-style-type: none"> <li>• Text Genre: Realistic Fiction</li> </ul>	<p>pages 184–185</p> <ul style="list-style-type: none"> <li>• Apply the Reading Strategy: Cause and Effect</li> <li>• Discuss the Reading</li> </ul>	<p>pages 186–187</p> <p><b>Biography</b> <b>LISTENING STRATEGY</b> Listening for Emphasis</p>	<p>pages 188–191</p> <ul style="list-style-type: none"> <li>• possessive nouns: singular and plural</li> <li>• reflexive pronouns</li> </ul>
Unit 6	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>Exploring the Universe</b> page 208</p> <p><b>BIG Idea</b> We are part of a complex universe.</p>	<p>pages 210–213</p> <ul style="list-style-type: none"> <li>• Use Prior Knowledge</li> <li>• Build Background</li> <li>• <b>READING STRATEGY</b> Identify Main Idea and Details</li> <li>• Vocabulary in Context</li> <li>• Develop Vocabulary: Use Context Clues</li> </ul>	<p>pages 214–223</p> <p><b>Our World and Beyond</b> by Roberto Espinella</p> <ul style="list-style-type: none"> <li>• Text Genre: Informational Text</li> </ul>	<p>pages 224–225</p> <ul style="list-style-type: none"> <li>• Apply the Reading Strategy: Identify Main Idea and Details</li> <li>• Discuss the Reading</li> </ul>	<p>pages 226–227</p> <p><b>Oral Presentation: Science</b> <b>LISTENING STRATEGY</b> Main Idea and Details</p>	<p>pages 228–231</p> <ul style="list-style-type: none"> <li>• superlatives</li> <li>• simple past of regular and irregular verbs</li> </ul>

x SCOPE AND SEQUENCE

SCOPE AND SEQUENCE xi

## Grade 4, Scope and Sequence Excerpts, pp. x-xi

## 6 SCOPE AND SEQUENCE

Unit 1	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>Finding Your Place</b> page 2</p> <p><b>BIG Idea</b> There are different ways to fit into a school community.</p>	<p>pages 4–7</p> <ul style="list-style-type: none"> <li>• Use Prior Knowledge</li> <li>• Build Background</li> <li>• <b>READING STRATEGY</b> Identify Author's Purpose</li> <li>• Vocabulary in Context</li> <li>• Develop Vocabulary: Use a Dictionary</li> </ul>	<p>pages 8–17</p> <p><b>The Roller Coaster Challenge</b> by Annie C. Holden</p> <ul style="list-style-type: none"> <li>• Text Genre: Realistic Narrative</li> </ul>	<p>pages 18–19</p> <ul style="list-style-type: none"> <li>• Apply the Reading Strategy: Identify Author's Purpose</li> <li>• Discuss the Reading</li> </ul>	<p>pages 20–21</p> <p><b>Conversation with a Counselor</b> <b>LISTENING STRATEGY</b> Taking Notes</p>	<p>pages 22–25</p> <ul style="list-style-type: none"> <li>• time markers</li> <li>• review of verb tenses</li> </ul>
Unit 2	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>A Better Community for a Better World</b> page 42</p> <p><b>BIG Idea</b> It's everyone's responsibility to help make a better world.</p>	<p>pages 44–47</p> <ul style="list-style-type: none"> <li>• Use Prior Knowledge</li> <li>• Build Background</li> <li>• <b>READING STRATEGY</b> Identify Steps in a Process</li> <li>• Vocabulary in Context</li> <li>• Develop Vocabulary: Suffixes with -ion</li> </ul>	<p>pages 48–57</p> <p><b>A Different Kind of Library</b></p> <ul style="list-style-type: none"> <li>• Text Genre: Realistic Narrative</li> </ul>	<p>pages 58–59</p> <ul style="list-style-type: none"> <li>• Apply the Reading Strategy: Identify Steps in a Process</li> <li>• Discuss the Reading</li> </ul>	<p>pages 60–61</p> <p><b>A Conversation About a Process</b> <b>LISTENING STRATEGY</b> Listen for Steps in a Process</p>	<p>pages 62–65</p> <ul style="list-style-type: none"> <li>• prepositional phrases</li> <li>• infinitives of purpose</li> </ul>

vi SCOPE AND SEQUENCE



SCOPE AND SEQUENCE vii

## Grade 6, Scope and Sequence Excerpts, pp. vi-vii

CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 192–195</p> <p><b>Drama</b> <i>The First Day</i></p> <ul style="list-style-type: none"> <li>• Text Elements: Similes and Metaphors</li> <li>• Tools for Writing: Transition Words for Cause and Effect</li> <li>• Word Study: Idioms</li> </ul>	<p>pages 196–197</p> <p><b>Adaptation</b></p> <p><b>CONNECT TO Social Studies</b></p> <p>pages 198–199</p> <p><b>Emigration</b></p> <p><b>CONNECT TO Mathematics</b></p> <p>pages 200–201</p> <p><b>Compare Fractions</b></p>	<p>page 202</p> <p><b>Listen and Sing</b> <i>The Star-Spangled Banner</i></p>	<p>page 203</p> <p><b>Painting Murals</b></p>	<p>pages 204–206</p> <p><b>Informational Text</b> Write a Description</p> <p><b>WRITING STRATEGY</b> Planning a Description</p>	<p>page 207</p> <p><b>Video</b></p>  <p>Smithsonian Folklife Festival: Building Cultural Bridges</p>
CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 232–235</p> <p><b>Myths</b> <i>Orion the Hunter</i></p> <ul style="list-style-type: none"> <li>• Text Elements: Plot</li> <li>• Tools for Writing: Punctuation for Quotations</li> <li>• Word Study: Suffixes</li> </ul>	<p>pages 236–237</p> <p><b>Rocks</b></p> <p><b>CONNECT TO Social Studies</b></p> <p>pages 238–239</p> <p><b>Maps</b></p> <p><b>CONNECT TO Mathematics</b></p> <p>pages 240–241</p> <p><b>Place Value</b></p>	<p>page 242</p> <p><b>Listen and Sing</b> <i>In Our Solar System</i></p>	<p>page 243</p> <p><b>Color, Contrast, and Movement</b></p>	<p>pages 244–246</p> <p><b>Narrative Writing</b> Write a Myth</p> <p><b>WRITING STRATEGY</b> Brainstorm Ideas</p>	<p>page 247</p> <p><b>Video</b></p>  <p>Solar System Body Scale</p>

CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 28–29</p> <p><b>Realistic Narrative</b> <i>The Tryouts</i></p> <ul style="list-style-type: none"> <li>• Text Elements: Point of View</li> <li>• Tools for Writing: Sentences, Paragraphs, and Clauses</li> <li>• Word Study: Synonyms</li> </ul>	<p>pages 30–31</p> <p><b>Laws of Motion</b></p> <p><b>CONNECT TO Social Studies</b></p> <p>pages 32–33</p> <p><b>Social Groups and Communities</b></p> <p><b>CONNECT TO Mathematics</b></p> <p>pages 34–35</p> <p><b>Ratios and Unit Rates</b></p>	<p>page 36</p> <p><b>Listen and Sing</b> <i>We've Got Clods</i></p>	<p>page 37</p> <p><b>Community Art</b></p>	<p>pages 38–40</p> <p><b>Narrative Writing</b> Write a Realistic Narrative</p> <p><b>WRITING STRATEGY</b> Point of View</p>	<p>page 41</p> <p><b>Video</b> <i>Khyas</i></p> 
CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 64–69</p> <p><b>Biography</b> <i>Xiuhzotzcal Martinez, Youth Activist</i></p> <ul style="list-style-type: none"> <li>• Text Elements: Character Traits</li> <li>• Tools for Writing: Combining Sentences with Clauses</li> <li>• Word Study: Multiple-meaning Words</li> </ul>	<p>pages 70–71</p> <p><b>Criteria and Constraints</b></p> <p><b>CONNECT TO Social Studies</b></p> <p>pages 72–73</p> <p><b>Including Others</b></p> <p><b>CONNECT TO Mathematics</b></p> <p>pages 74–75</p> <p><b>Integers, Decimals, and Fractions</b></p>	<p>page 76</p> <p><b>Listen and Sing</b> <i>In Our Community</i></p>	<p>page 77</p> <p><b>Architecture</b></p>	<p>pages 78–80</p> <p><b>A Process</b> Describe a Process</p> <p><b>WRITING STRATEGY</b> Giving Instructions</p>	<p>page 81</p> <p><b>Video</b> <i>Helping Your Community</i></p> 



## 6 SCOPE AND SEQUENCE

Unit 3	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>Nature in Balance</b> page 82</p> <p><b>BIG Idea</b> Every living thing needs other living things to survive.</p>	<p>pages 84–87</p> <ul style="list-style-type: none"> <li>• Use Prior Knowledge</li> <li>• Build Background</li> <li>• <b>READING STRATEGY</b> Sequence</li> <li>• Vocabulary in Context</li> <li>• Develop Vocabulary: Prefix-inter</li> </ul>	<p>pages 88–97</p> <p><b>Biomes and the Cycles of Life</b> by Angela Maria Padron</p> <ul style="list-style-type: none"> <li>• Text Genre: Informational Article</li> </ul>	<p>pages 98–99</p> <ul style="list-style-type: none"> <li>• Apply the Reading Strategy: Sequence</li> <li>• Discuss the Reading</li> </ul>	<p>pages 100–101</p> <p><b>Narrative LISTENING STRATEGY</b> Dialogue</p>	<p>pages 102–105</p> <ul style="list-style-type: none"> <li>• subject and object pronouns</li> <li>• possessive adjectives</li> </ul>
Unit 4	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>The Vast Universe</b> page 122</p> <p><b>BIG Idea</b> Earth and its solar system are a tiny part of the vast universe.</p>	<p>pages 124–127</p> <ul style="list-style-type: none"> <li>• Use Prior Knowledge</li> <li>• Build Background</li> <li>• <b>READING STRATEGY</b> Main Idea and Supporting Details</li> <li>• Vocabulary in Context</li> <li>• Develop Vocabulary: Use a Dictionary</li> </ul>	<p>pages 128–137</p> <p><b>Our Place in the Universe</b> by Patricia E. Acosta</p> <ul style="list-style-type: none"> <li>• Text Genre: Informational Article</li> </ul>	<p>pages 138–139</p> <ul style="list-style-type: none"> <li>• Apply the Reading Strategy: Main Idea and Supporting Details</li> <li>• Discuss the Reading</li> </ul>	<p>pages 140–141</p> <p><b>Lecture LISTENING STRATEGY</b> Listening for Examples and Details</p>	<p>pages 142–145</p> <ul style="list-style-type: none"> <li>• comparative adjectives</li> <li>• superlative adjectives</li> </ul>





viii SCOPE AND SEQUENCE

## Grade 6, Scope and Sequence Excerpts, pp. viii–ix

## 6 SCOPE AND SEQUENCE

Unit 5	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>World Myths</b> page 162</p> <p><b>BIG Idea</b> People use myths to explain how the world works and to teach lessons.</p>	<p>pages 164–167</p> <ul style="list-style-type: none"> <li>• Use Prior Knowledge</li> <li>• Build Background</li> <li>• <b>READING STRATEGY</b> Cause and Effect</li> <li>• Vocabulary in Context</li> <li>• Develop Vocabulary: Use a Dictionary for Syllables</li> </ul>	<p>pages 168–177</p> <p><b>Daedalus and Icarus</b> Retold by Angela Maria Padron</p> <ul style="list-style-type: none"> <li>• Text Genre: Myth</li> </ul>	<p>pages 178–179</p> <ul style="list-style-type: none"> <li>• Apply the Reading Strategy: Cause and Effect</li> <li>• Discuss the Reading</li> </ul>	<p>pages 180–181</p> <p><b>Myth LISTENING STRATEGY</b> Cause and Effect</p>	<p>pages 182–185</p> <ul style="list-style-type: none"> <li>• cohesion, part 1</li> <li>• cohesion, part 2</li> </ul>
Unit 6	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p><b>Connecting to a Place</b> page 202</p> <p><b>BIG Idea</b> Everyone has a special place and a personal story.</p>	<p>pages 204–207</p> <ul style="list-style-type: none"> <li>• Use Prior Knowledge</li> <li>• Build Background</li> <li>• <b>READING STRATEGY</b> Visualize</li> <li>• Vocabulary in Context</li> <li>• Develop Vocabulary: Positive and Negative Connotation</li> </ul>	<p>pages 208–219</p> <p><b>On My Block</b> Edited by Dana Goldberg</p> <ul style="list-style-type: none"> <li>• Text Genre: Memoir</li> </ul>	<p>pages 220–221</p> <ul style="list-style-type: none"> <li>• Apply the Reading Strategy: Visualize</li> <li>• Discuss the Reading</li> </ul>	<p>pages 222–223</p> <p><b>Interviews LISTENING STRATEGY</b> Listen for Register and Tone</p>	<p>pages 224–227</p> <ul style="list-style-type: none"> <li>• apostrophes with contractions</li> <li>• using apostrophes to show possession</li> </ul>

x SCOPE AND SEQUENCE

CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 106–109</p> <p><b>Persuasive Text</b> Letter to the Editor</p> <ul style="list-style-type: none"> <li>• Text Elements: Opinion with Support</li> <li>• Tools for Writing: Conmas</li> <li>• Word Study: Prefixes</li> </ul>	<p>pages 110–111</p> <p><b>Photosynthesis</b></p> <p><b>CONNECT TO Social Studies</b></p> <p>pages 112–113</p> <p><b>How the Government Makes a Law</b></p> <p><b>CONNECT TO Mathematics</b></p> <p>pages 114–115</p> <p><b>Factors and Multiples</b></p>	<p>page 116</p> <p><b>Listen and Sing</b> The Green Grass Grew All Around</p>	<p>page 117</p> <p><b>Elements of Art</b></p>	<p>pages 118–120</p> <p><b>Narrative Writing</b> Write an Adventure Story</p> <p><b>WRITING STRATEGY</b> Choose a Setting</p> 	<p>page 121</p> <p><b>Video</b> We Love Animals</p> 
CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 146–149</p> <p><b>Science Fiction</b> New Friends on Another Planet</p> <ul style="list-style-type: none"> <li>• Text Elements: Setting and Plot</li> <li>• Tools for Writing: Conmas After Introductory Elements</li> <li>• Word Study: Latin and Greek Roots</li> </ul>	<p>pages 150–151</p> <p><b>Gravity</b></p> <p><b>CONNECT TO Social Studies</b></p> <p>pages 152–153</p> <p><b>International Cooperation</b></p> <p><b>CONNECT TO Mathematics</b></p> <p>pages 154–155</p> <p><b>Using Percentages</b></p>	<p>page 156</p> <p><b>Listen and Sing</b> The Visitor</p>	<p>page 157</p> <p><b>New Perspectives</b></p>	<p>pages 158–160</p> <p><b>Description</b> Write a Compare and Contrast Essay</p> <p><b>WRITING STRATEGY</b> Writing an Introduction and a Conclusion</p> 	<p>page 161</p> <p><b>Video</b> To Scale: The Solar System</p> 

SCOPE AND SEQUENCE ix

## Grade 6, Scope and Sequence Excerpts, pp. x–xi


- 3) The targeted language domains are systematically integrated throughout the materials. Each unit contains an "Oral Language" section as well as both "Reading" and "Writing" sections.

As can be seen by the screenshots below, students are routinely and systematically engaged in the use of all four language domains.

CONNECT TO → Oral Language

### My Family

**A** Listen. Point to the people in Carly's family.



grandfather father brother grandmother mother sister

**B** Listen again. Complete the sentences. Use the words in the box.


grandfather grandmother mother brother sister

1. Carly's mother sets the table.
2. Carly's \_\_\_\_\_ plays with toys in the bathtub.
3. Carly's \_\_\_\_\_ talks on the phone.
4. Carly's \_\_\_\_\_ reads a book.
5. Carly's \_\_\_\_\_ cooks dinner.

102 UNIT 3

### Ask and Answer


**A** Ask and answer. Take turns.



Who sets the table?  
Carly's mother sets the table.

**B** Draw a picture of a person in your family. Show what the person does.

**C** Show your picture to a classmate. Tell who the person is. Tell what the person does.



This is my brother. He sleeps with a teddy bear.

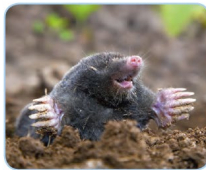
cooks  
plays  
reads  
sets the table  
sleeps  
talks

UNIT 3 103

Grade 1, Unit 3, pp. 102-103

**Description Who Am I?**

- A** Listen to the descriptions of Mole, Condor, Fox, and Owl.



**LISTENING STRATEGY Visualize**

Listen to the description of each character. Visualize each character and the setting.

- B** Listen again. Take notes about the characters' actions and settings. Make a T-chart for each character.

Mole	
actions	settings
dig	tunnel

- C** Draw one character and its setting.

182 UNIT 5

**Oral Language**

- A** Look at the picture you drew of a character. What words did you hear that helped you visualize? Write the words.
- B** Share your pictures. Say your ideas about your classmate's pictures. Take turns.

**LANGUAGE FRAMES**

I heard \_\_\_\_\_, so I drew \_\_\_\_\_.

I visualized \_\_\_\_\_.

I noticed that you drew \_\_\_\_\_.

I like the way you drew \_\_\_\_\_.

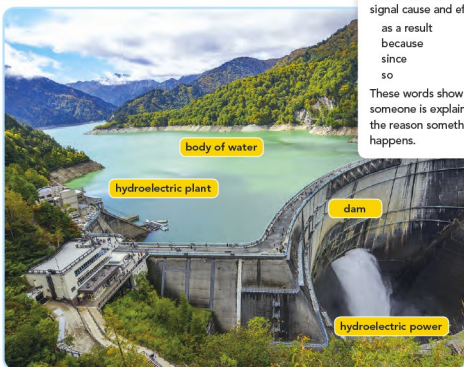


UNIT 5 183

Grade 3, Unit 5, pp. 182-183

**A Classroom Conversation**

- A** Listen to a classroom conversation about water.



**LISTENING STRATEGY Cause and Effect**

Listen for words that signal cause and effect.

as a result  
because  
since  
so

These words show that someone is explaining the reason something happens.

- B** Listen again. Match the words with their definitions.
- |                        |   |
|------------------------|---|
| 1. body of water       | a. a wall that holds back water                 |
| 2. hydroelectric plant | b. electricity created by running water         |
| 3. dam                 | c. a lake, ocean, stream, or river              |
| 4. hydroelectric power | d. a building near water that makes electricity |

262 UNIT 7

- C** Listen again. Complete the sentences with words from the box.

as a result   because   since   so

- \_\_\_\_\_ water helps us stay alive, we drink a lot of it.
- The crops need water, \_\_\_\_\_ farmers depend on irrigation systems.
- Sometimes there is not enough rain during the growing season. \_\_\_\_\_, farmers have to use irrigation systems to water their crops.
- We have to take care of our environment \_\_\_\_\_ it keeps our water clean.

**Oral Language Discuss Cause and Effect**

- A** Choose a photo. Imagine there is no water. Discuss how life changes.



rain forest



coastal city



snowy region

Let's talk about the rain forest.

OK. Most plants die because there isn't any water.

That's true. And the river disappears. As a result, fish have to adapt to survive with no water.

- B** Join another pair that chose the same photo. Share your ideas. Now imagine there is too much water. Discuss how life changes.

**LANGUAGE FRAMES**

As a result, \_\_\_\_\_.

because \_\_\_\_\_.

Since \_\_\_\_\_.

so \_\_\_\_\_.

UNIT 7 263

Grade 5, Unit 7, pp. 262-263

## 4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, Language Arts, Mathematics, Science, and Social Studies as well as complementary strands including Music and Performing Arts, Humanities, and Visual Arts.

The Standards Matrices are organized by standard, grade level, and language domain. They make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom's taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

### A. Connection to State Content Standards and WIDA Language Development Standards

1) Do the materials connect the WIDA Language Development Standards to the state academic content standards?	Yes	No
2) Are the academic content standards systematically represented throughout the materials?	Yes	No
3) Are Social and Instructional Language and one or more of the remaining WIDA Standards present in the materials?	Yes	No

- 1) Although the materials do not explicitly connect the WIDA language development standards to state content standards, the materials include grade-appropriate content topics for Language Arts, Math, Science and Social Studies.
- 2) The academic content standards are systematically represented throughout the materials. Grade-appropriate content topics for Language Arts, Math, Science and Social Studies are included in each unit.



- 3) Social and Instructional Language as well as the Language of Language Arts, Science, Social Studies, and Math are present in the materials. Each unit includes the following "Connect To" sections: Language Arts, Science, Social Studies, and Math. The "Connect To" sections also include Music and Art.

CONNECT TO → Language Arts 

**Poetry**

 **A**   Read.

**Sun Song**  
by Pat Mora

**TEXT GENRE**  
A **poem** uses words in a special way. Sometimes, words give the poem its **rhythm**, a beat like music.

Birds in the branches hear the sun's first song.  
*Ranitas* in the rocks hear the sun's first song.  
Bees in the bushes hear the sun's first song.  
Wind in the willows hears the sun's first song.

Birds in the branches chirp their morning song.  
*Ranitas* in the rocks croak their morning song.  
Bees in the bushes buzz their morning song.  
Wind in the willows whirrs its morning song.

Sun song. Sun song. Sun song.



188 UNIT 5

 **B**  Listen again. Clap your hands to the rhythm of the poem.

 **C**  Point to the animals. Say the sounds they make.

 **D**  Read the poem again.

1. What time of day is it?
2. What animals are in the poem?
3. Which words does the poet repeat?

 **E**  Act out the poem.



UNIT 5 189

Connect to Language Arts, Grade 1, Unit 5, pp. 188-189

### The Five Senses

**A** Read the informational text.

#### Your Five Senses

It is time for lunch. You **hear** the bell. You **see** the clock. You **touch** your tray. You **smell** food. You **taste** your food. You use your five senses!

Your five senses are sight, hearing, smell, taste, and touch. The five parts of the body that you use to sense are your eyes, ears, nose, tongue, and skin. They send messages to your brain. These messages help you understand the world around you.

High  
Frequency  
Words  
part  
that  
these  
you

**B** Look at the pictures. What senses are they using?

She is using her sense of \_\_\_\_\_.



70 UNIT 2

**C** Sort the pictures into the chart.



I see	I hear	I smell	I taste	I touch

**D** Make a five senses book.

1. Write a sentence on each page:

I see \_\_\_\_\_ with my eyes.

I hear \_\_\_\_\_ with my ears.

I smell \_\_\_\_\_ with my nose.

I taste \_\_\_\_\_ with my tongue.

I touch \_\_\_\_\_ with my skin.

2. Complete the sentences.

3. Draw a picture of what you sense on each page.



UNIT 2 71

Connect to Science, Grade 2, Unit 2, pp. 70-71

### Geography

**A** Read the informational text.

#### Landforms

Earth has land and water. Earth has many different **bodies of water** and **landforms**. Some landforms are **high**, like a mountain. Some landforms are **low**, like a valley. These landforms are found all over the world. What landforms in the **diagram** do you know?



Find the top of the **mountain** in the picture and put your finger on it. Then, move your finger down the mountain and find the **valley** below it. Can you see a **river**? Trace your finger along the river. On either side of the river, you can see the **plain**. The river flows through the plain and ends in the **ocean**. And if you sail out a bit on a boat, you can find an **island** in the ocean. Trace the path of the sailboat with your finger.

High  
Frequency  
Words  
different  
land  
move  
picture  
world

**ESSENTIAL QUESTION**  
How does the world around us look?

194 UNIT 5

**B** Answer the questions.

- What two bodies of water are in the picture on page 194?
- Which landform has water all around it?
- Which landform is high?
- Which landforms are low?
- Close your book. How many landforms can you name?

**C** Making connections Make a map of landforms in your region.



- Research the landforms in your community.
- Create a map of three to four different landforms and bodies of water in your region.
- Write a paragraph about your map. Include the name of each landform.

UNIT 5 195

Connect to Social Studies, Grade 3, Unit 5, pp. 194-195

### Measure Objects Using Standard Units

**A** Read the informational text.

**ESSENTIAL QUESTION**  
What can we measure with the two common systems of measurement?

### Systems of Measurement

There are two common systems of measurement. Each system uses units to measure length, weight, and capacity. In the US customary system, **inches** are used to measure small objects. One **foot** is equal to 12 inches. One **yard** is equal to 3 feet, or 36 inches. One **mile** is equal to 1,760 yards, or 5,280 feet. You can measure distances between cities or countries in miles.

The **meter** is the basic unit in the metric system. Meters can be used to measure a person's height or the length of a table. A **centimeter** is equal to  $\frac{1}{100}$  of a meter. Centimeters are used to measure smaller objects. A **kilometer** is equal to 1,000 meters. You can measure distances between cities or countries in kilometers.

In the metric system, prefixes are added to the word **meter**. This forms other units for measuring length. For example, millimeter, centimeter, and kilometer.



Examples of Measurement Units

length		weight		capacity	
customary	metric	customary	metric	customary	metric
inch	millimeter	ounce	milligram	cup	milliliter
foot	centimeter	pound	centigram	pint	centiliter
yard	meter	ton	gram	quart	liter
mile	kilometer		kilogram	gallon	kiloliter

**B** Which US customary units (inches, feet, or miles) can you use to measure the items below?

1. the length of a pencil
2. the height of a door
3. the distance across your state
4. the length of a car
5. the width of a textbook
6. the length of the Mississippi River

**C** Which metric units (centimeters, meters, or kilometers) can you use to measure each item?

1. the length of a postage stamp
2. the width of a postcard
3. the length of a bus
4. the distance from China to Mexico
5. the height of your friend

**D** Answer the questions.

1. Alisha and her parents took a train from Rahway, New Jersey, to Asbury Park, New Jersey. Alisha wants to know how far they traveled. Which US customary unit can she use? Which metric unit can she use?
2. Imagine you are putting a new carpet in your room. You need to measure the length and width of your floor. Which US customary unit can you use? Which metric unit can you use?

**E** **Making connections** Think about your everyday life. When do you need to measure objects? Some possible situations are measuring your height, the distance to your friend's house, or the size of a new poster for your bedroom.

I have a desk in my room. I want to move it. I can measure it first. Then, I can decide where to move it.

## Connect to Mathematics, Grade 4, Unit 2, pp. 74-75

### Listen and Sing

**A** Listen to the song. Then, sing the song.

**ESSENTIAL QUESTION**  
What do people and animals need to be healthy on Earth?

### Spin ON OUR Great, Green World

Humans live on Earth.  
Animals live on Earth.  
Spin on our great green world.  
Plants live on our Earth.

We need water to drink.  
We need food to eat.  
Spin on our great green world.  
We need clean air to breathe.

Clean water helps us grow.  
Clean air helps us grow.  
Spin on our great green world.  
Clean land helps us grow.

We all live together.  
We all need one another.  
Spin on our great green world.  
Care for Earth, our mother!



**B** Answer the questions.

1. What adjectives in the song describe the world?
2. What does the song say that people and animals need?
3. Who is the song speaking to? How do you know?

**C** **Making connections** How do clean land, air, and water help you?

## Connect to Music, Grade 5, Unit 7, p. 278

### New Perspectives

**A** Read the informational text.

**ESSENTIAL QUESTION**  
How can art change our perspective?

### Photographs of Earth

Go outside and look around. What does Earth look like from where you are? From your **perspective**, maybe it looks like miles and miles of flat land. However, photos of Earth from space help us look at our own planet with a new perspective.

In 1968, NASA sent the Apollo 8 spacecraft to orbit the Moon. During the Apollo 8 mission, astronaut William Anders took a stunning photograph of Earth. In the photo, titled **Earthrise**, we see a big blue and white sphere floating in black space. Half of the planet is in darkness.

**Earthrise** showed us our world as a whole planet. It made Earth seem **fragile**. It looked like something that needed our protection. The photo was an inspiration for the new environmental movement of the 1960s and 1970s.



Earthrise  
William Anders  
1968

**B** Draw a picture of a part of your town from above.

1. Choose the part of town that you want to draw.
2. Imagine what it looks like from above. Are there houses? Buildings? A park?
3. You can use a map online to help you.
4. As you draw, think about what each place or object might look like from above.

**C** **Making connections** Share your drawing with a classmate. Did you learn anything new about what you drew by drawing it from a different perspective? For example, did you learn that something is closer or farther from you than you thought? Or that something is bigger or smaller than you thought?

## Connect to Art, Grade 6, Unit 4, p. 157

## **B. Cognitive Challenge for All Learners at All Levels of Language Proficiency**

- |   |            |    |
|---|------------|----|
| <b>1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of language level?</b> | <b>Yes</b> | No |
| <b>2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?</b>  | <b>Yes</b> | No |

- 1) The materials provide opportunities for students to engage in various cognitive functions. The Scope and Sequence documents above show a range of cognitive functions, including remembering, understanding, applying and analyzing.
- 2) Opportunities for students to engage in higher order thinking skills are systematically addressed in the materials. Most of the are connected to reading and writing strategies. Some examples include organizing, reflecting, and explaining.

### C. Supports for Various Levels of Language Proficiency

- |   |     |    |
|---|-----|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level?              | Yes | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | Yes | No |
| 3) Are scaffolding supports presented systematically throughout the materials?                                    | Yes | No |

- 1) As mentioned above, the materials provide differentiation through a Universal Design for Learning approach by providing multiple means of representation, engagement, and action and expression. This design is intended to support students in advancing within a proficiency level.

*Connect* is designed with choices for action, expression, and engagement. The curriculum includes:

- Varied ways of presenting information and content,
- Varied ways for students to express what they know, and
- Varied ways of stimulating students' interest and motivation for learning.

Teacher's Edition, p. xxxix

- 2) The materials provide scaffolding supports for students to progress from one proficiency level to the next through a Universal Design for Learning. Inclusion of multiple means of representation is critical to the acquisition of content knowledge and development of academic language. These various representations include visual supports, multimedia (including videos and audio support), graphic organizers, and kinesthetic activities. The materials also encourage students to engage in multiple means of expression, including drawing, speaking, and writing.

- 3) Scaffolding supports are presented systematically throughout the materials, in both the Teacher’s Edition and the Student Book.

Every page of the Teacher’s Edition includes two types of differentiation: scaffold and amplify.

As ELs progress through the stages of language acquisition, the process is not typically linear. It depends entirely on the individual student, their background, and unique context. There will be times, for example, when an EL displays a higher level of proficiency in oral language, but at the same time exhibits a lower level of proficiency in writing. ELs often understand more than they can express. In other cases, ELs might be able to successfully read using one strategy but need greater support with a different strategy. Not only is the path not linear in terms of language domains, but the time spent moving through the levels is not equal, as the length of time it will take varies by student. Therefore, recognizing the levels and supporting students where they are is essential. To that end, each page includes two added means of differentiation:

- **Scaffold** includes suggested supports at a more basic and concrete linguistic level, and
- **Amplify** includes suggested ways to extend and enhance the language and concept.

These two areas are lesson-responsive and are designed to be completed at point-of-use. They are specific and are intended to meet students at their level—to support them and push them forward.

Teacher’s Edition, p. xxxiii



Since every unit in the Student Book is based on a theme and includes the same progression of activities, the scaffolding is systematic.

The examples below show the sequence of activities included in each unit.



Big Idea, Connect to the Theme and Goals, Grade 3, Unit 6, pp. 204-205

## BEFORE YOU Read

### Use Prior Knowledge Earthworms

You are going to read a folktale called *Why Earthworms Help Farmers*. Look at the image of earthworms under the ground.

**A** Discuss the questions.

1. Tell your classmates what you see.
2. What do earthworms do in the dirt?



### Build Background Dry and Rainy Seasons

This story takes place in India. There are three dry seasons in India and one rainy season. Look at the chart. It shows how much rain there is in each season.

season	dry season	dry season	rainy season	dry season
months	January–February	March–May	June–September	October–December
rainfall (mm)	39.3 mm	129.4 mm	845.9 mm	112.4 mm

**A** Discuss the questions.

1. Which months have the most rain?
2. Which months have the least rain?
3. Which months are in the dry season? Which months are in the rainy season?

#### Measuring Rain

In this chart, rain is measured in millimeters (mm). In the US, rain is measured in inches (in).

206 UNIT 6

### Reading Strategy Cause and Effect

A **cause** is an action or event. The **effect** is the result of the action or event. When you focus on cause and effect in a story, you understand why actions or events happen.

Questions about cause and effect often start with the question word *why*.

Why did the people get wet?

It rained, so the people got wet. OR  
When it rained, the people got wet. OR  
When it rains, people get wet.

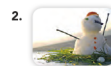


### Try Out the Strategy

**A** Look at the images. Write the cause. Write the effect.



When it rains,  
plants grow.



When the Sun is warm,  
snow melts.



**B** Share your answers with a classmate. What is the cause in each photo? What is the effect?

**C** Complete the sentences. What do you do when it rains?  
What do you do when it's warm?

When it rains, I \_\_\_\_\_. When it's warm, I \_\_\_\_\_.

UNIT 6 207

## Before You Read, Grade 3, Unit 6, pp. 206-207

## BEFORE YOU Read

### Vocabulary in Context Tutorial

The folktale *Why Earthworms Help Farmers* includes these words. Which words do you already know?

#### bull

The **bull** has a large head and horns.



#### plow

The farmer **plows** the dirt to make it soft.



#### fields

The farmer grows corn and wheat in the **fields**.



#### wheat

People use **wheat** to make flour.



#### soil

The plant is growing in the **soil**.



#### tunnel

This **tunnel** goes under a mountain.



#### digest

It can take over two days to **digest** food!



#### pond

Many animals drink water from the **pond**.



#### bait

People use earthworms as **bait** to catch fish.



208 UNIT 6

### Use the Vocabulary

**A** Read. Identify the vocabulary words.

1. Earthworms dig tunnels in the soil. This helps make the earth soft for farmers. It is easier to plow the fields.
2. The bull ran across the field and jumped into the pond.
3. We went fishing. We used earthworms as bait.
4. Some people can't digest wheat, so they do not eat it.

### Develop Vocabulary Using Context Clues

**Context clues** help a reader understand an unknown word. The context clues can be in the same sentence. They can also be in the sentence that comes before or after the unknown word.

Read these sentences from *Why Earthworms Help Farmers*. What does **monsoon** mean? The words "heavy rains" in the next sentence can help you understand the word **monsoon**.

In June, the **monsoon** season started. Heavy rains poured down onto the dry, cracked earth.

**A** Read these sentences from the story. What does **bristles** mean? Which words help you understand the meaning of the word **bristles**?

The worms had **bristles** on their brown bodies. They used the tiny hairs to push in and out of the soil.



UNIT 6 209

## Before You Read (cont'd), Grade 3, Unit 6, pp. 208-209

## Reading

### TEXT GENRE Folktale

The story *Why Earthworms Help Farmers* is a folktale. It is an imaginary story that teaches a lesson.

In folktales:

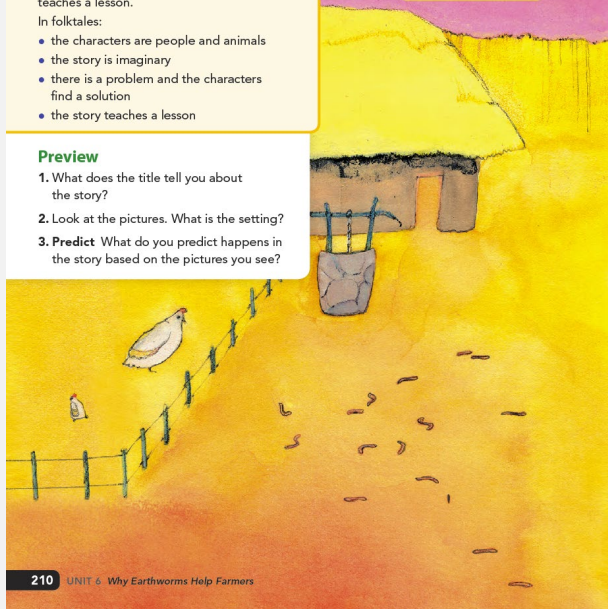
- the characters are people and animals
- the story is imaginary
- there is a problem and the characters find a solution
- the story teaches a lesson

### Preview

1. What does the title tell you about the story?
2. Look at the pictures. What is the setting?
3. **Predict** What do you predict happens in the story based on the pictures you see?



**ESSENTIAL QUESTION**  
How are people and nature connected?



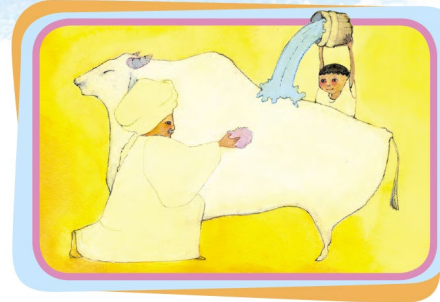
210 UNIT 6 Why Earthworms Help Farmers

## Why Earthworms Help Farmers

Retold by Betsy Tecco

High Frequency Words

away  
earth  
food  
plant  
tree



**I**t was a hot, dry day in West Bengal, India. A farmer and his son were giving their **bull** a bath. The bull was an ox, which is an adult cow used for work or riding. The farmer and his son washed the large bull's strong legs, long ears, and big hump on his back.

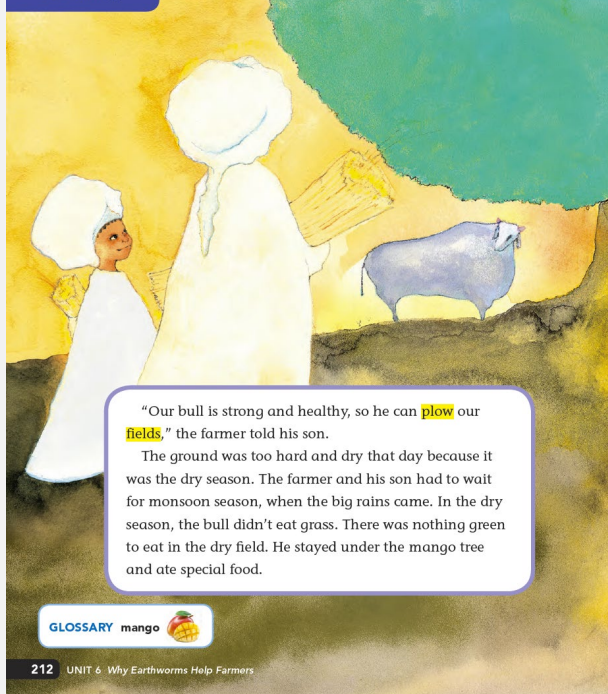
### CHECK IN

1. **Setting** Where does the story take place?
2. **Make inferences** Why do you think they are washing the bull?

UNIT 6 Why Earthworms Help Farmers 211

Reading, Grade 3, Unit 6, pp. 210-211

## Reading



"Our bull is strong and healthy, so he can **plow** our **fields**," the farmer told his son.

The ground was too hard and dry that day because it was the dry season. The farmer and his son had to wait for monsoon season, when the big rains came. In the dry season, the bull didn't eat grass. There was nothing green to eat in the dry field. He stayed under the mango tree and ate special food.

**GLOSSARY** mango

212 UNIT 6 Why Earthworms Help Farmers



One day the bull walked across the **empty** **wheat** field. But it wasn't really empty; many earthworms lived deep in the **soil**.

"Your life is so easy, Bull," a tiny voice called up to the tall animal.

Who was that? The bull leaned closer to the ground. It was the earthworms **squirming** in the ground. They were moving their bodies up and down and back and forth. The worms had bristles on their brown bodies. They used the tiny hairs to push in and out of the soil.

**GLOSSARY** empty with nothing inside  
squirm move from side to side or up and down

### CHECK IN

1. **Make inferences** Why wasn't the farmer plowing the fields that day?
2. **Use visuals** Look at the bull in the picture. How does the bull feel?

UNIT 6 Why Earthworms Help Farmers 213

Reading, Grade 3, Unit 6, pp. 212-213



## Reading



"What is so hard about your life, earthworms? All you do is hide in the soil."

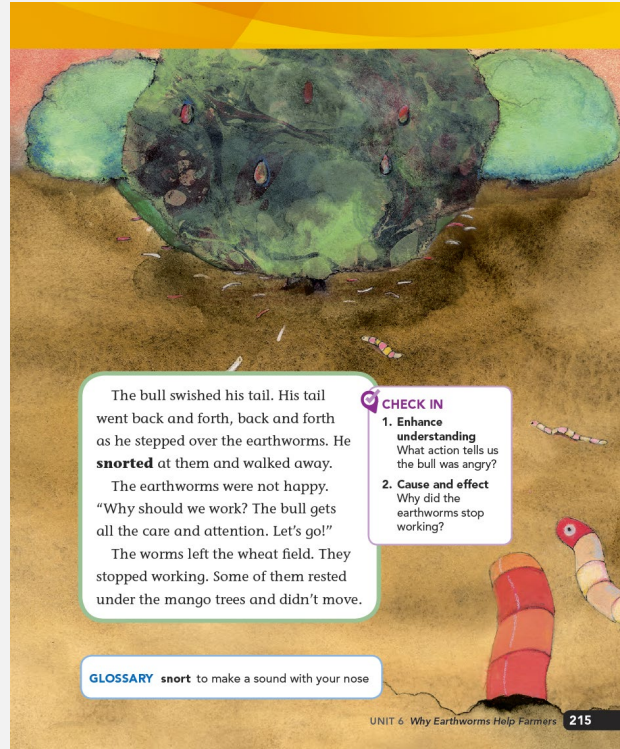
"Nobody sees how busy we are," one worm answered.

"We work hard down here while you get **treated well**."

The bull snorted. "If you don't want to work, then don't work."

**GLOSSARY** **treat well** to behave nicely toward someone

214 UNIT 6 Why Earthworms Help Farmers



The bull swished his tail. His tail went back and forth, back and forth as he stepped over the earthworms. He **snorted** at them and walked away.

The earthworms were not happy.

"Why should we work? The bull gets all the care and attention. Let's go!"

The worms left the wheat field. They stopped working. Some of them rested under the mango trees and didn't move.

### CHECK IN

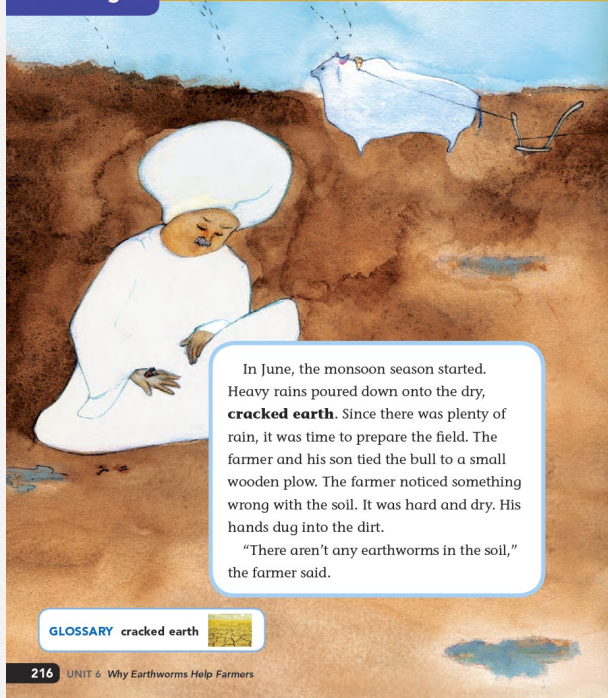
1. **Enhance understanding**  
What action tells us the bull was angry?
2. **Cause and effect**  
Why did the earthworms stop working?

**GLOSSARY** **snort** to make a sound with your nose

UNIT 6 Why Earthworms Help Farmers 215

## Reading, Grade 3, Unit 6, pp. 214-215

## Reading



In June, the monsoon season started. Heavy rains poured down onto the dry, **cracked earth**. Since there was plenty of rain, it was time to prepare the field. The farmer and his son tied the bull to a small wooden plow. The farmer noticed something wrong with the soil. It was hard and dry. His hands dug into the dirt.

"There aren't any earthworms in the soil," the farmer said.

**GLOSSARY** **cracked earth**

216 UNIT 6 Why Earthworms Help Farmers



"Is that important?" his son asked.

"They help our plants grow," the farmer explained. "They make **tunnels** in the ground to let air and water into the soil. Everything they eat and **digest** helps the soil for our **crops**."

"What about our wheat?" asked the son.

The farmer sighed. "It won't grow fast. The wheat won't be big and strong because the earthworms didn't do their job. If we don't grow wheat, then we need other food to eat."

### CHECK IN

1. **Setting** How did the weather change?
2. **Cause and effect**  
The earthworms didn't do their job. What effect did this have on the wheat?

**GLOSSARY** **crop** a plant that farmers grow

UNIT 6 Why Earthworms Help Farmers 217

## Reading, Grade 3, Unit 6, pp. 216-217

## Reading



The farmer led the bull back to the mango trees. The bull found the earthworms resting there. "Oh, no," he thought sadly, "Why are they resting? What happened? We need the earthworms to work!"

"Earthworms, I'm sorry for my words. We need you," the bull said to the earthworms. "Our jobs are important to the farmer. I didn't realize how much you help me when you make the soil softer and easier to plow."

The farmer returned with his son. They put the earthworms in a **bucket**. They took the bucket and two **fishing poles** to the **pond**.

GLOSSARY bucket



fishing pole



218 UNIT 6 Why Earthworms Help Farmers



"We can't eat the wheat because the earthworms stopped working," said the farmer. "But we can eat fish. And we can use the worms as **bait**!"

The earthworms squirmed. They wanted to hide, but they were **trapped** in the bucket.

"It was a **mistake**! We didn't know our work was important. And we miss our home, the earth," the worms told the farmer. "It is much better to feed the soil than feed a hungry fish! Please, put us back in the field!" ♦

GLOSSARY trapped



mistake



UNIT 6 Why Earthworms Help Farmers 219

### CHECK IN

- 1. Confirm understanding**  
What did the farmer plan to do with the earthworms?
- 2. Cause and effect**  
The farmer didn't have wheat to eat. What caused this?

## Reading, Grade 3, Unit 6, pp. 218-219

## AFTER YOU Read

### Apply the Reading Strategy Cause and Effect

- A** Read the sentences about the folktale. Complete the missing cause or effect.



1. It was the dry season. → The fields \_\_\_\_\_.
2. The earthworms \_\_\_\_\_ → The earthworms stopped working.
3. The earthworms stopped working. → The soil \_\_\_\_\_.
4. The soil \_\_\_\_\_ → The farmer didn't plow the field.
5. The farmer planned to use the earthworms as bait. → The earthworms decided to \_\_\_\_\_.

- B** Compare your answers with a classmate. Make cause and effect boxes for two of your answers.



- C** Match each cause and effect.

1. It was the dry season.
  2. The earthworms were unhappy.
  3. The earthworms stopped working.
  4. The soil was hard.
  5. The farmer planned to use the earthworms as bait.
- a. The soil became hard.
  - b. The earthworms decided to work again.
  - c. The fields were dry and cracked.
  - d. The farmer didn't plow the field.
  - e. The earthworms stopped working.

220 UNIT 6

### Discuss the Reading

- A** Discuss the questions.

1. **Revisit your prediction** Before you read the story, you predicted what the story was about. What was correct? What was incorrect?
2. **Recall details** Why doesn't the farmer plant wheat at the beginning of the story?
3. **Describe** What does the bull think of the earthworms?
4. **Use text features** Look at the farmer's face on page 216. How does he feel?
5. **Problem resolution** What is the problem in the story? How is the problem resolved?
6. **Assess** The earthworms think the bull has an easier life than they do. Do you agree? Find an example in the text.
7. **Respond to the essential question** How are people and nature connected?

- B** **Making connections** Make a connection between the story and your region.

- How often does it rain in your region?
- Is there a rainy season or dry season in your region?
- What effect does rain have in your region?

It rains a lot in the spring in my region.  
It rains almost every day ...



UNIT 6 221

## After You Read, Grade 3, Unit 6, pp. 220-221



### Reader's Theater

- A** Listen to the drama about giving the earthworms a second chance.



### LISTENING STRATEGY Cause and Effect

Listen for cause and effect relationships. Listen for these connecting words that signal cause and effect.

because  
so

The words help you identify the effects of the characters' actions.

- B** Match each cause to the correct effect.

cause	effect
1. The worms dig tunnels.	a. The wheat grows big and strong.
2. The tunnels let air and water into the soil.	b. The farmer gives them another chance.
3. The worms learn a lesson.	c. Air and water get into the soil.

### Oral Language Retell a Story

- A** Review the folktale *Why Earthworms Help Farmers*. What happened when the earthworms stopped working? Use the language frames to guide your discussion.
- B** Complete the short drama. Then act it out with a classmate.

#### Words to Use

because so What Why

SON [surprised]: Oh, no! \_\_\_\_\_ happened?

FARMER: The soil is dry, \_\_\_\_\_ I can't plant anything.

SON: \_\_\_\_\_ is the soil dry?

FARMER: The soil is dry \_\_\_\_\_ there is no rain.

SON: What happened to the earthworms?

FARMER: The earthworms are angry, \_\_\_\_\_ they stopped working!

- C** Write a part of *Why Earthworms Help Farmers* as a drama.

- choose the part of the story you will make into a drama
- list the characters
- write dialogue
- write stage directions

### LANGUAGE FRAMES

What happened?  
The farmer / bull \_\_\_\_\_.

Why did it happen?  
The farmer \_\_\_\_\_  
because \_\_\_\_\_.

The earthworms \_\_\_\_\_,  
so \_\_\_\_\_.



## Connect to Oral Language, Grade 3, Unit 6, pp. 222-223

### Grammar in Action

- A** Read the text about the farmer and the bull.

### A Second Chance

The farmer made a **decision**. The earthworms would get a second chance. The son dropped the earthworms into a bucket so he could carry them back to the field. He was happy that his father gave them a second chance. The worms were happy, too.

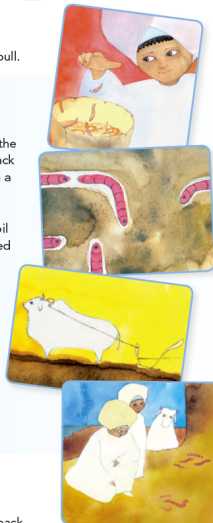
The earthworms **wiggled** out of the bucket and **tunneled** into the soil. They ate and digested the soil so the wheat could grow big and strong. They helped the farmer because they knew the farmer **saved** their lives.

Then it was time for the bull's work to begin. The bull pulled the plow so the farmer could plant the wheat. The bull helped the farmer because he knew the farmer would take good care of him. The wheat started to grow.

The farmer smiled. He was happy that the bull was strong so he could pull the plow. And he was happy that the earthworms were back in the soil so the wheat could grow big and strong.

- B** Use the vocabulary

- What decision does the farmer make?
- What do the earthworms do when they are back in the soil?
- What does it mean to *save someone's life*?
- Why does the bull help the farmer?



### GRAMMAR

#### Cause and effect sentences with so

**So** is a conjunction. It is used to describe the effect in a sentence. Use a comma before **so** when it introduces an effect.

The bull pulled the plow, **so** the farmer could plant the wheat.

cause                      conjunction                      effect

The earthworms were mad, **so** they stopped working.  
It didn't rain, **so** they couldn't plow the fields.

#### Synonyms

These words all mean "not happy":  
*mad, angry, unhappy.*

- A** Match each cause to the correct effect. Write new sentences with **so**.

- | cause   | effect                                  |
|---|---|
| 1. The farmer gave the earthworms a second chance | a. the wheat could grow big and strong. |
| 2. The son put the earthworms in a bucket         | b. they could return to the soil.       |
| 3. The earthworms wiggled out of the bucket       | c. they could tunnel into the soil.     |
| 4. The earthworms ate and digested the soil       | d. he could carry them to the field.    |

- B** Look at the pictures from the reading. Write one cause and effect sentence with **so** for each picture.

The worms made tunnels, so the ground was soft.

- C** Share your sentences with a classmate. Your classmate guesses which picture each sentence is about.

"The worms made tunnels, so the soil was soft." is the second picture.

## Connect to Grammar, Grade 3, Unit 6, pp. 224-225

### Grammar in Action

Read the informational text.

### Changes in Growing Wheat

Thousands of years ago, farmers grew and **harvested** wheat. They did not have tractors or metal tools. Bulls and plows were important to farmers long ago. Some farmers had a lot of workers to help them harvest and store their wheat.

Today we still grow wheat. Now, tractors and **combines** are important to farmers. A combine is a machine that cuts and separates wheat. A **grain truck** carries the cut wheat so it can be stored in a grain **silo**. **Grain elevators** move the wheat so it can dry more quickly. First the wheat is cut, dried, and stored. Then it can be made into flour. Bread, cereal, and other baked goods are made from flour.



harvest



grain truck and grain combine



grain elevator and silos

Use the vocabulary

- Identify the words that are farm equipment:  
combine grain truck silo tractor wheat
- Identify the actions:  
cereal grain harvest store separate
- Identify the words related to storing or moving wheat:  
flour grain elevator plow silo



226 UNIT 6

### GRAMMAR

#### Compound subjects with and

A compound subject is a subject with two or more nouns or pronouns.

- For two nouns, connect the subjects with **and**.
- For three or more nouns, use commas and connect the last noun with **and**.

**Bulls and plows** were important to farmers long ago.

**Bread, cereal, and other baked goods** are made from flour.

Complete each sentence with the correct compound subject. Use the words in the box.

bread and cereal	bulls and plows
tractors and metal tools	rain, snow, and ice

- \_\_\_\_\_ are used by farmers today.
- \_\_\_\_\_ were used by farmers long ago.
- \_\_\_\_\_ are made from flour.
- \_\_\_\_\_ are forms of water.

Make compound subjects with the nouns. Rewrite the sentences.

- \_\_\_\_\_ are dry because it didn't rain. (the field, the river)  
The fields and the river are dry because it didn't rain.
- \_\_\_\_\_ melt when the Sun shines. (ice, snow)
- \_\_\_\_\_ are farming machines. (tractors, combines)
- \_\_\_\_\_ are crops. (wheat, corn, rice)

Share your sentences with a classmate.

UNIT 6 227

## Connect to Grammar (cont'd), Grade 3, Unit 6, pp. 226-227

### Opinion

Read the opinion text.

#### ESSENTIAL QUESTION

How are people and bees connected?

### The Importance of Bees

It's summertime and we're all sitting outside. Some kids are swinging. Other kids are throwing a ball. Suddenly, **bzzzzz!** We're interrupted. A bee! Everybody runs. Bees are scary and **annoying**. And they can **sting**, so people **dislike** them. But bees are one of the most important and wonderful insects on this planet. They're important because they **produce** honey, of course. But they're also important because they help plants — and animals — survive.

Bees collect **nectar** from flowers. They buzz from flower to flower, eating the sweet liquid. When they leave a flower, they take pollen with them on their hairy legs. The **pollen** sticks to their legs, so when the bee lands on the next flower, the pollen rubs off.

The plant can then **reproduce** and create new plants. That's amazing! Many new plants grow because bees pollinate them. The next time you're scared of a bee, don't think about the bee stinging you. Instead, think about honey and the new flowers that can **bloom** because of bees!

High Frequency Words  
also  
animal  
important  
next  
think



Talk about it

- What insect is the text about?
- Why do people run away?
- What does the writer think of bees?
- What do bees eat? What do bees make?

228 UNIT 6

### TEXT ELEMENTS

#### Identify the Claim

A **claim** is a statement that introduces a **topic** and states an **opinion**.

claim: Bees are one of the most important and wonderful insects on this planet.

topic: bees

opinion: Bees are important and wonderful insects.

Find the topic and opinion in each statement.

- claim: Farmers work hard to grow the food we need.
- claim: People need earthworms for healthy soil.
- claim: Bulls are the strongest animals on a farm.

Identify the statements that are claims.

- Farmers need earthworms to make the soil rich.
- Earthworms live underground.
- Bees collect nectar from flowers.
- The bull shouldn't have made the earthworms mad.

What animal do you think is important? Choose an animal and write a claim statement about it.

#### Words to Use

ants	birds	bulls
cows	earthworms	fish

Ants are hardworking insects.



UNIT 6 229

## Connect to Language Arts, Grade 3, Unit 6, pp. 228-229

## Tools for Writing

## Connect Opinion and Reasons

Opinion texts include **reasons** that **support** the author's opinion. The linking words **because** and **so** can be used to connect an opinion and a reason.

Bees are important insects **because** they produce honey.  
We need bees **so** plants can be pollinated.

**A** Complete each sentence.

- Bees are important because \_\_\_\_\_.
- Bees are scary because \_\_\_\_\_.
- We shouldn't kill bees because \_\_\_\_\_.
- We need bees so \_\_\_\_\_.

**B** Rewrite the paragraph. Use **because** or **so** to complete each sentence.

Farmers are important (1) \_\_\_\_\_ they grow food. They grow crops like wheat (2) \_\_\_\_\_ we can have food to eat. We also need farmers (3) \_\_\_\_\_ we need materials to make clothes. For example, farmers grow cotton. They grow cotton (4) \_\_\_\_\_ people can make fabric.

**C** Research a new animal. Why is this animal important? Write sentences. Use **because** or **so**.

Monkeys are important because they drop seeds in the forest. This helps new plants grow.



## WORD STUDY

## Prefixes

A **prefix** is a letter or group of letters added to the beginning of a word. A prefix changes the meaning of a word.

dis-	re-
The prefix <b>dis-</b> means not.	The prefix <b>re-</b> means again.
And bees can sting, so people <b>dislike</b> them.	The plant can then <b>reproduce</b> and create new plants.

**A** Say the words with the correct prefix, **dis-** or **re-**. Then write the new words.

- do
- agree
- respect
- build
- think

**B** Use three of the words to write sentences about you and your life.

## Words to Use

disagree disappear reappear  
rebuild rewrite rethink

My handwriting is messy. I will rewrite my paragraph on the computer.

## Connect to Language Arts (cont'd), Grade 3, Unit 6, pp. 230-231

## Droughts

**A** Read the informational text.

## CONSERVING WATER

A **drought** is a period of dry weather. When there is a drought, there is not enough water for plants or animals to live. There are many causes of droughts. Droughts can happen where there is not enough rain or snow. Droughts can happen when people use too much water. Droughts also have many effects. We can't drink if there isn't any water. We also can't wash or clean things without water.

We can't stop droughts from happening, but we can **reduce** the **impact** droughts have on our lives. We can conserve water. When we **conserve** something, we use less of it. If we use less water, more is available for other people and for plants and animals. Here are some ways to conserve water:

- Turn off the faucet when you brush or wash.
- Turn off the faucet to rinse or after you're done.
- Fix **leaky** faucets.
- Use rainwater to water your garden or yard.
- Take short showers or take baths.

By taking these simple steps, everyone can help reduce the impact of droughts.

**ESSENTIAL QUESTION**  
How can we conserve water?



**B** Use the vocabulary Complete the sentences. Use the words in the box.

conserve drought impact leaky reduce

- When there is a \_\_\_\_\_, there is not enough water for people or the environment.
- If a faucet is \_\_\_\_\_, then water comes out of it when it's turned off.
- If you \_\_\_\_\_ water, you use less of it.
- People can \_\_\_\_\_ the impact of a drought by using less water.
- One \_\_\_\_\_ of drought on farmers is that they can't grow crops.

**C** How does a drought impact the farmer and his family in the story *Why Earthworms Help Farmers*?

The drought impacts the farmer because \_\_\_\_\_.

**D** Making connections How can you conserve water at home and school? Share your ideas with a classmate.



## Connect to Science, Grade 3, Unit 6, pp. 232-233



### Natural Resources

**A** Read the informational text.

### Animals in Danger

**N**atural resources are materials that come from nature. They include food, clean water, clean air, land, and animals (or wildlife). People use resources to eat, drink, drive, and build. For example, we use trees to build buildings and make paper. And we cut trees to use the land for farming. When people change the land, animals can lose their homes.



A dam is a wall that holds back water. People use dams to make electricity. Farmers irrigate their crops. A new dam changes the land and the water. When people move water, it changes the land where animals live. Animals have to find new homes.

Where can animals go when they lose their land? They have to move to find food and water. Some animals move to different land. Other animals move to cities. Coyotes in Chicago are very healthy. They are healthier than other coyote populations. And monkeys survived better than humans during a drought in Jodhpur, India, in the year 2000.

But some species do not survive the changes. They become endangered. And, when there are none left, the species becomes extinct.



### ESSENTIAL QUESTION

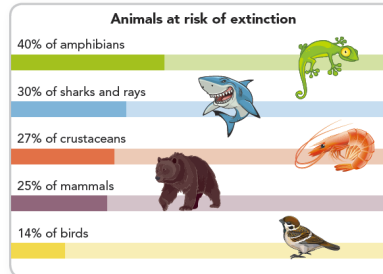
What happens to animals when natural resources are overused?

234 UNIT 6

**B** Discuss your answers with a classmate.

1. What are natural resources? Make a list of natural resources that you know.
2. What is a dam? Draw a picture of a dam with your classmate.
3. What effect can building houses or shopping centers have on animals?

**C** Look at the graph. Answer the questions.



1. Which type of animal is most at risk of extinction?
2. What percent of mammals are at risk of extinction?
3. Which two categories are ocean animals?

**D** **Making connections** Create a presentation about the graph. Choose a type of animal. Write your presentation. Share your presentation with another pair.

Our presentation is about ...  
This graph shows that ...  
One example of an amphibian / mammal / bird is ...

UNIT 6 235

## Connect to Social Studies, Grade 3, Unit 6, pp. 234-235

### Solving Word Problems

**A** Read the informational text.

### Solving Word Problems

We can use the mathematical operations of multiplication and division to solve word problems. To solve word problems, you can draw a picture and write an equation. In the equation, you can use a symbol or a letter for the unknown value.

First, read the word problem to understand the situation. Then, draw a picture and write an equation to solve.  
Let's try one together!

Alexis plants corn in her garden. She plants 4 rows of corn. She plants 6 corn seeds in each row. How many total corn seeds did she plant?

- What is the problem about?  
Alexis plants 4 rows.  
She plants 6 seeds in each row.
- What are we trying to find?  
the total number of corn seeds she planted
- Draw a picture of the problem.
- Write an equation to represent the problem and solve.  
 $4 \times 6 = ?$
- Write a sentence containing your answer.  
Alexis planted 24 total corn seeds.



236 UNIT 6

**B** Read the equations out loud. Draw a picture for each equation.

1.  $4 \times 5 = 20$
2.  $32 \div 4 = 8$
3.  $5 \times 7 = 35$
4.  $21 \div 3 = 7$

**C** **Solve word problems** Draw a picture and write an equation or equations to solve each problem.

1. A farmer planted 8 rows of wheat. He planted 5 seeds in each row. How many total seeds did he plant?
2. The farmer put 60 earthworms in his fields. He put the same number of earthworms in each field. If he has 10 fields, how many earthworms did he put in each field?
3. The farmer sells bushels of wheat at the market. He sells each bushel of wheat for \$6. How much would it cost to buy 7 bushels of wheat?

**D** **Making connections** What are some examples of situations in your life or at school that use multiplication or division? Discuss your ideas as a group. Work together to create a multiplication or division word problem.



UNIT 6 237

## Connect to Mathematics, Grade 3, Unit 6, pp. 236-237

## CONNECT TO → Music 🎵

### Listen and Sing

- A** Listen to the song. Then sing the song.

### ESSENTIAL QUESTION

How can a song show animals acting like people?

#### Down by the Bay

Down by the bay,  
Where the watermelons grow,  
Back to my home, I dare not go.  
For if I do, my mother will say,  
"Did you ever see a bear  
Combing his hair  
Down by the bay?"



Down by the bay,  
Where the watermelons grow,  
Back to my home, I dare not go.  
For if I do, my mother will say,  
"Did you ever see an ox  
Wearing red socks  
Down by the bay?"



Down by the bay,  
Where the watermelons grow,  
Back to my home, I dare not go.  
For if I do, my mother will say,  
"Did you ever see a bee  
With a cup of tea  
Down by the bay?"



Down by the bay,  
Where the watermelons grow,  
Back to my home, I dare not go.  
For if I do, my mother will say,  
"Did you ever see a fish  
Jump off a dish,  
Down by the bay?"



- B** Answer the questions.

- What animals are in the song?
- What words rhyme? Match the words.

bee hair  
bear socks  
ox fish  
dish tea

- C** **Making connections** How do the animals in the song act like people? Draw a picture of an animal acting like a person. Describe it to your group.



238 UNIT 6

Connect to Music, Grade 3, Unit 6, p. 238

## CONNECT TO → Art 🎨

### Public Art

- A** Read the informational text.

### ESSENTIAL QUESTION

What is the purpose of public art?

## Art for Everyone

Nancy Salame and Patricia Cazorla work as a team. They create public art together.

You can find public art in parks and other public places. It's a nice surprise to see public art in a city or town.

Nancy and Patricia were inspired by sparrows. These sculptures are sparrows. You can find real sparrows everywhere in the world. In real life, sparrows are small and brown. Nancy and Patricia made each bird sculpture with bright colors and different patterns. This shows that the birds are independent and strong. They are just like the people in the city.

There are 15 of these birds. People can touch them, climb on them, and play with them.



**Flying High for Equality**  
Nancy Salame and Patricia Cazorla  
2017

- B** **Making connections** Think about the animals you know near you. What kind of sculpture could you make about these animals? Plan the sculpture. Where will you put the sculpture? What will be the purpose of the sculpture?

We have foxes in our area. Our sculpture will be a giant fox family. It will be all black. The black shows foxes at night. We are going to put it on the playground!

UNIT 6 239

Connect to Art, Grade 3, Unit 6, p. 239

## CONNECT TO → Writing ✍️

### Writing

### Opinion Writing An Important Natural Resource

**Opinion writing** states a claim and gives a writer's view on a topic. It includes:

- a claim that introduces the topic and states an opinion
- two or more reasons that support the opinion
- examples or details (facts) for each reason
- linking words that connect the opinion and reasons (such as **because** and **so**)
- a conclusion

#### WRITING STRATEGY Give an Opinion and Reasons

Use words that show your opinion. Also use words that show your reasons.

I think that ...  
One reason is ...  
A second reason ...  
A third reason ...  
Finally, ...

Write an opinion essay about a natural resource that is important to humans. Give your opinion and two or more reasons.

plants water animals land

#### Student Model

##### Animals by Lily Perez

Animals are an important natural resource. One reason is that animals help humans grow food. For example, earthworms make the ground ready so farmers can grow crops. The earthworms make tunnels. They let air and water into the ground. Then, more water can get into the ground so the crops grow big and strong.

A second reason animals are important is that we get food from them. For example, cows and goats give us milk. Chickens and ducks lay eggs. Bees make honey that we eat!

A third reason that animals are important is because they are good pets. Pets are important because they make people happy. They help us feel better and make us laugh.

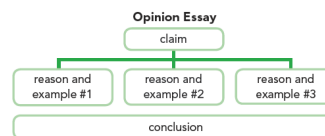
Animals are an important natural resource because they help us grow food. They also give us food. Finally, animals are important because they are good pets.

240 UNIT 6

Connect to Writing, Grade 3, Unit 6, pp. 240-241

### Plan

- Use a graphic organizer to plan your opinion essay.



### Draft

- Use the ideas from your organizer to write a draft. Make sure your draft includes:

- an introduction that states your claim as an opinion
- two or more reasons that support your opinion
- linking words such as **because** and **so**
- a conclusion that summarizes your opinion

### Revise

- Use the revision checklist to review your draft.
- Exchange drafts with a classmate. Give each other suggestions for making your drafts better.
- Revise your draft.

#### Revision Checklist

- ☐ I make a claim that introduces the topic and gives an opinion.
- ☐ I include two or more reasons that support my opinion.
- ☐ My essay includes examples.
- ☐ My essay includes a conclusion.

### Edit

Use the editing checklist.

#### Editing Checklist

- ☐ I use capital letters correctly.
- ☐ I use correct punctuation.
- ☐ I use cause and effect sentences with **so** and **because**.
- ☐ I use compound subjects.

UNIT 6 241



### Publish

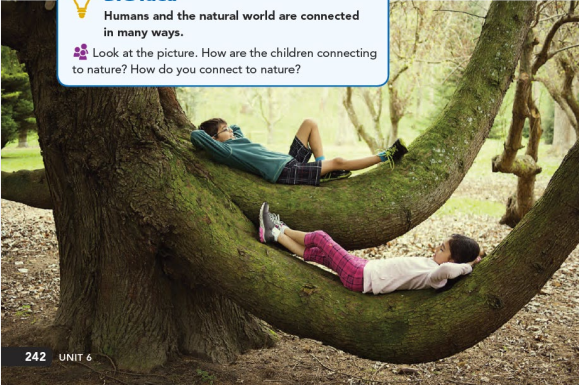
- Rewrite a final copy of your opinion essay in your best handwriting. You can also use a computer.
- Draw one or more pictures to illustrate your opinion essay.
- Work with a classmate. Read your opinion essays aloud to each other. Be sure to read with appropriate expression.
- Talk about each other's essay. Tell your classmate:
  - what you like best about their opinion essay
  - what could be improved



### BIG Idea

Humans and the natural world are connected in many ways.

- Look at the picture. How are the children connecting to nature? How do you connect to nature?



242 UNIT 6

Connect to Writing (cont'd), p. 242



### Why Koala has a Stumpy Tail

#### VIEWING STRATEGY

Watch for the Lesson

Folktales teach a lesson. What is the lesson of this folktale?



#### Before Viewing

- This video is a folktale about a koala bear and a tree kangaroo.

- Where do animals usually get water?
- Look at the title. What do you think the story is about?
- Look at the picture. Who are the characters?

#### During Viewing

- Watch the video. Look for answers to these questions.

- Why do the tree kangaroo and the koala dig a hole?
- What three excuses does the koala give for not helping?
- Does the koala share the water with the tree kangaroo?

#### After Viewing

- Answer the questions with a classmate.

- How did the koala get a stumpy tail?
- What did you learn about the koala?
- What two things does the koala lose in the story?

#### USEFUL VOCABULARY

deep  
desert  
dizzy  
dug a hole  
keep on going  
kept on drinking  
lazy  
selfish  
stumpy  
thorn

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## D. Accessibility to Grade Level Content

<b>1) Is linguistically and developmentally appropriate grade-level content present in the materials?</b>	<b>Yes</b>	No
<b>2) Is grade-level content accessible for the targeted levels of language proficiency?</b>	<b>Yes</b>	No
<b>3) Is the grade-level content systematically presented throughout the materials?</b>	<b>Yes</b>	No

- 1) Grade-level content topics are included in the materials and are presented in linguistically and developmentally appropriate activities.
- 2) As mentioned previously, grade-level content is accessible for all proficiency levels given the Universal Design for Learning approach and two suggestions for differentiation provided on each page of the Teacher's Editions.
- 3) The grade-level content topics presented in each level are systematically presented and appropriate for each of the given grade levels.

## E. Strands of Model Performance Indicators

1) Do materials include a range of language functions?	Yes	No
2) Are the language functions incorporated into a communicative goal or activity?	Yes	No
3) Do the language functions support the progression of language development?	Yes	No

- 1) The materials include a range of language functions. The Scope and Sequence excerpts included above show a representative range of language functions.
- 2) The language functions are incorporated into a communicative goal or activity.
- 3) The language functions support the progression of language development.

The example below is representative of how language functions are incorporated into communicative goals and activities. The Scope and Sequence document above illustrate how the language functions support the progression of language development.


**CONNECT TO → Oral Language**

**Conversation Antonio's Second Day**

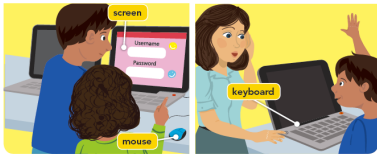
**LISTENING STRATEGY Summarize**

Listen for the three parts of the story: the beginning, the middle, the end.

Think about how you can summarize the three parts of the story you hear.



computer



screen

Username

Password

keyboard

mouse

**B** Which events are from the beginning, middle, and end of the story? Summarize the story using the words at the beginning, in the middle, and at the end.

1. Antonio asks Ms. Franklin for help.
2. Antonio meets Ms. Franklin.
3. Antonio's computer doesn't work.

20 UNIT 1

**Oral Language Summarize**

**LANGUAGE FRAMES**

At the beginning of the story, \_\_\_\_\_.

In the middle of the story, \_\_\_\_\_.

At the end of the story, \_\_\_\_\_.

**A** Look at the pictures. Think about the story. Retell the story with a classmate.



Oh no! My backpack is lost!

What color is it? Let's check the library.



My backpack isn't here.



Let's check the cafeteria.

Look! There it is!

**B** Summarize the story. Write notes.

**C** Share your summary with a group.

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