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**Language Power—
Grades 3–5
Level A**

This sample includes the following:

- Management Guide** (10 pages)
- Sample Reader**
- Sample Lesson Plan** (7 pages)
- Sample Student Guided Practice
Book pages** (4 pages)
- Sample Digital Student pages** (14 pages)
- Sample Unit Assessment** (5 pages)

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LANGUAGE POWER

Management Guide

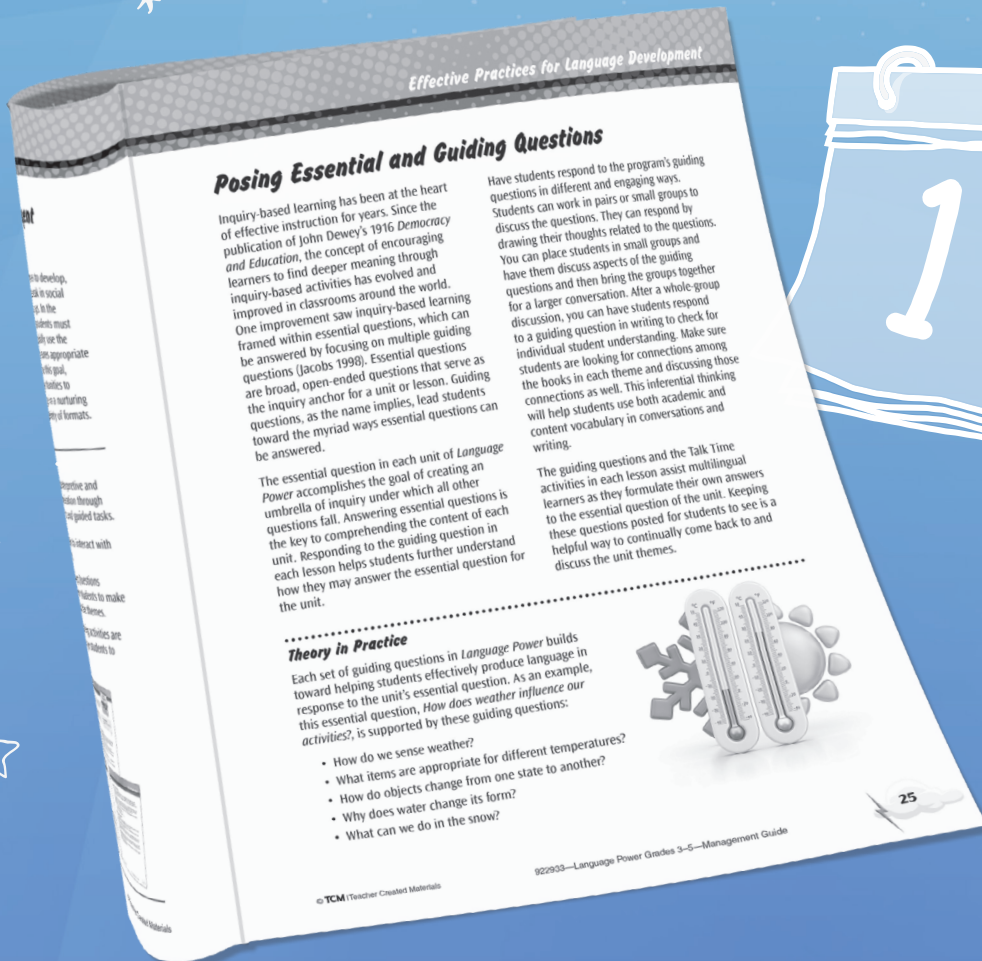
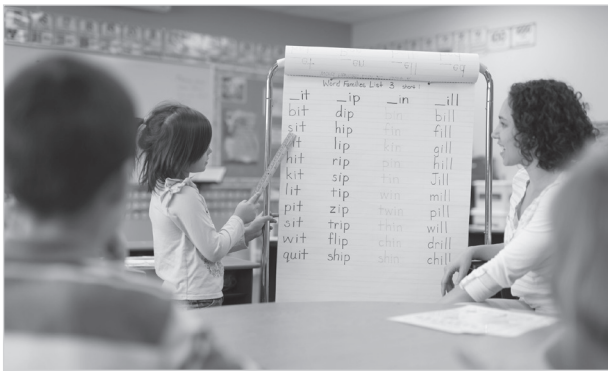


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Integrating the Four Language Domains

Language development is a complex process—one that requires students to develop language in four domains: listening, speaking, reading, and writing. And for students to become proficient in a language, these skills cannot be discreetly learned. The WIDA ELD Standards Framework Language Expectations (2020) incorporate the four language domains in a broader framework consisting of two modes of communication: interpretive and expressive. The interpretive mode includes listening, reading, and viewing. The expressive mode includes speaking, writing, and representing.



Through the act of listening, students work to understand and interpret what is heard, whether in a social conversation or an academic setting. In both settings, students observe body language and other clues that add context to the language. For example, when a teacher explains the life cycle of a plant, they may point to a graphic representation, which provides context for students to understand the language. Students need many opportunities, rich with verbal and nonverbal language, to learn and practice these active listening skills.



As language continues to develop, students begin to speak in social and academic settings. In academic contexts, students must learn to accurately and successfully use the vocabulary and language structures appropriate for all content areas. To achieve this goal, students need consistent opportunities to experiment with new language in a nurturing environment and in a wide variety of formats.

Theory in Practice

Language Power builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- Talk Time allows students to interact with peers during the lesson.
- The essential and guiding questions provide opportunities for students to make connections and discuss the themes.
- The Speaking and Listening activities are interactive and encourage students to produce language or represent it in creative ways.

During Reading

1. **Talk Time:** Read the text *Wild Animals* to students, pausing to clarify and check for understanding. Discuss sorting with students, and write *size*, *color*, *legs*, and *speed* on the board as you encounter those categories in the text.

How can we sort animals? W

Essential Question

What do animals teach us?

Talk About It!

How can we show kindness to animals?

Speaking and Listening

1. Show students an image of wild animals, or point out a wild animal toward the end of the reader. Ask students to point to four or five wild animals they want to know the names of. Describe one characteristic of each animal they mention. "This is a cheetah. Cheetahs are fast runners."
2. Write *Wild Animals* in the center of a word web for all to see. In smaller circles off of the center, write the names of the wild animals. Write one or two characteristics for each animal, using complete sentences. Have students repeat the names and sentences after you.
3. Have partners discuss which animals are their favorites, using the following sentence frames:

My favorite wild animals are _____.

I like them because they are _____.

I like them because they have _____.



For students to become fluent readers, they must move beyond decoding to understand and interpret a range of texts. With this goal in mind, students need access to texts and purposeful instruction on an assortment of topics and genres across all content areas. Students should be encouraged to read a text multiple times and to interact with a wide variety of language structures. And instructional sequences should provide guided practice of reading strategies and skills.



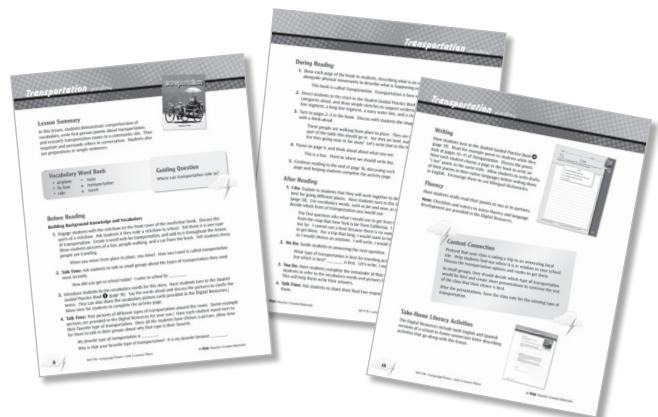
Writing skills must be developed for diverse purposes (e.g., to inform, to persuade, to entertain), for a variety of audiences and a range of forms. Students should be allowed to write about topics they find relevant and engaging. Of benefit are sentence starters, paragraph frames, and graphic organizers to plan and organize their writing, as well as modeled instruction in revising and editing their written work (Kongsvik 2016). Students need thoughtful support to intertwine these elements to become proficient writers.



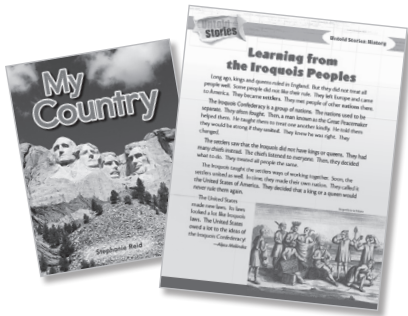
Theory in Practice

Language Power builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- The Before, During, and After Reading sections focus on important reading comprehension skills. Visual literacy is a big part of *Language Power* texts and lessons.
- The Writing activity provides opportunities for students to write for different purposes and share and display their work in creative ways.

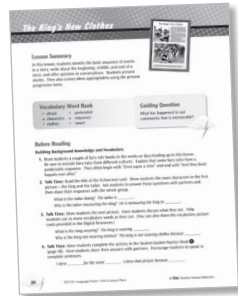


What's Included?



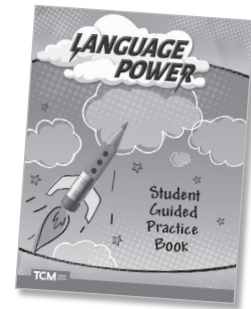
Themed Text Sets

The themed text sets include both books and text cards. There are 30 texts total.



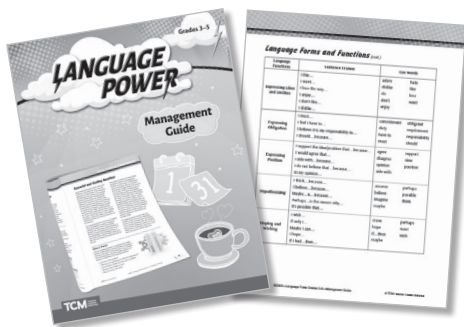
Lesson Plans

The lesson plans are provided in unit booklets to make thematic planning convenient and easy for teachers.



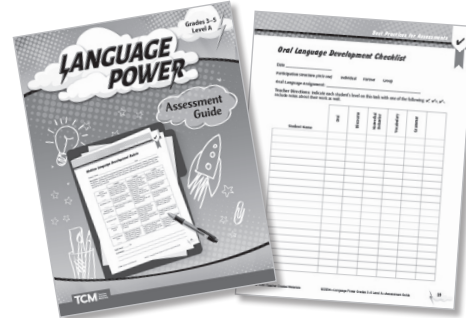
Student Guided Practice Book

Student activity pages help students interact with and produce language related to the thematic units.



Management Guide

This book provides important information about planning and the research base for the program.



Assessment Guide

Important information, checklists, rubrics, and teacher directions for the assessments are provided in this book.

Digital Resources

All components of the program are provided digitally along with read-along ebooks. Students can use the digital tools to navigate the ebooks independently. The interactive features can be used to increase rigor and support students in extending their own knowledge. Videos and audio recordings allow students to approach texts through different modalities.



Planning

Pacing Plans

The following pacing plans show two options for using this resource. Customize these according to your students' needs or the time you have available to work with students.

Five-Day Plan

Instructional Time: 30 weeks, 5 days per week, 30 minutes per day

Notes: *Student Guided Practice Book* activities can be incorporated into instructional time or completed for independent practice. Adjust time spent on Before, During, and After Reading activities to accommodate text complexity and student needs.

Day 1	<ul style="list-style-type: none"> • Complete Before Reading activity • Begin During Reading activity
Day 2	<ul style="list-style-type: none"> • Finish During Reading activity • Complete After Reading activity
Day 3	<ul style="list-style-type: none"> • Complete Writing activity • Complete Fluency activity
Day 4	<ul style="list-style-type: none"> • Complete Content Connection activity • Begin Speaking and Listening activity
Day 5	<ul style="list-style-type: none"> • Finish Speaking and Listening activity • Complete Language Development activity

Three-Day Plan

Instructional Time: 30 weeks, 3 days per week, 45–60 minutes per day

Notes: Adjust the instructional time for each book, focusing more or less time on skills to meet the needs of students. Extend learning activities where most meaningful and/or have students complete assignments for independent practice.

Day 1	<ul style="list-style-type: none"> • Complete Before Reading activity • Complete During Reading activity
Day 2	<ul style="list-style-type: none"> • Complete After Reading activity • Complete Writing activity
Day 3	<ul style="list-style-type: none"> • Complete Speaking and Listening activity • Complete Language Development activity

Planning (cont.)

Program Scope and Sequence

READING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Analyze author’s craft and purpose.		X	X	X	X	X	X	X	X
Apply word analysis skills to decode.	X	X	X						
Ask and answer questions about a text.	X	X	X	X	X	X	X	X	X
Demonstrate understanding of vocabulary.	X	X	X	X	X	X	X	X	X
Determine the main idea and supporting details of a text.	X	X	X	X	X	X	X	X	X
Making connections within and across texts.	X	X	X	X	X	X	X	X	X
Retell and/or summarize a text.	X	X	X	X	X	X	X	X	X
Understand narrative story features.	X	X	X	X	X	X	X	X	X
Understand text structure.		X	X	X	X	X	X	X	
Use text features.	X	X	X	X	X	X	X	X	X
Use textual evidence to support opinions about a text.	X	X	X	X	X	X	X	X	X

Program Scope and Sequence *(cont.)*

WRITING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Explain and describe ideas about a topic.	X	X	X	X	X				
Produce clear and coherent writing.							X	X	X
Summarize and paraphrase information in texts.			X	X	X	X			
Use precise vocabulary to convey key ideas in writing.	X	X	X	X	X	X			
Write a narrative.	X	X	X	X	X	X	X	X	X
Write for different purposes.	X	X	X	X	X	X			
Write informational text.		X	X	X	X	X	X	X	X
Write opinions with supporting reasons.	X	X	X	X	X	X	X	X	X

Planning *(cont.)*

Program Scope and Sequence *(cont.)*

SPEAKING AND LISTENING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate active listening.	X	X	X	X	X	X	X	X	X
Describe language used to present an idea.	X	X	X	X	X	X	X	X	X
Distinguish how different words affect an audience.	X	X	X	X	X	X	X	X	X
Express ideas clearly, and support ideas.	X	X	X	X	X	X	X	X	X
Plan and deliver oral presentations.	X	X	X	X	X	X	X	X	X
Retell texts and recount experiences.	X	X	X						
Use general academic and domain-specific words appropriately.	X	X	X	X	X	X	X	X	X
Use language to persuade.	X	X	X	X	X	X	X	X	X

Program Scope and Sequence *(cont.)*

LANGUAGE DEVELOPMENT									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate understanding of parts of speech.	X	X	X	X	X	X	X	X	X
Connect and combine ideas (discourse).	X	X	X	X	X	X	X	X	X
Use connecting words and phrases.	X	X	X	X	X	X	X	X	X
Use morphology to determine the meanings of words.	X	X	X	X	X	X	X	X	X
Use verbs or verb tenses to convey ideas appropriately.	X	X	X	X	X	X	X	X	X

Note: The Grades 3–5 standards correlations are available in the Digital Resources. These charts include specific grade-level standards and the lessons that meet the standards within the three language proficiency levels. See page 64 for more information.

Central Park Trip

Winston and Marcus take a trip to Central Park with their Aunt Tish. There are many fun things to see and do at the park.

Reading Levels
Guided Reading: F
DRA Level: 8
Lexile® Level: 430L

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Central Park Trip



By Mary Kate Bolinder
Illustrated By Kevin Fales

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Big brother Marcus and little brother Winston take a trip.

They take a trip with their Aunt Tish.



They go to Central Park.

It is the biggest park they
have ever seen!

There is a zoo in the park.



They see a big grizzly bear.



They see a small red panda.



Next, they watch the playful penguins.

Marcus likes the tall penguins.



Winston likes the short penguins.



There is a carousel in the park.

Marcus and Winston wait in
the long line.

Winston wants to ride the
tall, white horse.



He is too short!

Marcus helps Winston climb
onto the horse.



The boys smile and wave to
Aunt Tish as they ride.



Next, they climb a big hill to have a picnic.



Aunt Tish has a surprise.
She has two kites!



Marcus flies a large, yellow kite with a long string.



Winston flies a small, red kite with a short string.



What a fun trip with Aunt Tish.



Marcus and Winston can't wait to go back to Central Park!

LANGUAGE POWER

Grades 3-5
Level A

Unit 3

Community and Transportation

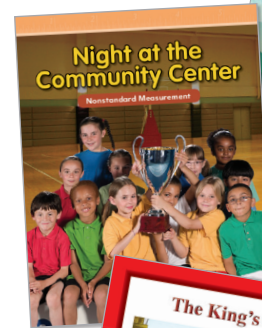
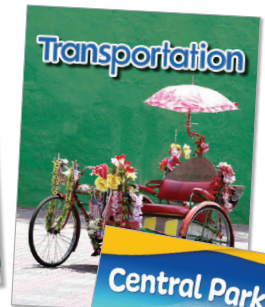
- *Around Town*
- *Transportation (wordless)*
- *Central Park Trip*
- *Night at the Community Center*
- *The King's New Clothes*

Essential Question

What can we learn about our community and its transportation systems?

Talk About It!

What should people visit in our community?



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Unit Introduction Video



To introduce your students to the theme, scan the QR code or visit this link:

tcmpub.digital/lp/3-5/communitytransportation

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Unit 3: Community and Transportation

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The learning objectives listed here describe the skills and strategies presented throughout the lessons.

Around Town Objectives

Reading: Students will demonstrate understanding of an informational text by answering basic questions with key details.

Writing: Students will recall and write about information from the text, using sentence frames for support.

Content Area—Mathematics: Students will describe and name shapes and tally and graph the shapes in the classroom.

Speaking and Listening: Students will use the modals *may* and *must* to express ideas.

Language Development: Students will use linking verbs to convey ideas appropriately.

Transportation (wordless) Objectives

Reading: Students will demonstrate comprehension of simple vocabulary with an appropriate action or response.

Writing: Students will plan and write first-person poems based on an example poem, using concrete words and sensory details and their full language repertoire.

Content Area—Social Studies: Students will research transportation routes to a community site and share their findings with the class.

Speaking and Listening: Students will share opinions with others, using basic learned phrases.

Language Development: Students will learn some prepositions and use them in a simple sentence pattern (noun phrase, verb, prepositional phrase), practicing English word order.

Central Park Trip Objectives

Reading: Students will use connecting words and phrases to understand short texts.

Writing: Students will write short narratives, using transitional words and phrases.

Content Area—Social Studies: Students will discuss how transportation has changed over time and how it has affected the relationship between locations.

Speaking and Listening: Students will provide reasons to support opinions.

Language Development: Students will form and use the simple present tense, using subject-verb agreement and English word order.

Night at the Community Center Objectives

Reading: Students will use general academic and domain-specific words learned from an informational text.

Writing: Students will explain in writing what activities they would offer if they were in charge of a community center.

Content Area—Mathematics: Students will find the perimeter of a play area at their school, using different units of measure.

Speaking and Listening: Students will use the modals *can*, *should*, and *must* to express ideas and opinions.

Language Development: Students will use knowledge of frequently used plural suffixes to determine the meaning of unknown words on familiar topics.

The King's New Clothes Objectives

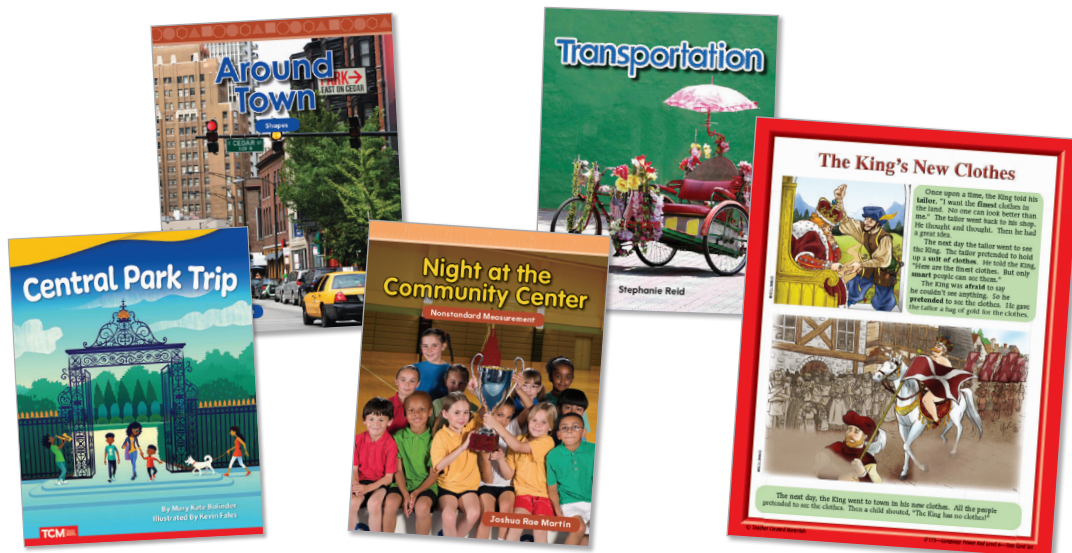
Reading: Students will identify, using key words or pictures, the basic sequence of events in a story read aloud.

Writing: Students will write a brief summary of the beginning, middle, and end of a fairy tale.

Content Area—Language Arts: Students will offer opinions and negotiate with others in conversations about what makes certain fairy tales popular.

Speaking and Listening: Students will plan and deliver brief oral presentations to small groups, retelling stories, with substantial support.

Language Development: Students will form and use the present progressive tense using subject-verb agreement and English word order.



Central Park Trip



Lesson Summary

In this lesson, students use connecting words, write about personal trips, and discuss changes in transportation. They support opinions and form and use the simple present tense to convey ideas appropriately.

Vocabulary Word Bank

- climb
- ★ finally
- first
- ★ margin
- next
- then
- trip

Guiding Question

How are types of transportation alike and different?

Before Reading

Building Background Knowledge and Vocabulary

1. Show students the front cover of the fiction book. Tell them that Central Park is a large, famous park in New York City. Point out the word *trip*. Model tripping as you walk. Ask students if they think that is the meaning for this title. Tell them that a *trip* is also when you travel from one place to another.

What is the story called? *The story is called* Central Park Trip.

What is a trip? *A trip is when you* _____.

2. Read students the back cover of the book. Tell students that you predict the story will be broken into parts. Share words that the boys in the story can use to tell their family about the trip to the park (*first, second, third, last; first, next, then, finally*). Talk about different meanings of *finally* (*in the end, whew!*). (You can also share the vocabulary picture cards provided in the Digital Resources.)

What words can you use when you retell a story? *You can use* _____.

3. **Talk Time:** Show students the pictures on pages 2–3 and 18–19. Have pairs of students discuss whether each picture shows a bus, a train, or a subway, and how they know.

What are they riding? *They are riding a* _____.

How do you know? *I know because* _____.

4. **Talk Time:** Guide students in labeling the pictures in the *Student Guided Practice Book* ① (page 40). Then, have students mingle and ask one another the question at the top of the page. Any student who answers “yes” to the question should write their first name at the top of the correct box on the interviewer’s paper.

During Reading

1. Read the text to students, pausing to clarify and check for understanding. Discuss the text with students. Ask students to identify the transition words on pages 8 and 14.

What did you learn about Central Park? *I learned* _____.

What would you do if you went to Central Park? *I would* _____.

2. **Talk Time:** Make a chart of what objects go with the following verbs: *ride/rides* (a subway, a bus, a horse, a bike), *climb/climbs* (onto a horse, a hill, a tree, a ladder), *fly/flies* (a kite, a model airplane), and *toss/tosses* (a frisbee, a ball). Have students practice these words with partners.

What can you ride/climb? *You can ride/climb a* _____.

What can you fly/toss? *You can fly/toss a* _____.

3. **Talk Time:** Have students turn to the *Student Guided Practice Book* ② page (page 41). Guide students in labeling the pictures with sentences. Have student pairs read their sentences aloud.

How does this girl go? Let's write, *She goes on a bike*, next to her picture.

After Reading

1. **I Do:** Tell students you will describe going on a pretend class trip to the zoo and using different kinds of transportation to get there. Write a model explanation for students about getting to the zoo and back, and add little sketches for illustration.

When we explain something, we can name the steps, telling what happened first, next, then, and finally. I am going to explain what transportation we used to take a pretend class trip to the zoo. I can begin by writing, *First, we go to school by foot*. I begin my sentence with a capital letter and end it with a period. Next, we leave for the zoo. I will write, *Next, we go to the zoo by bus*. When we get to the zoo, I think we will walk around. So I will write, *Then, we go by foot to see all of the animals*. At the end of my explanation, we will go back to school. So I will write, *Finally, we go by bus back to school*.

2. **We Do:** Direct students to the activity in the *Student Guided Practice Book* ③ (page 42). Guide students in writing their own stories about a class trip to a local park.

Progress Check: During Steps 2–4, watch for students using connecting words and phrases.

How will we go to the park? What will we do when we get there?

How will we go to different places in the park?

3. **You Do:** Have students complete the activity sheets independently. Remind students they should use the words *first*, *next*, *then*, and *finally* to write their stories.
4. **Talk Time:** Ask students to share their stories aloud with you or with partners.

Central Park Trip

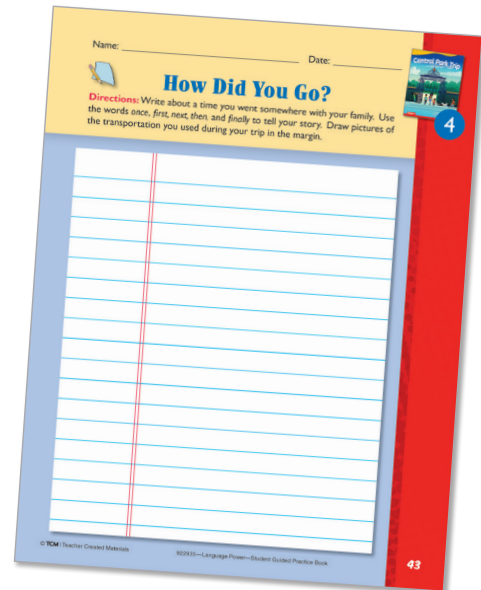
Writing

Have each student write about a time they went somewhere using different kinds of transportation in the *Student Guided Practice Book* 4 (page 43). Provide them with a paragraph frame for support. *Once my family went _____.* *First, we went by _____ to _____.* *Next, we _____.* And so on.

Fluency

Have students read four pages of the story aloud to you or to partners using correct pace and intonation.

Note: Checklists and rubrics to assess fluency and language development are provided in the Digital Resources.



Content Connection

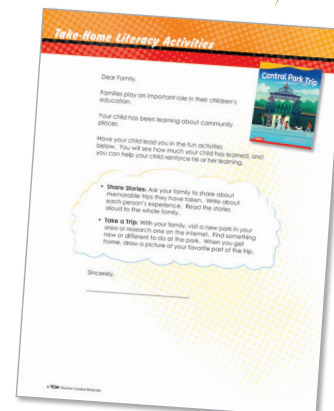
Gather images of how cars, bicycles, trains, and airplanes have changed over time. (There are some images included in the Digital Resources.) Give students the dates below when each was invented. Have pairs of students create time lines showing the transportation inventions over time.

car 1886	bicycle 1817
train 1822	airplane 1903



Take-Home Literacy Activities

The Digital Resources include both English and Spanish versions of a school-to-home connection letter describing activities that go along with this lesson.



Speaking and Listening

1. Write the word *opinions* where all students can see it. Discuss with students what opinions are (your thoughts or beliefs). Post sentence frames for expressing opinions:

I think _____ because _____.

In my opinion, _____.

I believe _____.

I like _____ because _____.

2. Show students a photograph of a hot air balloon. (An image is provided in the Digital Resources.) State an opinion about hot air balloons. For example, “I think hot air balloons are a dangerous way to travel.” Ask students to agree or disagree with the opinion by showing a thumbs-up or thumbs-down. Choose students to support each point of view. Guide students in using the sentence frame to express their opinions.

I think they are/are not dangerous because _____.

3. **Talk Time:** Repeat the procedure with other opinion statements, helping student pairs provide logical reasons to support their opinions.

Subways are fun to ride.

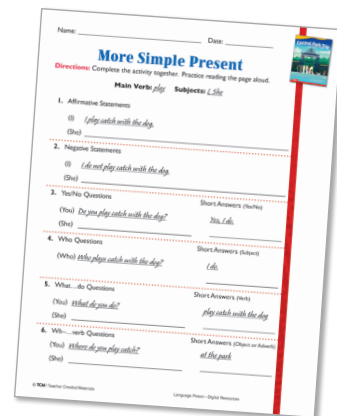
Trees are easy to climb.

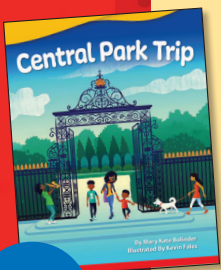
Only one person at a time should ride a horse.

Getting on a train is scary.

Language Development

1. Show students pages 6–7 in the book. Point out that the verb *see* is used in the book to point out a fact. *They see a big grizzly bear—fact.* *They see a small red panda—fact.* The author is not talking about what they are doing (which would be written in the present progressive) but rather telling what they do.
2. Point out that the main verb *see* in the simple present tense has two forms: verb and verb + *-s/-es*. Provide a few examples orally (*watch/watches; like/likes; help/helps; climb/climbs*). (To form questions and negative statements, speakers also need a helping verb that has two forms: *do* and *does*.) You may wish to show students this introductory video about verbs before finishing the lesson ([tcmpub.digital/1p/3-5/verbs](https://www.tcmpublic.com/digital/1p/3-5/verbs)).
3. Distribute copies of *More Simple Present* (provided in the Digital Resources). Follow the directions to guide students in internalizing subject-verb agreement and word order of simple present tense sentences.





Name: _____ Date: _____

Ways to Go

Directions: Write each type of transportation below the matching picture. Then, ask your classmates, *Have you traveled by _____?* If they have, they should write their name in the top of the correct box.

Word Bank

bike
boat
bus

car
foot
horse

plane
subway
train

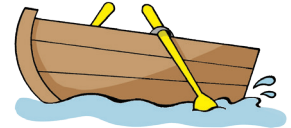
1.



2.



3.



4.



5.



6.



7.



8.

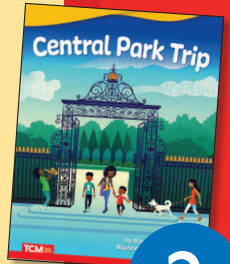


9.



Name: _____

Date: _____



2

Let's Go!

Directions: Write how the people go. Then write how you make things go.

1.



2.



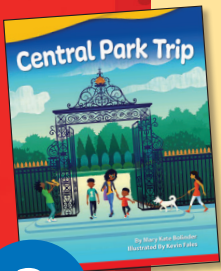
3.



4.



5. How do you make things go?



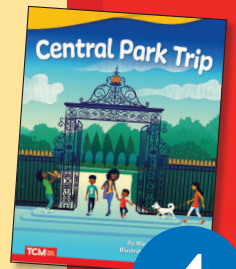
3

Name: _____ Date: _____

My Trip

Directions: Pretend your class took a trip to a park. Draw pictures of the transportation you used during your trip. Explain what transportation you used, using the words *first*, *next*, *then*, and *finally*.

Name: _____ Date: _____



4



How Did You Go?

Directions: Write about a time you went somewhere with your family. Use the words *once*, *first*, *next*, *then*, and *finally* to tell your story. Draw pictures of the transportation you used during your trip in the margin.

A large writing area with a vertical red margin line on the left and horizontal blue lines for writing.

Unit 3: Central Park Trip



climb



first

Unit 3



next

Unit 3



then

Unit 3

Unit 3: Central Park Trip



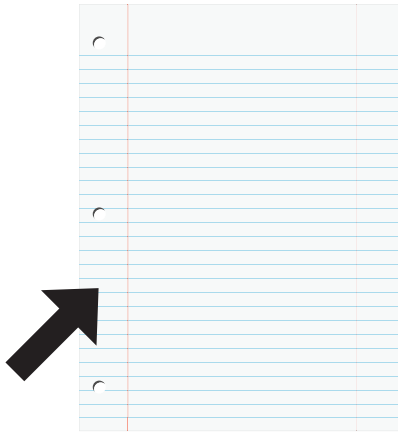
finally

Unit 3



trip

Unit 3



margin

Unit 3



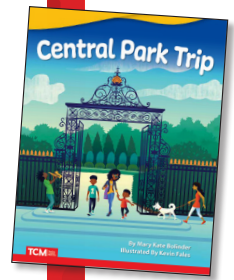








Name: _____ Date: _____



More Simple Present

Directions: Complete the activity together. Practice reading the page aloud.

Main Verb: play **Subjects:** I, She

1. Affirmative Statements

(I) I play catch with the dog.

(She) _____

2. Negative Statements

(I) I do not play catch with the dog.

(She) _____

3. Yes/No Questions

Short Answers (Yes/No)

(You) Do you play catch with the dog?

Yes, I do.

(She) _____

4. Who Questions

Short Answers (Subject)

(Who) Who plays catch with the dog?

I do.

5. What...do Questions

Short Answers (Verb)

(You) What do you do?

play catch with the dog

(She) _____

6. Wh-...verb Questions

Short Answers (Object or Adverb)

(You) Where do you play catch?

at the park

(She) _____

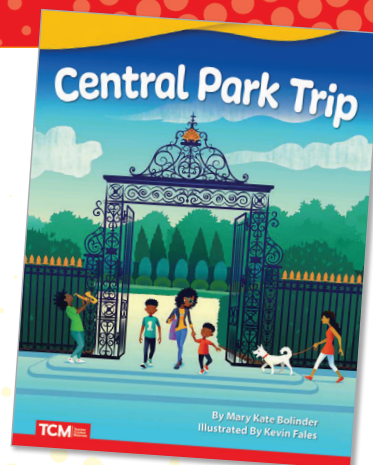
Take-Home Literacy Activities

Dear Family,

Families play an important role in their children's education.

Your child has been learning about community places.

Have your child lead you in the fun activities below. You will see how much your child has learned, and you can help your child reinforce his or her learning.



- **Share Stories:** Ask your family to share about memorable trips they have taken. Write about each person's experience. Read the stories aloud to the whole family.
- **Take a Trip:** With your family, visit a new park in your area or research one on the internet. Find something new or different to do at the park. When you get home, draw a picture of your favorite part of the trip.

Sincerely,

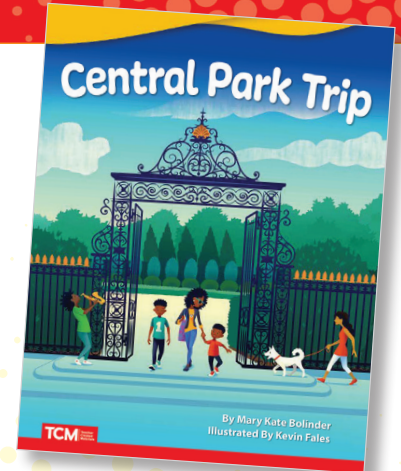
Actividades de lectoescritura para el hogar

Estimada familia,

La familia desempeña un papel importante en la educación de sus hijos.

Su hijo ha estado aprendiendo sobre los espacios comunitarios.

Pídale a su hijo que lo guíe para realizar las siguientes divertidas actividades. Verá cuánto ha aprendido y podrá ayudarlo a consolidar su aprendizaje.



- **Comparte historias:** Pídeles a los miembros de tu familia que compartan contigo excursiones inolvidables que hayan hecho. Escribe la experiencia de cada persona. Lee las historias en voz alta a toda la familia.
- **Ir de excursión:** Con tu familia, visita un nuevo parque en tu zona o investiga sobre alguno en internet. Busca algo nuevo o diferente para hacer en el parque. Cuando llegues a casa, haz un dibujo de tu parte favorita de la excursión.

Atentamente,



Unit 3 Assessment: Community and Transportation

Digital Assessments

Google™ version: tcmpub.digital/lp/3-5a/unit3-g

Microsoft® version: tcmpub.digital/lp/3-5a/unit3-m

Reflection

To activate student learning before completing the assessments, help students reflect on their learning. Hold up the books and cards, or point to any anchor charts or artifacts from the unit. Then, hold a group discussion using the following prompts:

- What was your favorite part of the unit?
- Talk to a partner about something new you learned about community or transportation.
- How do you think this unit helped you learn English?



Speaking and Listening

Say, “Let’s talk about these pictures.” Then, read each of the prompts to student(s) leaving time for responses.

	Question/Prompt	1 point	0 points
1	A community center is where people do different activities. What are some things you see in the pictures?	Student names at least two things in the pictures.	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
2	<i>Point to the pool picture.</i> A community center has different places for activities. Where are the people in this picture?	Student gives a response related to the image. <i>(Example answers: in a pool, in the water, at the community center)</i>	Student’s response is incorrect, not understandable, or communicates “I don’t know.”
3	Choose one of the other pictures. What are the people in the picture doing?	Student gives a response related to the image. <i>(Example answers: playing volleyball, playing ping-pong, watching)</i>	Student’s response is incorrect, not understandable, or communicates “I don’t know.”



Reading

Questions 1–2

Read the directions, “Look at the picture.” Support students by reading aloud the answer choices, if necessary.

1. Read the question, “What green shape do you see?” (*Answer: C. circle*)
2. Read the question, “Where would you see this?” (*Answer: A. in a city*)

Questions 3–4

Read the directions before each question, “Read the text, and answer the question.” Support students by reading aloud the answer choices, if necessary.

3. Read the text. Then, read the question, “Why do Marcus and Winston wait in the long line?” (*Answer: B. to ride the carousel*)
4. Read the text. Then, read the question, “According to the text, why do people lift weights?” (*Answer: D. to grow strong*)



Writing

Read the directions, “Look at the picture. Then, it’s time to write!” Support students by reading the questions or helping them as they write their responses. Encourage students to use the sentence starter and the word bank as they write.

	Question/Prompt	2 points	1 point	0 points
1	Say, “List two things you see in the picture.”	Student writes at least two things in the picture. (<i>Example answers: kite, dog, people, boy, runners</i>)	Student writes only one thing in the picture.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”
2	Read the directions, “Write a story. Imagine you take a trip to a park. Use precise words and details to make your story interesting. Check your writing for correct grammar, capital letters, punctuation, and spelling.”	Student writes at least three sentences about a trip to a park. Student attempts to use grade-appropriate conventions.	Student writes one or two sentences that are strong, or they write more but errors impede meaning.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”

Name: _____ Date: _____

Reading

Look at the picture.



1. What green shape do you see?

- (A) triangle
- (B) square
- (C) circle

2. Where would you see this?

- (A) in a city
- (B) in the wilderness
- (C) in a store

Name: _____

Date: _____

Reading *(cont.)***3.** Read the text, and answer the question.

There is a carousel in the park. Marcus and Winston want to ride the carousel. They wait in the long line.

Why do Marcus and Winston wait in the long line?

- (A) to watch the carousel
 - (B) to ride the carousel
 - (C) to climb the carousel
 - (D) to fly the carousel
-

4. Read the text, and answer the question.

Lifting weights builds strong bones and muscles. You can start with small weights. Hand weights can weigh just five pounds. After that, you can move to heavier weights.

According to the text, why do people lift weights?

- (A) to become small
- (B) to play games
- (C) to win contests
- (D) to grow strong

Name: _____ Date: _____

Writing

Look at the picture. Then, it's time to write!



1. List two things you see in the picture.

2. Write a story. Imagine you take a trip to a park. Use precise words and details to make your story interesting. Check your writing for correct grammar, capital letters, punctuation, and spelling.

Word Bank

climb
fly
hill
kite
picnic
play
run
swing
trip

At the park, I _____
