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## Language Power Grades 3–5, Level B

**This sample includes the following:**

**Management Guide** (10 pages)

**Sample Text Card**

**Sample Lesson Plan** (7 pages)

**Sample Student Guided Practice Book pages** (4 pages)

**Sample Digital Pages** (6 pages)

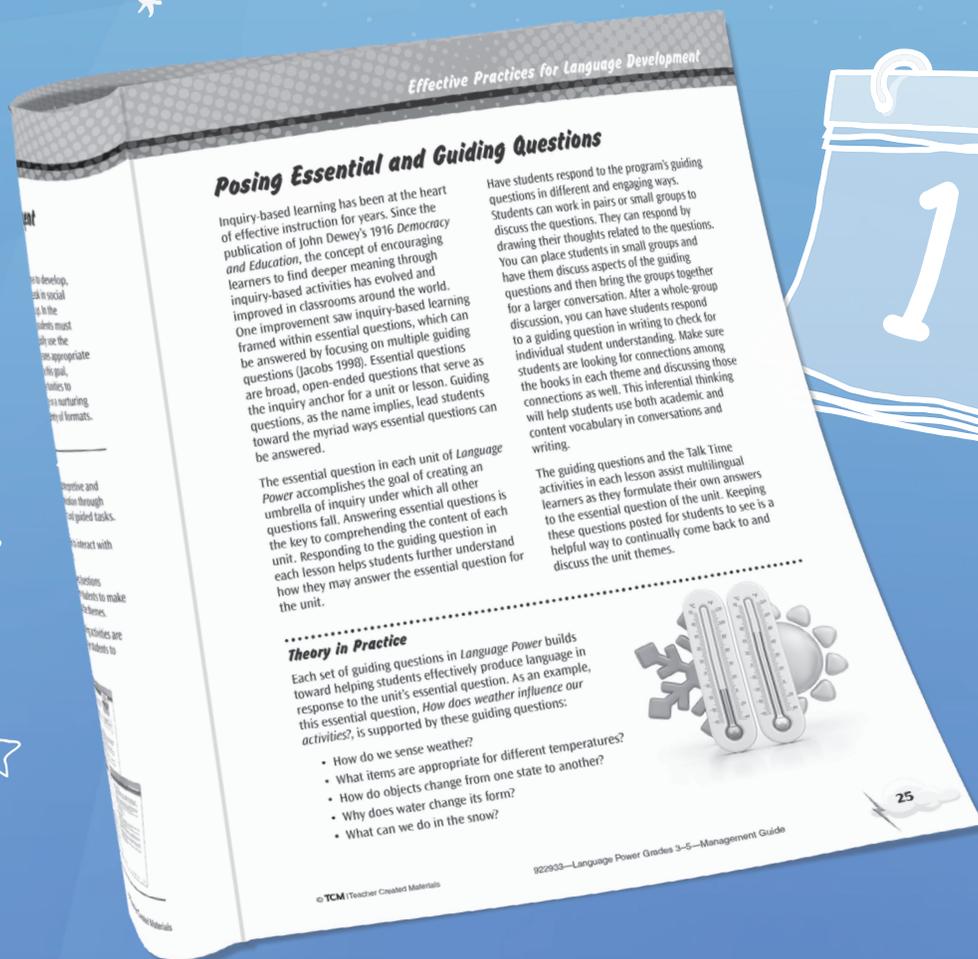
**Sample Unit Assessment** (6 pages)

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# LANGUAGE POWER

## Management Guide



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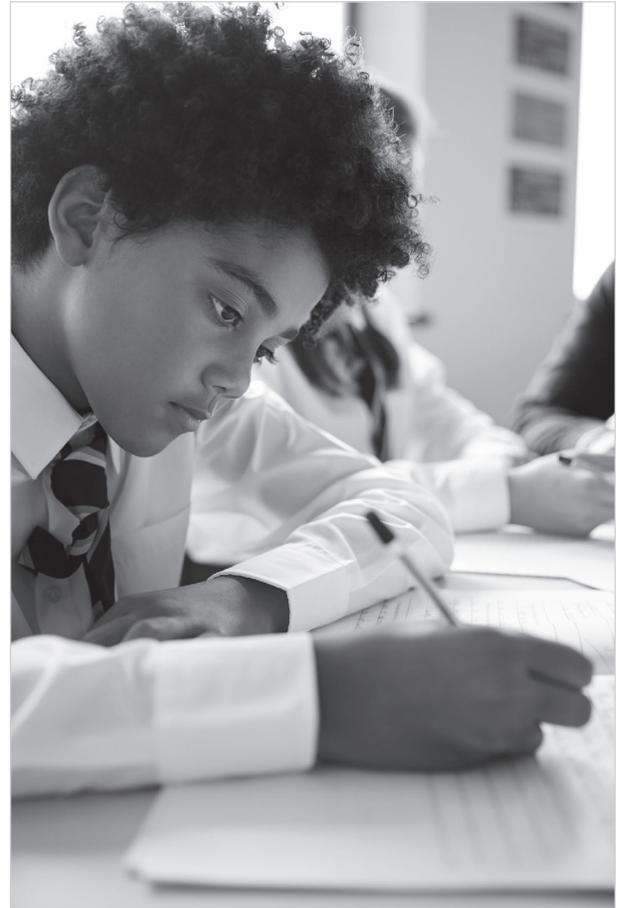




For students to become fluent readers, they must move beyond decoding to understand and interpret a range of texts. With this goal in mind, students need access to texts and purposeful instruction on an assortment of topics and genres across all content areas. Students should be encouraged to read a 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.



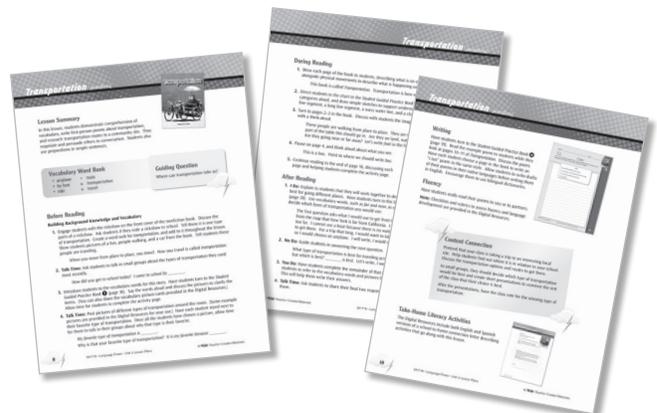
Writing skills must be developed for diverse purposes (e.g., to inform, to persuade, to entertain), for a variety of audiences and a range of forms. Students should be allowed to write about topics they find relevant and engaging. Of benefit are sentence starters, paragraph frames, and graphic organizers 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.



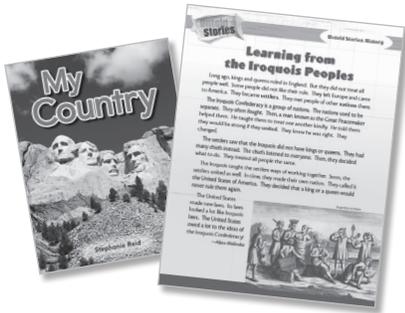
**Theory in Practice**

*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.

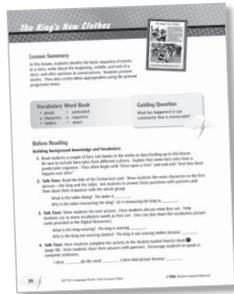


## What's Included?



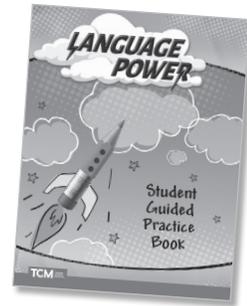
### Themed Text Sets

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



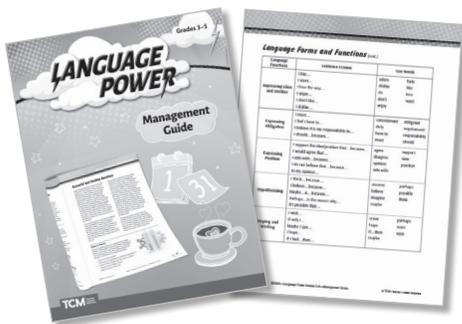
### Lesson Plans

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



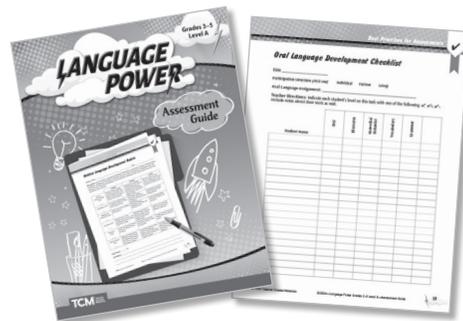
### Student Guided Practice Book

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.

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

### 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.

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

# 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.)*

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

# The American

Huda Essa grew up in America. She did not feel like a normal American. She saw Americans in books and on TV. They did not look like her family. They did not pray like them. They did not eat the same foods. They only spoke English.

Essa hated feeling different. She wanted to fit in. So, she changed herself. She did not speak her other language. She changed her hair. She even tried to change her name.

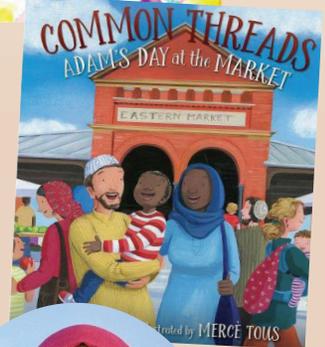
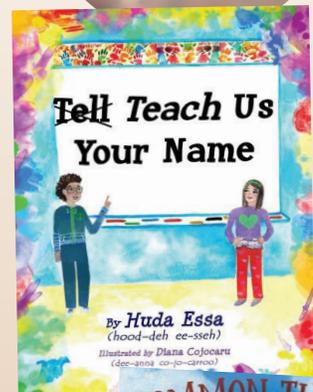
Essa grew older. The feelings did not go away. Then, she visited her parents' native land of Palestine. Her other language was normal there. Her family's **customs** were normal there. She learned a lot and felt proud of who she was.

Essa is a normal American. Americans are not one skin color. They do not speak only one language. They are from all over the world.

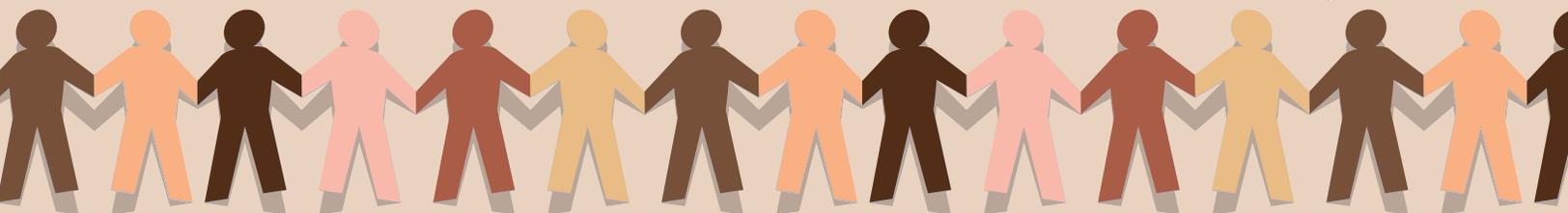
Essa became a teacher. She asked her students to share their name stories. The students felt proud and learned a lot. This **inspired** Essa. She wrote a book about names!

Essa wants people to feel welcome and **included**. She writes books and speaks about this to people around the world. She teaches people to love themselves and others.

—Huda Essa



Images courtesy of Huda Essa



# The American



## Dates to Know

1980

Huda Essa is born in Michigan.

2003

She visits Palestine and learns more about herself.

2004

She becomes a teacher.

2014

She writes her children's book, *Teach Us Your Name*.

2018

She gives a speech on names and being included.

2019

Essa writes her children's book, *Common Threads: Adam's Day at the Market*.



## Words to Know

**customs**—common actions among people in a certain group or place

**included**—part of a group

**inspired**—motivated or influenced



## About Character

Essa wants people to respect their own names and the names of others. Show love for your own name. Write it in big bubble letters. Draw on and color the letters to show things about you.



# LANGUAGE POWER

Grades 3–5  
Level B

## Unit 5

### The United States

- **Huda Essa:**  
**The American**
- **Annie Oakley:**  
**Little Sure Shot**
- **Thomas Jefferson:**  
**Declaring Our Freedom**
- **Harriet Tubman:**  
**Leading Slaves to Freedom**



#### Essential Question

How can individuals change the course of history?

#### Talk About It!

What can I do to contribute to my community and my country?

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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/unitedstates](http://tcmpub.digital/lp/3-5/unitedstates)

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ISBN-13: 978-1-0876-9078-0



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## Unit 5: The United States

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.

### Huda Essa: The American Objectives

**Reading:** Students will narrate a sequence of events using language that pertains to time and sequence.

**Writing:** Students will use temporal words and phrases to signal event order in writing.

**Content Area—Social Studies:** Students will know some of the benefits of diversity and encourage communication among different groups.

**Speaking and Listening:** Students will demonstrate active listening to a read-aloud by discussing the topic and asking and answering detailed questions.

**Language Development:** Students will learn suffixes to help speak about different nationalities.



### Annie Oakley: Little Sure Shot Objectives

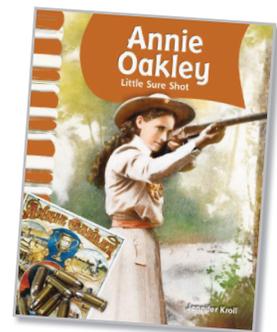
**Reading:** Students will compare information from parts of a text to identify similarities and differences.

**Writing:** Students will use connecting words and phrases to link opinions and reasons.

**Content Area—Social Studies:** Students will discuss how regional folk heroes have contributed to the cultural history of the United States.

**Speaking and Listening:** Students will describe how well speakers use vocabulary or phrases to support an opinion or present evidence for an idea, with prompting and moderate support.

**Language Development:** Students will use direct objects in a simple sentence pattern (subject, action verb, direct object), and then enrich sentences with more details.



## Thomas Jefferson: Declaring Our Freedom Objectives

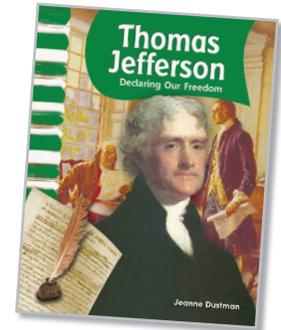
**Reading:** Students will ask and answer questions, referring explicitly to the text for answers.

**Writing:** Students will support opinions of Jefferson as a leader with facts and evidence from the text.

**Content Area—Social Studies:** Students will explore the impact of Jefferson's Louisiana Purchase.

**Speaking and Listening:** Students will adjust language choices according to purpose.

**Language Development:** Students will form and use the simple past tense to convey ideas appropriately, using subject-verb agreement and English word order.



## Harriet Tubman: Leading Slaves to Freedom Objectives

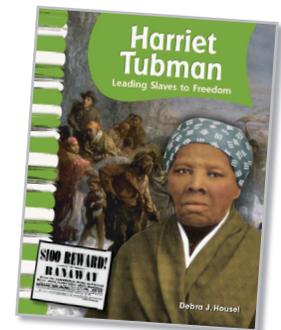
**Reading:** Students will determine the main idea of a text and support it with details.

**Writing:** Students will write informational paragraphs about the important things Tubman did during her life.

**Content Area—Social Studies:** Students will research people who have struggled to bring liberty and equality to all groups in U.S. society.

**Speaking and Listening:** Students will plan and deliver short autobiographical sketches to partners.

**Language Development:** Students will explore connecting words and phrases to help them comprehend and write cohesive texts.



# Huda Essa: The American

## Lesson Summary

In this lesson, students use language that pertains to time and sequence, they write informational paragraphs, and they encourage communication among people from different cultures. They listen actively to read-alouds and use suffixes to indicate nationalities.



## Vocabulary Word Bank

- ★ American
- ★ customs
- Palestinian
- biography
- ★ included
- ★ sequence
- ★ chronology
- inspired
- time line

## Guiding Question

How does Huda Essa contribute to our society?

## Before Reading

### Building Background Knowledge and Vocabulary

- Talk Time:** Tell students they will read a nonfiction text about an American named Huda Essa. Show them the picture of Huda Essa as an adult (provided in the Digital Resources). Ask partners to discuss what they understand about the word “American.”
- Talk Time:** Introduce the vocabulary words and sentence frames. Have partners share what they think the words mean and how they may be related to Essa. (You can also share the vocabulary picture cards provided in the Digital Resources.)

*I think that \_\_\_\_\_ means \_\_\_\_\_.*

*I think this word is related to Huda Essa because \_\_\_\_\_.*

- Tell students that the story of Essa’s life is told in chronological order. This means it is told in the order, or sequence, in which it occurred. You may wish to point out that *ch* is sometimes pronounced like a *k*, as in the word *chronological*.

Why are people’s lives often described in chronological order?

What else is described in a certain sequence?

- Tell students there is a time line of events for Essa’s life. Show students the “Dates to Know” time line on the back of the card. Discuss time lines in general.

How does a time line help you understand a sequence of events? *A time line helps me understand a sequence of events by \_\_\_\_\_.*

What kinds of events are included in time lines?

# Huda Essa: The American

## During Reading

1. **Talk Time:** Have partners read the front and back of “Huda Essa: The American.” Then reread the text card with students, discussing each paragraph and each section on the back. Relate your discussion to the new vocabulary. Give small groups time to discuss the questions.

Who inspired Essa? \_\_\_\_\_ inspired Essa.

What does Essa want? *She wants people to* \_\_\_\_\_.

How does the time line show the sequence of Essa’s life?

2. Direct students to the activity in the *Student Guided Practice Book* ❶ (page 72). Have students complete the activity and share their answers with small groups.

How do these words relate to Huda Essa’s life?

## After Reading

1. **I Do:** Have students turn to the *Student Guided Practice Book* ❷ (page 73). Tell students that the author wrote about Essa’s life in order, and in this activity they will have to put the events in order. Model how to find the correct sequence.

As I skim these events, I see one that says *Huda Essa was born in Michigan in 1980*. I’ll put a number 1 in the box next to that sentence to show that it happened first. Before Essa got a job or traveled, she attended school. I’ll put a number 2 in that box.

2. **We Do:** Together, number the next two sentences on the activity sheet.

3. **You Do:** Have students number the remaining sentences. Discuss the second part of the directions. Encourage students to occasionally replace *Huda Essa* with words like “she,” “this inspirational woman,” or “this great teacher” to vary their writing.

**Progress Check:** During Step 2, listen for students using language that pertains to time and sequence. 

4. Direct students to the *Student Guided Practice Book* ❸ (page 74). Have students draw and write about four events that have happened in their lives, recording them in the boxes in the correct sequence.

5. **Talk Time:** Ask students to share their time lines with partners and use sequence words to indicate the order of events.

*First, I* \_\_\_\_\_. *After that, I* \_\_\_\_\_. *Then, I* \_\_\_\_\_. *Next/Recently/Now, I* \_\_\_\_\_.

# Huda Essa: The American

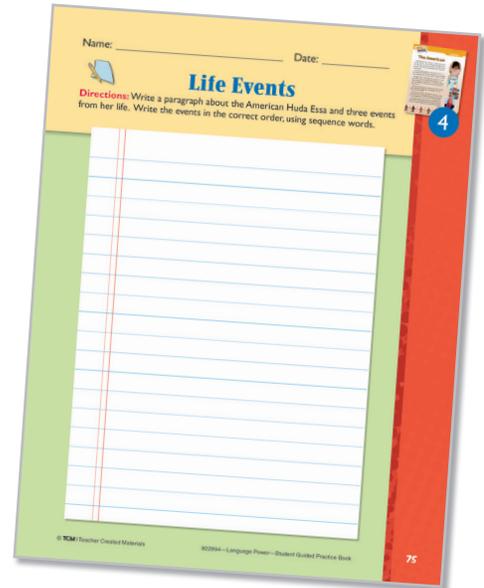
## Writing

Have students write a paragraph about Huda Essa and three events from her life in the *Student Guided Practice Book* 4 (page 75). Brainstorm a paragraph starter with students, such as “Huda Essa is an American, and she is unique in several ways.”

## Fluency

Have small groups of students take turns reading the paragraphs and all the elements on the back of the card.

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



## Content Connection

Have students consider Huda Essa’s message that people should feel welcome and included everywhere. Ask them to consider their school and whether they can think of any ways to make more people feel welcome and included (e.g., by creating signs or bulletin boards in multiple languages, by providing greeters at family nights, by holding events that showcase the talents of people in the community). Help them reach out to school leaders to implement some of their ideas.

## 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. Talk Time:** Access the following website, and scroll down and show students this video of Essa reading aloud her book *Teach Us Your Name* ([tcmpub.digital/lp/3-5/teach](http://tcmpub.digital/lp/3-5/teach)). Pause it occasionally to allow students to share their thoughts:

Has anything like this happened to you?

What are some long names you have difficulty pronouncing?

Does your name have a special meaning?

- 2. Talk Time:** After watching the video, remind students about ways to demonstrate active listening to partners (e.g., keeping eye contact, asking questions but not interrupting the speaker). Provide students with sentence starters if necessary (e.g., *Please tell me what you mean; Have you considered \_\_\_\_\_?*). Then ask partners to discuss the following questions:

Would you recommend this book or video to others?

What ages should read this book or watch this video?

How did the video help you understand Huda Essa?

What did you learn from the video that you didn't learn from the text card?

## Language Development

1. Write the following sentences for students to see: *Huda Essa's relatives are Palestinian. Essa is American.* Call attention to the *-ian* and *-an* suffixes. Tell students that these and many other suffixes help people talk about nationalities or cultural backgrounds.
2. List a few more suffixes and nationalities (e.g., *-ean, -ese, -i, -er, -ish, -ic*). Talk about how these suffixes are used differently in naming nationalities. Challenge students to continue to add to the list.
3. **Talk Time:** Have the class create a display of countries that are important to students. Partners or small groups can be responsible for displaying a country, the language(s), the nationality, a flag, and more.







Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Life Events

**Directions:** Write a paragraph about Huda Essa and three events from her life. Write the events in the correct order, using sequence words.

4

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

## Unit 5: Huda Essa: The American



Unit 5

# American

Huda Essa grew up in America. She did not look like a normal American. She saw Americans in books and on TV. They did not look like her family. They did not pray like them. They did not eat the same foods. They only spoke English.

Essa hated feeling different. She wanted to fit in. So, she changed herself. She did not speak her other language. She changed her hair. She even tried to change her name.

Essa grew older. The feelings did not go away. Then, she visited her parents' native land of Palestine. Her other language was normal there. Her family's **customs** were normal there. She learned a lot and felt proud of

Unit 5

# biography



Unit 5

# chronology

## Unit 5: Huda Essa: The American



**customs**



**include**



**inspired**

## Unit 5: Huda Essa: The American



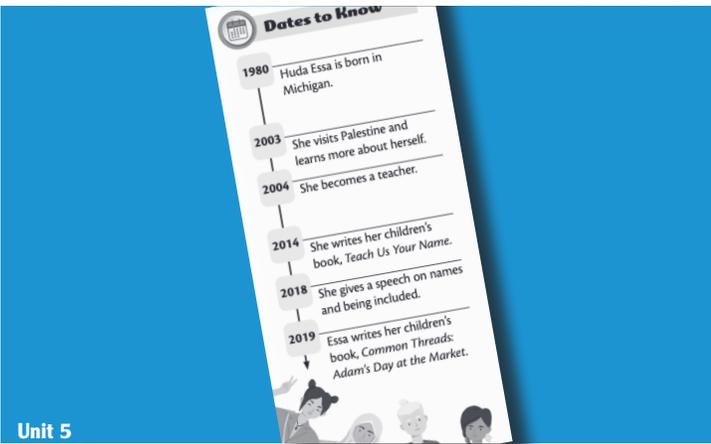
**Palestinian**

Unit 5



**sequence**

Unit 5



**time line**

Unit 5



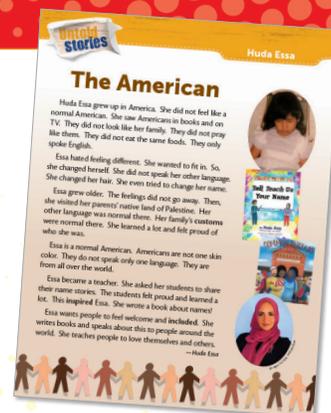
# Take-Home Literacy Activities

Dear Family,

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

Your child has been learning about American Huda Essa.

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.



- **Make a Timeline:** Create a family time line by arranging several family events in the correct sequence. These may be cultural celebrations, holidays, special vacations, new siblings, new pets, or other events that are special to your family.
- **Family Origin:** Interview a family member. Prepare questions about your family's origins. Record the interview to share with your extended family.

Sincerely,

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# 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 la estadounidense Huda Essa.

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



- **Haz una línea de tiempo:** Crea una línea de tiempo de la familia en la que se incluyan varios acontecimientos familiares en el orden correcto. Puede tratarse de celebraciones culturales, festividades, vacaciones especiales, el nacimiento de nuevos hermanos, la llegada de nuevas mascotas u otros sucesos que sean especiales para tu familia.
- **Origen familiar:** Entrevista a un familiar. Prepara preguntas sobre los orígenes de tu familia. Graba la entrevista para compartir con tu familia extensa.

Atentamente,

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# Unit 5 Assessment: The United States

## Digital Assessments

Google™ version: [tcmpub.digital/lp/3-5b/unit5-g](https://tcmpub.digital/lp/3-5b/unit5-g)

Microsoft® version: [tcmpub.digital/lp/3-5b/unit5-m](https://tcmpub.digital/lp/3-5b/unit5-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 the United States or its people.
- How do you think this unit helped you learn English?



## Speaking and Listening

Read the directions, “Let’s talk about this illustrated map.” Then, read each of the prompts to student(s), leaving time for responses.

	Question/Prompt	2 points	1 point	0 points
1	Describe five things you see in the map.	Student names at least five things they see or describes the picture in complete sentences.	Student names only a few items.	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
2	What moment in history does this map show?	Student makes an inference and gives a complete response related to the image. <i>(Example answer: This map shows the American Revolution when the colonists were fighting the British for freedom.)</i>	Student gives a limited response related to the image. <i>(Example answer: It shows the 13 colonies.)</i>	Student’s response is incorrect, not understandable, or communicates “I don’t know.”
3	How do the illustrations and the key help you understand the map?	Student gives a complete response that fully answers the question. <i>(Example answer: The colors help me see where the ocean is, and the key helps me see what land belongs to the Americans and the British.)</i>	Student gives a response that partially answers the question. <i>(Example answer: They help me see the old ships and soldiers from a long time ago.)</i>	Student’s response is not relevant, not understandable, or communicates “I don’t know.”



## Reading

### Questions 1–2

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

1. Read the question, “Which sentence does **not** match the picture?” (Answer: *B. The people are loud.*)
2. Read the prompt, “Write a caption to describe this picture for the reader.” (Example answer: *Harriet Tubman leads families to freedom.*)

### Questions 3–4

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

3. Read the question, “Which sentence helps you understand the meaning of the word *committee*?” (Answer: *A. Thomas Jefferson, Benjamin Franklin, and three other people were in charge of writing the Declaration of Independence.*)
4. Read the question, “What is this paragraph mostly about?” (Answer: *C. how an important document was written*)



## Writing

Read the directions, “Look at the picture. Then, it’s time to write!” Support students by reading the prompts 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, “Write a sentence describing the image.”	Student describes the image. (Example answer: <i>This picture shows a home filled with love in the United States.</i> )	Student partially describes the image.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”
2	Say, “Write about your family’s culture here in the United States. Use precise words to make your paragraph interesting. Check your writing for correct grammar, capital letters, punctuation, and spelling.”	Student writes at least five sentences about their family’s culture. Student uses precise words and generally uses 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: \_\_\_\_\_

## Speaking and Listening

Let's talk about this illustrated map.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reading

Look at the picture. Then, answer the questions.



1. Which sentence does **not** match the picture?

- (A) The people are afraid.
- (B) The people are loud.
- (C) The people are determined.
- (D) The people are brave.

2. Write a caption to describe this picture for the reader.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reading (cont.)

Read the text, and answer the questions.

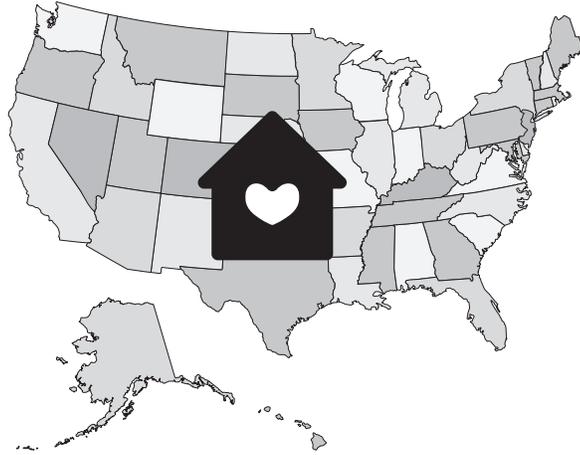
Thomas Jefferson, Benjamin Franklin, and three other people were in charge of writing the Declaration of Independence. This document told the world that the 13 colonies wanted freedom from Great Britain. Jefferson did most of the writing. Franklin and the committee changed only a few lines. Then they shared the document with Congress. Congress members signed the Declaration. Great Britain did not want the United States to be free. A war soon broke out between the two countries.

- 3.** Which sentence helps you understand the meaning of the word *committee*?
- (A) Thomas Jefferson, Benjamin Franklin, and three other people were in charge of writing the Declaration of Independence.
  - (B) This document told the world that the 13 colonies wanted freedom from Great Britain.
  - (C) Jefferson did most of the writing.
- 4.** What is this paragraph mostly about?
- (A) how much Thomas Jefferson wrote
  - (B) how little Benjamin Franklin wrote
  - (C) how an important document was written
  - (D) how the 13 colonies fought Great Britain

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Writing

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



1. Write a sentence describing the image.

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2. Write about your family's culture here in the United States. Use precise words to make your paragraph interesting. Check your writing for correct grammar, capital letters, punctuation, and spelling.

### Word Bank

bilingual  
celebration  
community  
contribute  
customs  
food  
language  
work

My family \_\_\_\_\_

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