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## 2 Listen and Match the Sentence



**Say:** Look at number 3. Take a moment to look at the pictures.

Pause about 10 seconds while students look at the pictures.

**Draw an X on the picture that matches the sentence you hear. They are painting the exterior of the house.**

Pause for students to mark an answer.

Instruct students to turn the page.

### 2 Listen and Match the Sentence

LISTENING

Listen to the audio. Follow the direction you hear.

3.

**14** Unit 1 LISTENING
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| Item  | Language Domain | Modality  |
|---|-----------------|-----------|
| 3   | Listening       | Receptive |
| <b>Description:</b> Students will listen to a prompt and match the picture and sentence.  |                 |           |
| <b>ELP Standards:</b>   |                 |           |
| 1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing |                 |           |
| 8 Determine the meaning of words and phrases in oral presentations and literary and informational text                                    |                 |           |

# 7 Listen to the Student



- 2. Draw lines from the labels to the correct empty boxes to complete the chart.**
1. Red from iron oxide used in earliest cave paintings
  2. Most are inorganic substances like rock or minerals
  3. Most are organic substances like plants or insects
  4. Tyrian purple from Murex snail closely associated with royalty

Pause to allow students to answer the question.

Instruct students to turn the page.

## 7 Listen to the Student

LISTENING

**2. Draw lines from the labels to the correct empty boxes to complete the chart.**

| Dyes   | Pigments   |
|--|--|
| Soluble, dissolve in water   | Insoluble, suspended in a medium like oil                        |
| Color can fade   | Colors resistant to fading                                       |
| Used in textiles, leather, paper, food, cosmetics, pharmaceuticals | Used in paints, coatings, inks, plastics, construction materials |

Red from iron oxide used in earliest cave paintings

Most are inorganic substances like rock or minerals

Most are organic substances like plants or insects

Tyrian purple from Murex snail closely associated with royalty

**48 Unit 1 LISTENING**

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### EXTENSION ACTIVITY

Ask students to prepare a brief presentation about a historical figure they have learned about. Instruct students to prepare a visual to go along with their presentation, such as a photo, timeline, or chart. Have students give their presentations in class. After each presentation, allow time for classmates to ask the presenter a few questions.

| Item  | Language Domain | Modality  |
|---|-----------------|-----------|
| 2   | Listening       | Receptive |
| <p><b>Description:</b> Students will demonstrate comprehension of a student's oral presentation.</p> <p><b>ELP Standards:</b></p> <ol style="list-style-type: none"> <li>1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</li> <li>8 Determine the meaning of words and phrases in oral presentations and literary and informational text</li> </ol> |                 |           |

**Say:** Turn to page 60. We are going to do a Reading lesson. You will answer some questions. Some questions may be easier for you than others. Don't worry if you don't know the answer to a question. Just do the best you can. Do you have any questions before we begin?

Answer any questions. Make sure that each student has a pencil and that each student is on page 60.

**Say:** Read the paragraph and answer the questions.


**Instructional Note:** Make sure that students understand they are to find the answers in the text. Point out that for some questions, the answer will not be stated directly. They should look in the text for clues, and then use their own knowledge and experience to find an answer. Students should complete the lesson on their own.

Pause while students read the text and answer the questions. Continue when all students have finished.

Provide additional supports as needed for students who struggle to read independently.

LESSON  
**9**

## Read the Paragraph



READING

**Read the paragraph and answer the questions.**

Dust devils are strong, whirling winds that can form on hot days in dry places. When the sun heats air to a high temperature, it begins to rise. Air over rocks becomes hotter and rises faster than air over sand because rocks take in more heat than sand. When the slightly cooler air over sand flows over rocks, it is warmed by the hotter air. The air begins to turn, picks up speed, and is soon spinning wildly. The spinning air picks up bits of loose sand and becomes visible, and a dust devil is formed.

1. According to the paragraph, on what type of day would a dust devil most likely form?

- A a cold day
- B a hot day
- C a rainy day
- D an overcast day

**60**

Unit 2 READING

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| Item  | Language Domain | Modality  |
|---|-----------------|-----------|
| 1   | Reading         | Receptive |
| <b>Description:</b> Students will read short paragraphs and answer comprehension questions.   |                 |           |
| <b>ELP Standards:</b>   |                 |           |
| 1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing |                 |           |
| 8 Determine the meaning of words and phrases in oral presentations and literary and informational text                                    |                 |           |



## 14 Read the Argument



9. Circle the correct answer to complete the sentence.

In paragraph 1, the word "pedestrian" means someone who  
( ~~votes~~ ~~guards~~ **walks** ~~drives~~ ).

10. Which are reasons that students use the trail to get to school?  
Check all that apply.

- no hills
- direct route
- parents work
- opens at dawn
- scenic in winter
- runs through town

| Items   | Language Domain | Modality  |
|---|-----------------|-----------|
| 9-10  | Reading         | Receptive |
| <b>Description:</b> Students will read an argument and answer comprehension questions.  |                 |           |
| <b>ELP Standards:</b>   |                 |           |
| 1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing |                 |           |
| 8 Determine the meaning of words and phrases in oral presentations and literary and informational text                                    |                 |           |

# 16 Write Questions



**🔊** I have some news, class. Tomorrow, Jerome Sanders, a local delivery driver will be coming to our class to tell us about his job. Delivery workers make sure people receive important packages on time. Mr. Sanders will talk about how he loads and delivers packages accurately. His work requires that he is a safe driver and is in excellent physical shape. He must also be able to manage his time well to stay on schedule. Mr. Sanders enjoys being active and making his customers happy. I am putting together a list of questions for students to ask him before he comes to class.


**Now write the third question for the visitor here.**

*Pause to allow students to answer the question.*

*Instruct students to turn the page when they have answered the question.*

*Evaluate the students' answers using the 3-point Writing Questions writing rubric on page 200 and the writing ALDs on page 212.*

**16 Write Questions** WRITING



I have some news, class. Tomorrow, Jerome Sanders, a local delivery driver will be coming to our class to tell us about his job. Delivery workers make sure people receive important packages on time. Mr. Sanders will talk about how he loads and delivers packages accurately. His work requires that he is a safe driver and is in excellent physical shape. He must also be able to manage his time well to stay on schedule. Mr. Sanders enjoys being active and making his customers happy. I am putting together a list of questions for students to ask him before he comes to class.

3. Now write the third question for the visitor here.

*Answers will vary. Sample response: Do you enjoy driving a delivery vehicle?*

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**120 Unit 3 WRITING**
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| Item   | Language Domain | Modality   |
|--|-----------------|------------|
| 3  | Writing         | Productive |
| <p><b>Description:</b> Students will listen to an announcement and write questions for an individual who is the topic of the announcement.</p>   |                 |            |
| <p><b>ELP Standards:</b></p> <p>7 Adapt language choices to purpose, task, and audience when speaking and writing</p> <p>9 Create clear and coherent grade-appropriate speech and text</p> |                 |            |

# 18 Write a Story




**Say:** The four pictures below show a story about something that happened. What story do the pictures tell? Look at the pictures to write a paragraph on the next two pages. You may use the words in the Word Bank to help you.

*Pause to allow students to answer the question.*


**18 Write a Story**

WRITING


3. The four pictures below show a story about something that happened. What story do the pictures tell? Look at the pictures to write a paragraph on the next two pages. You may use the words in the Word Bank to help you.




1



2



3



4

**140 Unit 3 WRITING**

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| Item   | Language Domain | Modality   |
|--|-----------------|------------|
| 3  | Writing         | Productive |
| <b>Description:</b> Students will write a story, given a series of four sequenced images.    |                 |            |
| <b>ELP Standards:</b>  |                 |            |
| 3 Speak and write about grade-appropriate complex literary and informational text and topics |                 |            |
| 9 Create clear and coherent grade-appropriate speech and text                                |                 |            |

# 20 Compare the Pictures



**Look carefully at the two pictures. Describe what is the same and what is different. Include at least three things that are the same or different.**

*Pause while the student answers the question.*

*Evaluate student answers using the 3-point Compare Pictures speaking rubric on page 204 and speaking ALDs on page 213.*


*Instruct the student to turn the page.*

## 20 Compare the Pictures


SPEAKING

Look carefully at the two pictures. Describe what is the same and what is different. Include at least three things that are the same or different.

4.



1



2

**Answers will vary.**


Unit 4 SPEAKING 149

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### EXTENSION ACTIVITY

Select pairs of pictures from several different themed wall calendars. Hang the paired pictures in front of the class. Tell students to observe similarities and differences in each pair of pictures. Then ask volunteers to point out and voice their observations.

| Item  | Language Domain | Modality   |
|---|-----------------|------------|
| 4   | Speaking        | Productive |
| <p><b>Description:</b> Students will review two pictures and describe what is the same and what is different using as many details as possible.</p> <p><b>ELP Standards:</b></p> <ul style="list-style-type: none"> <li>7 Adapt language choices to purpose, task, and audience when speaking and writing</li> <li>9 Create clear and coherent grade-appropriate speech and text</li> </ul> |                 |            |

 The bar graph below shows the number of eighth graders enrolled in each elective course at Skyline Middle School. Read the bar graph. Then you will answer two questions.

7. Briefly summarize the information in the bar graph. Include the most important details about the electives eighth-grade students are enrolled in shown in the bar graph.

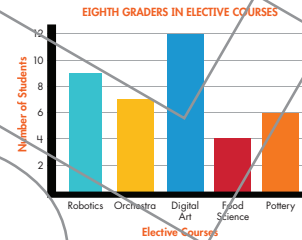
*Pause while the student answers the question.*

*Instruct the student to turn the page.*

## 22 Analyze a Visual



The bar graph below shows the number of eighth graders enrolled in each elective course at Skyline Middle School. Read the bar graph. Then you will answer two questions.



7. Briefly summarize the information in the bar graph. Include the most important details about the electives eighth-grade students are enrolled in shown in the bar graph.

**Answers will vary.**