

Domain: <i>Language</i>		
Cluster: <i>Conventions of Standard English</i>		
Standard: <i>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>		
<p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>To what extent does knowledge of grammar help me to become a better reader, writer, and speaker?</i>	<i>Students will understand that:</i> <i>the conventions of English grammar help readers understand what is being</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> <i>Read sentences and compose second sentences using the correct conventions including sequencing, appropriate verb tenses, and relative pronouns</i> <i>Work with partners to compose sentences where they</i>

	<i>communicated.</i>	<i>will highlight, circle, and underline appropriate conventions.</i>
Content Statements		
<i>Students will demonstrate command of Standard English grammar during oral and written communication.</i>		
		Teacher Resources
<p><i>Assessment:</i> To show evidence of meeting this standard, students may:</p> <p><i>Formal:</i></p> <ul style="list-style-type: none"> • <i>Process writing of a paragraph</i> • <i>Revise/Proofread</i> <p><i>Informal:</i></p> <ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Anecdotal notes</i> 		<p>New Jersey Registered Speaking Rubric Purdue Online Writing Lab (http://owl.english.purdue.edu/) Readwritethink.org Funenglishgames.com Funbrain.com Brainpop.com Edhelper.com</p> <p>Reading Street 2013 Alignment SE 1: 48-49, 80-81, 152-153, 328-329, 460-461 SE 2: 44-45, 142-143, 174-175, 352-353, 422-423 TE 1: 25d, 37c, 48-49, 55p-55q, SG•6, SG•11, SG•13, SG•16, 61d, 71c, 71e, 79e, 80-81, 81a, 81b-81c, 89c, 89o, SG•29, 127d, 139c, 151a, 152-153, 153a, 159c, SG•59, SG•70, SG•75, SG•80, UR•15, UR•25, UR•45 TE 2: 231p-231q, SG•6, SG•16, 237d, SG•32, 328-329, 329a, 329c, SG•70, SG•74, SG•77, SG•80 TE 3: SG•7, SG•10, SG•11, 451d-451e, 460-461, 461a, 461b-461c, 467c, 467d, 501b-501c, UR•14-UR•15 TE 4: 25c-25d, 35c, 44-45, 45a, 53c, SG•12, SG•13, SG•14, SG•15, 108-109, 109a, 121d, 131c, 141e, 142-143, 143a, 149c, 149o, 149p-149q, 155d, 167c, 173e, 174-175, 175a, 183c, 183d-183e, 183o, 183p-183q, SG•69, SG•75, SG•79, UR•15, UR•55, WP•8-WP•9 TE 5: 221p-221q, 237d-237e, 249b-249c, 253d-253e, 287p-287q, SG•38, SG•48, 319p-319q, 352-353, 359p-359q</p>
<p>Equipment Needed:</p> <p>Individual white boards Post-its Construction Paper Markers, Crayons, etc.</p> <p>Assistive Technology (if available): Document Camera, Projector, SmartBoard, Flip Camera</p>		

NJ Model Curriculum Alignment 2013	
<p><u>Unit 1</u> 1a. Explain the function of nouns and pronouns in general and their functions in particular sentences. 1b. Apply and use regular and irregular plural nouns correctly.</p> <p><u>Unit 2</u> 1a. Describe the functions of verbs in general and their functions in particular sentences. 1e. Form and use simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p><u>Unit 3</u> 1a. Describe the functions of verbs in general and their functions in particular sentences. 1e. Explain the function of adjectives and adverbs in general and their function in particular sentences.</p> <p><u>Unit 4</u> 1h. Use coordinating and subordinating conjunctions when writing or speaking. 1i. Produce simple, compound, and complex sentences when writing or speaking.</p> <p><u>Unit 5</u> N/A</p>	<p>TE 6: 393p–393q, 399d, 422–423, 423a, 429p–429q, 459p–459q, 493p–493q, SG•641</p> <p>1A SE 1: 224–225, 258–259, 292–293, 396–397, 494–495, 530–531 SE 2: 44–45, 78–79, 108–109, 214–215, 248–249, 282–283 TE 2: 205d, 223e, 224–225, 231c, 231o, SG•6, SG•11, SG•16, 237d, 247c, 257e, 258–259, 265c, 265o, 265p–265q, SG•22, UR•15 TE 3: 375d, 387c, 395e, 396–397, 397b–397c, 403c, 403h–403i, 403o, 403p, SG•10, SG•11, 409d, 417c, 425e, 437c, 437o, SG•22, 501p, 507d, 537c, UR•15, UR•25, UR•55 TE 4: 25d, 35c, 43e, 44–45, 45a, 53c, 53o, SG•6, SG•11, SG•16, 59d, 69c, 77e, 78–79, 79a, 85c, 85o, 85p–85q, 91d, 99c, 107e, 108–109, 109a, 109b–109c, 115c, 115o, 115p–115q, SG•43, 183d–183e, UR•15, UR•25, UR•35 TE 5: 195d, 205c, 213e, 214–215, 221c, 221o, SG•4, 227d, 248–249, 249b–249c, 253p, 259d, 271c, 281e, 282–283, 287c, 287o, 287p, SG•38, SG•43, SG•48, UR•15, UR•35 TE 6: 372d</p> <p>1B SE 1: 58, 258–259, 292–293 SE 2: 22 TE 1: 58a, 58–59, 59a–59b, 62c, 72c, 89i TE 2: 237d, 247c, 257e, 265c, 265o, SG•27, 271d, 281c, 291e, 292–293, 293b–293c, 299c, 299o, 299p, SG•38, SG•48, 339d, 349c, 355e, UR•25, UR•35 TE 3: 493e TE 4: 22a, 22–23, 23a–23b, 25c–25d, 36c–36d, 53i, 53o, 58a, 58–59, 183d–183e, UR•15</p> <p>1C TE 2: 205d, 215c, 223e, 231o, 247c, 257e, 265c, 265o TE 4: 108–109, 109a</p> <p>1D SE 1: 426–427, 530–531 TE 3: 375d, 387c, 395e, 403o, 426–427, 507d, 517c, 529e, 530–531, 531a, 537c, 537o, SG•70, UR•55</p> <p>1E SE 1: 396–397, 426–427, 494–495, 530–531 SE 2: 248–249</p>

TE 3: 375d, 387c, 396–397, 403h– 403i, 403o, 403p, 409d, 417c, 425e, 426–427, 437c, SG•22, SG•32, 473d, 485c, 493e, 494–495, 501c, 501o, 501p, 530–531, SG•54, SG•59, SG•64, UR•25, UR•45

TE 5: 248–249, 253e

1F

SE 1: 48-49, 152-153, 186-187, 460-461

SE 2: 44-45, 78-79, 108-109

TE 1: 48–49, 121p–121q, 139c, 152–153, 159o, 165d, 186–187

TE 3: 443d, 451c, 459e, 460–461, 467c, 467o, 467p, SG•38, SG•43, SG•48, UR•35

TE 4: 25d, 35c, 53c, 59d, 69c, 77e, 78–79, 79a, SG•27, 107e, UR•25

1G

SE 2: 248-249, 312-313

TE 5: 227d, 237c, 247e, 248–249, 253c, 253o, 253p, SG•22, SG•27, SG•32, 293d, 303c, 311e, 312–313, 313a, 319c, 319o, 319p, SG•54, SG•59, SG•64, UR•25, UR•45, WP•6, WP•7

1H

SE 2: 44-45, 352-353, 454-455

TE 3: WP•7, WP•8, WP•9

TE 4: 44-45, 53d, 85d-85e, 108-109, 109a, 109b-109c, 115d-115e

TE 5: 325d, 326a, 339c, 351e, 352-353, 359c, 359o, 359p, SG•70, SG•75, SG•80, UR•55

TE 6: 435d, 445c, 453e, 454-455, 459c, 459d, 459o, SG•38, SG•43, SG•48, UR•35, WP•7

II

SE 1: 48-49, 80-81, 116-117, 152-153, 186-187

SE 2: 78, 454-455

TE 1: 25d, 37c, 47e, 48-49, 55c, 55o, SG•11, 61d, 71c, 79e, 80-81, 81a, 81b-81c, 89c, 89o, SG•21, SG•27, SG•29, SG•31, 95d, 105c, 115e, 116-117, 117a, 121c, 121o, SG•38, SG•42, SG•43, SG•48, 127d, 139c, 151e, 152-153, 153a, 159c, 159o, SG•53, SG•54, 185e, 186-187, 193c, 193d-193e, 193o, SG•69, SG•70, SG•75, SG•77, SG•79, SG•80, UR•15, UR•25, UR•45, UR•55

TE 2: 333d-333e, SG•53

TE 3: 395d, 485d-485e, 495a, 495b-495c, 501d-501e, 537p-537q, WP•6, WP•7, WP•8, WP•9

TE 4: SG•10, 78-79, 79a, 85d-85e, 99d-99e, 106-107, 108-109, 109a, 109b-109c, 115d-115e, SG•37, SG•42, SG•45

TE 5: 319d-319e, 353a

TE 6: 435d, 445c, 453e, 454-455, 459c, 459d-459e, 459o, SG•38, SG•39, SG•43, SG•48, UR•35, UR•45, WP•7

Domain: <i>Language</i>		
Cluster: <i>Conventions of Standard English</i>		
Standard: <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>		
<ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>To what extent does knowledge of grammar and mechanics help me to become a better reader, writer, and speaker?</i>	<i>Students will understand that: the conventions of English grammar and mechanics help readers understand what is being communicated.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • <i>Demonstrate spelling proficiency in daily writing tasks, using references as needed; for example, digital or print sources, word walls, individual word banks</i> • <i>Arrange prepared note cards to build complete sentences beginning with introductory clauses</i> • <i>Place objects representing commas in sentences</i>
Content Statements		

<p><i>Students will demonstrate command of Standard English grammar and mechanics during oral and written communication.</i></p>		<ul style="list-style-type: none"> • <i>Reference material awareness(dictionary, glossary, etc)</i> • <i>Respond orally to teacher’s questions using signals for comma placements; for example, “Would you like an apple for a snack?” “Yes, (clap hands) apples are my favorite snack.”</i>
		<p><u>Teacher Resources</u></p>
<p>Assessment: <i>To show evidence of meeting this standard, students may:</i></p> <p>Formal:</p> <ul style="list-style-type: none"> • <i>Process writing of a paragraph</i> • <i>Revise/Proofread</i> • <i>Students complete spelling rubrics on a continual basis to monitor progress</i> <p>Informal:</p> <ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Anecdotal notes</i> 		<p>New Jersey Registered Speaking Rubric Purdue Online Writing Lab (http://owl.english.purdue.edu/) Readwritethink.org Funenglishgames.com Funbrain.com Brainpop.com Edhelper.com</p> <p><u>Reading Street 2013 Alignment</u> SE 1: 116-117, 186-187 SE 2: 143, 312-313, 352-353, 422-423, 488-489, 522-523 TE 1: 55p-55q, 89p-89q, 95d, 105c, 115e, 116-117, 117a, 121c, 121o, SG•42, SG•48, 127d, 153a, 153b-153c, 159p-159q, 186-187, 193c, 193d-193e, 193p-193q, UR•34-UR•35 TE 2: 205d, 225a, 231o, 231p-231q, 237d, 265p-265q, 271c, 299p-299q, 333p-333q, 339d, 363p-363q TE 3: SG•16, 428c, 437p-437q, SG•32, 459e, 461b-461c, 467p-467q, SG•48, 501p-501q, SG•64 TE 4: 25d, 53p-53q, 59d, 69c, 69d-69e, 78-79, 79a, 79b-79c, 85d-85e, 85o, 85p-85q, SG•20, SG•21, SG•26, SG•27, 115p-115q, 121c, 141e, 142-143, 149c, 149p-149q, 155c, WP•8-WP•9 TE 5: 221p-221q, 287p-287q, 312-313a, 319p-319q, 352-353, 353a, 259d, 312-313, 359p-359q, WP•10 TE 6: 371d, 381c, 387e, 388-389a, 389b-389c, 393c, 393o, 393p-393q, SG•11, SG•16, 399c, 411c, 421e, 422-423a, 429c, 429o, 429p-429q, SG•22, SG•27, SG•32, 459p-459q, 465d, 477c, 487e, 488-489a, 493c, 493o, 493p-493q, 499c, 499d, 521e, 522-523, UR•14, UR•15, UR•24, UR•25, UR•45, UR•55, WP•9</p>
<p>Equipment Needed:</p> <p>Individual white boards Post-its Construction Paper Markers, Crayons, etc.</p> <p>Assistive Technology (if available): Document Camera, Projector, SmartBoard, Flip Camera</p>		

NJ Model Curriculum Alignment 2013	
<p><u>Unit 1</u> N/A</p>	<p><u>2A</u> SE 2: 388-389 TE 4: 108–109, 109a TE 6: 371d, 371e–371f, 388–389a, 393o, UR•15</p>
<p><u>Unit 2</u> N/A</p>	<p><u>2B</u> SE 2: 312-313 TE 5: 312–313, 313a TE 6: 465d, 477c, 487e, 493c, 493o, SG•54, SG•59, SG•64</p>
<p><u>Unit 3</u> N/A</p>	<p><u>2C</u> SE 2: 523 TE 2: 306d TE 3: 427b–427c TE 4: 79b–79c, 85p–85q TE 6: 499d, 511c, 521e, 522–523, 523a, 531c, 531o, SG•70, SG•75, SG•80, UR•55</p>
<p><u>Unit 4</u> N/A</p> <p><u>Unit 5</u></p> <p>A. Capitalize appropriate words in titles.</p> <p>B. Use commas in addresses.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>D. Form and use possessives.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>G. Consult reference materials, including beginning</p>	<p><u>2D</u> SE 1: 328-329, 357 TE 2: 305d, 317c, 327e, 328–329, 333c, 333o, 333p–333q, SG•54, SG•59, SG•64, 339d, 349c, 355e, 356–357, 363c, 363o, 363p, SG•70, SG•75, SG•80, UR•45, UR•55</p> <p><u>2E</u> SE 1: 92 TE 1: 47e, 58a, 58–59, 59a–59b, 61c, 62c, 71c, 72c, 79e, 89i, 89o, 92a, 92–93, 95c, 105c, 115e, 121c, 121o, 154c, 185e, UR•24, UR•34 TE 3: 395d, 406a, 410c, 418c–418d, 470a, 470–471, 471a–471b, 473c, 474c, 485c, 486c–486d, 493e, 501c, 501i, 501o, UR•44 TE 4: 25c, 35c, 43e, 46c, 53c, 53o, 58a, 58–59, 77e, 107e, 118a, 118–119, 119a–119b, 121c, 131c, 132c, 141e, 144c, 144f, 149c, 149o, 149p–149q, UR•14, UR•44 TE 5: 227c, 237c, 284c, 325c, 339c, 351e, 359c, 359o, UR•24, UR•54 TE 6: 368a, 368–369, 372c, 435c, 459c, 459o, 465c, 477c, 487e, 493c, 524f, UR•34</p> <p><u>2F</u> TE 1: 22a, 22–23, 25c, 37c, 47e, 55c, 55i, 55o, 89c, 95c, 124a, 124–125,</p>

127c, 139c, 151e, 154c, 159c, 159o, 162a, 162–163, 165c, 175c, 176c,

185e, 188c, 193c, 193o, UR•14

TE 2: 205c, 215c, 223e, 231c, 231o, 234a, 234–235, 237c, 247c, 257e, 260c–260d, 265c, 265o, 271c, 281c, 291e, 294c, 299a, 299c, 299o, 302a, 302–303, 305c, 317c, 327e, 333c, 333o, 339c, 349c, 355e, 363c, 363o, UR•14, UR•24, UR•34, UR•44

TE 3: 372a, 372–373, 373a–373b, 375c, 376c, 387c, 388c–388d, 395e, 398c–398d, 403c, 403h–403i, 403o, 406a, 407a–407b, 409c–409d, 417c, 418c–418d, 425e, 428c, 437c, 440a, 443c, 444c, 451c, 452c, 459e, 460–461, 461a, 467c, 467o, 473c, 493e, 496c–496d, 504a, 504–505, 507c, 517c, 518c, 529e, 537c, 537o, UR•14, UR•24, UR•34, UR•44, UR•54

TE 4: 43e, 59c, 69c, 77e, 85c, 85o, 88a, 88–89, 89a–89b, 91c, 92c, 99c, 100c–100d, 100e–100f, 107e, 115c, 115i, 115o, 152a, 152–153, 153a–153b, 155c, 167c, 168c, 173e, 183c, 183o, UR•34, UR•54

TE 5: 195c, 205c, 213e, 221c, 221o, 227c, 237c, 253c, 253o, 256a, 259c, 271c, 281e, 287c, 287o, 293c, 303c, 311e, 319c, 319o, UR•14, UR•34, UR•44

TE 6: 371c, 381c, 387e, 393c, 393o, 399c, 411c, 421e, 429c, 429o, 435c–435d, 445c, 453e, 459c, 465c, 477c, 487e, 493c, 493o, 499c, 511c, 521e, 531c, 531o, UR•14, UR•24, UR•44, UR•54, WP•9

2G

TE 2: 223c, 265c, 299a, WP•8

TE 3: 403p, 425c, 437p, 501p, 537p

TE 4: 53p–53q, 85c

TE 6: 429p, 493p, 531p

Domain: <i>Language</i>		
Cluster: <i>Knowledge of Language</i>		
Standard: <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i>		
<p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>To what extent does knowledge of communication techniques help me to become a better reader, writer, speaker, and listener?</i>	<i>Students will understand that: appropriate use of conventions aids the reader's understanding and utilizing standard conventions to communicate will produce an effective message.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • <i>Have a group discussion to brainstorm ideas on a specific topic</i> • <i>Create a graphic organizer (e.g. Venn diagram) to compare and contrast</i>
Content Statements		
<i>Students will demonstrate command of Standard English communication techniques during oral and written communication.</i>		
Assessment: <i>To show evidence of meeting this standard, students may:</i>		

<p><i>Formal:</i></p> <ul style="list-style-type: none"> • <i>Process of writing of a paragraph</i> • <i>Collins Writing Process</i> • <i>Graphic organizers</i> <p><i>Informal:</i></p> <ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Anecdotal notes</i> 	<p style="text-align: center;"><u>Teacher Resources</u></p> <p>New Jersey Registered Speaking Rubric Purdue Online Writing Lab (http://owl.english.purdue.edu/) Readwritethink.org Funenglishgames.com Funbrain.com Brainpop.com Edhelper.com</p> <p><u>Reading Street 2013 Alignment</u> SE 2: 142-143, 422-423, 456-457 TE 1: 37d-37e, 49a, SG•16, 61d, 116-117, 117a, 117b-117c, 153b-153c, 193p-193q TE 2: 206d, 225b-225c, SG•22, SG•26, SG•27, SG•32, 293b-293c, 294c, 299a, 299d-299e, 362-363, 363a TE 3: 397b-397c, 403d-403e, 437d-437e, 437p-437q, 501d-501e, 528-529a, 530-531a, 536-537a TE 4: 49a, 53p-53q, 115d-115e, 131c, 136-137, 137a, 140-141, 141a, 142-143, 143a, 148-149, 149a, 149d-149e, SG•58, SG•61, SG•62, SG•63, 172-173, 173a, 174-175, 175a, UR•45 TE 5: 214-215, 215a, 221a, 246-247, 247a, 248-249, 249a, 253a, 282-283, 283a, 284-285, 285a, 310-311, 311a, 312-313, 313a, 319a TE 6: 387a, 388-389, 389a, 420-421, 421a, 422-423, 423a, 428-429, 429a, 436c-436d, 454-455, 455a, 455b-455c, 486-487, 487a, 492-493, 493a, 522-523, 523a, 523b-523c, 531i <u>3a.</u> SE 1: 48-49, 224-225, 258-259 SE 2: 248-249, 282-283, 422-423, 454-455, 522-523 TE 1: 37d-37e, 48-49, 49a, 49b-49c, 55d-55e, 117b-117c, 152-153, 153a, 153b-153c, 159d-159e TE 2: 206d, 215d, 224-225, 225b, 231d-231e, 231i, 258-259, 259b-259c, 272d, 285a, 299i, 340d, 363i, 364-365, 365a, WP•7 TE 3: 387d-387e, 396-397, 397a, 397b-397c, 403d-403e, 437d-437e, 474d, 501i, 508d, 514-515, 515a, 518-519, 519a, 528-529, 531c, 537i, 538-539, 539a, SG•72 TE 4: 122d, 136-137, 137a, 149d, 149i, 183d-183e TE 5: 196d, 221d-221e, 221i, 237d, 248-249, 249b-249c, 259e, 282-283, 283b-283c, 287d-287e, 319d-319e, UR•49, WP•8 TE 6: 372d, 393i, 404-405, 405a, 411d-411e, 422-423, 423a, 423b-423c,</p>
<p>Equipment Needed:</p> <p>Individual white boards Post-its Construction Paper Markers, Crayons, etc.</p> <p>Assistive Technology (if available): Document Camera Projector SmartBoard</p>	
<p>NJ Model Curriculum Alignment 2013</p>	
<p><u>Unit 1</u> N/A</p> <p><u>Unit 2</u> N/A</p>	

<p><u>Unit 3</u> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p><u>Unit 4</u> N/A</p> <p><u>Unit 5</u> N/A</p>	<p>435e–435f, 445d–445e, 454–455, 455a, 455b–455c, 459p, 466d, 493d–493e, 493i, SG•62, 522–523, 523a, 523b–523c</p> <p><u>3b.</u> TE 1: 89a, 159a TE 4: 53a, 98–99, 99a, 147a, 148–149, 149a TE 5: 252–253, 253a</p>

Domain: *Language*

Cluster: *Vocabulary Acquisition and Usage*

Standard: *Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.*

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>To what extent does knowledge of vocabulary help clarify multiple-meaning words, roots, prefixes, suffixes, and affixes?</i></p> <p><i>How does using reference materials assist in understanding the meaning of words and phrases?</i></p>	<p><i>Students will understand that:</i></p> <p><i>through knowledge of vocabulary and use of reference materials, they will achieve optimum understanding of origin of words.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>After shared read alouds containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions</i> • <i>Record roots, prefixes, and suffixes on individual note cards. With partners, students join note cards to build words, read words, and determine meanings.</i> • <i>In pairs, students use dictionaries/glossaries to identify meanings of words; students will create their own personal dictionaries with curriculum-based words</i>

Content Statements		
<i>Vocabulary is essential to achieve meaning of words/phrases.</i>		
<p>Assessment: To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> • Vocabulary charts (flip charts) • Word walls • Internet games • Word Searches/Crossword Puzzles 		<p style="text-align: center;"><u>Teacher Resources</u></p> <p>New Jersey Registered Speaking Rubric Purdue Online Writing Lab (http://owl.english.purdue.edu/) Readwritethink.org Funenglishgames.com Funbrain.com Brainpop.com Edhelper.com</p> <p><u>Reading Street Alignment 2013</u> SE 1: 26-27, 54, 62-63, 88, 96-97, 120, 128-129, 158, 238-239, 264, 272-273, 298, 340-341, 362, 376-377, 402, 410-411, 436, 444-445, 466, 474-475, 500, 508-509, 536 SE 2: 26-27, 52, 60-61, 84, 92-93, 114, 122-123, 148, 156-157, 182, 228-229, 252, 260-261, 286, 294-295, 318, 326-327, 358, 400-401, 428, 436-437, 458, 500-501, 530 TE 1: 21a-21b, 25a, 26e, 36-37, 55a, 55i, 54-55, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•12, SG•13, SG•14, 62e, 70-71, 71a, 88-89, 89a, 89h, SG•18, SG•19, SG•20, 91a-91b, 96e, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•46, 120-121, 123a-123b, 127a, 128e, 159a, 159h, SG•50, SG•51, SG•53, SG•56, SG•57, SG•67, SG•73, UR•10-UR•11, UR•12-UR•13, UR•20-UR•21, UR•22-UR•23, UR•30-UR•31, UR•32-UR•33, UR•40-UR•41, UR•42-UR•43 TE 2: 201a-201b, 206e, 206-207, 216-217, 217a, 219a, 231a, 231i, 233a-233b, 237a, 238e, 238-239, 246-247, 264-265, 261a, 265a, 265h, SG•28, 267a-267b, 268a-268-269, v269a-269b, 271a, 272d, 272e, 272-273, 282c-282d, 297a, 299a, 299h, SG•34, SG•35, SG•36, SG•40, SG•41, SG•46, 301a-301b, 305a, 306e, 306-307, 330c, 333a, 333h, 335a-335b, 339a, 340e, 340-341, 358-359, 359a, 360-361, 361a, 362-363, 363a, 363h, SG•68, SG•72, SG•76, UR•10-UR•11, UR•13, UR•20-UR•21, UR•23, UR•30- UR•31, UR•33, UR•40, UR•43, UR•50-UR•51, UR•53</p>
<p>Equipment Needed:</p> <p>Individual white boards Post-its Construction Paper Markers, Crayons, etc.</p> <p>Assistive Technology (if available): Document Camera Projector SmartBoard</p>		
		<p>TE 3: 375a, 376a-376b, 376e, 376-377, 386-387, 388a-388b, 392-393,</p>

NJ Model Curriculum 2013**Unit 1**

4a. Use sentence-level context clues to determine the meaning of a word or phrase.

4b. Use knowledge of a known prefix added to a known word to determine the meaning of the new formed word (e.g., heat/preheat).

4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Unit 2

N/A

Unit 3

N/A

Unit 4

N/A

Unit 5

N/A

398a–398b, 402–403, 403h–403i, 409a, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, 405a, 409a, 410a–410b, 410e, 410–411, 414–415, 418a–418b, 428a–428b, 436–437, 437a, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, 439a, 443a, 444a–444b, 444e, 446–447, 447a, 452a–452b, 462a–462b, 466–467, 467a, 467h, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, 469a–469b, 473a, 474a–474b, 474e, 486a–486b, 486e–486f, 486–487, 487a, 489a, 496a–496b, 501a, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, 507a, 508e, 508–509, SG•66, SG•68, SG•71, SG•73, SG•74, SG•78, UR•6–UR•7, UR•10–UR•11, UR•13, UR•16–UR•17, UR•20, UR•23, UR•27, UR•30–UR•31, UR•32–UR•33, UR•37, UR•40–UR•41, UR•43, UR•47, UR•50–UR•51, UR•53

TE 4: 26e, 26–27, 52–53, 53a, SG•4, SG•7, SG•8, SG•12, 55a–55b, 59a, 60e, 60–61, 68–69, 69a, 70e–70f, 70–71, 71a, 84–85, 85a, 85h, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•28, SG•29, SG•30, SG•31, 87a–87b, 89a–89b, 91a, 92e, 92–93, 96–97, 97a, 100e–100f, 104–105, 105a, 110g–110h, 110–111, 111a, 112–113, 113a, 114–115, 115a, 115h, SG•39, SG•44, SG•45, 117a–117b, 121a–121b, 122a–122b, 122e, 122–123, 149a, 149h, SG•50, SG•51, SG•55, SG•56, SG•61, 151a–151b, 155a, 156e, 156–157, 168–169, 169a, 182–183, 183a, 183h, SG•67, SG•68, SG•71, SG•72, SG•76, SG•78, UR•10–UR•11, UR•13, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53

TE 5: 191a–191b, 195a, 196e, 196–197, 206–207, 207a, 221h, 223a–223b, 227a, 228e, 228–229, 234–235, 235a, 247e, 252–253, 253a, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•31, SG•32, 255a–255b, 259a, 260e, 266–267, 267a, 269a, 272–273, 284–285, 285a, 287a, 287h, SG•34, SG•35, SG•36, SG•37, SG•39, SG•41, SG•42, SG•45, SG•46, SG•47, 289a–289b, 293a, 294e, 294–295, 300–301, 301a, 318–319, 319a, SG•50, SG•51,

4A

SE 1: 26–27, 54, 62–63, 128–129, 158, 206–207, 230, 238–239, 264, 306–307, 332, 340–341, 362, 376–377, 402, 474–475, 500

SE 2: 26–27, 52, 92–93, 114, 122–123, 148, 196–197, 220, 228–229, 252, 294–295, 318, 326–327, 358, 400–401, 428 500–501, 530

TE 1: 26e, 38a, 54–55, 55h, SG•14, 61a, 62e, SG•21, SG•23, SG•25, 95a,

128e, 146–147, 147a, 159a, 158–159, 159h, SG•50, SG•51, SG•52, SG•55, SG•62, SG•67, SG•68, SG•77, SG•78, UR•20–UR•21, UR•22–UR•23, UR•40–UR•41, UR•42–UR•43

TE 2: 205a, 206e, 206–207, 230–231, 238e, 238–239, 246–247, 252–253, 253a, 261a, 265a, 265h, SG•20, SG•25, SG•30, SG•41, SG•46, 306e, 332–333, 333a, 333h, SG•52, 340e, 340–341, 343a, 350–351, 359a, 361a, 362–363, 363a, 363h, SG•68, SG•73, SG•78, UR•10–UR•11, UR•20–UR•21, UR•23, UR•41, UR•50–UR•51, UR•53

TE 3: 371a, 376e, 376–377, 386–387, 392–393, 402–403, 403a, 403h–403i, 405a, 418e–418f, 439a–439b, 440–441, 444e, 446–447, 447a, 454–455, 455a, 473a, 474e, 474–475, 486–487, 487a, 488–489, 489a, 501a, UR•10–UR•11, UR•12–UR•13, UR•40, UR•43

TE 4: 26e, 26–27, 30–31, 31a, 36e–36f, 38–39, 49a, 52–53, 53a, 53h, SG•15, 55a–55b, 91a, 92e, 92–93, 98–99, 99a, 114–115, 115a, 115i, SG•34, SG•35, SG•36, SG•41, SG•46, 117a–117b, 122e, 122–123, 130–131, 131a, UR•41, UR•43, UR•50–UR•51, UR•53

TE 6: SG•4, SG•9, SG•14, 400e, 400–401, 424a–424b, 428–429, 429a, 429h, SG•25, 445d–445e, 500e, 500–501, 508–509, 509a, 518–519, 519a, 524–525, 525a, 530–531, 531a, 531h, SG•68, SG•73, SG•78, UR•10, UR•23, UR•50–UR•51, UR•52 136–137, 137a, 149a, SG•52, SG•57, 183h, SG•73, UR•10–UR•11, UR•13, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43

TE 5: 191a–191b, 196e, 196–197, 220–221, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•14, SG•16, 223a, 224a, 228e, 228–229, 236–237, 238a–238b, 247e, 252–253, 253a, SG•19, SG•20, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•32, 255a–255b, 259a, 269a, 272–273, SG•36, SG•41, SG•46, 294e, 294–295, 300–301, 301a, 319a, 319h, SG•57, SG•62, 325a, 326e, 326–327, 334–335, 335a, 346–347, 348–349, 354a–354b, 359a, 359h, SG•66, SG•68, SG•71, SG•73, SG•74, SG•77, SG•78, UR•10–UR•11, UR•13, UR•20–UR•21, UR•23, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53

TE 6: SG•4, SG•9, SG•14, 400e, 400–401, 424a–424b, 428–429, 429a, 429h, SG•25, 445d–445e, 500e, 500–501, 508–509, 509a, 518–519, 519a, 524–525, 525a, 530–531, 531a, 531h, SG•68, SG•73, SG•78, UR•10, UR•23, UR•50–UR•51, UR•52

4B

SE 1: 508–509, 536

SE 2: 372–373, 392, 466–467, 492

TE 1: 166e, 178–179, 179a, 193a, 193h

TE 3 406a, 410c, 474c, 486c–486d, 501c, 508e, 508–509, 518–519, 519a,

522–523, 523a, 536–537, 537a, 537h, UR•50–UR•51, UR•53
TE 4: 121c, 122c, 132c–132d, 149i
TE 6: 372e, 372–373, 384–385, 385a, 390c, 392–393, 393a, 393h, 462a, 462–463, 466c, 466e, 466–467, 476–477, 478c–478d, 492–493, 493a, 493h, 496a, 496–497, UR•10–UR•11, UR•13, UR•40–UR•41
4C
SE 1: 166–167, 192, 508–509, 536
SE 2: 372–373, 392, 466–467, 492
TE 1: 166e, UR•50–UR•51, UR•52–UR•53
TE 3: 508e, 508–509, 536–537, 537a
TE 4: 121c
TE 6: 372–373, 392–393, 466–467, 484–485, 492–493, 496a, 496–497, 499c, 512c, UR•54
4D
SE 1: 96–97, 120, 410–411, 436, 444–445, 466
SE 2: 60–61, 84, 156, 182, 436–437, 458
TE 1: 96–97, 96e, 100–101, 101a, 112–113, 115c, 120–121, 121a, 121h, SG•36, SG•41, UR•30–UR•31, UR•32–UR•33
TE 2: 223c, 265a, SG•44
TE 3: 410e, 410–411, 412–413, 414–415, 419a, 425c, 436–437, 437a, 437h, 437j, 444e, 444–445, 454–455, 455a, 466–467, 467a, 467h, 537h, UR•20, UR•30–UR•31, UR•33
TE 4: 43c, 59a, 60e, 60–61, 70e–70f, 84–85, 85a, SG•20, 156e, 156–157, 168–169, 169a, 183a, 183h, SG•68, UR•20–UR•21, UR•23, UR•50–UR•51, UR•53
TE 5: 265a, 326e, 326–327, 334–335, 335a
TE 6: 400e, 400–401, 428–429, 429a, SG•20, 436e, 436–437, 440–441, 441a, 448–449, 449a, 458–459, 459a, 459h, 466e, 466–467, 525a, 531a, UR•30–UR•31, UR•33

Domain: *Language*

Cluster: *Vocabulary Acquisition and Usage*

Standard: *Demonstrate understanding of figurative language, word relationships and nuances in word meanings.*

- a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
- b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is it important to understand and utilize figurative language?</i></p>	<p><i>Students will understand that:</i></p> <p><i>identifying figurative language in written text helps make real life connections.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Given a list of vocabulary words, students complete graphic organizers for words to deepen understanding of word meanings. Students write targeted words in center circles of organizer and list antonyms, synonyms, and analogies for those words in 3 surrounding circles</i> • <i>After shared read alouds containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions</i> • <i>Pair-share connection to real-life experiences</i>
<p>Content Statements</p>		
<p><i>Figurative language helps achieve meaning of words/phrases.</i></p>		

<p>Assessment: To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> • Use Internet games • Teacher created tests/quizzes • Highlight figurative language used in everyday text/supplied stories/etc 	<p style="text-align: center;"><u>Teacher Resources</u></p> <p>New Jersey Registered Speaking Rubric Purdue Online Writing Lab (http://owl.english.purdue.edu/) Readwritethink.org Funenglishgames.com Funbrain.com Brainpop.com Edhelper.com Tedd Arnold's book: More Parts</p>
<p>Equipment Needed:</p> <p>Individual white boards Post-its Construction Paper Markers, Crayons, etc.</p> <p>Assistive Technology (if available): Document Camera Projector SmartBoard</p>	<p style="text-align: center;"><u>Reading Street 2013 Alignment</u></p> <p>SE 1: 206-207, 230, 306-307, 332, 376-377, 402 SE 2: 196-197, 220, 228-229, 252,326-327, 358, 400-401, 428, 500-501, 530 TE 2: 206d, 206e, 206–207, 230–231, 238d, 306e, 306–307, 332–333, 333a TE 3: 376d, 376e, 376–377, 384–385,386–387, 402–403, 425c, 444d, 462g, 463a, 467i TE 4: 91a, 104–105, 105a, 110g–110h, 110–111, 111a, 156d TE 5: 196e, 196–197, 220–221, 221a, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 228e, 228–229, 252–253, 83b–283c, 284g–284h, 284–285, 285a, 287i, 294e, SG•56, 326e, 326–327, 358–359, 359a TE 6: 400e, 400–401, 412a–412b, 428–429, 429i, 436c, 436d, 445d–445e, 500e, 500–501, 508–509, 509a, 518–519, 519a, 530–531, 531a, 531i, UR•20</p>
<p>NJ Model Curriculum Alignment 2013</p>	
<p><u>Unit 1</u> N/A</p> <p><u>Unit 2</u> a. Differentiate the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>c. Differentiate shades of meaning among related words that describe states of mind or degrees of uncertainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p><u>5a</u> TE 2: 225b, 265a, 311a, 315a TE 3: 386–387, 444c, 452–453, 462g, 463a, 464–465, 465a, 467i TE 4: 96–97, 97a, 106–107, 176a–176b TE 5: 283b–283c TE 6: 400d, 412–413, 413a, 416–417, 417a, 436c, 446–447, 447a</p> <p><u>5b</u> TE 1: 21a–21b, 25a, 26a–26b, 38b, 40–41, 41a, 50b, SG•8, SG•15, 57a–57b, 61a, 62a–62b, 72a–72b, 82a–82b, 95a, SG•40, SG•41, 127a, 127e–127f, 128b, 140a–140b, 154b, SG•55, 161a–161b, 165a, 166b, 177a, 188a–188b TE 3: 371a–371b, 418e, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36 TE 4: 25a, 36–37, 37a, 46a–46b, SG•2, SG•3, SG•8, SG•9, 122d, 175b–175c TE 5: 238a–238b, 260a–260b, 269a, 272b, SG•36, 321a, 326a–326b TE 6: 445d–445e, 499a, 524a–524b, SG•72</p>

Unit 3

b. Identify real life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Unit 4

N/A

Unit 5

N/A

5c

SE 1: 206-207, 230

SE 2: 196-197, 220

TE 2: 206-207, 230-231, 231a, SG•5

TE 5: 196e, 196-197, 220-221, SG•4, SG•5, SG•8, SG•9, SG•10, SG•11, 348-349

TE 6: 500e, 500-501

Domain: <i>Language</i>		
Cluster: <i>Vocabulary Acquisition and Use</i>		
Standard: <i>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to understand and utilize words and phrases that pertain to a particular topic?</i>	<i>Students will understand that: identifying and utilizing specific words/phrases helps enhance oral and written text.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> <i>When given domain-specific words, phrases, or clue words, students use spoken and written language to form completed sentences with logical relationships.</i> <i>Demonstrate use of academic vocabulary when recording information in cross-curricular journals paying attention to spatial and temporal relationships.</i>
Content Statements		
<i>Using specific words and phrases for a particular topic provides clarity in communication.</i>		
Assessment: <i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none"> <i>Use Internet games</i> <i>Teacher created tests/quizzes</i> <i>Journal Writing</i> <i>Peer conferencing</i> 		<p align="center"><u>Teacher Resources</u></p> <p>New Jersey Registered Speaking Rubric Purdue Online Writing Lab (http://owl.english.purdue.edu/) Readwritethink.org Funenglishgames.com Funbrain.com Brainpop.com Edhelper.com</p> <p><u>Reading Street 2013 Alignment</u> TE 1: 20–21, 1a–21b, 26a–26b, 38a–38b, 50a–50b, 50g–50h, SG•7, 57a–57b, 61a, 62a–62b, 62d, 72a–72b, 72–73, 73a, 82a–82b, 89i, 90–91, 91a–91b, 96a–96b, 106a–106b, 118a–118b, 122–123, 123a–123b, 128a–128b, 140a–140b, 154a–154b, 160–161, 161a–161b, 165a, 166a–166b, 176a–176b, 188a–188b, SG•71, SG•74, SG•76, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>
Equipment Needed: Individual white boards		

<p>Post-its Construction Paper Markers, Crayons, etc.</p> <p>Assistive Technology (if available): Document Camera Projector SmartBoard</p>	<p>TE 2: 200–201, 201a–201b, 205a, 206a–206b, 216a–216b, 226a–226b, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 232–233, 233a–233b, 237a, 238a–238b, 248a–248b, 260a–260b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•31, 266–267, 267a–267b, 271a, 272a–272b, 282a–282b, 294a–294b, SG•34, SG•35, SG•37, SG•39, SG•42, SG•45, SG•47, 300–301, 301a–301b, 306a–306b, 318a–318b, 330a–330b, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, 334–335, 335a–335b, 339a, 340a–340b, 350a–350b, 358a–358b, SG•66, SG•67, SG•69, SG•71, SG•74, SG•77, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>
<p>NJ Model Curriculum Alignment 2013</p>	<p>TE 3: 370–371, 371a–371b, 376a–376b, 388a–388b, 398a–398b, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•10, SG•11, SG•14, SG•15, 404–405, 405a–405b, 409a, 410a–410b, 418a–418b, 428a–428b, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, 428–439, 439a–439b, 443a, 444a–444b, 452a–452b, 462a–462b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•43, SG•46, SG•47, 468–469, 469a–469b, 473a, 474a–474b, 474e, 486a–486b, 496a–496b, 501h–501i, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, 502–503, 503a–503b, 507a, 508a–508b, 518a–518b, 532a–532b, SG•67, SG•69, SG•72, SG•75, SG•77, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•40–UR•41, UR•42–UR•43, UR•46–UR•47, WP•10</p>
<p><u>Unit 1</u></p>	<p>N/A</p>
<p><u>Unit 2</u></p>	<p>N/A</p>
<p><u>Unit 3</u></p>	<p>N/A</p>
<p><u>Unit 4</u> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>TE 4: 20–21, 21a–21b, 25a, 26a–26b, 36a–36b, 46a–46b, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, 54–55, 55a–55b, 57a–57b, 60a–60b, 70a–70b, 80a–80b, 86–87, 87a–87b, 91a, 92a–92b, 94–95, 95a, 100a–100b, 110a–110b, 115o, 116–117, 117a–117b, 122a–122b, 132a–132b, 144a–144b, SG•50, SG•51, SG•53, SG•58, SG•63, 151a–151b, 155a, 156a–156b, 168a–168b, 176a–176b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>
<p><u>Unit 5</u></p>	<p>N/A</p>
<p></p>	<p>TE 5: 190–191, 191a–191b, 196a–196b, 206a–206b, 216a–216b, 223a–223b, 227a, 228a–228b, 238a–238b, 250a–250b, 255a–255b, 259a, 260a–260b, 272a–272b, 284a–284b, SG•36, SG•37, SG•39, SG•40, SG•41, 288–289, 289a–289b, 293a, 294a–294b, 294d, 304a–304b, 314a–314b, SG•51, SG•53, SG•55, SG•58, SG•61, SG•63, 321a–321b, 326a–326b, 326d, 340a–340b, 348–349, 354a–354b, 354c–354d, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 6: 366–367, 367a–367b, 371a, 372a–372b, 382a–382b, 390a–390b, SG•3, SG•5, SG•8, 394–395, 395a–395b, 399a, 400a–400b, 400d, 412a–</p>

412b, 424a–424b, SG•21, SG•24, SG•26, 430–431, 431a, 435a, 436a–436b, 436c–436d, 446a–446b, 456a–456b, 456g–456h, SG•36, SG•37, 460–461, 461a–461b, 465a, 466a–466b, 478a–478b, 487c, 490a–490b, SG•51, SG•53, SG•56, SG•58, SG•61, SG•63, 494–495, 495a–495b, 500a–500b, 512a–512b, 524a–524b, SG•66, SG•67, SG•68, SG•69, SG•72, SG•73, SG•74, SG•76, SG•77, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47