### Big Ideas

**ENDURING UNDERSTANDING:** Expressions of feelings, intentions and opinions encompassed within the changes of life.

**ESSENTIAL QUESTION:** How are expressions of feelings, intentions and opinions in literature encompassed within the changes of life?

### Selected Readings of Complex Texts

**EXTENDED TEXT(S):**
- **Unit 1:** Community Counts
  - **Fiction:** *James Ale* by Daphne Liu T18a
  - **Nonfiction:** *Central Park by Ann Morris* T40a

**SHORT CONNECTED TEXTS & MEDIA**
- **Unit 1:** Community Counts
  - *Central Park Serenade*
  - *Poem by Laura Godwin*
- **Leveled Books and Window on Literacy:**
  - *More Than a Meal* by Suzy Blackaby DRA10
  - *Scare in the City* by Sherlin Chanek Lexile DRA24
  - *Our Town* by Faridah Yusof DRA13
  - *My Town at Work* by Gare Thompson DRA23
  - *Who Works at the Zoo?* by Sarah Russell DRA6
  - *More Places to Visit* by Nick Bruce DRA18
  - *Where Can I Play?* by Harley Chan DRA3
  - *Best Friends* by Marvin Buckely DRA5

- **Language Songs:** CD 1 Big Book: pages 5-8
- **Kidspiration CD-ROM Picture Libraries:**
  - Everyday for pictures of community places, signs, and vehicles
  - **Selection Readings CD1**
  - **Profile Picture Cards:** D1-D-11

**Unit 2:** Bloom and Grow

- **Fiction:** *How to Make Ugly Vegetable Soup* by Grace Lin T70a

### Standards

#### Targeted

**Reading**
- III-8-R-4LI-HI-3
- III-8-R-4LI-HI-7
- III-8-R-4BI-LI-13
- III-8-R-4LI-HI-16
- III-8-R-4LI-HI-10
- III-8-R-4LI-HI-19
- III-8-R-4LI-HI-30

**Writing**
- III-W-1-B-HI-4
- III-W-3-B-HI-3
- III-W-3-B-HI-10
- III-W-3-B-HI-8

**Language**
- III-L-1R(3) 2:BI

**Listening and Speaking**
- III-L-1R(3)

**Vocabulary**
- III-L-2-B-HI-10

**Grammar**
- III-L-1R(3) 2:HI

**Lexile**
- 20

#### Complementary

**Reading**
- III-8-R-3BI-HI-1-4,11
- III-8-R-3BI-HI-1
- III-8-R-4BI-HI-12
- III-8-R-4BI-HI-14
- III-8-R-4BI-HI-16
- III-8-R-4BI-HI-17
- III-8-R-4BI-HI-26,28
- III-8-R-4BI-HI-31

**Writing**
- III-W-1-B-HI-6
- III-W-2-B-HI-9
- III-W-3-B-HI-3
- III-W-3-B-HI-10

**Listening and Speaking**
- III-L-1R(3)

**Vocabulary**
- III-L-2-B-HI-6

**Grammar**
- III-L-1R(3)

**Lexile**
- 11

#### Constant throughout the year

**Reading**
- III-8-R-3BI-HI-11
- III-8-R-3BI-HI-22,29
- III-8-R-4BI-HI-24

**Writing**
- III-W-1-B-HI-3
- III-W-2-B-HI-1
- III-W-3-B-HI-1,4,5
- III-W-3-B-HI-6
- III-W-3-B-HI-7
- III-W-4-B-HI-1
- III-W-4-B-HI-5
- III-W-5-B-HI-1

**Listening and Speaking**
- III-L-1R(3)

**Vocabulary**
- III-L-2-B-HI-2,3

**Grammar**
- III-L-1R(3)

**Lexile**
- 11
Research Component:
- Research Center: Library Learning T57a-b
- Write to give information about community information 59c-d
- Students will create a question-and-answer book about a place (park, zoo, museum, etc.) in their community.
- Writing Project: Write to Give Information T63a-i
- Research how plants grow T92-93
- Plant Growth: Introduce and Find Information T101a-b
- Design a Shoebox Garden. Students research information about garden plants. T98b
- Research Center: Garden of Facts Question and Answer Book T117a-b
- Internet Resource: http://www.sciencekids.co.nz/quizzes/plant.html
- http://www.tucsonvillagefarm.org/
- Product Map: Research Crops Students choose a country to research the crops in that country. T118b
- Write to Give Information. Students will research their favorite plant and write about it. T119c-d

Narrative Component:
- Write a Thank-you Note T35c
- Write a Recipe T99c. Students write a family recipe.
- Write about a time you went to a park with your family or friends and what you did together.
- Cultural Perspective: Have children interview family members about their favorite leisure activities. Use information shared and compare experiences, then contribute descriptions to a class book T16b

Opinion Component:
- Literature Journal Students draw or write as they reflect on the photo-essay and express their ideas and opinions. T52
- Literature Journal: Students reflect on the personal narrative and express their ideas and opinions. T94
- Literature Journal: Students draw or write as they reflect on the science article and express their ideas and opinions. T114

Interdisciplinary Connections:

Social Studies:
- Tell about Your Community T12f
- Cultural Perspectives: Have students share and compare favorite family leisure-time activities and then add them to a class book T16b
- Cultural Perspectives: Home Cultures and Games T20-21
- The Job of Mayor T26-27
- Internet Resource: http://bensguide.gpo.gov/
- Play “Mayor May I?” T34b
- Make a Community Mobile T34b
- Help Your Community T35a-b
- Community Volunteers T38b
- Internet Resource: http://www.volunteermatch.org
- http://www.scholastic.com/browse/collection.jsp?id=504
- http://www.peacecorps.gov/kids/
- Cultural Perspectives: Regional Language: Words for Park T50-51
- Create a Brochure T59a-b
- Internet Resource: http://www.visittucson.org/about/visitors-guide/
- Create a State Flower Guide T64f
- Cultural Perspectives: Food Sayings T77d
- Cultural Perspectives: Food Tales T78b
- Farmers Markets T90-91
- Cultural Perspectives: Edible plants from around the world T102b
- Cultural Perspectives: Harvest Festivals T104b
- Internet Resource: http://www.harvestfestivals.net/harvestfestivals.htm
- Cultural Perspectives: Home Culture: Building with Plants T106-107
- Make a product Map T118b

Science:
- Make a Neighborhood Diorama T12f
- Show the Plant Life Cycle T64f
- Where Plants Grow T92-93
- Plant Growth: Introduce and Find Information T101a-b
- Experiment with Soil T100b
- Internet Resources: http://www.teachertube.com/
- http://www.sciencekids.co.nz/
- Saguaros T108
- Watch the Sprouts T119a-b
Performance Assessment

Summative:
- Avenues Pretest
- Diagnostic Phonics Assessment - Reading Basics

Formative (Vocabulary, Grammar, Comprehension/Critical Thinking, High Frequency Words):
- Unit 1
- Unit 2

Writing Focus Assessment (Advanced Level Only):
Avenues Unit 1 Writing Assessment:
- Process of Writing: Revising and Editing
- Written Composition: Students will write a composition to tell how they feel about their community.

Avenues Unit 2 Writing Assessment:
- Process of Writing: Revising and Editing
- Written Composition: Students will write a composition to describe a plant that they have seen.