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Language Power Grades K–2, Level B

This sample includes the following:

Management Guide (10 pages)

Sample Reader

Sample Lesson Plan (7 pages)

Sample Student Guided Practice Book pages (4 pages)

Sample Digital Pages (6 pages)

Sample Unit Assessment (6 pages)

To Create a World ⁱⁿ which
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LANGUAGE POWER

Management Guide

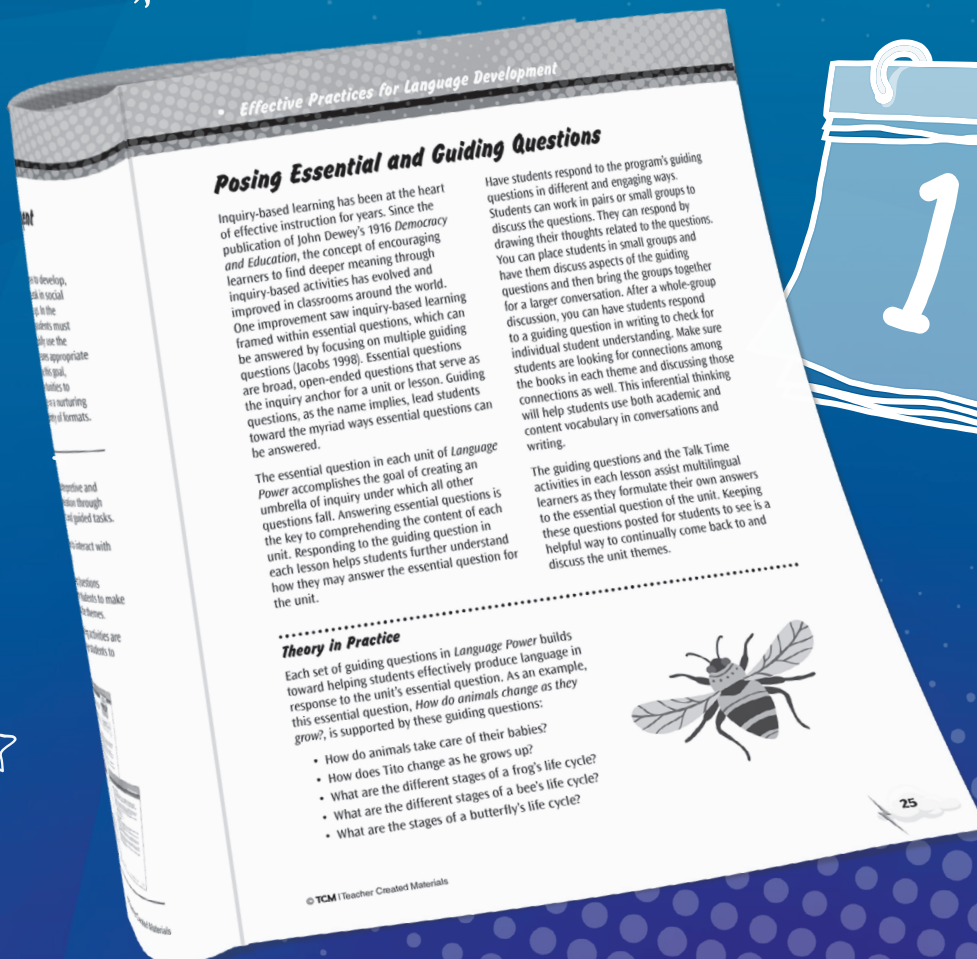
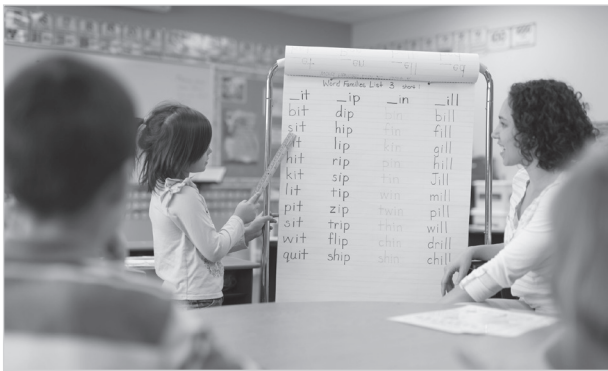


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Integrating the Four Language Domains

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



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



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

Theory in Practice

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

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

During Reading

1. Read the book aloud to students. Stop after page 7 to discuss the author's opinion.
What does the author think about recess? *The author thinks _____.*
What does the word _____ mean?

Essential Question

What are some places in your school community?

Talk About It!

What is your favorite place in your school? Explain to a partner.

Speaking and Listening

1. Ask students to think about things that they like to do at recess. Make a list where students can see it. Include drawings on the list to support student understanding.
2. Ask students to choose one of the things they like to do at recess and to keep it a secret. Tell students not to tell anyone about the activity they chose.
3. **Talk Time:** Have students work with partners. Have one partner act out the activity or game that they do at recess and have the other partner guess the activity. Use the following sentence frames to help partners ask and answer questions:

Do you like to _____ at recess?
Yes, I like to _____ at recess.
No, I don't like to _____ at recess. Try again!

4. **Talk Time:** Once partners have guessed the activities, have students explain why they enjoy them. Use the following sentence frames to guide discussions:

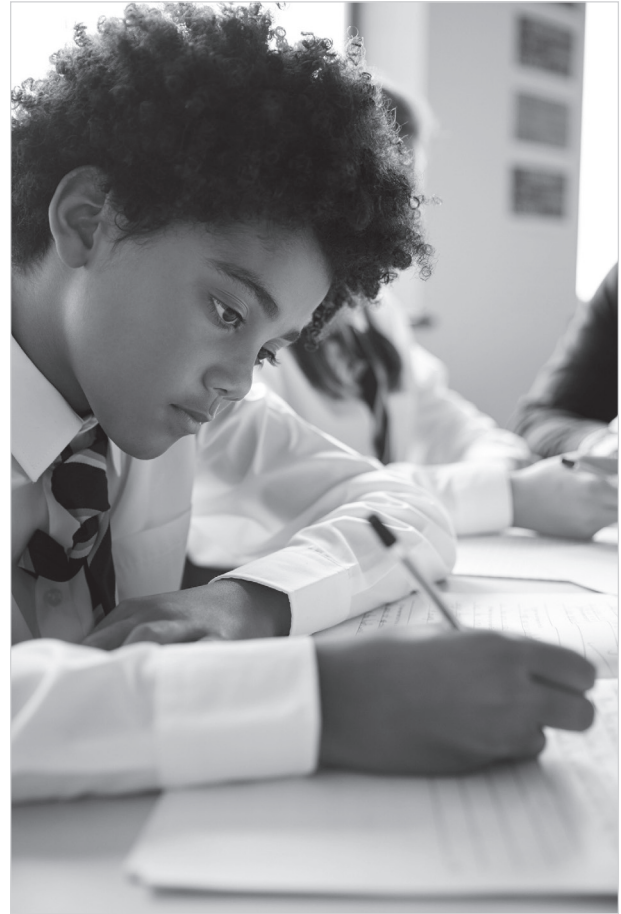
I like to _____ at recess because _____.



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



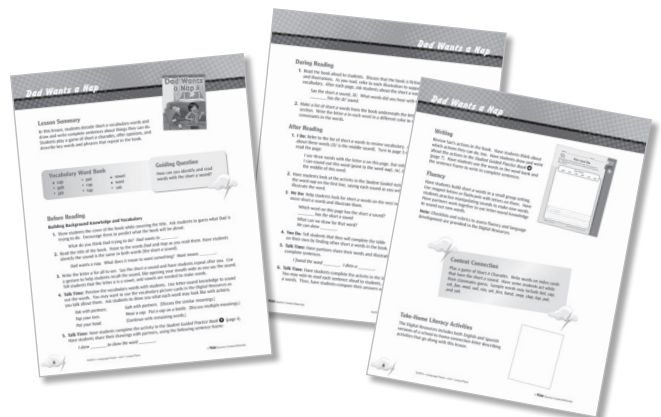
Writing skills must be developed for diverse purposes (e.g., to inform, to persuade, to entertain), for a variety of audiences and a range of forms. Students should be allowed to write about topics they find relevant and engaging. Of benefit are sentence starters, paragraph frames, and graphic organizers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



Theory in Practice

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

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

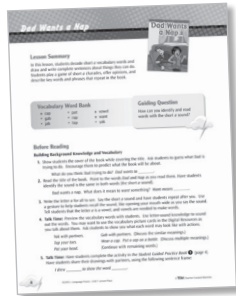


What's Included?



Themed Text Sets

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



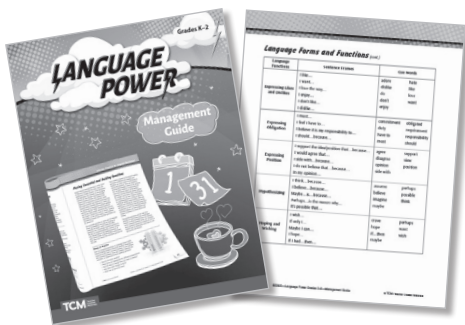
Lesson Plans

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



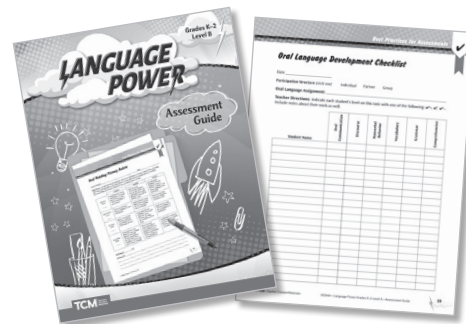
Student Guided Practice Book

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



Management Guide

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



Assessment Guide

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

Digital Resources

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



Planning

Pacing Plans

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

Five-Day Plan

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

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

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

Three-Day Plan

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

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

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

Planning *(cont.)*

Program Scope and Sequence

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

Program Scope and Sequence *(cont.)*

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

Planning *(cont.)*

Program Scope and Sequence *(cont.)*

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

Program Scope and Sequence *(cont.)*

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

Note: The Grades K–2 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.

Workers

Workers do many things. They keep us safe, bring our mail, and care for our animals. Read about workers in the pages of this book.



TIME
FOR KIDS
Nonfiction
Readers

Level 1.2
Word Count: 44
Reading Level Correlations:
Early Intervention Level 4
Guided Reading Level C
DRA Level 4
Lexile® BR



TCM 14572

Workers



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Teacher Created Materials

5301 Oceanus Drive
Huntington Beach, CA 92649-1030
<http://www.tcmpub.com>

ISBN 978-1-4333-3572-3

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I work.



**I work.
I bring mail.**



**I work.
I get rid of trash.**



**I work.
I fix wires.**



**I work.
I help sick animals.**



**I work.
I teach children.**



**I work.
I fight fires.**



**I work.
I keep you safe.**



Many people work.

Words to Know

animals

bring

children

fight

fires

fix

get

help

I

keep

mail

many

of

people

rid

safe

sick

teach

trash

wires

work

you

LANGUAGE POWER

Grades K-2
Level B

Unit 3

My Community

- *Workers*
- *What Could I Be?*
- *Places to Go*
- *At the Playground*



Essential Question

What are some workers and places in a community?

Talk About It!

Why is it important for people in a community to work together?

TCM Teacher Created Materials

5482 Argosy Avenue
Huntington Beach, CA 92649

922978 (922955)
ISBN 978-1-0876-9197-8
www.tcmpub.com

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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/k-2/community

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Objectives

Unit 3: My Community

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.

Workers Objectives

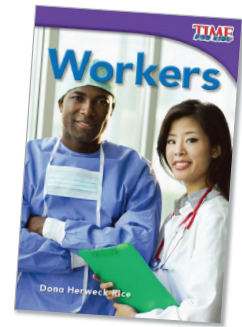
Reading: Students will refer to the illustrations and details in the book to make inferences about community workers.

Writing: Students will draw and write to describe workers they have read about using a sentence frame.

Content Area—Social Studies: Students will understand changes in the community over time.

Speaking and Listening: Students will share opinions about careers they would like to have and provide supporting reasons.

Language Development: Students will refer to the text to find examples of direct objects in a simple sentence pattern.



What Could I Be? Objectives

Reading: Students will refer to the text for details to answer questions that describe the characteristics of people in different careers.

Writing: Students will draw and write about what they would like to be when they grow up, citing evidence from the text.

Content Area—Language Arts: Students will think about the characteristics and descriptive words they can use to describe themselves.

Speaking and Listening: Students will use academic and domain-specific words to create shades of meaning while speaking about characteristics of different careers.

Language Development: Students will explore the simple future tense as they describe their goals for the future in a shared language activity.



Places to Go Objectives

Reading: Students will draw and label pictures of places in the community with teacher modeling and sentence frames for support.

Writing: Students will write a personal narrative about a place they have visited.

Content Area—Mathematics: Students will tally and graph data about the places that their classmates would like to visit.

Speaking and Listening: Students will use adjectives to describe and expand the language an author uses to present ideas by identifying repeating words and phrases.

Language Development: Students will use the simple past tense to discuss places that they have been to, using sentence frames for support.



At the Playground Objectives

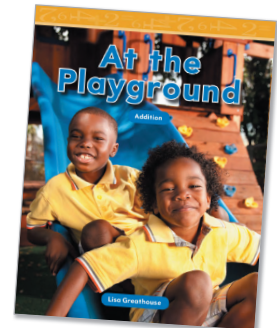
Reading: Students will ask and answer questions to solve word problems about the playground.

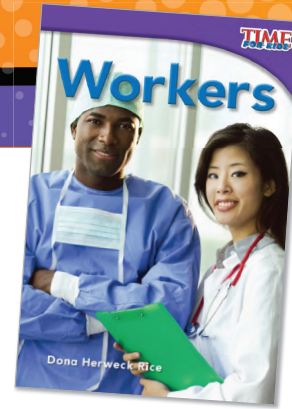
Writing: Students will write word problems for partners to solve about the playground.

Content Area—Mathematics: Students will create and solve addition word problems using objects from the classroom to support their mathematic understanding.

Speaking and Listening: Students will distinguish how math academic vocabulary can produce shades of meaning, and how this understanding can help them solve math problems.

Language Development: Students will describe actions that they can do while playing as they play a game of “Follow the Leader.”





Lesson Summary

In this lesson, students use the book and illustrations to make inferences about workers and use details to write descriptions about workers. Students explore community changes over time, offer opinions about jobs they would like to have with supporting reasons, and explore simple sentences with direct objects.

Vocabulary Word Bank

- animals
- ★ observe
- trash
- ★ infer
- ★ safe
- wires
- mail
- teach
- ★ workers

Guiding Question

Who are the workers that help in the community?



Before Reading

Building Background Knowledge and Vocabulary

1. Ask students to describe the word *workers*. Write student ideas on the board or chart paper.

What is a worker? *A worker is _____.*

Who are workers in our school? _____ *are workers.*

Who are workers in our community? _____ *are workers.*

2. **Talk Time:** Discuss the academic vocabulary word *safe*. Have partners think about people in the community and what they do to keep others safe.

What is a safe? *A safe is _____.*

Who in the community keeps us safe? How? _____ *keeps us safe by _____.*

3. Display the vocabulary words for students to read. Discuss each word's meaning. Show word-related pictures from the book, or show students the vocabulary picture cards, which are available in the Digital Resources.
4. Explain to students that when you *observe* something, you look at it carefully. Hold your hands up to your eyes to physically demonstrate observing something. Tell students that when you *infer*, you make a guess based on what you see and what you know from your past experiences. Point to your head when making an inference to show you are thinking carefully. Think aloud:

When I look at the cover of this book, I see two people, doctor clothes, and a stethoscope. (*Hold your hands by your eyes.*) I know that doctors wear and use these things. (*Point to your head.*) When I put these ideas together, I can infer that these people are doctors.

During Reading

1. Set a purpose for reading by sharing that students will use what they see and know to make inferences about workers in the book.
2. Read the nonfiction book aloud. Explain that the book has many workers but does not list any of the workers' job titles. Have students give thumbs-up when they hear a clue that might tell them the job title of the community worker.
3. Have students complete the activity in the *Student Guided Practice Book* ❶ (page 44).
4. **Talk Time:** Have students share their answers with partners. Encourage students to use the following sentence frame:

The _____ says _____. I infer their job is _____.

After Reading

1. **I Do:** Tell students that they will use their observations to make inferences about the job titles of the workers. Model this process for students by completing the first row of the activity in the *Student Guided Practice Book* ❷ (page 45):

My observations are what I see. (*Hold hands by your eyes.*) I see a man with a big bag, envelopes, and a blue uniform. I am going to write those things under observation. (*Point to your head.*) I know that mail carriers wear blue uniforms and have big bags with many envelopes. So, I can infer that the man is a mail carrier. I will write mail carrier under inference.

2. **We Do:** Guide students in making observations and inferences about the next row of the activity. Remind students that observations are only what they see in the picture.

What do you see? *I see _____.*

Write your observation.

What can you infer from your observation?

I can infer he is a _____.

3. **You Do:** Have students complete the third row of the activity independently.

4. **Talk Time:** Have students share their inferences with partners using the following sentence frames:

I observed _____. I can infer that she is a _____.

5. Have students continue making inferences as they complete the activity in the *Student Guided Practice Book* ❸ (page 46).

6. Have students share their answers with the class using the following sentence frames:

I read that _____. I can infer that he/she is a _____.

Progress Check: During Step 2, watch for students making observations and drawing inferences about workers in the book, using simple phrases and sentences.



Workers

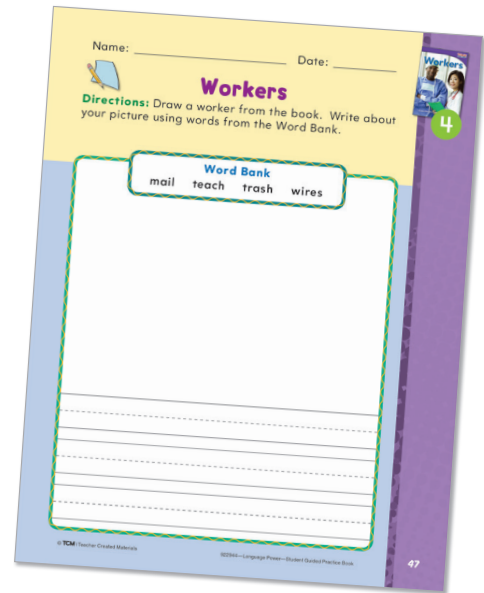
Writing

Have students draw workers from the book in the *Student Guided Practice Book 4* (page 47). Have students write complete sentences to tell what the workers do. Then have partners use their drawings and writing to make inferences about who the workers might be.

Fluency

Have students reread the book with partners and also individually, emphasizing the repeating word pattern on each page.

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

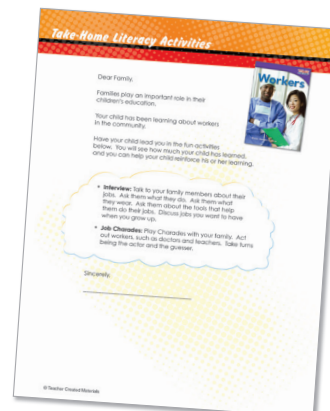


Content Connection

Share books and internet sites about community workers long ago. Discuss what is the same and different about their jobs, including the tools they use and what they wear. Place students in pairs. Have each pairs choose a community work and draw a then and now picture.

Take-Home Literacy Activities

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



Speaking and Listening

1. Have each student think of a job they would like to have. Watch a video to learn about different careers such as the one provided at this website: tcmpub.digital/lp/k-2/workers. Brainstorm with students a list of the different jobs that people can have and post it where students can see it. Encourage students to name jobs they saw in the video but did not read about in the text. Guide students with other career vocabulary.
2. Choose a job from the list and describe why that job would be best for you:

The best job for me is a teacher because I am helpful.
 The best job for me is a teacher because I can teach others new things.
3. Have students choose jobs from the list. Have students think about why they would like to have those jobs, and why they think they would be the best for those jobs.
4. **Talk Time:** Have students think-pair-share their ideas with partners. Have them try to convince their partners that the jobs they chose are the best choices for them. Use the following sentence frame to guide student discussions:

The best job for me is _____ because (I am/I like/I can) _____.
5. **Talk Time:** Have students take turns coming to the front of the room to present their desired jobs to the whole group, providing reasons to support their opinions.

Language Development

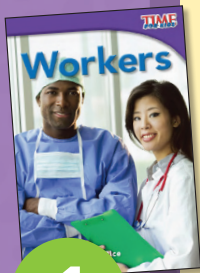
1. Prepare copies of *Simple Sentences*, available in the Digital Resources, so that each set of partners has a copy.
2. Open *Workers* to page 4 and show students the picture. Discuss the picture using the following questions.

Who is this worker? *This is a mail carrier.*
 What do they do? *A mail carrier brings mail.*
3. Write the sentence *A mail carrier brings mail.* Cover up each part of the sentence to show that without the subject, verb, or direct object, you are missing important information and the sentence is not complete.
4. Give partners a copy of *Simple Sentences*. Look at the first row of images. Point to each photograph and orally state a simple sentence, such as *Firefighters fight fires.* Have students point to the images and repeat the sentence after you.
5. **Talk Time:** Have partners work together to look at the pictures and orally share a complete simple sentence for each. Have student partners share their work with the whole group.

A vet helps a dog.

A teacher teaches students.





1

Name: _____ Date: _____

Match Up

Directions: Draw a line from each worker to what the worker does.

Workers

1.



2.



3.



4.



5.



What They Do

I keep you safe.

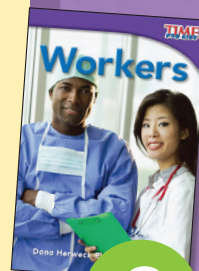
I get rid of trash.

I help sick animals.

I bring mail.

I fix wires.

Name: _____ Date: _____



2

Observe and Infer

Directions: Look at each picture. Write an observation. Then use that observation to write an inference.



Observation

Inference



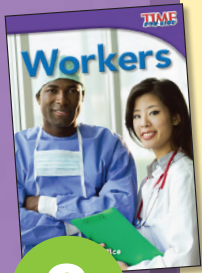
Observation

Inference



Observation

Inference



3

Name: _____ Date: _____

Workers Around Us

Directions: Below each sentence, write the correct worker on the line. Use the Word Bank to help you.

Word Bank

firefighter	mail carrier
police officer	veterinarian

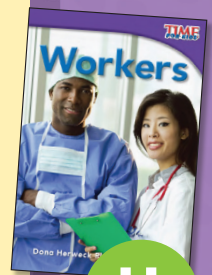
1. I put out fires.

2. I keep people safe.

3. I deliver the mail.

4. I help sick animals.

Name: _____ Date: _____



Workers

Directions: Draw a worker from the book. Write about your picture using words from the Word Bank.

4

Word Bank

mail teach trash wires

A large rectangular area with a decorative border, containing several sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Unit 3: Workers

animals



infer



mail



Unit 3: Workers



observe



safe



teach

Unit 3: Workers



trash

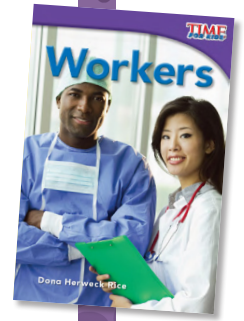


wires



workers

Name: _____ Date: _____



Simple Sentences

Directions: Name each picture. Create a complete sentence with direct objects.



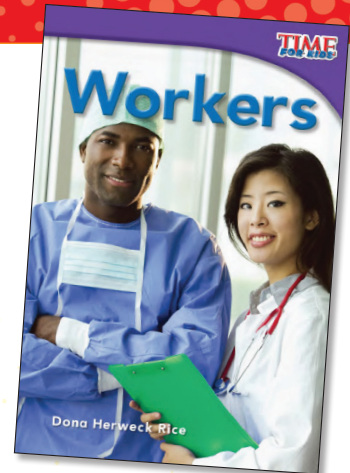
Take-Home Literacy Activities

Dear Family,

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

Your child has been learning about workers in the community.

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.



- **Interview:** Talk to your family members about their jobs. Ask them what they do. Ask them what they wear. Ask them about the tools that help them do their jobs. Discuss jobs you want to have when you grow up.
- **Job Charades:** Play Charades with your family. Act out workers, such as doctors and teachers. Take turns being the actor and the guesser.

Sincerely,

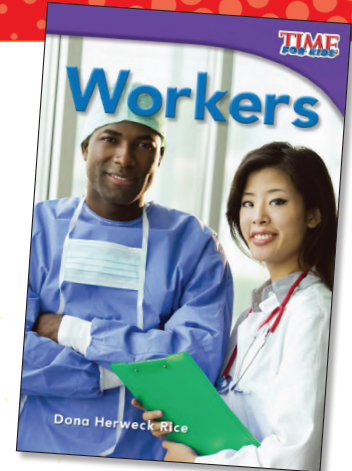
Actividades de lectoescritura para el hogar

Estimada familia:

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

Su hijo ha estado aprendiendo sobre los trabajadores de la comunidad.

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



- **Entrevista:** Habla con los miembros de tu familia sobre sus trabajos. Pregúntales qué hacen. Pregúntales cómo se visten. Pídeles que describan las herramientas que usan para realizar sus trabajos. Habla sobre los trabajos que te gustaría tener cuando seas grande.
- **Mímica de trabajadores:** Juega a hacer mímica con tu familia. Representen trabajadores, como doctores y maestros. Túrnense para representar los roles del actor y del adivinador.

Atentamente,



Unit 3 Assessment: My Community

Digital Assessments

Google™ version: tcmpub.digital/lp/k-2b/unit3-g

Microsoft® version: tcmpub.digital/lp/k-2b/unit3-m

Reflection

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

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



Speaking and Listening

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

	Question/Prompt	1 point	0 points
1	This is the beach. What is something you see in the picture?	Student names something in the picture. <i>(Example answers: sand, children, water, ocean waves)</i>	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
2	What will the children in the picture do after the picture is taken?	Student responds based on the image and background knowledge. <i>(Example answers: go swimming, go in the water)</i>	Student’s response is incorrect, not understandable, or communicates “I don’t know.”
3	What do you like to do in your community?	Student responds based on a personal connection. <i>(Example answer: I like to play. I like to go to the park. I play at the playground.)</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 pictures. Answer the questions.” Support students by reading aloud the prompts and answer choices if necessary.

1. Read the prompt, “Choose the word that matches the picture.” (*Answer: C. firefighter*)
2. Read the prompt, “Choose the sentence that matches the picture.” (*Answer: A. Clarice is a chef.*)

Questions 3–4

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

3. Read the question, “What is the most likely job that this person has?” (*Answer: B. teacher*)
4. Read the question, “Where is this person likely going?” (*Answer: C. the beach*)



Writing

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

	Question/Prompt	2 points	1 point	0 points
1	Say, “List two things you see in the picture.”	Student writes at least two things they see in the picture. (<i>Example answers: grocery store, mom, girl, food, grocery cart</i>)	Student writes only one thing they see in the picture.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”
2	Say, “Write about places you go in your community. Be sure to use a capital letter at the beginning of each sentence.”	Student writes at least two sentences about places they go in their community. Sentences contain accurate vocabulary and grammar, correct capitalization, punctuation, and grade-level spelling. (<i>Example answer: I go to the library. I read books at the library.</i>)	Student writes a sentence or two that are strong, or they write more but they have problems with vocabulary, grammar, capitalization, punctuation, and/or spelling.	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 picture.



Name: _____ Date: _____

Reading

Look at the pictures. Answer the questions.



1. Choose the word that matches the picture.

- (A) scientist
 - (B) teacher
 - (C) firefighter
-



2. Choose the sentence that matches the picture.

- (A) Clarice is a chef.
- (B) Clarice is a scientist.
- (C) Clarice is a gardener.

Name: _____ Date: _____

Reading *(cont.)*

3. Read the text, and answer the question.

I work. I like learning. I work in a school.
I teach children.

What is the job that this person most likely has?

- (A) chef
 - (B) teacher
 - (C) mechanic
-

4. Read the text, and answer the question.

It is time to go. I get my towel. I get my
sunscreen. The sun is bright!

Where is this person likely going?

- (A) the farm
- (B) the forest
- (C) the beach

Name: _____ Date: _____

Writing

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



1. List two things you see in the picture.

2. Write about places you go in your community.

I go to _____

Word Bank

library park school store