



Academic Language of Primary Students

SCRIPTS

PASSAGES

&

STORIES

B O O K L E T

The **Academic Language of Primary Students (ALPS)** sampling materials and procedures were developed through an Institute of Education Sciences (IES) U.S. Department of Education Exploration Grant (R305A180037) for \$1,323,166 awarded to the University of South Florida. The content herein were developed by the author and do not represent the views nor constitute an endorsement from the U.S. Department of Education.

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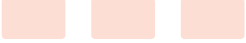


Academic Language of Primary Students


EXPOSITORY SCRIPTS

- Switch the digital voice recorder on.
- Speak into the recorder the child's ID#, the date, your examiner ID#, and the task (i.e., Expository-Generation-Oral).

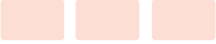
EXPOSITORY GENERATION 1

- Place 3 picture sets in front of the student on the table in the following array. 
- Say, **"You are going to talk about the pictures on one of these cards. Which pictures would you like to talk about?"**
- Student chooses a picture set.
- Clear the 2 unchosen picture sets from the table and say, **"You chose Picture Set (A, B, C...),"** correctly identifying the letter in the lower right corner of the chosen picture card.
- Place the chosen picture set in front of the student.
- Inserting the main idea for the chosen picture set, say, **"The main idea of this set of pictures is _____. You are going to tell me everything you can about _____. I'm going to give you some time to think about it, and then I'll ask you to tell me. There is no right or wrong answer. Do you have any questions?"**
- Set the timer for 30 seconds and start it.
 - If the student asks to begin before 30 seconds have passed, say, **"Are you ready to start?"** If the student indicates "yes", skip to, **"Okay. Please tell me everything you can about _____."**
- After 30 seconds, say, **"Okay. Please tell me everything you can about _____."**
 - Use only neutral prompts (e.g., "uh huh") while the student tells what he/she knows about the pictures.
 - If the student needs encouragement, say, **"There is no right or wrong answer. Just do the best you can."**
- When the student stops talking for 5-7 seconds, ask, **"Can you tell me anything else?"**
 - If the student indicates "yes" or continues talking, allow him/her to finish.
- If the student says "no" or when the student stops talking for 5-7 seconds a second time, ask, **"Are you finished?"**
 - If the student indicates "no," allow him/her to finish.
 - If the student indicates "yes," remove the picture set from the table.

EXPOSITORY GENERATION 2


- Place the 2 remaining picture sets on the table. 
- Say, **"You are going to talk about the pictures on one more card. Which pictures would you like to talk about this time?"**
- Student chooses a picture set.
- Clear the unchosen picture set from the table and say, **"You chose Picture Set (A, B, C...),"** correctly identifying the letter in the lower right corner of the chosen picture card.
- Place the chosen picture set in front of the student.
- Inserting the main idea for the chosen picture set, say, **"The main idea of this set of pictures is _____. You are going to tell me everything you can about _____. I'm going to give you some time to think about it, and then I'll ask you to tell me. There is no right or wrong answer. Do you have any questions?"**
- Start the timer.
 - If the student asks to begin before 30 seconds have passed, say, **"Are you ready to start?"** If the student indicates "yes", skip to, **"Okay. Please tell me everything you can about _____."**
- After 30 seconds, say, **"Okay. Please tell me everything you can about _____."**
 - Use only neutral prompts (e.g., "uh huh") while the student tells what he/she knows about the pictures.
 - If the student needs encouragement, say, **"There is no right or wrong answer. Just do the best you can."**
- When the student stops talking for 5-7 seconds, ask, **"Can you tell me anything else?"**
 - If the student indicates "yes" or continues talking, allow him/her to finish.
- If the student says "no" or when the student stops talking for 5-7 seconds a second time, ask, **"Are you finished?"**
 - If the student indicates "no," allow him/her to finish.
- If the student indicates "yes" or when the student is finished, stop the recorder and say, **"Thanks for talking about the pictures."**
 - Remove the picture set from the table.

- Write the audio file #, chosen picture sets, date, and your initials in the appropriate spaces on the tracking sheet.


- Switch the digital voice recorder on.
 - Speak into the recorder the child's ID#, the date, your examiner ID#, and the task (i.e., Expository-Generation-Written).
-
- Place 3 picture sets in front of the student on the table in the following array. 
 - Say, **"You are going to write about the pictures on one of these cards. Which pictures would you like to write about?"**
 - Student chooses a picture set.
 - Clear the 2 unchosen picture sets from the table and say, **"You chose Picture Set (A, B, C...),"** correctly identifying the letter in the lower right corner of the chosen picture set.
 - Place the chosen picture set in front of the student.
 - Inserting the main idea for the chosen picture set, say, **"The main idea of this set of pictures is _____. You are going to write everything you can about _____. I'm going to give you some time to think about it, and then I'll ask you to start writing. There is no right or wrong answer. Do you have any questions?"**
 - Set the timer for 30 seconds and start it.
 - If the student asks to begin before 30 seconds have passed, say, **"Are you ready to start?"**
 - After 30 seconds or when the student indicates he/she is ready, give the student a pencil and paper appropriate for his/her grade. Say, **"Okay. Please write everything you can about _____."**
 - If the student needs encouragement, say, **"There is no right or wrong answer. Just do the best you can."**
 - When the student stops writing for 5-7 seconds, ask, **"Can you write anything else?"**
 - If the student indicates "yes" or continues writing, allow him/her to finish.
 - If the student says "no" or when the student stops writing for 5-7 seconds a second time, ask, **"Are you finished?"**
 - If the student indicates "no," allow him/her to finish.
 - If the student indicates "yes," or when the student is finished, stop the recorder and say, **"Thanks for writing about the pictures."**
 - Remove the picture set from the table.
 - Collect the student's story.
-
- Write the audio file #, chosen picture set, date, and your initials in the appropriate spaces on the tracking sheet and on the writing sample.

- Switch the digital voice recorder on.
- Speak into the recorder the child's ID#, the date, your examiner ID#, and the task (i.e., Expository-Retell-Oral).

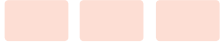
EXPOSITORY RETELL 1

- Place 3 picture sets in  front of the student on the table in the following array.
- Say, **"We are going to talk about the pictures on one of these cards. Which pictures would you like us to talk about?"**
- Student chooses a picture set.
- Clear the 2 unchosen picture sets from the table and say, **"You chose Picture Set (A, B, C...),"** correctly identifying the letter in the lower right corner of the chosen picture set.
- Place the chosen picture set in front of the student.
- Inserting the main idea for the chosen picture set, say, **"The main idea of this set of pictures is _____. I'm going to tell you some information about _____. Please listen carefully. When I'm done, you are going to tell me the same information. Are you ready?"**
- Read the passage word for word at a moderate pace with normal inflection.
- Say, **"Thanks for listening. Now you tell me the same information. There is no right or wrong answer."**
 - Use only neutral prompts (e.g., "uh huh") while the student retells what he/she remembers.
 - If the student needs encouragement, say, **"There is no right or wrong answer. Just do the best you can."**
- When the student stops talking for 5-7 seconds, ask, **"Can you tell me anything else?"**
 - If the student indicates "yes" or continues talking, allow him/her to finish.
- If the student says "no" or when the student stops talking for 5-7 seconds a second time, ask, **"Are you finished?"**
 - If the student indicates "no," allow him/her to finish
 - If the student indicates "yes," remove the picture set from the table.

EXPOSITORY RETELL 2

- Places the 2 remaining picture  sets on the table.
- Say, **"We are going to talk about the pictures on one more card. Which pictures would you like us to talk about?"**
- Student chooses a picture set.
- Clear the unchosen picture set from the table and say, **"You chose Picture Set (A, B, C...),"** correctly identifying the letter in the lower right corner of the chosen picture set.
- Place the chosen picture set in front of the student.
- Inserting the main idea for the chosen picture set, say, **"The main idea of this set of pictures is _____. I'm going to tell you some information about _____. Please listen carefully. When I'm done, you are going to tell me the same information. Are you ready?"**
- Read the passage word for word at a moderate pace with normal inflection.
- Say, **"Thanks for listening. Now you tell me the same information. There is no right or wrong answer."**
 - Use only neutral prompts (e.g., "uh huh") while the student retells what he/she remembers.
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 - If the student indicates "no," allow him/her to finish.
- If the student indicates "yes" or when the student is finished, stop the recorder and say, **"Thanks for retelling the information."**
 - Remove the picture set from the table.

- Write the audio file #, chosen picture sets, date, and your initials in the appropriate spaces on the tracking sheet.

- Switch the digital voice recorder on.
 - Speak into the recorder the child's ID#, the date, your examiner ID#, and the task (i.e., Expository-Retell-Written).
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- Place 3 picture sets in front of the student on the table in the following array. 
 - Say, **"You are going to listen to some information and then write the information about the pictures on one of these cards. Which pictures would you like to write about?"**
 - Student chooses a picture set.
 - Clear the 2 unchosen picture sets from the table and say, **"You chose Picture Set (A, B, C...),"** correctly identifying the letter in the lower right corner of the chosen picture set.
 - Place the chosen picture set in front of the student.
 - Inserting the main idea for the chosen picture set, say, **"The main idea of this set of pictures is _____. I'm going to tell you some information about _____. Please listen carefully. When I'm done, you are going to write the same information. Are you ready?"**
 - Read the passage word for word at a moderate pace with normal inflection.
 - Give the student a pencil and paper appropriate for his/her grade. Say, **"Thanks for listening. Now you write the same information. There is no right or wrong answer."**
 - If the student needs encouragement, say, **"There is no right or wrong answer. Just do the best you can."**
 - When the student stops writing for 5-7 seconds, ask, **"Can you write anything else?"**
 - If the student indicates "yes" or continues writing, allow him/her to finish.
 - If the student says "no" or when the student stops writing for 5-7 seconds a second time, ask, **"Are you finished?"**
 - If the student indicates "no," allow him/her to finish.
 - If the student indicates "yes," or when the student is finished, stop the recorder and say, **"Thanks for writing the information."**
 - Remove the picture set from the table.
 - Collect the student's story.
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- Write the audio file #, chosen picture set, date, and your initials in the appropriate spaces on the tracking sheet and on the writing sample.




Academic Language of Primary Students


NARRATIVE SCRIPTS

- Switch the digital voice recorder on.
- Speak into the recorder the child's ID#, the date, your examiner ID#, and the task (i.e., Narrative-Generation-Oral).


NARRATIVE GENERATION 1

- Place 3 picture sets in  front of the student on the table in the following array.
- Say, **"You are going to make up a story about the pictures on one of these cards. Which pictures would you like to tell a story about?"**
- Student chooses a picture set.
- Clear the 2 unchosen picture sets from the table and say, **"You chose Picture Set (A, B, C...),"** correctly identifying the letter in the lower right corner of the chosen picture set.
- Place the chosen picture set in front of the student.
- Say, **"You are going to make up a story about these pictures. Make sure your story has a beginning, middle, and ending. I'm going to give you some time to think about it, and then I'll ask you to tell me a story. There is no right or wrong answer. Do you have any questions?"**
- Set the timer for 30 seconds and start it.
 - If the student asks to begin before 30 seconds have passed, say, **"Are you ready to start?"** If the student indicates "yes," skip to, **"Okay. Please tell me a story about these pictures."**
- After 30 seconds, say, **"Okay. Please tell me a story about these pictures."**
 - Use only neutral prompts (e.g., "uh huh") while the student tells his/her story.
 - If the student needs encouragement, say, **"There is no right or wrong answer. Just do the best you can."**
- When the student stops talking for 5-7 seconds, ask, **"Can you tell me anything else?"**
 - If the student indicates "yes" or continues talking, allow him/her to finish.
- If the student says "no" or when the student stops talking for 5-7 seconds a second time, ask, **"Are you finished?"**
 - If the student indicates "no," allow him/her to finish.
 - If the student indicates "yes," remove the picture set from the table.

NARRATIVE GENERATION 2

- Place the 2 remaining picture sets on the table. 
- Say, **"You are going to make up a story about the pictures on one more card. Which pictures would you like to tell a story about?"**
- Student chooses a picture set.
- Clear the unchosen picture set from the table and say, **"You chose Picture Set (A, B, C...),"** correctly identifying the letter in the lower right corner of the chosen picture set.
- Place the chosen picture set in front of the student.
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 - Use only neutral prompts (e.g., "uh huh") while the student tells his/her story.
 - If the student needs encouragement, say, **"There is no right or wrong answer. Just do the best you can."**
- When the student stops talking for 5-7 seconds, ask, **"Can you tell me anything else?"**
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- If the student says "no" or when the student stops talking for 5-7 seconds a second time, ask, **"Are you finished?"**
 - If the student indicates "no," allow him/her to finish.
- If the student indicates "yes" or when the student is finished, stop the recorder and say, **"Thanks for telling the stories."**
 - Remove the picture set from the table.


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- Write the audio file #, chosen picture sets, date, and your initials in the appropriate spaces on the tracking sheet.

- Switch digital voice recorder on.
 - Speak into the recorder the child's ID#, the date, your examiner ID#, and the task (i.e., Narrative-Generation-Written).
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- Place 3 picture sets in front of the student on the table in the following array. 
 - Say, **"You are going to write a story about the pictures on one of these cards. Which pictures would you like to write a story about?"**
 - Student chooses a picture set.
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 - If the student asks to begin before 30 seconds have passed, say, **"Are you ready to start?"**
 - After 30 seconds or when the student indicates he/she is ready, give the student a pencil and paper appropriate for his/her grade. Say, **"Okay. Please write a story about these pictures."**
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 - If the student indicates "yes," or when the student is finished, stop the recorder and say, **"Thanks for writing a story."**
 - Remove the picture set from the table.
 - Collect the student's story.
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- Write the audio file #, chosen picture set, date, and your initials in the appropriate spaces on the tracking sheet and on the writing sample.


Switch the digital voice recorder on.

Speak into the recorder the child's ID#, the date, your examiner ID# and the task (i.e., Narrative-Retell-Oral).


NARRATIVE RETELL 1

- Place 3 picture sets in front of the student on the table in the following array. 
- Say, **“We are going to tell a story about the pictures on one of these cards. Which pictures would you like us to tell a story about?”**
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- Place the chosen picture set in front of the student.
- Say, **“I’m going to tell you a story about these pictures. Please listen carefully. When I’m done, you are going to tell me the same story. Are you ready?”**
- Read the story word for word at a moderate pace with normal inflection.
- Say, **“Thanks for listening. Now you tell me the same story. There is no right or wrong answer.”**
- Use only neutral prompts (e.g., “uh huh”) while the student retells the story.
 - If the student needs encouragement, say, **“There is no right or wrong answer. Just do the best you can.”**
- When the student stops talking for 5-7 seconds, ask, **“Can you tell me anything else?”**
- If the student indicates “yes” or continues talking, allow him/her to finish.
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NARRATIVE RETELL 2

- Place the 2 remaining picture sets on the table. 
- Say, **“We are going to tell a story about the pictures on one more card. Which pictures would you like us to tell a story about?”**
- Student chooses a picture set.
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- Say, **“Thanks for listening. Now you tell me the same story. There is no right or wrong answer.”**
- Use only neutral prompts (e.g., “uh huh”) while the student tells his/her story.
 - If the student needs encouragement, say, **“There is no right or wrong answer. Just do the best you can.”**
- When the student stops talking for 5-7 seconds, ask, **“Can you tell me anything else?”**
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- If the student says “no” or when the student stops talking for 5-7 seconds a second time, ask, **“Are you finished?”**
- If the student indicates “no,” allow him/her to finish.
- If the student indicates “yes” or when the student is finished, stop the recorder and say, **“Thanks for retelling the stories.”**
- Remove the picture set from the table.

Write the audio file #, chosen picture sets, date, and your initials in the appropriate spaces on the tracking sheet.

- Switch the digital voice recorder on.
 - Speak into the recorder the child's ID#, the date, your examiner ID#, and the task (i.e., Narrative-Retell-Written).
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- Place 3 picture sets in front of the student on the table in the following array. 
 - Say, **"You are going to listen to a story and then write the story about the pictures on one of these cards. Which pictures would you like to write a story about?"**
 - Student chooses a picture set.
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 - Place the chosen picture set in front of the student.
 - Say, **"I'm going to tell you a story about these pictures. Please listen carefully. When I'm done, you are going to write the same story. Are you ready?"**
 - Read the story word for word at a moderate pace with normal inflection.
 - Give the student a pencil and paper appropriate for his/her grade. Say, **"Thanks for listening. Now you write the same story. There is no right or wrong answer."**
 - If the student needs encouragement, say, **"There is no right or wrong answer. Just do the best you can."**
 - When the student stops writing for 5-7 seconds, ask, **"Can you write anything else?"**
 - If the student indicates "yes" or continues writing, allow him/her to finish.
 - If the student says "no" or when the student stops writing for 5-7 seconds a second time, ask, **"Are you finished?"**
 - If the student indicates "no," allow him/her to finish.
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 - Remove the picture set from the table.
 - Collect the student's story.
-
- Write the audio file #, chosen picture set, date, and your initials in the appropriate spaces on the tracking sheet and on the writing sample.



VOCABULARY SCRIPT

- Switch the digital voice recorder on.
- Speak into the recorder the child's ID#, the date, your examiner ID#, and the task (i.e., Vocabulary-Generation-Oral).

VOCABULARY INTRODUCTION

- Say, **“Some words sound the same and are spelled the same, but mean different things.”**
- Place the vocabulary picture-word card on the table, point to the printed word and say, **“This is the word ‘bat’.** The word ‘bat’ means a special piece of wood used for hitting a ball.” Point to the baseball bat. **“The word ‘bat’ also means a small, flying animal that looks like a mouse with wings.”** Point to the flying bat.
- While touching each picture individually, say, **“Bat, and bat.”**
- Remove the vocabulary picture-word card from the table.
- Say, **“I’m going to show you some words, and then you are going to tell me everything you can about those words. There is no right or wrong answer. Do you have any questions?”**

VOCABULARY GENERATION

Repeat Steps for Each Word

1. Display a printed word card so that the student can see the word clearly.
2. Inserting the word on the card, say, **“This word is _____. What does _____ mean?”**
 - Use only neutral prompts (e.g., “uh huh”) while the student defines the word.
 - If the student needs encouragement, say, **“There is no right or wrong answer. Just do the best you can.”**

If the student's response is short (a simple definition)...

OR

If the student's response is long (includes multiple definitions and examples)...

3. Say, **“Ok, great. Now I want you to tell me everything you can about _____.”** Insert the word on the card.
 - Continue to use neutral prompts (e.g., “uh huh”) while the student talks.
3. Ask, **“Can you tell me anything else about that word?”**
 - If the student indicates “yes” or continues talking, allow him/her to finish.
 - If the student indicates “no” say, **“Okay, thank you.”**
4. When the student stops talking for 5-7 seconds ask, **“Can you tell me anything else about that word?”**
 - If the student indicates “yes” or continues talking, allow him/her to finish.
 - If the student indicates “no” say, **“Okay, thank you.”**

- When the student has defined all of the words, stop the recorder and say, **“Thanks for talking about the words.”**

- Write the audio file #, date, word numbers, and your initials in the appropriate spaces on the tracking sheet.



Academic Language of Primary Students

EXPOSITORY PASSAGES

K The ocean is a massive, blue body of water that is home to many animals. Not all animals can thrive in wet places. Fish and crabs have special parts called gills so that they can breathe in the water. Ocean animals like dolphins, whales and turtles live on the surface of the water. Because they do not have gills, they come up for air once in awhile.

1 The ocean is a massive, blue body of water that is home to many animals. Not all animals can live in wet environments. Because fish and crabs have special parts called gills, they are able to breathe air that has dissolved in the water. Ocean animals like dolphins, whales and turtles live on the surface of the water. Although they can hold their breath a long time, they come up for air once in awhile. They do not have gills.

2 The ocean is a massive, blue body of water that is home to many animals. Not all animals can suitably live in such wet environments. Because fish and crabs have special features called gills, they are able to thrive in the ocean. Gills allow these animals to breathe air that has dissolved in the water.

Ocean animals like dolphins, whales and turtles live on the surface of the water. Although they can hold their breath a long time, they must come up for air. They do not have gills. Sometimes these animals eat other fish and sometimes they eat plants.

3 The ocean is a massive, blue body of water that is home to many animals. Not all animals can suitably live in wet environments. Because fish and crabs have special features called gills, they are able to thrive in the ocean. Gills allow these animals to breathe air that has dissolved in the water. Likewise, fish and crabs survive by eating plants floating in the water.

Ocean animals like dolphins, whales and turtles live on the surface of the water. Although they can hold their breath a long time, they must come up for air. They do not have gills. Sometimes these animals consume other fish and sometimes they eat plants. They are well suited to live in the ocean.

K Plants create their own food from water and sunlight. This process is called photosynthesis. Plants absorb rain water through their long, branching roots. Sunlight provides the energy that plants need for photosynthesis. When plants receive sunlight, they use the sun's energy to turn water into food. Plants' green leaves extend up toward the bright sun because they need a lot of sunlight in order to make food.

1 Plants create their own food from water and sunlight. This process is called photosynthesis. Rain falls onto the mineral-rich soil. Plants absorb the rain water through their long, branching roots which extend down and out. Sunlight provides the energy that plants need for photosynthesis. When plants receive sunlight, they use the sun's heat energy to turn water into food. Plants' green leaves grow up toward the bright sun because they need a lot of sunlight in order to make food.

2 Plants create their own food from water and sunlight. This process is called photosynthesis. Rain falls and plants absorb the rain water. When plants receive sunlight, they use the sun's energy to turn water into food.

Plants have special parts to help them grow because they are stationary organisms. They cannot move around in search of food like insects and animals. A plant's long roots, that slowly extend down and out, help the plant absorb water and minerals from dark, fertile soil. Plants receive the sunlight they need for photosynthesis through their green leaves, which grow up toward the sun.

3 Plants create their own food from water and sunlight. This process is called photosynthesis. Typically, rain seeps into the soil, then plants absorb the rain water. Sunlight provides the energy plants need. When they receive enough sunlight, they can use their energy to turn water into food.

Plants have special parts to help them grow because they are stationary organisms. They cannot move around in search of food like insects and animals so they must rely on their long roots and green leaves. A plant's roots, that slowly extend down and out, help the plant absorb water and minerals from dark, fertile soil. Plants receive the sunlight they need for photosynthesis through their leaves, which grow up toward the sun.

K The human body needs plenty of food, water, exercise and rest. Our bodies get the energy that they need from food. Healthy foods, like fresh fruits and vegetables are better for the body because they provide more needed energy. Taking supplemental, daily vitamins and drinking a lot of water help the body perform better. Exercise makes the body stronger, although too much exercise can cause body fatigue.

1 The human body needs plenty of food, water, exercise and rest to perform at its very best. Our bodies get the energy that they need from food, which contains nutrients. Healthy foods, like fresh fruits and vegetables are better for the body because they contain more nutrients than unhealthy foods. Taking supplemental, daily vitamins, and drinking a lot of clean water help the body perform better, too. Exercise makes the body stronger, although too much exercise can cause body fatigue.

2 The human body needs food and water to survive. Our bodies receive the energy that they need from food as nutrients turn into new muscles. It is important to eat food that is healthy, like fruits and vegetables, to take supplemental, daily vitamins, and to drink a lot of water. An abundance of water supports a healthy immune system.

To perform at its best, the human body also needs plenty of exercise and rest. Playing on the playground at school or running are excellent forms of exercise. Exercising regularly makes the body stronger, although too much exercise can cause fatigue.

3 The human body needs food and water to survive. Our bodies receive the energy that they need from food as nutrients turn into new muscles. It is important to eat plenty of fruits and vegetables, take supplemental, daily vitamins and drink a lot of water. An abundance of water helps to flush out waste. Healthy eating and drinking are essential so that the body performs at its best.

To stay healthy, the human body also needs exercise and rest. Playing on the playground at school or running are excellent forms of exercise. Exercising regularly makes the body stronger. However, too much exercise can cause fatigue, which could weaken the immune system. Without rest and sleep our bodies can become ill.



K Most of the food we eat is grown on farms. Although small, family-owned farms grow only one type of plant, large farms grow multiple crops. Crops are then picked from the fields. Farm animals depend on humans to take care of them. When farmers provide food, water, and shelter, the animals stay safe and healthy. We eat the food from the animals that are raised on farms.

1 Most of the food we eat is grown on farms. Although small, family-owned farms often grow one type of plant, large farms often grow multiple crops. Farmers protect their crops from pests and weeds that could kill them. Crops are harvested from the fields. Farm animals depend on humans to take care of them. The animals stay safe and healthy because farmers provide food, clean water, and shelter. We eat food from the animals that are raised on the farms.

2 Most of the plant food we eat is grown on farms as crops. Small, family-owned farms often grow one type of crop such as strawberries or corn. Other farms are massive with multiple types of plants. Farmers protect their crops from harmful pests and weeds that could kill them. As crops mature, they are carefully harvested from the field by farmworkers.

Farm animals depend on humans to take care of them. When farmers provide food, clean water, and shelter for their animals, they stay safe and healthy. We then eat the food from the animals that are raised on farms.

3 Most of the plant food we eat is grown on farms as crops. Small, family-owned farms often grow one type of crop such as strawberries. Other farms are massive with multiple types of plants. Farmers carefully tend to their crops to make sure they receive sufficient water and sunlight to grow. They also protect their crops from harmful pests and weeds. As crops mature, they are harvested from the field.

Farm animals depend on humans to take care of them. When farmers provide food, clean water, and shelter for their animals, they stay safe and healthy. Eventually, we eat the food from the animals that are raised on farms. Eggs, which come from chickens, and milk from cows help our bodies grow strong.

K Sending garbage to recycling centers and landfills is the best way to take care of the Earth. Garbage needs to be sorted and stored so that animals do not get tangled in plastic wrappers. Trash that is contained in landfills is covered with dirt and clay. This helps it break down. When recycling centers melt plastic, metal and glass, the material is remade into new, useful items.

1 Sending garbage to recycling centers and landfills is the best way to take care of the Earth. Garbage needs to be sorted and stored so that wild animals do not get tangled in plastic wrappers or bags. In landfills, garbage is covered with dirt and clay that prevents it from harming plants or animals. Trash that is contained in landfills degrades over time. When recycling centers melt plastic, metal and glass, the material can be remade into new, useful items.

2 Garbage can be bad for the Earth. Some trash contains hazardous toxins that poison the dirt or water. Garbage needs to be sorted and stored so that animals do not get hurt. Animals can get tangled in plastic wrappers or bags.

Sending garbage to recycling centers and landfills is the best way to take care of the Earth. When the recycling centers melt plastic, metal and glass, the material is remade into new, useful items. In landfills, garbage is covered with dirt and clay that prevents it from harming plants and animals. Trash that is stored in landfills eventually degrade.

3 Garbage can be bad for the Earth. Some trash contains hazardous toxins that poison the dirt or water. This can harm nearby plants and animals. Garbage needs to be sorted and stored so that animals do not get hurt. Animals can get tangled in plastic wrappers or bags. Similarly, animals can eat plastic, choke, and die.

Sending garbage to recycling centers and landfills is the best way to take care of the earth. When the recycling centers melt plastic, metal and glass, the material can be remade into new, useful items. In landfills, garbage is packed and covered with dirt and clay that prevents it from harming plants and animals. Trash that is contained in the landfill will eventually degrade.



K People learn about the world using five senses, which are hearing, sight, touch, smell, and taste. We use different body parts for each sense. Sight, hearing, and smell are critical, helpful senses because they keep us safe from harm. While our sense of sight prevents us from walking into things, our powerful noses warn us of dangers such as smoke or spoiled food. Our ears detect sounds.

1 People learn about the world using their senses, which are hearing, sight, touch, smell, and taste. We use different organs for each sense. The important organs are eyes, ears, skin, nose, and tongue. Sight, hearing, and smell are critical, helpful senses that keep us safe. While our sense of sight can prevent us from walking into things, our noses warn us of dangers such as smoke, gas, or bad food. Our ears are exposed so that they can detect sounds.

2 People learn about the world using their senses, which are hearing, sight, touch, smell, and taste. We use different organs for each sense. Through our senses, we receive regular, helpful clues about the world.

Sight, hearing, and smell are critical senses that keep us safe. Our sense of sight prevents us from walking into things. Our ears are exposed so that they can better detect sounds. Our noses can warn us of dangers such as smoke, gas, or spoiled food. While most of the sense organs are exposed to the outside world, eyes are mostly protected by a hard skull.

3 People learn about the world using their senses, which are hearing, sight, touch, smell, and taste. We use different organs for each sense. For instance, ears are used to hear, eyes to see, skin to touch, nose to smell, and tongue to taste. Through our senses, we receive regular, helpful clues about our surroundings.

Sight, hearing, and smell are critical senses that keep us safe. Our sense of sight prevents us from walking into things. Our ears are exposed so that they can better detect sounds. Our noses can warn us of dangers such as smoke, gas, or spoiled food. While most of the sense organs are exposed to the outside world, eyes are mostly protected by a hard skull.

K Many different types of animals live in jungle habitats. Some jungle animals eat only plants, while others eat only animals. Jungles contain dense trees and are warm, wet areas. Elephants and tigers, which are large animals, can hide in the tall grasses. Birds and monkeys have adapted to living high up in the trees so that they can find food and shelter among the leaves and branches.

1 Many different types of animals live in the warm, wet areas called jungles. Herbivores are animals that eat only plants. Carnivores eat other animals. Some animals eat plants and animals. Because jungles contain dense trees they make safe homes for some animals. Elephants and tigers, which are large animals, can hide among the tall grasses. Birds and monkeys have adapted to living up in the giant trees so that they can find food and shelter among the leaves and branches.

2 Animals can be grouped based on the food they eat. Herbivores eat only plants. Carnivores eat other animals. Some animals eat both plants and animals. Although animals may eat differently, they are often able to live in the same habitat, like the jungle.

Jungles, which contain dense trees and plants, are only found in warm, wet regions of the earth. Animals that live on the ground, such as large elephants and tigers, can hide among the tall plants and grasses. Birds and monkeys have adapted to live in the high tree tops so that they can find food and shelter.

3 Animals can be grouped based on the food they eat. Herbivores eat only plants. Carnivores eat other animals. Some animals eat both plants and animals. Although animals may eat differently, they can all live in the same habitat, like the jungle.

Jungles are only found in warm, wet regions of the earth. Hot weather and frequent rain create a habitat where many varieties of plants and animals live. Jungle animals have adapted to living among dense trees and plants. As a result, animals that live on the ground, such as elephants and tigers, can hide among the tall plants and grasses. Birds and monkeys live in the tree tops so that they can find food and shelter among the leaves.

K Caterpillars turn into beautiful butterflies through a process in which they change their color, size and shape. First, they gorge themselves on green leaves. Next, they hang upside down on a leaf or twig to spin a cocoon around them. Cocoons keep the caterpillars safe as they change the color, size and shape of their bodies. When they emerge from the cocoon, they are lovely, delicate butterflies.

1 Throughout the lives of insects and animals, the way they look changes. Butterflies change their color, size and shape through a process called metamorphosis, in which they turn into beautiful butterflies. First, they gorge themselves on green leaves. Next, they hang upside down on leaves to spin a silky cocoon that surrounds them. Cocoons keep the caterpillars safe as they change the color, size and shape of their bodies. When they emerge from the cocoon, they are lovely, delicate butterflies.

2 Throughout the lives of insects and animals, the way they look changes. Some organisms can change their color, size, or shape. Many animals and organisms molt, or shed their skin, fur, or feathers. Frogs and butterflies go through metamorphosis, in which they entirely change their shape.

Through metamorphosis, caterpillars change into beautiful butterflies. First, they gorge themselves on green leaves. Next, they hang upside down on leaves to spin silky cocoons that surround them. Cocoons keep the caterpillars safe as they change the size and shape of their bodies. When they emerge from the cocoon, they are lovely, delicate butterflies.

3 Throughout the lives of insects and animals, the way they look changes. Babies may resemble their parents at birth, but look very different. Some organisms can even change their color, size, or shape. Many animals molt, or shed their skin, fur, or feathers. For example, frogs and butterflies go through a complete metamorphosis, in which they entirely change their shape.

Through metamorphosis, caterpillars change into butterflies. First, they gorge themselves on green leaves. Next, they hang upside down on a leaf or twig to spin a silky cocoon that surrounds them. Cocoons keep the caterpillars safe as they change the size, shape and color of their bodies. Finally, when they emerge from the cocoon, they have become lovely, delicate butterflies.

K Forests contain a variety of trees and plants living in diverse ways. Giant trees provide food, safety, and shelter for many forms of life. Branches make a canopy over the forest floor. The shade creates a cool, stable home for plants that cannot survive in direct sunlight. Although most forest trees and plants make seeds, mushrooms create spores. When ferns develop into adults, they also make spores.

1 Forests contain many different types of trees and plants living and reproducing in diverse ways. Giant trees provide needed food, safety, and shelter for many forms of life. Tree branches make a canopy over the forest floor. The shade creates a cool, stable home for plants that cannot survive in direct sunlight. Although most forest trees and plants make seeds, mushrooms create spores, which float through the air. When ferns develop into adults, they also make spores instead of seeds.

2 In a forest, giant trees provide food, safety, and shelter for many different forms of life. Tree branches form a canopy over the forest floor. Canopy shade creates a cool, stable home for plants that cannot survive in direct sunlight. Some small animals stay high up in the tree tops because they are too easily hunted on the forest floor.

Forest plants use diverse methods to reproduce. Many forest trees and plants make seeds. Fungi, including mushrooms, produce spores, which float through the air to find suitable conditions. When ferns develop into adults, they also produce spores instead of seeds.

3 In a forest, giant trees provide food, safety, and shelter for many forms of life. Tree branches form a canopy over the forest floor. Canopy shade creates a cool, stable home for plants that cannot survive in direct sunlight to flourish. Forest trees supply nuts, seeds, and bark for animals to eat. Some small animals stay high in trees because they are too easily hunted on the forest floor.

Forest plants use diverse methods to reproduce. Many forest trees and plants make seeds. Inside is everything the seedling will need when it is planted. In contrast, spores grow on ferns and develop into adult ferns. Fungi, including mushrooms, also produce spores, which float through the air to find suitable conditions.





NARRATIVE STORIES

K At recess, Nola was playing a game with a group of friends on the playground. She was not very athletic but she tried her hardest. Some of the children started to make fun of her. Nola felt sad because her friends were being mean to her. She told her smart, kind teacher so that she could help. Nola said, “When I don’t do it right, the kids tease me.” The teacher said, “I will talk to them.” After Nola’s teacher talked to the children, they apologized to her and asked if she wanted to play a different game. Nola was excited about the new game. They happily played for the rest of recess.

1 At recess, Nola was playing a game with a group of friends on the playground. She was not very athletic but she tried her hardest. Some of the children started to make fun of Nola because she did not play the game very well. Nola felt sad because her friends were being mean to her. She decided to tell her smart, kind teacher so that she could speak to the other children. Nola said, “When I don’t do it right, the kids tease me.” The teacher said, “I will talk to them.” After Nola’s teacher talked to the children, they apologized to her and asked if she wanted to play a different game. Nola was excited about the new game that they happily played for the rest of recess.

2 At recess, Nola was playing a game with a group of friends on the playground. She was not very athletic but she tried her hardest. Some of the children started to make fun of Nola because she did not play the game very well. Nola felt sad because her friends were being mean to her. She asked her friends to stop teasing her, but they did not stop. Nola was still upset. She decided to tell her smart, kind teacher so that she could speak to the other children. Nola said, “When I don’t do it right, the kids tease me.” The teacher replied, “I will talk to them.” After Nola’s teacher talked to the children, they apologized to her and asked if she wanted to play a different game. Nola was excited about the new game that they happily played for the rest of recess.

3 At recess, Nola was playing a game with a group of friends on the playground. She was not very athletic but she tried her hardest to help her team win. Some of the children started to make fun of Nola because she did not play the game very well. Nola felt sad because her friends were being mean to her. She asked her friends who were normally nice to stop teasing her, but they kept making fun of her. Nola was upset that they continued to be mean. She decided to tell her smart, kind teacher so that she could speak to the other children. Nola said, “When I don’t do it right, the kids tease me.” The teacher replied, “I will talk to them.” After Nola’s teacher talked to the children, they apologized to her and asked if she wanted to play a different game. Nola was excited about the new game that they happily played for the rest of recess.

K One weekend, Lana was at her grandma’s house, helping to bring in heavy groceries from the car. Her head started to spin and her stomach was upset. She was concerned because she did not want to vomit. Lana found her grandma and said, “My stomach hurts, but I don’t know what to do.” Her grandma said, “You should probably rest so that you can get well.” She led Lana to a soft, cushy bed, and tucked her in. She remained in bed for several hours. When Lana woke up, her stomach felt much better. Before she left her grandma’s house, Lana ate some delicious soup her grandma made for her.

1 One weekend, Lana was at her grandma’s house, helping to bring in heavy groceries from the car. Her head started to spin and her stomach was upset. She was concerned because she did not want to vomit. Lana thought she should probably tell her grandma. Lana found her grandma, who was in the other room, and said, “My stomach hurts, but I don’t know what to do.” Her grandma said, “Maybe you should rest so that you can get well.” She led Lana to a soft, cushy bed, and tucked her in. She remained in bed for several hours. When she woke up, Lana was relieved because her stomach felt much better. Before Lana left her grandma’s house, she ate some delicious soup her grandma made.

2 One weekend, Lana was at her grandma’s house. She was assisting her grandma by bringing in heavy groceries from the car. Her head started to spin and her stomach was upset. She was concerned because she did not want to vomit. Lana sat on the porch, but did not feel any better. She was still worried she might throw up. Lana thought she should probably tell her grandma. Lana found her grandma, who was in the other room, and said, “My stomach hurts, but I don’t know what to do.” Her grandma said, “Maybe you should rest so that you can get well.” She led Lana to a soft, cushy bed, and tucked her in. She remained in bed for several hours. When Lana woke up, she was relieved because her stomach felt much better. Before she left her grandma’s house, Lana ate some delicious soup her grandma made.

3 One weekend, Lana was at her grandma’s house. She was assisting her grandma by bringing in heavy groceries from the car. Her head suddenly started to spin in circles and her stomach was upset. She was concerned because she did not want to vomit. Lana sat on the porch, but her stomach did not stop hurting and her head continued to spin. She was still worried she might throw up. Lana thought she should probably tell her grandma she was sick. Lana found her grandma, who was in the other room, and said, “My stomach hurts, but I don’t know what to do.” Her grandma said, “Maybe you should rest so that you can get well.” She led Lana to a soft, cushy bed that was upstairs, and tucked her in. She remained in bed for several hours. When Lana woke up, she was relieved because her stomach felt much better. Before she left her grandma’s house, Lana ate some delicious soup her grandma made.

K One morning, Daevon was in his tidy bedroom getting dressed. He got his favorite, red shorts and backpack on so that he could go to school, but he was missing a shoe. Daevon did not know where his shoe was. He was worried he would be late. Daevon hollered to his dad, “Have you seen my shoe?” His dad asked, “Did you check in your toy castle? You probably put it in there when you cleaned your room.” After Daevon looked for his shoe in the castle, he found it under a book. He felt comforted because he would be on time. Daevon put his shoe on and walked to school.

1 One morning, Daevon was in his tidy bedroom getting dressed. He got his favorite, red shorts and backpack on so that he could go to school, but he was missing a shoe. Daevon did not know where his shoe was because he recently cleaned his room. He was worried he would be late for school. Daevon hollered to his dad, who was in the family room, “Have you seen my shoe?” His dad thought for a minute and asked, “Did you check in your toy castle? When you cleaned your room, you put things in there.” After Daevon looked for his shoe in the castle, he found it under a book. Daevon felt comforted because he would be on time. Daevon put his shoe on and walked to school.

2 One morning, Daevon was in his tidy bedroom getting dressed. He got his favorite, red shorts and backpack on so that he could go to school, but he was missing a shoe. Daevon was worried he would be late for school. He looked in his closet and under his bed because he had recently cleaned his room but did not find his shoe. Daevon was frustrated. He decided to ask his dad for help. He hollered to his dad who was in the family room, “Have you seen my shoe?” Daevon’s dad asked him, “Did you check in your toy castle? When you cleaned your room, you put some of your things in there.” After Daevon searched for his shoe in the castle, he found it under a book. Daevon felt comforted because he would be on time. Daevon put his shoe on and walked to school.

3 One morning, Daevon was in his tidy bedroom getting dressed. He got his favorite, red shorts and backpack on so that he could go to school, but he was missing his left shoe. Daevon was worried he would be late for school. He looked in his closet and under his bed because he had recently cleaned his room and moved his things around but did not find his shoe. Daevon was frustrated that he couldn’t remember where he put his shoe. He decided to ask his dad for help. Daevon hollered to his dad who was in the family room, “Have you seen my shoe?” Daevon’s dad asked him, “Did you check in your toy castle? When you cleaned your room, you put some of your things in there.” After Daevon searched carefully for his shoe in the castle, he found it under a book. He felt comforted because he would be on time. Daevon put his shoe on and walked to school.

K One bright afternoon, Jorge was outside eating a popsicle on the deck. The popsicle was melting quickly because it was a sweltering day. Jorge was enjoying the popsicle, but it slid off the stick and fell onto the deck. He was disappointed. Jorge asked his mom if there were more popsicles in the freezer. He said, “My popsicle melted and fell.” After his mom saw the melted popsicle, she said, “Let me check to see if we have more popsicles in the freezer.” Jorge followed his mom to the freezer so that he could get another popsicle. Jorge was grateful. He ate the chilly, orange popsicle before it had a chance to liquefy.

1 One bright afternoon, Jorge was outside eating a popsicle on the deck. The popsicle was melting quickly because it was sweltering outside. Jorge was enjoying the popsicle, but it slid off the stick and fell onto the deck. He was disappointed because he lost half of his popsicle. Jorge decided to ask his mom, who was a kind person, if there were more popsicles in the freezer. Jorge said, “My popsicle melted and fell.” After his mom saw the melted popsicle, she said, “Let me check to see if we have more popsicles in the freezer.” Jorge followed his mom to the freezer so that he could get another popsicle. Jorge was grateful. He ate the chilly, orange popsicle before it had a chance to liquefy.

2 One bright afternoon, Jorge was outside eating a popsicle on the deck. The popsicle was melting quickly because it was sweltering outside. Jorge was enjoying the popsicle, but it slid off the stick and fell. He was disappointed because he lost half his popsicle. Jorge picked up the popsicle to see if it was still good to eat, but it was covered in dirt. Feeling even more unhappy, Jorge decided to ask his mom, who was an empathetic person, if there were any more popsicles in the freezer. Jorge said, “My popsicle melted and fell.” After his mom saw the melted popsicle, she said, “Let me check to see if we have more popsicles in the freezer.” Jorge followed his mom to the freezer so that he could get another popsicle. Jorge was grateful. He ate the chilly, orange popsicle before it had a chance to liquefy.

3 One bright afternoon, Jorge was outside eating a popsicle on the deck. The popsicle was melting quickly because it was sweltering outside. Jorge was enjoying the popsicle, but it slid off the stick and fell. He was disappointed because he lost half of his popsicle. Jorge picked up the part of the popsicle that had fallen to see if it was still good to eat, but it was covered in dirt. Feeling even more unhappy about the dirt on his popsicle, Jorge decided to ask his mom, who was an empathetic person, if there were any more popsicles in the freezer. Jorge said, “My popsicle melted and fell.” After his mom saw the melted popsicle, she said, “Let me check to see if we have more popsicles in the freezer.” Jorge followed his mom to the freezer in the kitchen so that he could get another popsicle. Jorge was extremely grateful. He ate the chilly, orange popsicle before it had a chance to liquefy.

- K** One morning, Lisa and her baby were playing together at home. The baby began to sob. Lisa felt slightly anxious because she needed to figure out why the baby was crying. She had changed the baby’s diaper, but had not fed him yet. Lisa called to her husband in the kitchen, “The baby is hungry and needs to eat.” Her husband said, “No problem. I’ll make a bottle so that you can feed him.” He got a small, blue bottle from the top shelf and mixed formula and water. After her husband warmed the bottle, Lisa fed her baby. When the baby had gulped down the warm milk, Lisa felt calm.
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- 1** One morning, Lisa and her baby were playing together at home. The baby began to sob. Lisa felt slightly anxious because she needed to figure out why the baby was crying. She had changed the baby’s diaper, but had not fed him yet. Lisa decided to call to her husband, who was in the kitchen. Lisa said, “I think the baby is hungry and needs to eat.” Her husband said, “No problem. I’ll make a bottle so that you can feed him.” He got a small, blue bottle from the top shelf and mixed formula and water. After her husband warmed the bottle, Lisa fed her baby. Lisa felt calm because the baby gulped down the warm milk. When the baby had been fed, they played again.
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- 2** One morning, Lisa and her baby were playing together at home. The baby began to sob. Lisa felt slightly anxious because she needed to figure out why the baby was crying. Lisa picked the baby up and walked into the bedroom to change the baby’s diaper, but he continued to cry. Lisa was still worried about the baby being upset. She decided to call to her husband, who was a kind but strong man. Lisa said, “I think the baby is hungry and needs to eat.” Her husband said, “No problem. I’ll make a bottle so that you can feed him.” He got a small, blue bottle from the top shelf and mixed formula and water. After her husband warmed the bottle, Lisa fed her baby. Lisa felt calm because the baby gulped down the warm milk. When the baby had been fed, everyone was content.
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- 3** One morning, Lisa and her baby were playing together at home. The baby began to sob. Lisa felt slightly anxious because she needed to figure out why the baby was crying. Lisa picked the baby up and walked into the bedroom. She laid him on the bed and carefully changed the baby’s diaper, but he continued to cry. Lisa was still worried about the baby being upset. She decided to call to her husband, who was a kind but strong man. Lisa said, “I think the baby is hungry and needs to eat.” Her husband said, “No problem. I’ll make a bottle so that you can feed him.” He got a small, blue bottle that was sitting on the top shelf and mixed formula and water. After her husband warmed the bottle, Lisa fed her baby. Lisa felt calm because the baby gulped down the warm milk. When the baby had been fed, they continued playing and everyone was content.

- K** One day, Hannah was sitting at the dentist's office. She normally liked going to the dentist, but this time she had a throbbing pain in her tooth. She was frightened because it hurt. Hannah told the dentist about the pain so that he could help her. Hannah touched her cheek to show where it hurt and said, "It hurts here." After the dentist looked into Hannah's mouth, he said, "You have a small object stuck between your teeth." The dentist used a narrow, plastic tool to extract the object from between her teeth. The pain began to go away. When Hannah left the dentist office, she was thankful her mouth did not hurt anymore.
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- 1** One day, Hannah was sitting at the dentist's office. She normally liked going to the dentist, but this time she had a throbbing pain in her tooth. She was frightened because it hurt so badly. Hannah decided to tell her dentist about the pain so that he could help her. She touched her cheek to show the part of her mouth that was hurting. Hannah said, "It hurts here." After the dentist looked into Hannah's mouth, he said, "You have a small object stuck between your teeth." The dentist used a narrow, plastic tool to extract the object from between Hannah's teeth. The pain began to go away because the object was out. When Hannah left the dentist office, she was thankful her mouth did not hurt anymore.
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- 2** One day, Hannah was sitting at the dentist's office. She normally liked going to the dentist, but this time she had a throbbing pain in her tooth. Hannah was frightened because it hurt so badly. She tried drinking some water, but it did not make the pain in her tooth go away. Hannah decided to tell her dentist about the pain so that he could help her. She touched her cheek to show the part of her mouth that was hurting. Hannah said, "It hurts here." After the dentist peered into Hannah's mouth, he said, "You have a small object stuck between your teeth." The dentist used a narrow, plastic tool to extract the object from between Hannah's teeth. The pain began to go away because the object had been taken out. When Hannah left the dentist office, she was thankful her mouth did not hurt anymore.
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- 3** One day, Hannah was sitting at the dentist's office. She normally liked going to the dentist, but this time she had a throbbing pain in her tooth. Hannah was frightened because it hurt so badly. She tried sitting down and drinking some water, but it did not make the pain in her tooth go away at all. Hannah decided to tell her dentist about the pain so that he could help her. She touched her cheek to show the part of her mouth that was hurting. Hannah said, "It hurts here, and the pain will not go away." After the dentist peered into Hannah's mouth, he said, "There a small object stuck between your teeth that is causing all the pain." The dentist used a narrow, plastic tool to extract the object from between Hannah's teeth. The pain slowly began to go away because the object had been taken out. When Hannah left the dentist office, she was thankful her mouth did not hurt anymore.

K It was a frigid evening and Miguel was getting ready to go to his friend's house. He packed his things in his backpack and went outside but it was very cold. Miguel was annoyed because he needed his sweater. He asked his sister for help. Miguel kindly said, "Can you please go get my sweater from high in the closet?" As his sister got his sweater down, she said, "I'm glad you came back for a sweater." After Miguel's sister got his favorite, cozy sweater, she helped him put it on. He zipped it up so that the icy wind would not make him cold. Miguel was delighted to be warm.

1 It was a frigid evening and Miguel was getting ready to go to his friend's house. He packed his things in his backpack and went outside but it was very cold. Miguel was annoyed because he needed his sweater that was high up in the closet. He decided to ask his sister for help. Miguel kindly said, "Can you please get my sweater down from high in the closet?" As Miguel's sister got his sweater down, she said, "I'm glad you came back for a sweater." After Miguel's sister got his favorite, cozy sweater, she helped him put it on. He zipped it up so that the icy wind would not make him cold. Miguel skipped to his friend's house because he was delighted to be warm.

2 It was a frigid evening and Miguel was getting ready to go to his friend's house. He packed his things in his backpack and went outside but it was very cold. Miguel was annoyed because he needed his sweater that was high up in the closet. He went inside and tried to get the sweater himself, but he couldn't reach it. Miguel was worried he would not have a sweater. He decided to ask his sister for help. Miguel kindly said, "Can you please retrieve my sweater from high in the closet?" As Miguel's sister got his sweater down, she said, "I'm glad you came back for a sweater." After Miguel's sister got his favorite, cozy sweater, she helped him put it on. He zipped it up so that the icy wind would not make him cold. Miguel skipped to his friend's house because he was delighted to be warm.

3 It was a frigid evening and Miguel was getting ready to go to his friend's house. He packed his things in his backpack and went outside but it was very cold. Miguel was annoyed because he needed his sweater that was high up in the closet. He went inside and tried to get the sweater himself, but no matter how far he stretched his arms he still could not reach. Miguel was worried he would not have a sweater. He finally decided to ask his sister, who was a caring person, for help. Miguel kindly said, "Can you please retrieve my sweater from high in the closet?" As Miguel's sister got his sweater down, she said, "I'm glad you came back for a sweater." After Miguel's sister got his favorite, cozy sweater, she helped him put it on. He zipped it up so that the icy wind wouldn't make him cold. Miguel skipped to his friend's house because he was delighted to be warm.

- K** Once, Rachel was sitting on her mom’s lap at the doctor’s office. She was feeling ill. Rachel was unhappy and uncomfortable. When the doctor came into the bright, white room, Rachel asked him for some medicine. She said, “Can you give me something so that I can feel better?” He said, “I am sure I can, but first I will need to take a look at you.” The doctor checked her heartbeat, her ears, and her throat. He gave her some powerful medicine to reduce the high fever and help the body aches. Rachel was content because she started to feel a little better. After her mom brought her home, Rachel went directly to bed.
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- 1** Once, Rachel was sitting on her mom’s lap at the doctor’s office. She had not been able to sleep all night because she was ill. Rachel was unhappy and uncomfortable. When the doctor came into the room, she decided to ask for some medicine. Rachel said, “Can you give me something so that I can feel better?” He said, “I am sure I can, but first I will need to take a look at you.” The doctor, who was a kind, cheerful man, checked Rachel’s heartbeat, her ears, and her throat. He gave her powerful medicine to reduce the high fever and help the body aches. Rachel was content because she started to feel a little better. After her mom brought her home, Rachel went directly to bed.
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- 2** Once, Rachel was sitting on her mom’s lap at the doctor’s office. She was unhappy and uncomfortable because she was ill. Rachel closed her eyes to rest, hoping to feel better but then she started coughing and woke up. Rachel was still hurting a great deal and was discouraged. When the doctor came into the room, she decided to ask for some medicine. Rachel said, “Can you give me something so that I can feel better?” He said, “I am sure I can, but first I will need to examine you.” The doctor, who was a kind, cheerful man, checked Rachel’s heartbeat, her ears, and her throat. He gave her some powerful medicine to reduce the high fever and help the body aches. Rachel was content because she started to feel a little better. After her mom brought her home, Rachel went directly to bed to rest.
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- 3** Once, Rachel was sitting on her mom’s lap at the doctor’s office. Rachel, who usually felt very cheerful, was unhappy and uncomfortable. She was ill. She quietly closed her eyes to rest, hoping to feel better but then she started coughing and woke up. Rachel was still hurting a great deal and was discouraged because she was so sick. When the doctor came into the room, she decided to ask for some medicine. Rachel said, “Can you give me something so that I can feel better?” He said, “I am sure I can, but first I will need to examine you.” The doctor, who was a kind, cheerful man, checked her heartbeat, her ears, her chest and her throat. He gave Rachel some powerful medicine to reduce the high fever and help the body aches. Rachel was content because the medicine helped her start to feel a little better. After her mom brought her home, Rachel went directly to bed to rest.

- K** One day, Kayla was reading in the living room. When she was casually scanning one of her favorite books, Kayla discovered she couldn't see the words very well. She wanted to read the book, but the words were blurry. Kayla felt frustrated. She said to her mom, "I'm having trouble seeing." Kayla's mom said, "I will take you to get some glasses so that you can see better." Her mom took her to the eye doctor and then to buy some glasses. After Kayla found the perfect pair of glasses, she was able to see clearly. She was thrilled because she was able to read all of the adventurous, mystery books.
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- 1** One day, Kayla was reading in the living room. When she was casually scanning one of her favorite books, Kayla discovered she couldn't see the words very well. She wanted to read the book, but the words were blurry. She felt frustrated because she was unable to read. Kayla decided to tell her mom. She said, "I'm having trouble seeing." Kayla's mom said, "I will take you to get some glasses so that you can see better." Her mom took her to the eye doctor and then to buy some glasses that would help her see better. After Kayla found the perfect pair of glasses, she was able to see clearly. Kayla was thrilled because she was able to read all of the adventurous, mystery books.
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- 2** One day, Kayla was reading in the living room. When she was casually scanning one of her favorite books, Kayla discovered she couldn't see the words very well. She felt annoyed. She wanted to read the book, but the words were blurry. Kayla tried bringing the book closer to her face, but still she could not see the words. She was frustrated because she was unable to read. Kayla decided to tell her mom. She said, "I'm having trouble seeing." Kayla's mom said, "I will take you to get some glasses so that you can see better." Her mom took her to the eye doctor and then to select some glasses that would help her see better. After Kayla found the perfect pair of glasses, she was able to see clearly. Kayla was thrilled because she was able to read all of the adventurous, mystery books.
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- 3** One day, Kayla was reading quietly in the living room. When she was casually scanning one of her favorite books, Kayla discovered she couldn't see the words very well. She felt annoyed. She wanted to read the book, but the words were too blurry. Kayla tried bringing the book closer to her face, but still she could not see the words. She was frustrated because she was unable to read the book. Kayla decided to talk to her mom, who was standing in the kitchen. Kayla said, "I'm having trouble seeing." Her mom said, "I will take you to get some glasses so that you can see better." Her mom took her to the eye doctor and then to the store to select some glasses that would help her see better. After Kayla found the perfect pair of glasses, she was able to see clearly. Kayla was thrilled because she was able to read all of the adventurous, mystery books.



Academic Language of Primary Students