

**Engage NY- Taught with Journeys Common Core ©2014  
Grade 3**

Module Description/Skills	Journeys Readings/Skills
<b>Module 1: My Librarian Is a Camel: How Books Are Brought to Children around the World</b>	
Focus: Becoming a Close Reader and Writing to Learn	
<b>Module Description:</b>	
<p>This module introduces students to the power of literacy and how people around the world access books.</p>	<p>Houghton Mifflin Harcourt’s <i>Journeys Common Core</i> addresses the importance of literacy both through skills development and also through selections that show the value and importance of reading.</p> <p>The grade three program includes a variety of works of literature and articles about schools, the importance of books and learning, and about various aspects of the reading process. These selections include the following:</p> <p><b>Unit 1:</b> <i>Teacher Read Aloud: Such a Deal!</i>, T14–T15; <i>A Fine, Fine School</i>, T28–T39; <i>One Room Schoolhouses</i>, T52–T53; <i>Destiny’s Gift</i>: T204–T217</p> <p><b>Unit 6:</b> <i>Donavan’s Word Jar</i>, T237</p>
<p>Students build close reading skills while learning about people who have gone to great lengths to access literacy.</p>	<p><i>Journeys Common Core</i> includes a clearly marked path for close reading to promote thoughtful, repeated, and extensive reading of the text for deep comprehension. <i>Journeys Common Core</i> includes Dig Deeper mini lessons that teach students specific ways to analyze text before releasing them during the second read.</p> <p><b>Unit 1:</b> <i>A Fine, Fine School</i>, T28–T39; <i>Destiny’s Gift</i>, T204–T217</p>

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<p>They focus on what it means to be a proficient, independent reader, assessing their strengths, setting goals, and developing their “reading superpowers.”</p>	<p><i>Journeys Common Core</i> encourages each student to become a proficient, independent reader.</p> <p>Each introduction includes target skills and target strategies to develop their “reading superpowers”. For examples see the following:</p> <p><b>Unit 1:</b> Conclusions, T112  <b>Unit 2:</b> Sequence of Events, T20; Infer/Predict, T202; Cause and Effect, T297; Main Ideas and Details, T390  <b>Unit 3:</b> Sequence of Events, T20; Author’s Purpose, T294  <b>Unit 4:</b> Visualize, T116; Summarize, T302  <b>Unit 5:</b> Monitor/Clarify, T21; Sequence of Events, T202  <b>Unit 6:</b> Cause and Effect, Summarize, T61; Understanding Characters, Monitor/Clarify, T153</p> <p><b>Independent Reading (examples):</b>  <b>Unit 1:</b> T48–T49, T140–T141, T236–T237, T330–T331, T424–T425  <b>Unit 2:</b> T46–T47, T138–T139, T230–T231, T326–T327, T420–T421, T473, T475, T477  <b>Unit 5:</b> T46–T47, T138–T139, T232–T233, T324–T325, T416–T417</p>

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They then delve into geography, considering how where one lives affects how one accesses books.	<p>Students have opportunities to examine maps in the following activities:</p> <p><b>Unit 1:</b> Text Focus: Map, T244; Research and Media Literacy: Interpret a Map, T253</p>
They apply their learning by writing a report (bookmark) about how people access books around the world.	<p>The <i>Journeys Common Core</i> is designed to get students thinking, talking, reading, and writing about text in a way that supports learning and fosters a love of reading. <i>myWriteSmart</i>, an Internet-based tool for <i>Journeys Common Core</i>, allows students to produce and edit writing, cite evidence from texts, collaborate with peers and teachers, and publish finished pieces digitally.</p> <p><b>Unit 2:</b> Research and Report Writing Opportunities: T343  <b>Unit 3:</b> T247, T339  <b>Unit 4:</b> T439  <b>Unit 5:</b> T341</p>
<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 1: Fables and Stories.</b>	
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<p><b>Unit 1:</b> Summarize/story message, T140, T217  <b>Unit 2:</b> Retelling and traditions, T214–T215  <b>Unit 3:</b> Story message, T213, T214–T215, T220–T221  <b>Unit 4:</b> Story message, T313, T320–T321  <b>Unit 5:</b> T217</p>
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p><b>Unit 1:</b> Story structure, T20, T27, T38–T39, T206, T213, T226–T227; How to Analyze the Text, T38–T39; Understanding Characters, T206, T213</p>

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RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Unit 2:</b> Target Strategy: Question, T20, T21, T28 <b>Unit 3:</b> Target Strategy: Question, T20, T21, T24, T27 <b>Unit 4:</b> Target Strategy: Question, T209, T218 <b>Unit 5:</b> T130
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Unit 3:</b> Informative Writing, T151, T225, T342, T401, T427 <b>Unit 5:</b> T341
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>Unit 3:</b> Research and Media Literacy, T247, T339 <b>Unit 4:</b> Research and Media Literacy, T439 <b>Unit 5:</b> T341
SL.3.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>Unit 1:</b> Speaking and Listening: Hold a Discussion or Conversation, T65 <b>Unit 3:</b> Speaking and Listening: Hold a Group Discussion, T431 <b>Unit 5:</b> T63
<b>Module 2A: Adaptations and the Wide World of Frogs</b> Focus: Researching to Build Knowledge and Teaching Others	
<b>Module Description:</b>	
This module is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic: in this case, frogs. Students first do a class study of the bullfrog.	Two lessons in Houghton Mifflin Harcourt’s <i>Journeys Common Core</i> focuses on the animal kingdom. Unit 2, Lesson 6 focuses on Mammals and Unit 5, Lesson 22 focuses on Animal Migration. See the following literary works:  <b><u>Mammals</u></b> <b>Unit 2:</b> Teacher Read Aloud: <i>Bats Are the Best Beasts</i> , T14–T15; Anchor Text: <i>Bat Loves the Night</i> , T22–T30; Your Turn: Turn and Talk and Classroom Conversation, T38; Your

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	<p>Turn: Write About Reading, T39; Anchor Text: <i>A Bat Is Born</i>, T54–T55; Compare Texts: T55; Vocabulary Reader: <i>Nighttime Animals</i>, T76–T77; Leveled Readers: <i>Chased by a Bat!</i>, T82, <i>A Sound in the Ground</i>, T83, <i>Life in a Cave</i>, T84, <i>The Elephants</i>, T85</p> <p><b><u>Animal Migration</u></b></p> <p><b>Unit 5:</b> Anchor Text: <i>The Story of Migration</i>, T112–T121; Your Turn: Turn and Talk and Classroom Conversation, T130; Your Turn: Write About Reading, T131; Vocabulary Reader: <i>Flight of the Swallows</i>, T168–T169; Leveled Readers: <i>Monarchs on the Move</i>, T174, <i>Fish on the Move</i>, T175, <i>Rescuing the Whooping Crane</i>, T176, <i>Fish That Migrate</i>, T177</p>
<p>Then they read excerpts from the central text, <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>, to study a variety of “freaky frogs”—frogs that push the boundaries of “frogginess.”</p>	<p>Students listen to the read aloud and read the anchor text to explore the world of bats and to explore animal migration. Prior to reading students explore sequence of events, compare and contrast, the characteristics of mammals, and animal migration.</p> <p><b>Unit 2:</b> Read and Comprehend: Sequence of Events, T20; Preview the Topic: T21; Teacher Read Aloud: <i>Bats Are the Best Beasts</i>, T14–T15 (Examine side note questions); Anchor Text: <i>Bat Loves the Night</i>, T22–T30 (Examine side note questions)</p> <p><b>Unit 5:</b> Read and Comprehend: Compare and Contrast, T110; Preview the Topic: Animal Migration, T111; Anchor Text: <i>The Story of Migration</i>, T112–T121</p>

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<p>Students demonstrate their expertise by writing a “freaky frog trading card”—a research- based narrative that highlights their research and educates others about the diversity of frogs, focusing on how their freaky frog survives.</p>	<p><b>Unit 2:</b> Compare Texts: Text to Text: Write an Explanation about Bats; Text to Self: Share Information; Text to World: Defend Bats, T55; Research Project: T343</p> <p><b>Unit 3:</b> Research Projects: T247, T339</p> <p><b>Unit 4:</b> Research Project: T439</p> <p><b>Unit 5:</b> Your Turn: Turn and Talk and Classroom Conversation, T130; Your Turn: Write About Reading, T131</p>
<p><b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 2A: Adaptations and the Wide World of Frogs.</b></p>	
<p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>Unit 2:</b> Target Strategy: Question, T21, T28, T46</p> <p><b>Unit 3:</b> Target Strategy: Question, T21, T24, T27</p> <p><b>Unit 4:</b> Target Strategy: Question, T209, T218</p>
<p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>Unit 1:</b> Cause and Effect, T394, T403, T414–T415</p> <p><b>Unit 2:</b> Sequence of Events, T119, T128–T129</p> <p><b>Unit 3:</b> Sequence of Events, T20, T25, T34–T35</p>
<p>RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><b>Unit 1:</b> Map, T244</p> <p><b>Unit 2:</b> Text and Graphic Features, T110, T115, T128–T129</p> <p><b>Unit 3:</b> Map, T238</p> <p><b>Unit 4:</b> Chart, T152</p> <p><b>Unit 4:</b> Text and Graphic Features, T208, T217, T228–T229</p> <p><b>Unit 5:</b> Text and Graphic Features, T407</p>

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L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences	<b>Unit 1:</b> Grammar: Common and Proper Nouns, T334 <b>Unit 2:</b> What is a Verb? T64 <b>Unit 2:</b> Pronouns and Antecedents, T424 <b>Unit 4:</b> Grammar: What are adjectives and articles?, T54 <b>Unit 4:</b> Grammar: What is an adverb?, T426
<b>Module 2B: Connecting Literary and Informational Texts to Study Culture “Then and Now”</b>	
Focus: Researching to Build Knowledge and Teaching Others	
<b>Module Description:</b>	
<p>This module is designed to help students use reading, writing, listening, speaking, and collaborative skills to build and share deep knowledge about a topic. Students begin with a class study of the culture of Japan in which they read <i>Magic Tree House: Dragon of the Red Dawn</i>, a book set in ancient Japan, paired with <i>Exploring Countries: Japan</i>, an informational text about modern Japan.</p>	<p>Two lessons in Houghton Mifflin Harcourt’s <i>Journeys Common Core</i> in particular are a strong match for this module. Unit 2, Lesson 8: Traditions focuses on folktales from other cultures and Unit 2, Lesson 9: Performance Arts features a narrative about a storyteller set in Japan. See the following literary works:</p> <p><b><u>Traditions</u></b>  <b>Unit 2:</b> Anchor Text: <i>The Harvest Birds</i>, T204–T215; Your Turn: Turn and Talk and Classroom Conversation, T222; Your Turn: Write About Reading, T223; Connect to the Topic: <i>The Treasure</i>, T238–T241; Compare Texts: T241; Leveled Readers: <i>The Great Storyteller</i>, T269, <i>The Storyteller</i>, T271, <i>The Night Bird</i>, T270</p> <p><b><u>Performance Arts</u></b>  <b>Unit 2:</b> Anchor Text: <i>Kamishibai Man</i>, T298–T311; Your Turn: Turn and Talk and Classroom Conversation, T318; Your Turn: Write About Reading, T319; Vocabulary Reader: <i>Puppets</i>, T356–T357; Leveled Readers: <i>Tall Tale Tuesday</i>, T363, <i>The Kabuki Kid</i>, T364</p>

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<p>Students form book clubs, reading a new <i>Magic Tree House</i> book set in their selected country and an informational text, to build expertise on a different country. They demonstrate their expertise by writing a research-based letter to <i>Magic Tree House</i> author Mary Pope Osborne that informs her of customs and traditions that have endured in a culture from the past to modern time.</p>	<p>Students have opportunities to integrate research skills with the examination of different cultures and storytelling in Houghton Mifflin Harcourt’s <i>Journeys Common Core</i>.</p> <p>In Unit 2, they develop a research question based on the literature selection <i>Kamishibai Man</i>.</p> <p><b>Unit 2:</b> Research and Media Literacy: Refine a Research Question, T343</p> <p>In Unit 4, letter-writing skills are introduced through the Opinion Writing (persuasive letter) assignment.</p> <p><b>Unit 4:</b> Opinion Writing: Introduce the Model, Unit 4, T37</p> <p>In Unit 5, they conduct research about the islands of Hawaii, which begins with the formulation of open-ended questions and culminates with a presentation of their work.</p> <p><b>Unit 5:</b> Research and Media Literacy: Conduct a Research Project, T341</p>



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<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 2B: Connecting Literary and Informational Texts to Study Culture “Then and Now”.</b>	
RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.	<b>Unit 1:</b> Prefix mis-, T434–T435 <b>Unit 3:</b> Suffixes, T54–T55 <b>Unit 5:</b> Suffixes, T198, T230; Prefixes, T293, T322
RF.3.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>Unit 1:</b> Baseball Poems (focus on rhyme), T432 <b>Unit 2:</b> Fluency: Reading Rate, T45 <b>Unit 3:</b> Fluency: Accuracy, T321 <b>Unit 4:</b> Fluency: Expression, T237 <b>Unit 5:</b> Fluency: Reading Rate, T231
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>Unit 3:</b> Research and Media Literacy, T247, T339 <b>Unit 4:</b> Research and Media Literacy, T439 <b>Unit 5:</b> Research and Media Literacy, T341
L.3.1.I. Produce simple, compound, and complex sentences.	<b>Unit 1:</b> Sentences, T66, T240, T342 <b>Unit 5:</b> Complex Sentences, T328, T342, T428

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<b>Module 3A: A Study of <i>Peter Pan</i></b>	
Focus: Analyzing Narrative and Supporting Opinions	
<b>Module Description:</b>	
<p>This module focuses on a study of the classic tale <i>Peter Pan</i> as students consider how writers capture a reader’s imagination. Students delve into narrative structure, focusing on character (central to the third-grade standards).</p>	<p>A variety of lessons in Houghton Mifflin Harcourt’s <i>Journeys Common Core</i> explore how writers capture the imaginations of their readers through development of narrative structure and the creation of memorable characters. Unit 1, Lesson 1 features a humorous work of fiction called <i>A Fine, Fine School</i> and explores the development of story structure. Unit 1, Lesson 3 focuses on the development of character with a work of realistic fiction called <i>Destiny’s Gift</i>. Unit 6, Lesson 29 focuses on both character development and drama as a genre.</p> <p><b>Education</b></p> <p><b>Unit 1:</b> Anchor Text: <i>A Fine, Fine School</i>, T22–T32; Your Turn: Turn and Talk and Classroom Conversation, T40; Your Turn: Write About Reading, T41; Leveled Readers: <i>My Teacher, My Dad</i>, T84, <i>Ms. Pinkerville, You’re Our Star!</i>, T85, <i>Ms. F Goes Back to School</i>, T86, <i>The Night Bird</i>, T87</p> <p><b>Volunteers</b></p> <p><b>Unit 1:</b> Anchor Text: <i>Destiny’s Gift</i>, T208–T221; Your Turn: Turn and Talk and Classroom Conversation, T228; Differentiate Comprehension: Understanding Characters, T268; Leveled Reader: <i>Lana and Miguel’s Park</i>, T272</p> <p><b>Doing Your Best</b></p> <p><b>Unit 6:</b> Target Skill: Understanding Characters, T153; Anchor Text: <i>A New Team of Heroes</i>, T154–T161</p>

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They then examine author’s craft in <i>Peter Pan</i> , specifically use of dialogue and vivid language—and write their own scene based on <i>Peter Pan</i> .	<b>Unit 6:</b> Activity Central: Become a Character, T169; Speaking and Listening: Dramatizing a Story, T175
To build fluency, they participate in a Readers Theater based on <i>Peter Pan</i> , and read aloud a monologue.	<b>Unit 6:</b> Speaking and Listening: Dramatizing a Story, T175
They write opinions, including which <i>Peter Pan</i> character is their favorite and why.	<b>Unit 2:</b> Opinion Writing–Response Writing, T33, T51, T59, T66–T67
<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 3A: A Study of Peter Pan.</b>	
RI.3.6. Distinguish their own point of view from that of the author of a text.	<b>Unit 3:</b> Point of view, T305, T312–T313 <b>Unit 4:</b> Point of view, T123, T134–T135
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	<b>Unit 2:</b> Opinion Writing, T59, T407 <b>Unit 4:</b> T343, T409, T417
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>Unit 1:</b> Narrative Writing, T343, T350, T411, T429 <b>Unit 5:</b> Narrative Writing, T59, T337
L.3.2.A. Capitalize appropriate words in titles.	<b>Unit 1:</b> Proper nouns, T334, T348 <b>Unit 2:</b> Writing Titles and Addresses, T338 <b>Unit 4:</b> Writing proper nouns, T156

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<b>Module 3B: Wolves: Fact and Fiction</b>	
Focus: Analyzing Narrative and Supporting Opinions	
<b>Module Description: TO COME</b>	
<i>NOTE: Although the module description has not yet been provided, we have shown some possible matches to the module topic/theme of wolves, as well as to the module focus of analyzing and narrative and supporting opinions.</i>	
Analyzing Narrative	<b>Unit 4:</b> Story Structure: T20, T22, T31, T302, T304, T309 <b>Unit 5:</b> T20, T22, T27
Supporting Opinions	<b>Unit 4:</b> Your Turn: Turn and Talk and Classroom Conversation, T42; Write About Reading (Advice on Protecting the Environment), T43; Compare Texts: Text to Self – Talk About Helping, T61; Opinion Writing: Persuasive Letter, T37, T45, T55, T65, T72–T73
<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 3B: Wolves: Fact and Fiction.</b>	
RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>Unit 1:</b> Analyze Illustrations, T29, T38–T39 <b>Unit 1:</b> Response (think about illustrations), T323 <b>Unit 2:</b> Analyze Illustrations, T309 <b>Unit 5:</b> Analyze Illustrations, T305, T314–T315
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Unit 1:</b> Teacher Read Aloud: Listening Comprehension, T106–T107, T253 <b>Unit 3:</b> Research and Media Literacy: Interpret Information Presented Quantitatively/Orally, T61, T155 <b>Unit 5:</b> Teacher Read Aloud: Listening Comprehension, T105

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L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<b>Unit 4:</b> Grammar: Adjectives that Compare, T162 <b>Unit 5:</b> Grammar: Adverbs that Compare, T50; Grammar: Making Comparisons, T142, T156
L.3.2.C. Use commas and quotation marks in dialogue.	<b>Unit 3:</b> Writing Quotations, T142, T156, T242
<b>Module 4: The Role of Freshwater around the World</b> Focus: Gathering Evidence and Speaking to Others	
<b>Module Description:</b>	
This module focuses on the importance of clean freshwater around the world. Students continue to build their geography and map-reading skills (begun in Module 1) by studying where water is found on earth. They examine the water cycle and watersheds, comparing how different texts present similar information.	Unit 4, Lesson 16 in Houghton Mifflin Harcourt’s <i>Journeys Common Core</i> focuses on Conservation. Students explore their role as stewards of the environment. Teachers can extend this lesson with activities that focus on the role of freshwater around the world.  <b>Conservation</b> <b>Unit 4:</b> Anchor Text: <i>Judy Moon Saves the World!</i> T23–T34; Compare Texts: Text to World – Research Rainforest in the World, T61; Vocabulary Reader: <i>Recycle, Reuse, and Reduce</i> : T82–T83; Leveled Readers: The Recycling Contest, T88, <i>Joy’s Planet Patrol Plan</i> , T89, <i>Cezar’s Pollution Solution</i> , T90, <i>The Green Team</i> , T91
Then students research challenges facing the earth’s clean water supply: pollution, access, and the demand for water.	<b>Unit 4:</b> Teacher Read Aloud: <i>Counting Cans</i> , T14–T15; Preview the Topic: Conservation, T21; Anchor Text: <i>Judy Moon Saves the World!</i> T23–T34; Vocabulary Reader: <i>Recycle, Reuse, and Reduce</i> : T82–T83; Leveled Readers: The Recycling Contest, T88, <i>Joy’s Planet Patrol Plan</i> , T89, <i>Cezar’s Pollution Solution</i> , T90, <i>The Green Team</i> , T91

Module Description/Skills	Journeys Readings/Skills
Students develop opinions about what they can do to conserve, protect, or provide access to clean water, and then create a public service announcement (PSA).	<b>Unit 4:</b> Your Turn: Turn and Talk and Classroom Conversation, T42; Write About Reading (Advice on Protecting the Environment), T43; Compare Texts: Text to Self – Talk About Helping, T61; Opinion Writing: Persuasive Letter, T37, T45, T55, T65, T72–T73
<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 4: The Role of Freshwater around the World.</b>	
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>Unit 1:</b> Cause and effect, T394, T403, T414–T415 <b>Unit 2:</b> Sequence of events, T119, T128–T129 <b>Unit 3:</b> Sequence of Events, T20, T25, T34–T35 <b>Unit 5:</b> Compare and contrast, T110, T121, T128–T129
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Unit 3:</b> Informative Writing, T151, T225, T342, T401, T427 <b>Unit 5:</b> Research and Media Literacy, T341
W.3.7. Conduct short research projects that build knowledge about a topic.	<b>Unit 2:</b> Research and Media Literacy, T343 <b>Unit 3:</b> Research and Media Literacy, T247, T339 <b>Unit 4:</b> Research and Media Literacy, T439 <b>Unit 5:</b> Research and Media Literacy, T341
SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>Unit 2:</b> Speaking and Listening: Create an Audio Recording, T155 <b>Unit 4:</b> Speaking and Listening: Create an Audio Recording, T255 <b>Unit 5:</b> Speaking and Listening: Create an Audio Recording, T155