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| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Unit 1:**  Reading  Term 1: August 29- November 8, 2018 (11 weeks) | Language and stories can be a source of creativity and joy.  Stories help us learn about ourselves and our families and our communities.  Stories can be understood from different perspectives.  Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | **Students are expected to be able to:**  **Comprehend and connect**  -Read fluently at grade level  -Use sources of information and prior knowledge to make meaning  -Make connections between ideas from a variety of sources and prior knowledge to build understanding  -Use developmentally appropriate reading, listening, and viewing strategies to make meaning  -Recognize how different texts reflect different purposes  -Engage actively as listeners and readers to develop understanding of self, identity and community  -Explain the role that story plays in personal, family and community identity  -Use personal experience and knowledge to connect to text and make meaning  -Recognize the structure and elements of story  -Show awareness of how story in First People cultures connects people to family and community  -Develop awareness of how story in First Peoples cultures connects people to land  **Create and communicate**  -Exchange ideas and perspectives to build shared understanding | **Students are expected to know the following:**  **Story/text:**  -Elements of a story  -Function and genres of stories and other texts  -Text features  -literary elements and devices  **Strategies and processes:**  -Reading strategies  -Metacognitive strategies | Guided Reading Instruction small groups based on student ability  Independent Reading  -Choosing just right books  -DEAR (drop everything and read)  -center work  -LitPro  Shared Reading  -center work  -buddy reading  Read Alouds  -Rooted in Reading program: summarizing, describing, making connections, mental images, questioning, recounting  Reading Power Program  -connect  -question  -visualize  -infer  Morning Message | PM Benchmark books Levels 10-30  PM+ Teacher's’ Guides (Library)  Scholastic Learning Zone LitPro Library  Literacy place guided reading kits (Library)  Picture books from *The Trait Crate: Grade 3*  *Reading Power* by Adrienne Gear  Read Alouds from Rooted in Reading program (Aug and Sept books)  *1*.*Picture Day Perfection*  *2.Pinduli*  *3.Crow Boy*  *4.Spaghetti in a Hot Dog Bun*  *5.Saturday and Teacakes*  *6.Finding Winnie*  <https://drive.google.com/open?id=15pL49kai57dbDvniYPvIH7YIBLUBr4hh>  <https://drive.google.com/open?id=1zSnwQrE9TUYC92ELdSSRgUWiP9xbSOI2>  Readworks.org  -read and respond  -article-a-day | **Diagnostic assessments:**  -Running record benchmark assessments for levelling students  **Formative Assessments:**  -Running records should be done at least every 2-3 weeks on each student  -Anecdotal observations from guided reading sessions (each week)  -LitPro Quizzes  **Summative Assessments:**  -LitPro Reading Assessment  -Running Records due to BC Head: October 24 | Connect  Question  Infer  Visualize  Vocab words from Rooted in Reading Program  Text-to-text  Text-to-self  Text-to-world  Text-to-media |
| **Unit 1:**  Writing Term 1: August 29-November 8 (11 weeks)  Narrative Writing | Language and stories can be a source of creativity and joy.  Everyone can be a reader and a writer.  Using language in creative and playful ways helps us understand how language works. | **Create & Communicate**  Create stories and other age-appropriate texts to deepen  awareness of self, family, and community  Plan and create a variety of communication forms for different purposes and audiences  Communicate in print, using letters and words and basic conventions of English spelling, grammar, and punctuation | **Students are expected to know the following:**  **Story/Text:**   * Structures and features of written text   **Strategies and Processes:**   * Writing processes   **Language Features, Structures, and Conventions:**   * Features, Structures, & Conventions:   **Features of oral language**   * Word patterns, word families * Legible printing * Sentence structure and grammar * Conventions | Spelling   * Using Words Their Way develop and improve student spelling, phonics and expand vocabulary   Grammar   * Subject and predicate * Sentence fragment * Types of sentences * Verbs * Adjectives * Adverbs * Punctuations * Compound sentences   Journal Writing   * 15 minutes allotment of free choice writing during BC Instructional time   Writing Process   * Brainstorm/Prewriting * Draft * Revise * Edit * Publish   Narrative Writing   * Scaffold story writing using graphic organizers | Words Their Words  Sentence Sense: Understanding Sentence Structure  Narrative Writing Interactive Folder  Journal notebook  Graphic Organizer  Dictionary  Grade 3 PM writing exemplars | Diagnostic assessment:   * Student will write a story to gauge writing level * Words Their Way diagnostic test   Formative assessment:   * Exit Slips: 3 things I learned; 2 things I have questions about; 1 question I still have * Produce a complete story with the necessary features, structures, and conventions * Weekly and/or bi-weekly spelling tests   Summative assessment:  School Wide Write  October 29-October 31, 2018  Grammar Test October 28 | Narrative Writing:   * Characters * Setting * Beginning, middle, end * Problem, solution * Message, moral * Character trait and setting specific vocabulary * Transition Words first, next, etc... |
| **Unit 1:**  Speaking  Term 1: August 29- November 8, 2018 (11 weeks) | Using language in creative and playful ways helps us understand how language works.  Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | **Create and communicate:**  -Exchange ideas and perspectives to build shared understanding  -Plan and create a variety of communication forms for different purposes and audiences  -Communicate using sentences and most conventions of Canadian spelling, grammar and punctuation  -Develop and apply expanding word knowledge  -Explore and appreciate aspects of First Peoples oral traditions  -Use oral storytelling processes | **Story/Text:**  -Literary elements and devices  **Strategies and processes:**  -Oral language strategies  **Language features, structures, and conventions:**  -Features of oral language  -Sentence structure | Responding to questions during activities or instruction with appropriate answers  Oral presentations  Use of subject-based vocabulary from all subject areas when speaking  Sharing ideas orally during group discussion (ie. KWL charts)  Instructing students on varying tone, volume and expression  Talk about individual and shared experiences  Model speaking using proper grammar when sharing information about a subject or experience  Model taking turns during partner talk, small group, or large group discussions  Table talk with small groups using busy pictures  Retelling First Peoples stories | Busy Pictures | Oral Presentation Rubrics:  <https://drive.google.com/open?id=1Q9X7o-dftoq4hughKrpJ7BCJaXRYH3um>  <https://drive.google.com/open?id=1eL3esqrCAewaQL1IMNKCgsmnoZxb31uk>  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F>  Busy Pictures Rubric:  <https://drive.google.com/open?id=1eKDE__4xvV7R5BJ3XpKDpwrVPQcGpSGKRivbx8Fw6NQ> | speaker  volume  tone  expression  audience |
| **Unit 1:**  Listening  Term 1: August 29- November 8, 2018 (11 weeks) | Language and story can be a source of creativity and joy. | **Students are expected to be able to:**  **Comprehend and connect:**  -Use developmentally appropriate reading, listening and viewing strategies to make meaning  -Engage actively as **listeners, viewers,** and readers, as appropriate, to develop understanding of self, identity, and community  **Create and Communicate:**  -Exchange ideas and perspectives to build shared understanding  -Explore and appreciate aspects of First Peoples oral traditions | **Students are expected to know the following:**  **Strategies and processes:**  -metacognitive strategies  **Language features, structures, and conventions:**  -features of oral language | Use Whole Body Listening to help maintain focus  Maintain a “listening” posture; taking turns; and asking questions related to the topic  Follow directions and instructions  Listen to others and build on their ideas during:  -play  -collaborative work  -class discussions  -center  -oral presentations  -PHE class  Follow directed step-by-step drawing  Listen to Read-Alouds including stories from First Peoples, and retell | Readworks Audio setting  Raz Kids audio book setting  Storylineonline.net  Scholastic Learning Zone audio book setting  Retelling Checklist  <https://drive.google.com/open?id=1zryV5lUgAkB_2Z08IvpTMG08SadlV9cB> | Rubrics  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F>  In-class/Center Listening Rubric  <https://drive.google.com/open?id=1yfyp3WdJMJiJzkYTdJ3M17jL-aNoyzWooBwKlKAdk-M>  Retell Rubric  <https://drive.google.com/open?id=1CMdKb5tCMdfN6qcbTa2jM7wiem4xi2Ia> | Whole body listening  Listener  Speaker  Take Turns |
| **Unit 2:**  Reading  Term 2: November 12, 2018- February 18, 2019 (11 weeks) | Language and stories can be a source of creativity and joy.  Stories help us learn about ourselves and our families and our communities.  Stories can be understood from different perspectives.  Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | **Students are expected to be able to:**  **Comprehend and connect**  -Read fluently at grade level  -Use sources of information and prior knowledge to make meaning  -Make connections between ideas from a variety of sources and prior knowledge to build understanding  -Use developmentally appropriate reading, listening, and viewing strategies to make meaning  -Recognize how different texts reflect different purposes  -Engage actively as listeners and readers to develop understanding of self, identity and community  -Explain the role that story plays in personal, family and community identity  -Use personal experience and knowledge to connect to text and make meaning  -Recognize the structure and elements of story  -Show awareness of how story in First People cultures connects people to family and community  -Develop awareness of how story in First Peoples cultures connects people to land  **Create and communicate**  -Exchange ideas and perspectives to build shared understanding | **Students are expected to know the following:**  **Story/text:**  -Elements of a story  -Function and genres of stories and other texts  -Text features  -literary elements and devices  **Strategies and processes:**  -Reading strategies  -Metacognitive strategies | Guided Reading Instruction small groups based on student ability  Independent Reading  -Choosing just right books  -DEAR (drop everything and read)  -center work  -LitPro  Shared Reading  -center work  -buddy reading  Rooted in Reading Program: character transformations, recounting, predicting, questioning, locating facts, point of view | PM Benchmark books Levels 10-30  PM+ Teacher's’ Guides (Library)  Scholastic Learning Zone LitPro Library  Literacy place guided reading kits (Library)  Picture books from *The Trait Crate: Grade 3*  *Reading Power* by Adrienne Gear  Read Alouds from Rooted in Reading program (Sept and Oct books)  *1.The Raft*  *2.Princess Hyacinth*  *3.Substitute Teacher*  *4.Picnic at Mudsock Meadow*  *5.Creature Features*  *6.Two Bad Ants*  <https://drive.google.com/open?id=1zSnwQrE9TUYC92ELdSSRgUWiP9xbSOI2>  <https://drive.google.com/open?id=13SyLiAOBMQJsrYKfVHRqJv1mQXLCQ1pJ>  Readworks.org  -read and respond  -article-a-day | **Formative Assessments:**  -Running records should be done at least every 2-3 weeks on each student  -Anecdotal observations from guided reading sessions (each week)  -LitPro Quizzes  **Summative Assessments:**  LitPro Assessment and  Running Records due to BC Head:  January 31 | Connect  Question  Infer  Visualize  Vocab words from Rooted in Reading Program  Text-to-text  Text-to-self  Text-to-world  Text-to-media |
| **Unit 2:**  Writing Term 2: November 12, 2018- February 18, 2019 (11 weeks)  Procedural Writing | Language and stories can be a source of creativity and joy.  Everyone can be a reader and a writer.  Using language in creative and playful ways helps us understand how language works. | **Create & Communicate**  Create stories and other age-appropriate texts to deepen  awareness of self, family, and community  Plan and create a variety of communication forms for different purposes and audiences  Communicate in print, using letters and words and basic conventions of English spelling, grammar, and punctuation | **Students are expected to know the following:**  **Story/Text:**   * Structures and features of written text   **Strategies and Processes:**   * Writing processes   **Language Features, Structures, and Conventions:**   * Features, Structures, & Conventions:   **Features of oral language**   * Word patterns, word families * Legible printing * Sentence structure and grammar * Conventions | Spelling   * Using Words Their Way to develop and improve student spelling, phonics and expand vocabulary   Grammar   * Subject and predicate * Sentence fragment * Types of sentences * Verbs * Adjectives * Adverbs * Punctuations * Compound sentences   Journal Writing   * 15 minutes allotment of free choice writing during BC Instructional time   Writing Process   * Brainstorm/Prewriting * Draft * Revise * Edit * Publish   Procedural Writing   * Provide and assist students in generating ideas, by using a sample anchor chart, guided practice, templates and a rubric to assist students with the Procedural Writing process. | A  Words Their Words  Sentence Sense: Understanding Sentence Structure  Journal notebook  Graphic Organizer  Dictionary  Hard copies of:  recipes, manuals, instructions for games, directions  Grade 3 PM writing exemplars  [Procedural Writing - "How to" Graphic Organizers, Charts and Writing Prompts](https://www.teacherspayteachers.com/Product/Procedural-Writing-How-to-Graphic-Organizers-Charts-and-Writing-Prompts-1335173?aref=ybs3ikhx)  T | Diagnostic assessment:   * Student will produce a “how to” writing piece to gauge writing level * Words Their Way diagnostic test   Formative assessment:   * Exit Slips: 3 things I learned; 2 things I have questions about; 1 question I still have * Produce a complete “how to” writing piece with the necessary features, structures, and conventions * Weekly and/or bi-weekly spelling tests   Summative assessment:  School Wide Write  February 11 – 14, 2019  Grammar Test February 10, 2019 | Procedural writing:   * Action words (cut, paste, spread, stir, smear etc..) * Transition Words first, next, etc... |
| **Unit 2:**  Speaking  Term 2: November 12, 2018- February 18, 2019 (11 weeks) | Using language in creative and playful ways helps us understand how language works.  Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | **Create and communicate:**  -Exchange ideas and perspectives to build shared understanding  -Plan and create a variety of communication forms for different purposes and audiences  -Communicate using sentences and most conventions of Canadian spelling, grammar and punctuation  -Develop and apply expanding word knowledge  -Explore and appreciate aspects of First Peoples oral traditions  -Use oral storytelling processes | **Story/Text:**  -Literary elements and devices  **Strategies and processes:**  -Oral language strategies  **Language features, structures, and conventions:**  -Features of oral language  -Sentence structure | Responding to questions during activities or instruction with appropriate answers  Oral presentations  Use of subject-based vocabulary from all subject areas when speaking  Sharing ideas orally during group discussion (ie. KWL charts)  Instructing students on varying tone, volume and expression  Talk about individual and shared experiences  Model speaking using proper grammar when sharing information about a subject or experience  Model taking turns during partner talk, small group, or large group discussions  Table talk with small groups using busy pictures  Retelling First Peoples stories | Busy Pictures | Oral Presentation Rubrics:  <https://drive.google.com/open?id=1Q9X7o-dftoq4hughKrpJ7BCJaXRYH3um>  <https://drive.google.com/open?id=1eL3esqrCAewaQL1IMNKCgsmnoZxb31uk>  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F>  Busy Pictures Rubric:  <https://drive.google.com/open?id=1eKDE__4xvV7R5BJ3XpKDpwrVPQcGpSGKRivbx8Fw6NQ> | speaker  volume  tone  expression  audience |
| **Unit 2:**  Listening  Term 2: November 12, 2018- February 18, 2019 (11 weeks) | Language and story can be a source of creativity and joy. | **Students are expected to be able to:**  **Comprehend and connect:**  -Use developmentally appropriate reading, listening and viewing strategies to make meaning  -Engage actively as **listeners, viewers,** and readers, as appropriate, to develop understanding of self, identity, and community  **Create and Communicate:**  -Exchange ideas and perspectives to build shared understanding  -Explore and appreciate aspects of First Peoples oral traditions | **Students are expected to know the following:**  **Strategies and processes:**  -metacognitive strategies  **Language features, structures, and conventions:**  -features of oral language | Use Whole Body Listening to help maintain focus  Maintain a “listening” posture; taking turns; and asking questions related to the topic  Follow directions and instructions  Listen to others and build on their ideas during:  -play  -collaborative work  -class discussions  -center  -oral presentations  -PHE class  Follow directed step-by-step drawing  Listen to Read-Alouds including stories from First Peoples, and retell | Readworks Audio setting  Raz Kids audio book setting  Storylineonline.net  Scholastic Learning Zone audio book setting  Retelling Checklist  <https://drive.google.com/open?id=1zryV5lUgAkB_2Z08IvpTMG08SadlV9cB> | Rubrics  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F>  In-class/Center Listening Rubric  <https://drive.google.com/open?id=1yfyp3WdJMJiJzkYTdJ3M17jL-aNoyzWooBwKlKAdk-M>  Retell Rubric  <https://drive.google.com/open?id=1CMdKb5tCMdfN6qcbTa2jM7wiem4xi2Ia> | Whole body listening  Listener  Speaker  Take Turns |
| **Unit 3:**  Reading Term 3: February 19, 2019- May 16th, 2019 (11 weeks) | Language and stories can be a source of creativity and joy.  Stories help us learn about ourselves and our families and our communities  Stories can be understood from different perspectives  Curiosity and wonder lead us to new discoveries about ourselves and the world around us | **Students are expected to be able to:**  **Comprehend and connect**  -Read fluently at grade level  -Use sources of information and prior knowledge to make meaning  -Make connections between ideas from a variety of sources and prior knowledge to build understanding  -Use developmentally appropriate reading, listening, and viewing strategies to make meaning  -Recognize how different texts reflect different purposes  -Engage actively as listeners and readers to develop understanding of self, identity and community  -Explain the role that story plays in personal, family and community identity  -Use personal experience and knowledge to connect to text and make meaning  -Recognize the structure and elements of story  -Show awareness of how story in First People cultures connects people to family and community  -Develop awareness of how story in First Peoples cultures connects people to land  **Create and communicate**  -Exchange ideas and perspectives to build shared understanding | **Students are expected to know the following:**  **Story/text:**  -Elements of a story  -Function and genres of stories and other texts  -Text features  -literary elements and devices  **Strategies and processes:**  -Reading strategies  -Metacognitive strategies | Guided Reading Instruction small groups based on student ability  Independent Reading  -Choosing just right books  -DEAR (drop everything and read)  -center work  -LitPro  Shared Reading  -center work  -buddy reading  Rooted in Reading Program:  Recounting and summarizing, using folktales to infer central meaning, character’s feelings, comparing and contrasting settings, inferring central message, characteristics of genre | PM Benchmark books Levels 10-30  PM+ Teacher's’ Guides (Library)  Scholastic Learning Zone LitPro Library  Literacy place guided reading kits (Library)  Picture books from *The Trait Crate: Grade 3*  *Reading Power* by Adrienne Gear  Read Alouds from Rooted in Reading program (Nov and Dec books)  *1.Turkey Bowl*  *2.Cactus Soup*  *3.The Girl Who Loved Wild Horses*  *4.How Many Days to America?*  *5.The Legend of Old Bafana*  *6.Seven Spools of Thread*  <https://drive.google.com/open?id=1SBqmrq4O9E3N7zBPCEw-ZEXj4EF5Jicr>  <https://drive.google.com/open?id=1MlPa6sppc7aMj5e9Ys2bIt2HePN_XYaL>  Readworks.org  -read and respond  -article-a-day | **Formative Assessments:**  -Running records should be done at least every 2-3 weeks on each student  -Anecdotal observations from guided reading sessions (each week)  -LitPro Quizzes  **Summative Assessments:**  LitPro Assessment and  Running Records due to BC Head: May 29 | Connect  Question  Infer  Visualize  Vocab words from Rooted in Reading Program  Text-to-text  Text-to-self  Text-to-world  Text-to-media |
| **Unit 3:**  Writing Term 3: February 19, 2019- May 16th, 2019 (11 weeks)  Biography | Language and stories can be a source of creativity and joy.  Everyone can be a reader and a writer.  Using language in creative and playful ways helps us understand how language works. | **Create & Communicate**  Create stories and other age-appropriate texts to deepen  awareness of self, family, and community  Plan and create a variety of communication forms for different purposes and audiences  Communicate in print, using letters and words and basic conventions of English spelling, grammar, and punctuation | **Students are expected to know the following:**  **Story/Text:**   * Structures and features of written text   **Strategies and Processes:**   * Writing processes   **Language Features, Structures, and Conventions:**   * Features, Structures, & Conventions:   **Features of oral language**   * Word patterns, word families * Legible printing * Sentence structure and grammar * Conventions | Spelling   * Using Words Their Way develop and improve student spelling, phonics and expand vocabulary   Grammar   * Subject and predicate * Sentence fragment * Types of sentences * Verbs * Adjectives * Adverbs * Punctuations * Compound sentences   Journal Writing   * 15 minutes allotment of free choice writing during BC Instructional time   Writing Process   * Brainstorm/Prewriting * Draft * Revise * Edit * Publish   Biographies:   * Provide and assist students to write, conference, edit, revise and publish a biography | Words Their Words  Sentence Sense: Understanding Sentence Structure  Journal notebook  Graphic Organizer  Dictionary  Focus on Biographies in 3rd Grade by Natalie Phillips | Diagnostic assessment:   * Student will produce a biography of a family member to gauge writing level * Words Their Way diagnostic test   Formative assessment:   * Exit Slips: 3 things I learned; 2 things I have questions about; 1 question I still have * Produce a complete “how to” writing piece with the necessary features, structures, and conventions * Weekly and/or bi-weekly spelling tests   Summative assessment:  Grammar Test May 16, 2019  School Wide Write  May 26-29,, 2019 | biography  date of birth  date of death  place of birth  family  siblings  mom  dad  occupation  contribution to society  hero  childhood  adulthood  events/timeline  importance  education |
| **Unit 3:**  Speaking Term 3: February 19, 2019- May 16th, 2019 (11 weeks) | Using language in creative and playful ways helps us understand how language works.  Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | **Create and communicate:**  -Exchange ideas and perspectives to build shared understanding  -Plan and create a variety of communication forms for different purposes and audiences  -Communicate using sentences and most conventions of Canadian spelling, grammar and punctuation  -Develop and apply expanding word knowledge  -Explore and appreciate aspects of First Peoples oral traditions  -Use oral storytelling processes | **Story/Text:**  -Literary elements and devices  **Strategies and processes:**  -Oral language strategies  **Language features, structures, and conventions:**  -Features of oral language  -Sentence structure | Responding to questions during activities or instruction with appropriate answers  Oral presentations  Use of subject-based vocabulary from all subject areas when speaking  Sharing ideas orally during group discussion (ie. KWL charts)  Instructing students on varying tone, volume and expression  Talk about individual and shared experiences  Model speaking using proper grammar when sharing information about a subject or experience  Model taking turns during partner talk, small group, or large group discussions  Table talk with small groups using busy pictures  Retelling First Peoples stories | Busy Pictures | Oral Presentation Rubrics:  <https://drive.google.com/open?id=1Q9X7o-dftoq4hughKrpJ7BCJaXRYH3um>  <https://drive.google.com/open?id=1eL3esqrCAewaQL1IMNKCgsmnoZxb31uk>  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F>  Busy Pictures Rubric:  <https://drive.google.com/open?id=1eKDE__4xvV7R5BJ3XpKDpwrVPQcGpSGKRivbx8Fw6NQ> | speaker  volume  tone  expression  audience |
| **Unit 3:**  Listening Term 3: February 19, 2019- May 16th, 2019 (11 weeks) | Language and story can be a source of creativity and joy | **Students are expected to be able to:**  **Comprehend and connect:**  -Use developmentally appropriate reading, listening and viewing strategies to make meaning  -Engage actively as **listeners, viewers,** and readers, as appropriate, to develop understanding of self, identity, and community  **Create and Communicate:**  -Exchange ideas and perspectives to build shared understanding  -Explore and appreciate aspects of First Peoples oral traditions | **Students are expected to know the following:**  **Strategies and processes:**  -metacognitive strategies  **Language features, structures, and conventions:**  -features of oral language | Use Whole Body Listening to help maintain focus  Maintain a “listening” posture; taking turns; and asking questions related to the topic  Follow directions and instructions  Listen to others and build on their ideas during:  -play  -collaborative work  -class discussions  -center  -oral presentations  -PHE class  Follow directed step-by-step drawing  Listen to Read-Alouds including stories from First Peoples, and retell | Readworks Audio setting  Raz Kids audio book setting  Storylineonline.net  Scholastic Learning Zone audio book setting  Retelling Checklist  <https://drive.google.com/open?id=1zryV5lUgAkB_2Z08IvpTMG08SadlV9cB> | Rubrics  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F>  In-class/Center Listening Rubric  <https://drive.google.com/open?id=1yfyp3WdJMJiJzkYTdJ3M17jL-aNoyzWooBwKlKAdk-M>  Retell Rubric  <https://drive.google.com/open?id=1CMdKb5tCMdfN6qcbTa2jM7wiem4xi2Ia> | Whole body listening  Listener  Speaker  Take Turns |