


Midland ISD ELAR Scope and Sequence
Grade 3

Unit 6B-Media Message
Unit Dates: 5/13/13 – 5/31/13

14 Days
Unit Assessment: by 5/31/13

Whole Group Reading					
		Day 1	Day 2	Day 3	Day 4
Whole Group Reading	Genre	Media	Media	Media	Media
	Focus	Students identify different types of media. <ul style="list-style-type: none"> Understand how communication changes when moving from one genre of media to another (3.16A) 	Students determine the message in different media types. <ul style="list-style-type: none"> Understand how communication changes when moving from one genre of media to another (3.16A) Explain how various design techniques used in media influence the message (e.g., shape, color, sound) (3.16B) Make inferences about text, maintaining meaning and logical order (Fig 19D) R&S 	Students explain how various design techniques used in media influence the message. <ul style="list-style-type: none"> Understand how communication changes when moving from one genre of media to another (3.16A) Explain how various design techniques used in media influence the message (e.g., shape, color, sound) (3.16B) 	Students explain how various design techniques used in media influence the message. <ul style="list-style-type: none"> Understand how communication changes when moving from one genre of media to another (3.16A) Explain how various design techniques used in media influence the message (e.g., shape, color, sound) (3.16B)
	ELPS	2D: Monitor understanding and seek clarification ; 4F: Use visual and textual supports to read text; 2I: Demonstrate listening comprehension; 4I: Show comprehension through basic reading skills; 2G: Understand general meaning, main points, and details; 4J: Show comprehension through inferential skills; 3B: Use new vocabulary in stories, descriptions, and classroom communication			
Resources	HMH	Note: Gather a collection of 10 grade-appropriate media types (television, radio, film/video, print, photography and digital media). Please see the last page of this document for resources.		Note: Gather a collection of various product packaging and labels (e.g. cereal box, yogurt container, toy packaging). Please see the last page of this document for resources.	Note: Select 2-3 grade-appropriate television commercials. Please see the last page of this document for resources.
	CSCO PE	Research requires reading and writing skills to be integrated. The first half of this unit will emphasize reading and gathering information. The second half of the unit will emphasize writing and organizing the information gathered			
		Unit 6B, Exemplar Lesson 1 Shared Reading, Day 1 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx	Unit 6B, Exemplar Lesson 1 Shared Reading, Day 2 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx	Unit 6B, Exemplar Lesson 1 Shared Reading, Day 3 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx	Unit 6B, Exemplar Lesson 1 Shared Reading, Day 4 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx
Teacher Notes					

MIDLAND ISD Scope & Sequence Grade 3 ELA –Unit 6B-Media Message

		Whole Group Word Study			
		Day 1	Day 2	Day 3	Day 4
Word Study	Focus	Use context to determine meaning of unknown words or multiple meaning words. <ul style="list-style-type: none"> Use context to determine the relevant meaning of unfamiliar or distinguish among multiple meaning words and homophones(3.4B) R 		Identify the meaning of common prefixes and suffixes and know words change meaning when prefixes and/or suffixes are added. <ul style="list-style-type: none"> Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less) and know how they change the meaning of roots (3.4A)R 	
	ELPS	2B: Recognize English sound system in new vocabulary 3A: Practice using English sound system in new vocabulary 4A: Learn relationships between sounds and letters 5A: Learn relationships between sounds and letters when writing			
Resources	CSCOPE	Unit 6B, Exemplar Lesson 1 Word Study, Day 1 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx		Unit 6B, Exemplar Lesson 1 Word Study, Day 3 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx	
Teacher Notes					

Direct teach Word Study lessons will not occur in every Daily Lesson during Unit 4A, 4B, Unit 5, and Unit 6. Based on the needs of the class, teachers should explicitly teach Word Study related standards in the context of reading and writing through whole or small group instruction.

The following are suggestions for integrating Word Study into reading and writing:

- Discuss examples of the roots and affixes of words read in context
- Demonstrate how to use context clues to determine the meaning of unknown and multiple meaning words while reading or writing
- Identify the meaning of idioms used in text
- Model how to appropriately use a dictionary or thesaurus while reading and writing
- Discuss and apply spelling rules and patterns while writing
- Word Study can also be incorporated into the other content areas as applicable.

MIDLAND ISD Scope & Sequence Grade 3 ELA –Unit 6B-Media Message

Whole Group Writing					
		Day 1	Day 2	Day 3	Day 4
Writing	Focus	<p>Generate ideas for writing and choose a genre appropriate for conveying their ideas.</p> <ul style="list-style-type: none"> Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies e.g., brainstorming, graphic organizers, logs, journals) (3.17A) 	<p>Plan a first draft using an appropriate graphic organizer for their selected topic and genre.</p> <ul style="list-style-type: none"> Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies e.g., brainstorming, graphic organizers, logs, journals) (3.17A) Develop drafts by categorizing ideas and organizing them into paragraphs (3.17B) 	<p>Develop drafts by categorizing ideas and organizing them into paragraphs.</p> <ul style="list-style-type: none"> Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies e.g., brainstorming, graphic organizers, logs, journals) (3.17A) Develop drafts by categorizing ideas and organizing them into paragraphs (3.17B) 	<p>Develop drafts by categorizing ideas and organizing them into paragraphs.</p> <ul style="list-style-type: none"> Develop drafts by categorizing ideas and organizing them into paragraphs (3.17B)
	ELPS	<p>3A: Practice using English sound system in new vocabulary 3C: Speak using a variety of sentence structures 3G: Express opinions, ideas, and feelings 4A: Learn relationships between sounds and letters 5G: Narrate, describe, and explain in writing</p>			
Resources	CSCOPE	<p>Unit 6B; Exemplar Lesson 1, Writing Day 1 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx</p>	<p>Unit 6B; Exemplar Lesson 1, Writing Day 2 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx</p>	<p>Unit 6B; Exemplar Lesson 1, Writing Day 3 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx</p>	<p>Unit 6B; Exemplar Lesson 1, Writing Day 4 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx</p>
		<p>As you get the <u>Texas Write Source</u> materials, you may supplement the CSCOPE Writing lessons with those resources. Be sure to use the TEKS and form of writing from the Scope and Sequence to select resources.</p>			
Teacher Notes					

MIDLAND ISD Scope & Sequence Grade 3 ELA –Unit 6B-Media Message

		Whole Group Reading			
		Day 5	Day 6	Day 7	Day 8
Whole Group Reading	Genre	Media	Media	Media	Media
	Focus	<p>Students explain how various design techniques used in media influence the message.</p> <ul style="list-style-type: none"> Understand how communication changes when moving from one genre of media to another (3.16A) Explain how various design techniques used in media influence the message (e.g., shape, color, sound) (3.16B) 	<p>Students understand how communication changes when moving from one genre of media to another.</p> <ul style="list-style-type: none"> Make inferences about text, maintaining meaning and logical order (Fig 19D) R&S Understand how communication changes when moving from one genre of media to another (3.16A) Explain how various design techniques used in media influence the message (e.g., shape, color, sound) (3.16B) 	<p>Students understand how communication changes when moving from one genre of media to another.</p> <ul style="list-style-type: none"> Make inferences about text, maintaining meaning and logical order (Fig 19D) R&S Understand how communication changes when moving from one genre of media to another (3.16A) Explain how various design techniques used in media influence the message (e.g., shape, color, sound) (3.16B) 	<p>Students understand how communication changes when moving from one genre of media to another and how techniques are used to influence a message.</p> <ul style="list-style-type: none"> Make inferences about text, maintaining meaning and logical order (Fig 19D) R&S Understand how communication changes when moving from one genre of media to another (3.16A) Explain how various design techniques used in media influence the message (e.g., shape, color, sound) (3.16B)
	ELPS	<p>2D: Monitor understanding and seek clarification ; 4F: Use visual and textual supports to read text; 2I: Demonstrate listening comprehension; 4I: Show comprehension through basic reading skills; 2G: Understand general meaning, main points, and details; 4J: Show comprehension through inferential skills; 3B: Use new vocabulary in stories, descriptions, and classroom communication</p>			
Resources	HMH	<p>Note: Select 2-3 grade-appropriate web pages. Please see the last page of this document for resources</p>	<p>Note: Select 2 different grade-appropriate examples of media communicating the same message (direct mail ad for a political candidate and a commercial for the same candidate) Please see the last page of this document for resources</p>	<p>Note: Select a grade-appropriate commercial on a familiar product. Please see the last page of this document for resources</p>	
	CSCOPE	<p>Unit 6B, Exemplar Lesson 1 Shared Reading, Day 5 http://www.mycscope.us/module/content/search/~/item/674688/viewdetail.ashx</p>	<p>Unit 6B, Exemplar Lesson 1 Shared Reading, Day 6 http://www.mycscope.us/module/content/search/~/item/674688/viewdetail.ashx</p>	<p>Unit 6B, Exemplar Lesson 1 Shared Reading, Day 7 http://www.mycscope.us/module/content/search/~/item/674688/viewdetail.ashx</p>	<p>Unit 6B, Exemplar Lesson 1 Shared Reading, Day 8 http://www.mycscope.us/module/content/search/~/item/674688/viewdetail.ashx</p>
Teacher Notes					

MIDLAND ISD Scope & Sequence Grade 3 ELA –Unit 6B-Media Message

Whole Group Word Study					
		Day 5	Day 6	Day 7	Day 8
Word Study	Focus	<p>Understand new vocabulary and use it to create games.</p> <ul style="list-style-type: none"> Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less) and know how they change the meaning of roots (3.4A)R Use context to determine the relevant meaning of unfamiliar or distinguish among multiple meaning words and homophones(3.4B) R 		<p>Understand new vocabulary and use it to create games.</p> <ul style="list-style-type: none"> Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less) and know how they change the meaning of roots (3.4A)R Use context to determine the relevant meaning of unfamiliar or distinguish among multiple meaning words and homophones(3.4B) R 	
	ELPS	<p>2B: Recognize English sound system in new vocabulary 3A: Practice using English sound system in new vocabulary 4A: Learn relationships between sounds and letters 5A: Learn relationships between sounds and letters when writing</p>			
Resources	CSCOPE	<p>Unit 6B, Exemplar Lesson 1 Word Study, Day 5 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx</p>		<p>Unit 6B, Exemplar Lesson 1 Word Study, Day 7 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx</p>	
Teacher Notes					

Direct teach Word Study lessons will not occur in every Daily Lesson during Unit 4A, 4B, Unit 5, and Unit 6. Based on the needs of the class, teachers should explicitly teach Word Study related standards in the context of reading and writing through whole or small group instruction.

The following are suggestions for integrating Word Study into reading and writing:

- Discuss examples of the roots and affixes of words read in context
- Demonstrate how to use context clues to determine the meaning of unknown and multiple meaning words while reading or writing
- Identify the meaning of idioms used in text
- Model how to appropriately use a dictionary or thesaurus while reading and writing
- Discuss and apply spelling rules and patterns while writing
- Word Study can also be incorporated into the other content areas as applicable.

MIDLAND ISD Scope & Sequence Grade 3 ELA –Unit 6B-Media Message

		Whole Group Writing			
		Day 5	Day 6	Day 7	Day 8
Writing	Focus	Develop drafts by categorizing ideas and organizing them into paragraphs. <ul style="list-style-type: none"> Develop drafts by categorizing ideas and organizing them into paragraphs (3.17B) 	Draft and revise drafts for coherence, organization, use of simple and compound sentences, and audience. <ul style="list-style-type: none"> Revise drafts for coherence, organization, use of simple and compound sentences, and audience (3.17C) 	Revise drafts for coherence, organization, use of simple and compound sentences, and audience. <ul style="list-style-type: none"> Revise drafts for coherence, organization, use of simple and compound sentences, and audience (3.17C) 	Edit drafts for punctuation and capitalization. <ul style="list-style-type: none"> Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric (3.17D) Use apostrophes in contractions and possessives(3.23Ci)
	ELPS	3A: Practice using English sound system in new vocabulary 3C: Speak using a variety of sentence structures 3G: Express opinions, ideas, and feelings 4A: Learn relationships between sounds and letters 5G: Narrate, describe, and explain in writing			
Resources	CSCOPE	Unit 6B; Exemplar Lesson 1, Writing Day 5 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx	Unit 6B; Exemplar Lesson 1, Writing Day 6 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx	Unit 6B; Exemplar Lesson 1, Writing Day 7 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx	Unit 6B; Exemplar Lesson 1, Writing Day 8 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx
		As you get the <u>Texas Write Source</u> materials, you may supplement the CSCOPE Writing lessons with those resources. Be sure to use the TEKS and form of writing from the Scope and Sequence to select resources.			
Teacher Notes					

MIDLAND ISD Scope & Sequence Grade 3 ELA –Unit 6B-Media Message

		Whole Group Reading			
		Day 9	Day 10	Day 11	Day 12
Whole Group Reading	Genre	Media	Media	Media	
	Focus	<p>Students understand how communication changes when moving from one genre of media to another.</p> <ul style="list-style-type: none"> Make inferences about text, maintaining meaning and logical order (Fig 19D) R&S Understand how communication changes when moving from one genre of media to another (3.16A) Explain how various design techniques used in media influence the message (e.g., shape, color, sound) (3.16B) 	<p>Students identify the written conventions of a web-based news article.</p> <ul style="list-style-type: none"> Summarize information in text, maintaining meaning and logical order (Fig 19E) R&S Compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article) (3.16C) Write responses to literary or expository texts that demonstrate an understanding of the text (3.20C) 	<p>Students compare written conventions used for web-based news article and an email.</p> <ul style="list-style-type: none"> Compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article) (3.16C) Write responses to literary or expository texts that demonstrate an understanding of the text (3.20C) 	<ul style="list-style-type: none">
	ELPS	<p>2D: Monitor understanding and seek clarification ; 4F: Use visual and textual supports to read text; 2I: Demonstrate listening comprehension; 4I: Show comprehension through basic reading skills; 2G: Understand general meaning, main points, and details; 4J: Show comprehension through inferential skills; 3B: Use new vocabulary in stories, descriptions, and classroom communication</p>			
Resources	HMH		<p>Note: Grade-appropriate web-based news article. Please see the last page of this document for resources.</p>	<p>Note: Grade-appropriate web-based news article from day 10 and an informal email. Please see the last page of this document for resources.</p>	
	CSCOPE	<p>Unit 6B, Exemplar Lesson 1 Shared Reading, Day 9 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx</p>	<p>Unit 6B, Exemplar Lesson 1 Shared Reading, Day 10 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx</p>	<p>Unit 6B, Exemplar Lesson 1 Shared Reading, Day 11 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx</p>	
Teacher Notes		*Performance Indicator		*Performance Indicator	

		Whole Group Word Study			
		Day 9	Day 10	Day 11	Day 12
Word Study	Focus	Understand new vocabulary and use it to create games. <ul style="list-style-type: none"> Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less) and know how they change the meaning of roots (3.4A)R Use context to determine the relevant meaning of unfamiliar or distinguish among multiple meaning words and homophones(3.4B) R 		Understand and use new vocabulary. <ul style="list-style-type: none"> Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less) and know how they change the meaning of roots (3.4A)R Use context to determine the relevant meaning of unfamiliar or distinguish among multiple meaning words and homophones(3.4B) R 	
	ELPS	2B: Recognize English sound system in new vocabulary 3A: Practice using English sound system in new vocabulary 4A: Learn relationships between sounds and letters 5A: Learn relationships between sounds and letters when writing			
Resour ces	CSCOPE	Unit 6B, Exemplar Lesson 1 Word Study, Day 9 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx		Unit 6B, Exemplar Lesson 1 Word Study, Day 11 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx	
Teacher Notes				*Performance Indicator	

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- Discuss examples of the roots and affixes of words read in context
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- Model how to appropriately use a dictionary or thesaurus while reading and writing
- Discuss and apply spelling rules and patterns while writing
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MIDLAND ISD Scope & Sequence Grade 3 ELA –Unit 6B-Media Message

Whole Group Writing					
		Day 9	Day 10	Day 11	Day 12
Writing	Focus	Edit drafts for spelling and grammar. <ul style="list-style-type: none"> Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric (3.17D) (3.22Avi) 	Publish written work for an audience. <ul style="list-style-type: none"> Publish written work for an specific audience.(3.17E) 	Publish written work for an specific audience. <ul style="list-style-type: none"> Publish written work for an specific audience.(3.17E) 	These blank days may be placed anywhere within the unit, as needed.
	ELPS	3A: Practice using English sound system in new vocabulary 3C: Speak using a variety of sentence structures 3G: Express opinions, ideas, and feelings 4A: Learn relationships between sounds and letters 5G: Narrate, describe, and explain in writing			
Resources	CSCOPE	Unit 6B; Exemplar Lesson 1, Writing Day 9 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx	Unit 6B; Exemplar Lesson 1, Writing Day 10 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx	Unit 6B; Exemplar Lesson 1, Writing Day 11 http://www.mycscope.us/module/content/search/~item/674688/viewdetail.ashx	
		As you get the <u>Texas Write Source</u> materials, you may supplement the CSCOPE Writing lessons with those resources. Be sure to use the TEKS and form of writing from the Scope and Sequence to select resources.			
Teacher Notes				*Performance Indicator	

Whole Group Reading			
		Day 13	Day 14
Whole Group Reading	Genre		
	Focus	These blank days may be placed anywhere within the unit, as needed.	Unit Assessment
	ELPS		
Resources	HIMH		
	CSCOPE		

Whole Group Word Study			
		Day 13	Day 14
Word Study	Focus	These blank days may be placed anywhere within the unit, as needed.	Unit Assessment
	ELPS		
Resources	CSCOPE		

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The following are suggestions for integrating Word Study into reading and writing:

- Discuss examples of the roots and affixes of words read in context
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- Identify the meaning of idioms used in text
- Model how to appropriately use a dictionary or thesaurus while reading and writing
- Discuss and apply spelling rules and patterns while writing
- Word Study can also be incorporated into the other content areas as applicable.

Whole Group Writing			
		Day 13	Day 14
Writing	Focus	These blank days may be placed anywhere within the unit, as needed..	Unit Assessment
	ELPS		
Resources	CSCOPE		

MIDLAND ISD Scope & Sequence Grade 3 ELA –Unit 6B-Media Message

Guided Reading/ Small Group	<p>Guided Reading/Small group lessons are the individualized sessions in which you help children develop as readers based on their needs, challenges, and sometimes their preferences. Select text according to your children’s instructional level. You may use the books suggested in the teacher’s guide, select from the Leveled Readers Database (pages 112-123 of the CLLG), or your campus’ guided reading library.</p>
Independent Reading	<p>Independent Reading: Independent literacy work includes meaningful and productive activities for children to do while you work with small groups. This is an opportunity for your students to build mileage as readers, to develop good independent work skills, to collaborate with others, and to work at their own pace. The Suggested Weekly Focus for each lesson provides options for independent work that expand on the week’s instruction. (Fountas, CLLG p6) Read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order. (3.11A) See Independent Reading in CSCOPE Exemplar Daily Lessons for additional ideas. http://www.mycscope.us</p>

Ongoing TEKS for Reading: 3.2A, 3.2B, 3.2C, 3.3A, Fig 19A, Fig 19B, Fig 19C, Fig 19F, 3.5A, 3.8A, 3.8B, 3.8C, 3.10A, 3.11A, 3.14A, 3.29A, 3.29B, 3.30A, 3.31A

Ongoing TEKS for Word Study: 3.4C, 3.4D, 3.4E

Ongoing TEKS for Writing: 3.18A, 3.18B, 3.19A, 3.20A, 3.20Ai, 3.20Aii, 3.20Aiii, 3.20B, 3.20C, 3.22A, 3.22Ai, 3.22Aii, 3.22Aiii, 3.22Aiv, 3.22Av, 3.22Avii, 3.22Aviii, 3.22B, 3.22C, 3.23A, 3.23B, 3.23Bi, 3.23Bii, 3.23Biii, 3.23C, 3.23Ci, 3.23Cii, 3.23D, 3.24A, 3.24B, 3.24Bi, 3.24Bii, 3.24Biii, 3.24Biv, 3.24Bv, 3.24Bvi, 3.24C, 3.24D, 3.24E, 3.24F, 3.24G

Resources for teaching media

<http://www.admongo.gov/teachers.aspx>

Daily Lessons 1&2

Collection of 10 grade-appropriate media types (television, radio, film/video, print, photography and digital media)

<http://ftc.gov/bcp/edu/microsites/admongo/ad-library.shtml>

<http://pbskids.org/dontbuyit/buyingsmart/>

<http://ftc.gov/bcp/edu/microsites/admongo/ad-library.shtml>

<http://www.youtube.com/watch?v=5Jlv1c-3JeM>

http://www.kelloggs.com/en_US/home.html

http://www.bestradiocommercials.com/demos/melissar_happy.mp3

Daily Lesson 3

Collection of various product packaging and labels (e.g. cereal box, yogurt container, toy packaging)

<http://pbskids.org/dontbuyit/buyingsmart/>

<http://ftc.gov/bcp/edu/microsites/admongo/ad-library.shtml>

Daily Lesson 4

Collection of 2-3 television commercials

<http://pbskids.org/dontbuyit/buyingsmart/>

<http://ftc.gov/bcp/edu/microsites/admongo/ad-library.shtml>

<http://www.youtube.com/watch?v=5Jlv1c-3JeM>

Daily Lesson 5

2-3 grade-appropriate web pages

http://www.kelloggs.com/en_US/home.html

<http://www.kraftbrands.com/caprisun/disrespectoids/>

http://www.toysrus.com/shop/index.jsp?categoryId=2255956&camp=ppc:431482116&affcode=1482116&searchdef=2194806&k_clickid=3fb1e135-2054-5048-eb1b-000027482175&004=2328973606&002=2194806&006=16045203046&007=Search&008=&009=e&012=toys%20r'US&021=15900280843

<http://www.mcdonalds.com/content/us/en/promotions/breakfast.html#/home>

http://www.happymeal.com/en_US/

http://mcworld.happymeal.com/en_US/index.html

Daily Lesson 6

2-3 grade-appropriate examples of media communicating the same message

<http://www.youtube.com/watch?v=MQGBJ7OSLzI>

<http://www.kraftbrands.com/caprisun/disrespectoids/>

Daily Lesson 7

A grade-appropriate commercial on a familiar product

<http://www.youtube.com/watch?v=MQGBJ7OSLzI>

<http://www.youtube.com/watch?v=5Jlv1c-3JeM>

Daily Lesson 10

A grade-appropriate web-based news article.

<http://www.timeforkids.com/news/terrible-twisters/36166>

Daily Lesson 11

News article from day 10 & an informal email.