



What insurance can be used if...



A person is in a car accident?

home insurance



flood insurance



car insurance

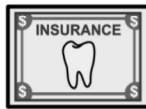


A home catches fire?

home insurance



dental insurance



jewelry insurance





What insurance can be used if...



A water pipe bursts in an apartment and ruins your TV?

vision insurance



flood insurance



renters insurance

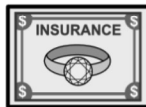


A person gets sick and sees a doctor?

health insurance



jewelry insurance



car insurance





What insurance can be used if...



A person needs glasses?

dental insurance



home insurance

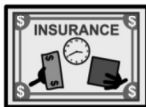


vision insurance

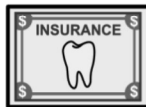


A person breaks a tooth?

renters insurance



dental insurance

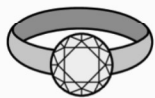


flood insurance





What insurance can be used if...



A person gets a diamond ring?

flood insurance



car insurance



jewelry insurance

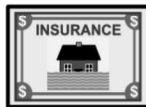


A home next to the ocean floods?

health insurance



flood insurance



car insurance



 **Instructional Targets**

Reading Standards for Literature




- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Independently read questions about a story and write, speak or select an answer. • Compare literal and implied meaning presented in a story, play or poem. 	<ul style="list-style-type: none"> • Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. • Point to or select a picture from a choice of three in response to a question about a story. • Identify feelings associated with a story, play or poem with support. 	<ul style="list-style-type: none"> • Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. • Respond to a question by choosing a single option or errorless picture. • Identify or select a word that has two meanings within the context of a story, play or poem.

 **Topic Connection**

In this unit's Chapter Book, **Setting a Goal, Building a Future**, students learn about the relationship among income, reaching goals, work skills, attitude and job opportunities. In this chapter, **Keeping Track of Your Money**, students learn about creating a budget to keep track of their money and planning for the future.

 Topic Words 			 Literacy Words		
budget earn goal	money* paycheck plan	save spend	author book chapter	cover illustration/picture* illustrator	read* title

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.