

2019 - 2020

THIRD GRADE



BILITERACY CURRICULUM MAP

Penny Rich Publications

ONGOING TEKS

SPANISH LANGUAGE ARTS

Foundational Language Skills:

(1) Oral Language

- (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
- (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
- (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
- (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and
- (E) develop social communication such as conversing politely in all situations.

(2) Beginning Reading and Writing

- (C) alphabetize a series of words to the third letter;
- (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

(3) Vocabulary

- (A) use print or digital resources to determine meaning, syllabication, and pronunciation;
- (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;

(4) Fluency

The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Self-sustained Reading

The student reads grade appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension Skills

- (A) establish purpose for reading assigned and self-selected texts
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures
- (D) create mental images to deepen understanding
- (E) make connections to personal experiences, ideas in other texts, and society
- (F) make inferences and use evidence to support understanding
- (G) evaluate details read to determine key ideas
- (H) synthesize information to create new understanding
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7) Response Skills:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write a response to a literary or informational text that demonstrates an understanding of a text;
- (C) use text evidence to support an appropriate response;
- (D) retell and paraphrase texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate; and
- (G) discuss specific ideas in the text that are important to the meaning.

(10) Author's Purpose

- (A) explain the author's purpose and message within a text;

(11) Composition:

- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction and a conclusion; and
 - (ii) developing an engaging idea with relevant details;



- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- (D) edit drafts using standard Spanish conventions;
- (E) publish written work for appropriate audiences.

(13) Inquiry and research:

- (A) generate questions on a topic for formal and informal inquiry;
- (B) develop and follow a research plan with adult assistance;
- (C) identify and gather relevant information from a variety of sources;
- (D) identify primary and secondary sources;
- (E) demonstrate understanding of information gathered;
- (F) recognize the difference between paraphrasing and plagiarism when using source materials;
- (G) create a works cited page; and
- (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

ENGLISH LANGUAGE ARTS

- 2 A (vii) identifying and reading high-frequency words from a research-based list;
- 11 D (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;

SOCIAL STUDIES

1.17 Critical Thinking Skills.

- (A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources;
- (B) sequence and categorize information;
- (C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;
- (D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;
- (E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; and
- (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs

1.18 Communication Skills.

- (A) express ideas orally based on knowledge and experiences;
- (B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and
- (C) use standard grammar, spelling, sentence structure, and punctuation.

1.19 Problem Solving Skills.

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision



UNIT 1. Living in the Community

Characteristics of Informational Text / Multimodal and Digital Text

Spanish Language Development

2 A (i) decoding words with a prosodic or orthographic accent;
 2 A (vi) decoding words with prefixes and suffixes;
 2 B (xi) spelling words with sílabas trabadas (br, bl, pr, pl, gr, gl, cr, cl)
 11 D (i) complete sentences with subject-verb agreement
 11 D (iii) singular, plural, common, and proper nouns, including gender-specific article

English Language Development

2 A (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
 2 B (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
 11 D (i) complete sentences with subject-verb agreement
 11 D (iii) singular, plural, common, and proper nouns;

Reading and Writing

3 C identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word (Spanish)
 3 C identify the meaning and use of words with affixes such as -im (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful. (English)
 9 D recognize characteristics and structures of informational text, including:
 (i) the central idea with supporting evidence;
 (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding;
 9 F recognize characteristics of multimodal and digital texts.
 10 B discuss how the use of text structure contributes to the author's purpose
 10 C discuss the author's use of print and graphic features to achieve specific purposes
 12 B compose informational texts including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and crafts

SOCIAL STUDIES

(11) Citizenship

(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.

(1) History

(A) describe how individuals, events, and ideas have changed communities, past and present

(2) History

(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;

(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and

(C) compare ways in which various other communities meet their needs.



UNIT 2. The World Around Us

Literary Elements / Organizational Patterns

Spanish Language Development

2 A (i) decoding words with a prosodic or orthographic accent;
 2 B (xi) spelling words with sílabas trabadas (tr, dr, fl, fr)
 2 B (iv) using accents on words commonly used in questions and exclamations;
 11 D (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people;

English Language Development

2 A (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 2 B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 11 D (ix) capitalization of official titles of people, holidays, and geographical names and places;

Reading and Writing

3 D identify, use, and explain the meaning of **antonyms, synonyms, idioms, homophones, and homographs** in a text;
 8 A infer the theme of a work, distinguishing theme from topic;
 8 B explain the relationships among the major and minor characters;
 8 C analyze plot elements, including the sequence of events, the conflict, and the resolution; and
 8 D explain the influence of the setting on the plot.
 9 D (iii) organizational patterns such as cause and effect and ~~problem and solution~~;
 10 B discuss how the use of text structure contributes to the author's purpose
 10 C discuss the author's use of print and graphic features to achieve specific purposes
 12 A compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
 12 D dictate or compose correspondence such as thank you notes or letters

SOCIAL STUDIES

(1) History

(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities;
 (C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities.

(10) Government

(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;

(11) Citizenship

(B) identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship

(12) Citizenship

(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

(14) Culture

(A) identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes;
 (B) identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains



UNIT 3. Early Explores & Communities

Organizational Patterns / Literary Elements

Spanish Language Development

2 A (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x
 2 A (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-
 2 B (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x;
 11 D (v) adverbs that convey time and adverbs that convey manner;

English Language Development

2 A (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 2 B spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 11 D (v) adverbs that convey time and adverbs that convey manner

Reading and Writing

3 D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text;
 9 D (iii) organizational patterns such as cause and effect and problem and solution;
 8 A infer the theme of a work, distinguishing theme from topic;
 8 B explain the relationships among the major and minor characters;
 8 C analyze plot elements, including the sequence of events, the conflict, and the resolution; and
 8 D explain the influence of the setting on the plot.
 10 B discuss how the use of text structure contributes to the author's purpose
 10 E identify the use of literary devices, including first- or third-person point of view;
 12 B compose informational texts including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft

SOCIAL STUDIES

(1) History

(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities.

(2) History

(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;

(3) History

(C) apply the terms year, decade, and century to describe historical times

(5) Geography

(A) use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;
 (B) use a scale to determine the distance between places on maps and globes;
 (C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and
 (D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.

(15) Culture

(B) explain the significance of various individuals, writers and artists such as Laura Ingalls Wilder



UNIT 4. Customs Around the World

Children's Literature / Poetry

Spanish Language Development

3 B (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es;
 11 D (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; (I / y; ll / y)
 11 D (iv) adjectives, including their comparative and superlative forms;

English Language Development

2 A (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 2 B spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 11 D (iv) adjectives, including their comparative and superlative forms;

Reading and Writing

3 C identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word (Spanish)
 3 C identify the meaning and use of words with affixes such as -im (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful. (English)
 9 A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
 9 B explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
 10 B discuss how the use of text structure contributes to the author's purpose
 10 D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;
 10 F discuss how the author's use of language contributes to voice;
 10 G identify and explain the use of hyperbole
 12 A compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
 12 D dictate or compose correspondence such as thank you notes or letters

SOCIAL STUDIES

(6) Economics

- (A) identify ways of earning, spending, saving, and donating money
- (B) create a simple budget that allocates money for spending, saving, and donating.

(13) Culture

- (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and
- (B) compare ethnic and/or cultural celebrations in the local community with other communities.

(15) Culture

- (A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities;
- (B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.



UNIT 5. African American Historical Figures

Research / Characteristics of Informational Text

Spanish Language Development

2 B (viii) spelling words that have the same sounds represented by different letters, including ~~ll~~ and ~~y~~; ~~c~~, ~~k~~, and ~~q~~; ~~soft c~~, ~~soft x~~, ~~s~~, and ~~z~~; and soft ~~g~~, ~~j~~, and ~~x~~;
2 B (ix) spelling words with hard and soft ~~r~~;

English Language Development

2 A (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
2 B spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
2 B (ii) spelling homophones;

Reading and Writing

3 D identify, use, and explain the meaning of ~~antonyms~~, ~~synonyms~~, ~~idioms~~, homophones, and ~~homographs~~ in a text;
9 D recognize characteristics and structures of informational text, including:
(i) the central idea with supporting evidence;
(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding;
10 C explain the author's use of print and graphic features to achieve specific purposes;
10 D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;
13 A – H the student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.
12 B compose informational texts including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft

SOCIAL STUDIES

(1) History

(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities

(8) Economics

(E) identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.

(11) Citizenship

(B) historical figures such as Ruby Bridges who exemplified good citizenship

(12) Citizenship

(A) give examples of community changes that result from individual or group decisions;
(B) identify examples of actions individuals and groups can take to improve the community;

(15) Culture

(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities



UNIT 6. Structure & Function of Government

Poetry / Characteristics & Structure of Argumentative Text

Spanish Language Development

- 2 A (v) decoding and differentiating meaning of a word based on a diacritical accent;
- 2 B (x) spelling words using n before v; m before b; and m before p;
- 2 B (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;
- 11 D (vi) prepositions and prepositional phrases

English Language Development

- 2 A (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;
- 2 B (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;
- 11 D (vi) prepositions and prepositional phrases

Reading and Writing

- 3 D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text;
- 9 B explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
- 9 E recognize characteristics and structures of argumentative text by:
 - (i) identifying the claim;
- 10 F discuss how the author's use of language contributes to voice;
- 10 G identify and explain the use of hyperbole.
- 10 D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;
- 12 A compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
- 12 C compose argumentative texts, including opinion essays, using genre characteristics and craft;

SOCIAL STUDIES

(1) History

- (B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities;

(3) History

- (A) use vocabulary related to chronology, including past, present, and future times;
- (B) create and interpret timelines;

(9) Government

- (A) describe the basic structure of government in the local community, state, and nation;
- (B) identify local, state, and national government officials and explain how they are chosen;
- (C) identify services commonly provided by local, state, and national governments;
- (D) explain how local, state, and national government services are financed.

(10) Government

- (B) describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.



UNIT 7. U.S. & Texas Geography

Characteristics & Structure of Argumentative Text / Elements of Drama

Spanish Language Development

2 B (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);
 2 A (v) decoding common abbreviations;
 2 B (iii) spelling common abbreviations;
 11 D (vii) pronouns, including personal, possessive, objective, and reflexive pronouns;

English Language Development

2 A (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
 2 A (v) decoding words using knowledge of prefixes;
 2 B (vi) spelling words using knowledge of prefixes
 11 D (vii) pronouns, including subjective, objective, and possessive cases;

Reading and Writing

3 C identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word (Spanish)
 3 C identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (English)
 9 E recognize characteristics and structures of argumentative text by:
 (ii) distinguishing facts from opinion; and
 (iii) identifying the intended audience or reader;
 9 C describe elements of drama such as characters, dialogue and setting
 12 A compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
 12 C compose argumentative texts, including opinion essays, using genre characteristics and craft;

SOCIAL STUDIES

(4) Geography

(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;
 (B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;
 (C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;
 (D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape; and
 (E) identify and compare the human characteristics of various regions.



UNIT 8. Economics

Elements of Drama / Children's Literature

Spanish Language Development

2 B (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;
 2 B (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);
 11 D (ii) simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar;
 11 D (x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations;

English Language Development

2 A (iii) decoding compound words, contractions, and abbreviations;
 2 B (iii) spelling compound words, contractions, and abbreviations;
 11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series;
 11 D (ii) past, present, and future verb tense;

Reading and Writing

3 D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text;
 9 A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
 9 C describe elements of drama such as characters, dialogue and setting
 10 G identify and explain the use of hyperbole
 12 B compose informational texts including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
 12 C dictate or compose correspondence such as thank you notes or letters

SOCIAL STUDIES

(7) Economics.

- (A) define and identify examples of scarcity;
- (B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and
- (C) explain the concept of a free market as it relates to the U.S. free enterprise system.

(8) Economics.

- (A) identify examples of how a simple business operates;
- (B) explain how supply and demand affect the price of a good or service;
- (C) explain how the cost of production and selling price affect profits;
- (D) explain how government regulations and taxes impact consumer costs; and
- (E) identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses



UNIT 9. Scientific Breakthroughs in the US

Multimodal and Digital Text / Research

Spanish Language Development

2 B (ii) spelling palabras esdrújulas
 2 B (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents;
 11 D (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;

English Language Development

2 A (iii) decoding compound words, contractions, and abbreviations;
 2 B (iii) spelling compound words, contractions, and abbreviations;
 11 D (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;

Reading and Writing

3 E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien (Spanish)
 10 B discuss how the use of text structure contributes to the author's purpose
 10 C discuss the author's use of print and graphic features to achieve specific purposes
 9 F recognize characteristics of multimodal and digital texts.
 12 B compose informational texts including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
 13 A – H the student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

SOCIAL STUDIES

(16) Science, Technology, and Society

(A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and
 (B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities



SAMPLE

