

## Young Scholars of Western Pennsylvania Charter School

### 3rd Language Arts YSWPCS

- Unit

Unit 1: Let's Learn

Week

Week 1: Value of Friendship

**"First Day Jitters"**

PA Common Core Standards

CC. 1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

CC. 1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

CC. 1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

PA Eligible Content

E03. A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar character.

E03. A-K.1.1.3. Describe characters in a story (e.g. their traits, motivations, feelings,) and explain how their actions contribute to the sequence of events.

E03.D.1.1.9 Produce simple, compound, and complex sentences.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

### Comprehension Skills

Character, Setting, Plot

### Vocabulary

*chuckled, nervous, nonsense, fumbled, trudged*

### Spelling

clap, step, sick, rock, luck, crop, snack, mess, head, shut, miss, stamp, jump, click, pond, cat, man, can bathtub

### Grammar Focus

Statements and Questions

Daily Writing

Trait: Ideas

pg. 6E-6F

Assessment(s)

Weekly Read Assessment

Spelling Test

New Column

• Unit

Week

Week 2: Animal Teams

**"Amazing Grace"**

PA Common Core Standards

CC. 1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitlization, punctuation, and spelling.

PA Eligible Content

E03.D.1.1.9 Produce simple, compound, and complex sentences.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author’s intended purpose of text.

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Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

### Comprehension Skills

Cause and Effect

### Vocabulary

*auditions, adventure, exploring, sparkling, fantastic, success*

### Spelling

date, fine, rose, lake, life, home, safe, rice, globe, plane, wise, smoke, grade, smile, come, clap, sick, crop, sneeze, escape

### Grammar Focus

Commands and Exclamations

### Daily Writing

Trait: Ideas

p. 34E-34F

### Assessment(s)

Weekly Reading Assessment

Spelling Test

New Column

Unit

Week

Week 3: Building Schools

**"Earth Smart"**

PA Common Core Standards

CC.1.2.3.A. Determine the main idea of a text; recount the key details and explain how they support the main idea.

PA Eligible Content

E03.B-K.1.1.2 Determine the main idea of a text: recount the key details and explain how they support the main idea.

Common Core State Standards

R3.A.2.1.1: Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2: Identify and/or interpret the meaning of content-specific words used in text.

R3.A.2.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

R3.A.2.6.1:

Identify the author’s intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement) text

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.B.3.3.2: Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.

R3.B.3.3.3: Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

R3.A.2.6.1:

Identify the author’s intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement) text

Comprehension Skills

Main Idea and Details

Vocabulary

*donate, unaware, members, contribute*

Spelling

fail, bay, pail, ray, plain, tray, trail, may, braid, sway, gray, plays, paint, snail, great, safe, rice, globe, lady

Grammar Focus

Complete Subjects

Daily Writing

Personal Narrative

pg. 66E-66F

Assessment(s)

Weekly Reading Assessment

Spelling Test

New Column

- Unit

Week

Week 4: Wolves

**"Wolf!"**

PA Common Core Standards

CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

PA Eligible Content

E03. A-C.3.1.1. Compare and contrast the themes settings and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

Comprehension Skills

Compare and Contrast

Vocabulary

*passion, bothering, admire, concentrate, ached, splendid*

Spelling

gold, bowl, soak, sold, snow, loaf, roast, coast, scold, coal, slow, grows, show, float, blow, snail, plain, gray, window, program

Grammar Focus

Complete Predicates

Daily Writing

Trait: Ideas

pg. 78E-78F

Assessment(s)

Weekly Reading Assessment

Spelling Test

New Column

- Unit



Week

Week 5: Special Places

**"My Very Own Room"**

PA Common Core Standards

CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

PA Eligible Content

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

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Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

Comprehension Skills

Make and Confirm Predictions

Vocabulary

*separate, determination, storage, exact, ruined, luckiest*

Spelling

mild, sky, pie, might, find, fight, tied, right, fry, tight, child, flight, bright, buy, dye, soak, bowl, gold, wind, children

Grammar Focus

Compound Sentences

Daily Writing

Traits: Ideas

pg. 112E-112F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

- Unit

Unit 2: Neighborhoods and Communities

Week

Week 1: Birth of a Town

**"Boom Town"**

PA Common Core Standards

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usages, capitalization, punctuation, and spelling.

PA Eligible Content

E03. A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

E03.D.1.1.2. Form and use regular and irregular plural nouns.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

Comprehension Skills

Sequence

Vocabulary

*sidewalks, grumbled, traders, blossomed, wailed, lonesome*

Spelling

heel, seal, weak, week, bean, creek, speaks, team, free, green, clean, cream, street, freeze, field, right, pie, child, sixteen, peanut

Grammar Focus

Common and Proper Nouns

Daily Writing

Trait: Ideas

pg. 156E-156F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

- Unit

Week

Week 2: Starting a Local Business

**"Home Grown Butterflies"**

PA Common Core Standards

CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

PA Eligible Content

E03.D.1.1.2 Form and use regular and irregular plural nouns.

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

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Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

R3.A.1.3.1: Make inferences and/or draw conclusions based on information from the text.

### Comprehension Skills

Draw Conclusions

### Vocabulary

*disappear, protect, harming, supply, capture, enclosure*

### Spelling

wrap, knit, gnat, wrists, knots, wrote, knight, sign, knock, wreck, know, wring, gnaws, write, wrong, week speaks, field, wristwatch, knapsack

### Grammar Focus

Singular and Plural Nouns

### Daily Writing

Trait: Word Choice

pg. 190E-190F

### Assessment(s)

Weekly Reading Assessments

Spelling Tests

### New Column

• Unit

Week

Week 3: Communities

**"Go West!"**

PA Common Core Standards

CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

PA Eligible Content

E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

E03.D.1.1.2 Form and use regular and irregular plural nouns.

Common Core State Standards

R3.A.2.1.1: Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2: Identify and/or interpret the meaning of content-specific words used in text.

R3.A.2.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

R3.A.2.6.1:

Identify the author's intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement) text

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.B.3.3.2: Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.

R3.B.3.3.3: Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

Comprehension Skills

Main Idea and Details (stated)

Vocabulary

*culture, communities, immigrants, established, traditional*

Spelling

thread, scrubs, spree, screams, street, scratch ,spread, throne, three, screens, spray, throw, strong, scraped, strength, sign, wrote, knight, streamer, scribble

Grammar Focus

Irregular Plural Nouns

Daily Writing

Expository  
pg. 210E-210F

Assessment(s)

Weekly Reading Assessments  
Spelling Tests

New Column

- Unit

Week

Week 4: Working Together



**"Here's My Dollar"**

## PA Common Core Standards

CC. 1.3.3.D Explain the point of view of the author.

CC. 1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

## PA Eligible Content

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, include the difference between first- and third-person narrations.

E03.D.1.2.4. Form and use possessives.

## Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

Comprehension Skills

Author's Purpose

Vocabulary

*tour, volunteers, thrilled, slogan, deserve*

Spelling

chick, much, pitch, teacher, lunch, hatch, cheese, stretch, thick, truth, whales, fish, what, them, pathway, stream, three, scribble, sandwich, weather

Grammar Focus

Possessive Nouns

Daily Writing

Trait: Word Choice  
pg. 222E-222F

Assessment(s)

Weekly Reading Assessments  
Spelling Tests

New Column

- Unit

Week

Week 5: Building Homes  
**"A Castle on Viola Street"**

PA Common Core Standards

CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

#### PA Eligible Content

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.A-K.1.1.2 Recount poems, dramas, or 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.

E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

E03.D.1.1.8 Use coordinating and subordinating conjunctions.

#### Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

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Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

Comprehension Skills

Theme

Vocabulary

*appliances, owners, construction, equipment, leaky, project*

Spelling

he'd, she'd, that's, what's, won't, there's, you're, wasn't, we'll, isn't, we're, couldn't, I've, didn't, they're, teacher, fish, pathway, shouldn't, wouldn't

Grammar Focus

Sentence Combining with Nouns

Daily Writing

Trait: Word Choice

244E-244F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

- Unit

Unit 3: Express Yourself

Week

Week 1: Being a Writer

**"Author: A True Story"**

## PA Common Core Standards

CC.1.3.3.D Explain the point of view of the author.

CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitilization, punctuation, and spelling.

## PA Eligible Content

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations.

E03.D.1.1.4 Form and use regular and irregular verbs.

## Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

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Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

Comprehension Skills

Author's Purpose

Vocabulary

*talented, single, proper, excitement, acceptance, useful*

Spelling

turns, first, herds, learn, purr, third, earn, nurse, perch, girls, firm, word, world, serve, worth, he'd, wasn't, didn't, perfect, Thursday

Grammar Focus

Action Verbs

Daily Writing

Trait: Ideas

pg. 285E-285F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

Unit

Week

Week 2: Keeping in Touch

**"Dear Juno"**

PA Common Core Standards

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.1.3.H Compare and contrast the themes, settings, plots, of stories written by the same author about the same or similar characters.

CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

#### PA Eligible Content

E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series.)

E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

E03.D.1.1.5 Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.

#### Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

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Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

Comprehension Skills

Character, Setting, Plot

Vocabulary

*crackle, starry, announced, soared, noticed*

Spelling

bark, shorts, sharp, sore, hard, storms, yard, sport, sharks, porch, pour, story, chore, wore, carve, first, third, nurse, orchard, artist

Grammar Focus

Present-Tense Verbs

Daily Writing

Trait: Voice  
pg. 310E-310F

Assessment(s)

Weekly Reading Assessments  
Spelling Tests

New Column

• Unit

Week

Week 3: Let's Communicate  
**"Messaging Mania"**

PA Common Core Standards

CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of the standard English grammar, usage, capitalization, punctuation, and spelling.



CC.1.2.3.G Use information gained from text features to demonstrate an understanding of a text.

CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.4.3.B Identify and introduce the topic.

CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a second of closure.

#### PA Eligible Content

E03.B-K.1.1.3 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.

E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

E03.D.1.1.4 Form and use regular and irregular verbs.

E03.D.1.1.5 Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*.) verb tenses.

E03.C.1.2.1 Introduce a topic for the intended audience and group related information together to support the writer's purpose.

E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

#### Common Core State Standards

R3.A.2.1.1: Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2: Identify and/or interpret the meaning of content-specific words used in text.

R3.A.2.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

R3.B.3.2.1: Identify, explain, and/or interpret exaggeration (bias) where present in nonfictional text.

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.B.3.3.2: Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.

R3.B.3.3.3: Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

R3.B.3.3.4: Identify, compare, and/or explain the sequence of steps in a list of directions.

R3.A.2.6.1:

Identify the author's intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement) text

## Comprehension Skills

Cause and Effect

## Vocabulary

*estimate, focus, record*

## Spelling

misfile, unwanted, recycle, undone, presale, misread, recall, precut, unload, misnumber, unfair, mistreat, unhappy, retold, preplan, hard, porch, carve, prejudge, uncertain

## Grammar Focus

Past-Tense Verbs

## Daily Writing

How-to Letter

pg. 346E-346F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

• Unit

Week

Week 4: Build Background

**"What Do Illustrators Do?"**

PA Common Core Standards

CC.1.2.3.D Explain the point of view of the author

CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

PA Eligible Content

E03.B-C.2.1.1 Explain the point of view from which a text is written.

E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.D.1.1.4 Form and use regular and irregular verbs.

E03.D.1.1.5 Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

#### Comprehension Skills

Sequence

#### Vocabulary

*instance, illustrate, style, textures, sketches, suggestions*

#### Spelling

coy, soil, foil, toil, coins, point, noise, loyal, boiled, spoiled, enjoys, voice, choice, soybean, joyful, unhappy, retold, misread, noisy, checkpoint

#### Grammar Focus

Future-Tense Verbs

#### Daily Writing

Trait: Organization

pg. 358E-358F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

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- Unit

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Week

Week 5: My Art

**"The Jones Family Express"**

PA Common Core Standards

CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitilization, punctuation, and spelling.

CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

PA Eligible Content

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.

E03.C.1.2.3 Introduce a topic for the intended audience and group related information together to suppor the writer's purpose.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author’s intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

R3.A.1.3.1: Make inferences and/or draw conclusions based on information from the text.

## Comprehension Skills

Make Inferences

## Vocabulary

*annual, potential, expensive, politely, wrapping, innocent*

## Spelling

loop, rude, look, clue, spoon, tube, shook, blue, cubes, goose, mules, gloom, true, shoe, stew, enjoy, soil, noise, classroom, childhood

## Grammar Focus

Sentence Combining with Verbs

## Daily Writing

Trait: Word Choice

pg. 392E-392F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

- Unit

Unit 4: Our Teams

Week

Week 1: Working as One

**"Seven Spools of Thread"**

PA Common Core Standards

CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

PA Eligible Content

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.D.1.1.4 Form and use regular and irregular verbs

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

#### Comprehension Skills

Draw Conclusions

#### Vocabulary

*beamed, argued, possessions, fabric, purchased, quarreling*

#### Spelling

found, town, shout, owl, couch, bow, scout, round, plow, crowd, proud, clouds, ground, louder, bounce, spoon, true, shoes, outline, snowplow

#### Grammar Focus

Verbs *Be, Do, Have*

#### Daily Writing

Trait: Voice

pg. 6E-6F



Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

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- Unit

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Week

Week 2: Unique Talents

**"Nacho and Lolita"**

PA Common Core Standards

CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

PA Eligible Content

E03.C.1.2.3. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

E03.A-K.1.1.2 Recount poems, dramas, stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through details in the text.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author’s intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

### Comprehension Skills

Theme

### Vocabulary

*brilliance, affection, pleaded, exhausted, guarantee, preparations*

### Spelling

years, twins, trays, states, ashes, foxes, inches, flies, cities, ponies, bunches, alleys, lunches, cherries, daisies, town, round, bounce, heroes, libraries

### Grammar Focus

Linking Verbs

### Daily Writing

Trait: Voice

pg. 38E-38F

### Assessment(s)

Weekly Reading Assessments

Spelling Tests

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 New Column
 

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- Unit

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## Week

Week 3: Community Teamwork

**"A Growing Interest"**

## PA Common Core Standards

CC.1.4.3.P Organize an event sequence that unfolds naturally using temporal words and phrases to signal event order; provide a sense of closure.

CC.1.4.3.B Identify and introduce the topic.

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause and effect.

## PA Eligible Content

E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

E03.C.1.2.1 Introduce a topic for the intended audience and group related information together to support the writer's purpose.

E03C.1.2.2. Develop the topic with facts, definitions, and/or details.

E03.B-K.1.1.3 Describe the relationships 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.

## Common Core State Standards

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.B.3.3.2: Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.

R3.B.3.3.3: Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

R3.B.3.3.4: Identify, compare, and/or explain the sequence of steps in a list of directions.

R3.A.2.6.1:

Identify the author's intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement) text

R3.A.2.1.1: Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2: Identify and/or interpret the meaning of content-specific words used in text.

R3.A.2.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

#### Comprehension Skills

Problem/Solution

#### Vocabulary

*utilize, awareness, pollution, emphasize.*

#### Spelling

yawn, taught, salt, lawn, halls, hauls, hawks, squawk, bought, bawls, drawing, caused, paused, crawled, coughing, twins, inches, heroes, walrus, autumn

#### Grammar Focus

Contractions with *not*

#### Daily Writing

Narrative

pg. 68E-68F

## Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

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- Unit

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Week

Week 4: Family Teams

**"Ramona and Her Father"**

PA Common Core Standards

CC. 1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

PA Eligible Content

E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.

E03.D.1.1.4 Form and use regular and irregular verbs.

E03.D.1.1.5 Form and use the simple (e.g., *I walked, I walk, I will walk*) verb tenses.

Common Core State Standards

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.B.3.3.2: Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.

R3.B.3.3.3: Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

R3.B.3.3.4: Identify, compare, and/or explain the sequence of steps in a list of directions.

R3.A.2.6.1:

Identify the author's intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement)

R3.A.2.1.1: Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2: Identify and/or interpret the meaning of content-specific words used in text.

R3.A.2.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

## Comprehension Skills

Problem/Solution

## Vocabulary

*anxious, cross, managed, alarmed, pretend, unfortunately*

## Spelling

sale, sail, beet, beat, rode, road, rowed, its, it's, your, you're, there, they're, peace, piece, salt, bought, caused, seen, scene

## Grammar Focus

Main and Helping Verbs

## Daily Writing

Trait: Ideas

pg. 80E-80F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

• Unit

Week

Week 5: Astronauts

**"Out of This World: The Ellen Ochoa Story"**

PA Common Core Standards

CC. 1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

PA Eligible Content

E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.

E03.D.1.1.4 Form and use regular and irregular verbs.

E03.D.1.1.5 Form and use the simple (e.g., *I walked, I walk, I will walk*) verb tenses.

Common Core State Standards

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.B.3.3.2: Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.

R3.B.3.3.3: Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

R3.B.3.3.4: Identify, compare, and/or explain the sequence of steps in a list of directions.

R3.A.2.6.1:

Identify the author's intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement)

R3.A.2.1.1: Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2: Identify and/or interpret the meaning of content-specific words used in text.

R3.A.2.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

## Comprehension Skills

Sequence

## Vocabulary

*decisions, communicate, essential, responsible, research, specialist*

## Spelling

cell, gems, age, place, gyms, city, cents, price, space, nice, giant, changes, pages, gentle, message, sale, rode, they're, giraffe, celebrate

## Grammar Focus

Irregular Verbs



Daily Writing

Trait: Word Choice

pg. 110E-110F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

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- Unit

Unit 5: Those Amazing Animals

Week

Week 1: Antarctic Life

**"Penguin Chick"**

PA Common Core Standards

CC.1.2.3.A. Determine the main idea of a text; recount the key details and explain how they support the main idea.

PA Eligible Content

E03.B-K.1.1.2 Determine the main idea of a text: recount the key details and explain how they support the main idea.

Common Core State Standards

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.B.3.3.2: Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.

R3.B.3.3.3: Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

R3.B.3.3.4: Identify, compare, and/or explain the sequence of steps in a list of directions.

R3.A.2.6.1:

Identify the author's intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement)

R3.A.2.1.1: Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2: Identify and/or interpret the meaning of content-specific words used in text.

R3.A.2.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

## Comprehension Skills

Main Idea and Details

## Vocabulary

*fierce, echoes, shuffles, huddle, junior, down*

## Spelling

airplane, daytime, birthday, daylight, hairdo, notebook, birdhouse, barefoot, headlight, sometime, someone, newspaper, sidewalks, basketball, stagecoach, age, gentle, city, somebody, handwriting

## Grammar Focus

Pronouns

## Daily Writing

Trait: Ideas

pg. 142E-142F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

- Unit

Week

Week 2: Animal Homes

**"Animal Homes"**

PA Common Core Standards

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

PA Eligible Content

E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.

Common Core State Standards

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.B.3.3.2: Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.

R3.B.3.3.3: Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

R3.B.3.3.4: Identify, compare, and/or explain the sequence of steps in a list of directions.

R3.A.2.6.1:

Identify the author's intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement) text

R3.A.2.1.1: Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2: Identify and/or interpret the meaning of content-specific words used in text.

R3.A.2.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

#### Comprehension Skills

##### Description

##### Vocabulary

*architects, structures, contain, retreats, shallow, shelter*

##### Spelling

tries, tried, trying, dries, dried, drying, hurries, hurried, hurrying, studies, studied, studying, plays, played, playing, birthday, birdhouse, someone, obeyed, worrying

##### Grammar Focus

##### Subject/Object Pronouns

##### Daily Writing

Trait: Ideas

pg. 172E-172F

##### Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

• Unit

Week

Week 3: Animals on the Move

**"Call of the Wild"**

PA Common Core Standards

CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause and effect.

CC.1.4.3.P Organize an event sequence that unfolds naturally using temporal words and phrases to signal event order; provide a sense of closure.

PA Eligible Content

E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

E03.B-K.1.1.3 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.

Common Core State Standards

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.B.3.3.2: Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.

R3.B.3.3.3: Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

R3.B.3.3.4: Identify, compare, and/or explain the sequence of steps in a list of directions.

R3.A.2.6.1:

Identify the author's intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement) text

R3.A.2.1.1: Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2: Identify and/or interpret the meaning of content-specific words used in text.

R3.A.2.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

## Comprehension Skills

Cause and Effect

## Vocabulary

*crucial, adjust, survive, source, unpredictable*

## Spelling

basket, rabbit, napkin, letter, invite, bedtime, mammal, number, fellow, chapter, follow, problem, chicken, butter, Sunday, tried, studies, drying, splendid, complete

## Grammar Focus

Pronoun-Verb Agreement

## Daily Writing

Research Report

pg. 200E-200F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

- Unit

Week

Week 4: Unusual Animal Talents

**"Wilbur's Boast"**

PA Common Core Standards

CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause and effect.

CC.1.4.3.P Organize an event sequence that unfolds naturally using temporal words and phrases to signal event order; provide a sense of closure.

PA Eligible Content

E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

E03.B-K.1.1.3 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.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

## R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

R3.A.1.3.1: Make inferences and/or draw conclusions based on information from the text.

## Comprehension Skills

Draw Conclusions

## Vocabulary

*conversation, interrupted, boasting, scrambled, seized, rebuild*

## Spelling

names, named, naming, hopes, hoped, hoping, dances, danced, dancing, drops, dropped, dropping, wraps, wrapped, wrapping, chapter, number, problem, driving, traded

## Grammar Focus

Possessive Pronouns

## Daily Writing

Trait: Sentence Fluency

pg. 212E-212F



Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

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- Unit

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Week

Week 5: Survival and Adaptation

**"Unique Animals of the Southwest"**

PA Common Core Standards

CC.1.2.3.I: Compare and contrast the most important points and key details present in two texts about the same topic.

CC.1.2.3.H. Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.3.3.H: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

PA Eligible Content

E03.B-C.3.1.2: Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.A-C.3.1.1: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in the books from a series). Note: "Stories" means narrations of events told through the text types of stories, dramas, or poems.

Common Core State Standards

R3.A.2.6.1:

Identify the author's intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement) text

R3.A.2.1.1: Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2: Identify and/or interpret the meaning of content-specific words used in text.

## R3.A.2.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

## R3.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.B.3.3.2: Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.

R3.B.3.3.3: Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

## Comprehension Skills

## Compare and Contrast

## Vocabulary

*sight, odor, venom, female, related, identical*

## Spelling

pilot, diner, tiger, favor, lemon, planet, model, shady, robot, tiny, label, cozy, silent, spider, frozen, named, dropping, traded, melon, stomach

## Grammar Focus

## Pronoun Contractions

## Daily Writing

## Trait: Organization

pg. 234E-234F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

• Unit

Unit 6: Storytellers

Week

Week 1: Folktales

**"Stone Soup"**

PA Common Core Standards

CC.1.2.3.B: Ask and answer questions about the text to make inferences from text; refer to text to support responses.

PA Eligible Content

E03.B-K.1.1.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

E03.B-K.1.1.2: Determine the main idea of the text; recount the key details and explain how they support the main idea.

E03.B-K.1.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

R3.A.1.3.1: Make inferences and/or draw conclusions based on information from the text.

## Comprehension Skills

Make Inferences

## Vocabulary

*guests, banquet, agreeable, curiosity, gaze, untrusting*

## Spelling

untied, repay, disagree, preheat, unafraid, return, preschool, dislike, disappear, resell, precook, prepay, unbeaten, reprint, unwrap, tiger, planet, spider, unlucky, recover

## Grammar Focus

Adjectives and Articles

## Daily Writing

Trait: Ideas

pg. 278E-278F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

• Unit

Week

Week 2: Plays

**"The Strongest One"**

PA Common Core Standards

CC.1.3.3.E: Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.

PA Eligible Content

E03.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

Comprehension Skills

Summarize

Vocabulary

*decorated, symbol, darkened, gnaws, securing, weakest*

Spelling

able, purple, riddle, handle, towel, eagle, puzzle, castle, little, nickel, camel, pickle, travel, tunnel, squirrel, dislike, return, unwrap, motel, couple

Grammar Focus

Adjectives that Compare

Daily Writing

Trait: Idea

pg. 310E-310F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

- Unit

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 Week

Week 3: Trickster Tales

**"Tales of the Trickster"**

PA Common Core Standards

CC.1.2.3.I: Compare and contrast the most important points and key details present in two texts about the same topic.

CC.1.2.3.H: Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.3.3.H: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

PA Eligible Content

E03.B-C.3.1.2: Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.A-C.3.1.1: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in the books from a series). Note: "Stories" means narrations of events told through the text types of stories, dramas, or poems.

Common Core State Standards

R3.A.2.1.1: Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2: Identify and/or interpret the meaning of content-specific words used in text.

R3.A.2.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

R3.A.2.6.1:

Identify the author's intended purpose of text.

Note: informational, biographical, and instructional (practical/howto/ advertisement) text

R3.B.3.3.1: Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.B.3.3.2: Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.

R3.B.3.3.3: Interpret graphics and charts and/or make connections between text and the content of graphics and charts.

Comprehension Skills

Compare and Contrast

Vocabulary

*insightful, technique, majority, investigate, cunning*

Spelling

about, allowing, appear, wayward, coffee, complain, enjoyed, explaining, poison, remain, repeat, unreal, unclear, reading, detail, able, puzzle, pickle, fourteen, holiday

Grammar Focus

Adverbs

Daily Writing

Persuasive

pg. 336E-336F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column



- Unit

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 Week

Week 4: Telling Tales

**"Cook-a-Doodle Doo!"**

PA Common Core Standards

CC.1.2.3.I: Compare and contrast the most important points and key details present in two texts about the same topic.

CC.1.2.3.H. Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.3.3.H: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

PA Eligible Content

E03.B-C.3.1.2: Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.A-C.3.1.1: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in the books from a series). Note: "Stories" means narrations of events told through the text types of stories, dramas, or poems.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional

text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

Comprehension Skills

Compare and Contrast

Vocabulary

*magnificent, masterpiece, ingredient, recipes, tasty, tradition*

Spelling

sister, sailor, dollar, toaster, winter, doctor, layer, dancer, mayor, writer, silver, cellar, trailer, December, author, about, explaining, repeat, circular, editor

Grammar Focus

Prepositions

Daily Writing

Trait: Ideas

pg. 348E-348F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column

- Unit

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 Week

Week 5: Fairy Tales

**"One Riddle, One Answer"**

PA Common Core Standards

CC.1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.G: 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.)

PA Eligible Content

E03.A-K.1.1.3: Describe characters in a story (e.g., their traits, motivations, feelings, and explain how their actions contribute to the sequence of events. Note: "Story" means narrations of events told through the text types of story, drama, or poem.

E03.A-C.3.1.1: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series). Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

Common Core State Standards

R3.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R3.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R3.A.1.6.1:

Identify the author's intended purpose of text.

R3.A.1.2.2:

Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R3.B.1.1.1:

Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

R3.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

Comprehension Skills

Character, Setting, Plot

Vocabulary

*depart, suitable, increases, observed, advised, discouraged*

Spelling

careful, cheerful, helpful, colorful, harmful, peaceful, pitiful, painless, priceless, helpless, sleepless, rainless, helplessly, carefully, peacefully, doctor, dollar, December, wonderful, cloudless

Grammar Focus

Sentence Combining

Daily Writing

Trait: Word Choice

pg. 384E-384F

Assessment(s)

Weekly Reading Assessments

Spelling Tests

New Column