

Curriculum Map: 3rd Grade ELA 2020-21

Course: Reading3 Sub-topic: Reading

Grade(s): 3

Course Description: Students will build foundational skills in all of the aspects of Language Arts Instruction: Phonics and Spelling, Reading Comprehension for Nonfiction and Fiction Texts, Writing, and Grammar/Conventions of Language. Houghton Mifflin Harcourt states that "[Journeys] was designed using current research and evidence based instructional strategies, experts in English Language Arts, experts in Curriculum design, principles of explicit and systematic instruction, including the order of text and skills and strategies presented, and the rigor necessary for all learners to meet the demands of Pennsylvania's ELA Standards."

Course Textbooks, Workbooks, Materials Citations:

- Journeys Teacher Manuals Units 1-6
- Student Hardcover reading books A and B
- Student Reader's Notebook A and B
- Student Close Reader Consumable
- Student Write in Reader Consumable
- Leveled Guided Readers
- Leveled Vocabulary Readers
- Vocabulary Cards
- Unit 6 Student Reading Adventures Magazine
- Wall Phonics Sound Cards
- Guided Retell Cards
- ThinkCentral Digital Teacher Resources
- ThinkCentral Digital Student Resources

Unit: Unit 1 Good Citizens

Timeline: Week 1 to 5

Unit Description: Students will focus on a central theme of how to be good citizens in their various communities through exploration of fiction and nonfiction texts. Lessons include school, court and justice system, small businesses, infrastructure, and giving back to those less fortunate in the community.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text? How do strategic readers create meaning from informational and literary text?
How do readers know what to believe?
How does what readers read influence how they should read it?
How does a reader's purpose influence how text should be read?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials:

Journeys Teacher Manuals Units 1-6

Student Hardcover reading books A and B
 Student Reader's Notebook A and B
 Student Close Reader Consumable
 Student Write in Reader Consumable
 Leveled Guided Readers
 Leveled Vocabulary Readers
 Vocabulary Cards
 Unit 6 Student Reading Adventures Magazine
 Wall Phonics Sound Cards
 Guided Retell Cards
 ThinkCentral Digital Teacher Resources
 ThinkCentral Digital Student Resources

Unit Assignments: Activate prior knowledge and connect texts to essential questions and unit theme

- Anchor Text First and Second Read
- Apply comprehension strategy to Anchor Text
- Connect text to writing
- Define and use vocabulary
- Identify and practice grade level appropriate phonics, grammar, and writing skills
- Close read of a paired text
- Demonstrate comprehension strategies at differentiated instructional reading levels through guided reading
- Build cross curricular content knowledge through guided reading
- Complete weekly lesson assessments based on PSSA English Language Arts tests

Unit Key Terminology & Definitions: Story Structure

- Summarize
- Drawing Conclusions
- Infer
- Predict
- Understand Characters
- Analyze
- Evaluate
- Compare
- Contrast
- Cause
- Effect
- Visualize

STANDARDS: STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of

(Advanced)	a text, referring explicitly to the text as the basis for the answers.
E03.A-K.1.1.2 (Advanced)	<p>Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions</p> <p>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.</p>
E03.A-K.1.1.3 (Advanced)	<p>Alternate Eligible Content E03AK1.1.2a: Identify the central message of a text E03AK1.1.2b: Retell stories from literature, including literature from different cultures</p> <p>Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p>
E03.A-C.3.1.1 (Advanced)	<p>Note: "Story" means narration of events told through the text types of story, drama, or poem. Alternate Eligible Content E03AK1.1.3a: Identify characters and what they do during events in a story</p> <p>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).</p>
E03.B-K.1.1.1 (Advanced)	<p>Note: "Stories" means narration of events told through the text types of stories, dramas, or poems. Alternate Eligible Content E03AC3.1.1a: Identify similarities or differences between 2 pieces of text by the same author</p> <p>Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
	<p>Alternate Eligible Content Code E03BK1.1.1a : Answer a literal question about a text E03BK1.1.1b: Identify details from the text to support answers to literal questions</p>

(* standards consolidated from Topic level)

Topic: Lesson 1 "A Fine, Fine School"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.2 \(Advanced\)](#) 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.

Alternate Eligible Content E03AK1.1.2a: Identify the central message of a text E03AK1.1.2b: Retell stories from literature, including literature from different cultures

[E03.A-K.1.1.3 \(Advanced\)](#) 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 narration of events told through the text types of story, drama, or poem. Alternate Eligible Content E03AK1.1.3a: Identify characters and what they do during events in a story

Topic: Lesson 2 "The Trial of Cardigan Jones"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.1 \(Advanced\)](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions

Topic: Lesson 3 "Destiny's Gift"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.3 \(Advanced\)](#) 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 narration of events told through the text types of story, drama, or poem. Alternate Eligible Content E03AK1.1.3a: Identify characters and what they do during events in a story

Topic: Lesson 4 "Pop's Bridge"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.1 \(Advanced\)](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text
E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions

[E03.A-C.3.1.1 \(Advanced\)](#) 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. Alternate Eligible Content E03AC3.1.1a: Identify similarities or differences between 2 pieces of text by the same author

Topic: Lesson 5 "Roberto Clemente"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.1 \(Advanced\)](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text
E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions

[E03.B-K.1.1.1 \(Advanced\)](#) Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content Code E03BK1.1.1a : Answer a literal question about a text
E03BK1.1.1b: Identify details from the text to support answers to literal questions

Unit: Unit 2 Look and Listen

Timeline: Week 6 to 10

Unit

Description: Students will focus on a central theme of how using our senses to understand our environment through exploration of fiction and nonfiction texts. Lessons include nocturnal animals, artistic expression, traditional folktales, storytelling, and scientific processes.

Unit Essential Questions: How do readers know what to believe in what they read, hear, and view?

How do readers know what to believe in what they read, hear, and view?

Unit Big Ideas: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials: Journeys Teacher Manuals Units 1-6

Student Hardcover reading books A and B

Student Close Reader Consumable

Student Write in Reader Consumable

Leveled Guided Readers

Leveled Vocabulary Readers

Vocabulary Cards

Unit 6 Student Reading Adventures Magazine

Wall Phonics Sound Cards

Guided Retell Cards

ThinkCentral Digital Teacher Resources

ThinkCentral Digital Student Resources

Unit Assignments: Activate prior knowledge and connect texts to essential questions and unit theme

Anchor Text First and Second Read

Apply comprehension strategy to Anchor Text

Connect text to writing

Define and use vocabulary

Identify and practice grade level appropriate phonics, grammar, and writing skills

Close read of a paired text

Demonstrate comprehension strategies at differentiated instructional reading levels through guided reading

Build cross curricular content knowledge through guided reading

Complete weekly lesson assessments based on PSSA English Language Arts tests

Unit Key Terminology & Definitions: Sequence of Events

Ask and Answer Questions

Text and Graphic Features

Analyze

Evaluate

Draw Conclusions

Infer

Predict

Cause

Effect

Monitor

Clarify

Main Idea

Supporting Details

Summarize

STANDARDS: STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.1 \(Advanced\)](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions

[E03.A-K.1.1.3 \(Advanced\)](#) 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 narration of events told through the text types of story, drama, or poem. Alternate Eligible Content E03AK1.1.3a: Identify characters and what they do during events in a story

[E03.B-K.1.1.1 \(Advanced\)](#) Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content Code E03BK1.1.1a : Answer a literal question about a text E03BK1.1.1b: Identify details from the text to support answers to literal questions

[E03.B-K.1.1.2 \(Advanced\)](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

Alternate Eligible Content Code E03BK1.1.2a: Identify the main idea/central idea of a text E03BK1.1.2b: Retell key ideas from the text

[E03.B-C.3.1.3 \(Advanced\)](#) 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).

(* standards consolidated from Topic level)

Topic: Lesson 6 "Bat Loves the Night"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.1 \(Advanced\)](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions

[E03.A-K.1.1.3 \(Advanced\)](#) 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 narration of events told through the text types of story, drama, or poem. Alternate Eligible Content E03AK1.1.3a: Identify characters and what they do during events in a story

Topic: Lesson 7 "What Do Illustrators Do?"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.B-K.1.1.1 \(Advanced\)](#) Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content Code E03BK1.1.1a : Answer a literal question about a text E03BK1.1.1b: Identify details from the text to support answers to literal questions

[E03.B-C.3.1.3 \(Advanced\)](#) 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).

Topic: Lesson 8 "The Harvest Birds"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.1 \(Advanced\)](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text
E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions**Topic: Lesson 9 "The Kamishibai Man"**

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.1 \(Advanced\)](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text
E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions[E03.A-K.1.1.3 \(Advanced\)](#) 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 narration of events told through the text types of story, drama, or poem. Alternate Eligible Content E03AK1.1.3a: Identify characters and what they do during events in a story

Topic: Lesson 10 "Young Thomas Edison"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.B-K.1.1.2 \(Advanced\)](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

Alternate Eligible Content Code E03BK1.1.2a: Identify the main idea/central idea of a text E03BK1.1.2b: Retell key ideas from the text

Unit: Unit 3 Lesson Learned

Timeline: Week 11 to 15

Unit**Description:** Students will focus on a central theme of using life experiences to learn from ones mistakes through exploration of fiction and nonfiction texts. Lessons include technological advances, american fable, native american folk tale, public service, and humorous fiction.**Unit Essential Questions:** What do good listeners do?

How do active listeners make meaning?

How do active listeners make meaning?

Unit Big Ideas: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials: Journeys Teacher Manuals Units 1-6

Student Hardcover reading books A and B

Student Close Reader Consumable

Student Write in Reader Consumable

Leveled Guided Readers

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Anchor Text First and Second Read

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Complete weekly lesson assessments based on PSSA English Language Arts tests

Unit Key Terminology & Definitions: Sequence of Events

Ask and Answer Questions

Visualize

Theme

Compare

Contrast

Analyze

Evaluate

Author's Purpose

Summarize

Understand Characters

Infer

Predict

STANDARDS: STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E03.A-K.1.1.1 (Advanced)	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions
E03.A-K.1.1.2 (Advanced)	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. Alternate Eligible Content E03AK1.1.2a: Identify the central message of a text E03AK1.1.2b: Retell stories from literature, including literature from different cultures
E03.A-K.1.1.3 (Advanced)	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 narration of events told through the text types of story, drama, or poem. Alternate Eligible Content E03AK1.1.3a: Identify characters and what they do during events in a story
E03.A-C.3.1.1 (Advanced)	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. Alternate Eligible Content E03AC3.1.1a: Identify similarities or differences between 2 pieces of text by the same author
E03.B-K.1.1.1 (Advanced)	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Alternate Eligible Content Code E03BK1.1.1a : Answer a literal question about a text E03BK1.1.1b: Identify details from the text to support answers to literal questions
E03.B-K.1.1.2 (Advanced)	Determine the main idea of a text; recount the key details and explain how they support the main idea. Alternate Eligible Content Code E03BK1.1.2a: Identify the main idea/central idea of a text E03BK1.1.2b: Retell key ideas from the text
E03.B-K.1.1.3 (Advanced)	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. Alternate Eligible Content Code E03BK1.1.3a: Identify a connection between two events or steps in the text
E03.C.1.1.1 (Advanced)	Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.

(* standards consolidated from Topic level)

Topic: Lesson 11 "Technology Wins the Game"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.B-K.1.1.1](#) (Advanced) Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content Code E03BK1.1.1a : Answer a literal question about a text E03BK1.1.1b: Identify details from the text to support answers to literal questions

[E03.B-K.1.1.3](#) (Advanced) 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.

Alternate Eligible Content Code E03BK1.1.3a: Identify a connection between two events or steps in the text

Topic: Lesson 12 "Tops and Bottoms"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.2 \(Advanced\)](#) 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.

Alternate Eligible Content E03AK1.1.2a: Identify the central message of a text
E03AK1.1.2b: Retell stories from literature, including literature from different cultures

Topic: Lesson 13 "Yonder Mountain"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.1 \(Advanced\)](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text
E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions

[E03.A-C.3.1.1 \(Advanced\)](#) 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. Alternate Eligible Content E03AC3.1.1a: Identify similarities or differences between 2 pieces of text by the same author

Topic: Lesson 14 "Aero and Officer Mike"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.B-K.1.1.2 \(Advanced\)](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

Alternate Eligible Content Code E03BK1.1.2a: Identify the main idea/central idea of a text
E03BK1.1.2b: Retell key ideas from the text

[E03.C.1.1.1 \(Advanced\)](#) Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.

Topic: Lesson 15 "An Extra Good Sunday"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.1 \(Advanced\)](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text
E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions

[E03.A-K.1.1.3 \(Advanced\)](#) 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 narration of events told through the text types of story, drama, or poem. Alternate Eligible Content E03AK1.1.3a: Identify characters and what they do during events in a story

Unit: Unit 4 Natural Wonders

Timeline: Week 16 to 20

Unit Description: Students will focus on a central theme of exploring the natural world and conservation through exploration of fiction and nonfiction texts. Lessons include recycling and conservation, scientific evidence, parts of a tree, myth drama, and arctic ecosystem.

Unit Essential Questions: How do task, purpose, and audience influence how speakers craft and deliver a message?
How do speakers employ language and utilize resources to effectively communicate a message?

Unit Big Ideas: Effective speakers prepare and communicate messages to address the audience and purpose.
Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials: Journeys Teacher Manuals Units 1-6

Student Hardcover reading books A and B

Student Close Reader Consumable

Student Write in Reader Consumable

Leveled Guided Readers

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Unit Assignments: Activate prior knowledge and connect texts to essential questions and unit theme

Anchor Text First and Second Read

Apply comprehension strategy to Anchor Text

Connect text to writing

Define and use vocabulary

Identify and practice grade level appropriate phonics, grammar, and writing skills

Close read of a paired text

Demonstrate comprehension strategies at differentiated instructional reading levels through guided reading

Build cross curricular content knowledge through guided reading

Complete weekly lesson assessments based on PSSA English Language Arts tests

Unit Key Terminology & Definitions: Story structure
Monitor

Clarify

Draw Conclusions
Visualize
Text and Graphic Features
Ask and Answer Questions
Summarize
Main Idea
Supporting Detail
Infer
Predict

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.3.A \(Advanced\)](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

[CC.1.2.3.B \(Advanced\)](#) Ask and answer questions about the text and make inferences from text; refer to text to support responses.

[CC.1.2.3.G \(Advanced\)](#) Use information gained from text features to demonstrate understanding of a text.

[CC.1.3.3.A \(Advanced\)](#) Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

[CC.1.3.3.E \(Advanced\)](#) 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.

(* standards consolidated from Topic level)

Topic: Lesson 16 "Judy Moody Saves the World"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.3.3.E \(Advanced\)](#) 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.

Topic: Lesson 17 "The Albertosaurus Mystery"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.3.B \(Advanced\)](#)

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

Topic: Lesson 18 "A Tree is Growing"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.3.G \(Advanced\)](#)

Use information gained from text features to demonstrate understanding of a text.

Topic: Lesson 19 "Two Bear Cubs"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.2.3.A \(Advanced\)](#)

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

[CC.1.3.3.A \(Advanced\)](#)

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

Topic: Lesson 20 "Life on the Ice"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit: Unit 5 Going Places

Timeline: Week 21 to 25

Unit Description: Students will focus on a central theme of discovering new locations through exploration of fiction and nonfiction texts. Lessons include historical fiction, migratory animals, U.S. Geography, indigenous people, and mountain survival.

Unit Essential Questions: What does a reader look for and how can s/he find it?
How does a reader know a source can be trusted?
How does one organize and synthesize information from various sources?
How does one organize and synthesize information from various sources?

Unit Big Ideas: Effective research requires the use of varied resources to gain or expand knowledge.
Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
An expanded vocabulary enhances one's ability to express ideas and information.

- Unit Materials:**
- Journeys Teacher Manuals Units 1-6
 - Student Hardcover reading books A and B
 - Student Close Reader Consumable
 - Student Write in Reader Consumable
 - Leveled Guided Readers
 - Leveled Vocabulary Readers
 - Vocabulary Cards
 - Unit 6 Student Reading Adventures Magazine
 - Wall Phonics Sound Cards
 - Guided Retell Cards
 - ThinkCentral Digital Teacher Resources
 - ThinkCentral Digital Student Resources

Unit Assignments:

- Activate prior knowledge and connect texts to essential questions and unit theme
- Anchor Text First and Second Read
- Apply comprehension strategy to Anchor Text
- Connect text to writing
- Define and use vocabulary
- Identify and practice grade level appropriate phonics, grammar, and writing skills
- Close read of a paired text
- Demonstrate comprehension strategies at differentiated instructional reading levels through guided reading
- Build cross curricular content knowledge through guided reading
- Complete weekly lesson assessments based on PSSA English Language Arts tests

Unit Key Terminology & Definitions:

- Story Structure
- Monitor
- Clarify
- Compare
- Contrast
- Visualize
- Sequence of Events
- Analyze
- Evaluate
- Author's Purpose
- Ask and Answer Questions
- Text and Graphic Features
- Infer
- Predict

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.3.A \(Advanced\)](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

[CC.1.2.3.E \(Advanced\)](#) Use text features and search tools to locate and interpret information.

[CC.1.2.3.I \(Advanced\)](#) Compare and contrast the most important points and key details presented in two texts on the same topic.

[CC.1.3.3.B \(Advanced\)](#) Ask and answer questions about the text and make inferences from text, referring to text to support responses.

[CC.1.3.3.C \(Advanced\)](#) Describe characters in a story and explain how their actions contribute to the sequence of events.

(* standards consolidated from Topic level)

Topic: Lesson 21 "Sarah Plain and Tall"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.3.3.C \(Advanced\)](#)

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

Topic: Lesson 22 "The Journey: Stories of Migration"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.3.I \(Advanced\)](#)

Compare and contrast the most important points and key details presented in two texts on the same topic.

Topic: Lesson 23 "The Journey of Oliver K. Woodman"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.3.3.C \(Advanced\)](#)

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

Topic: Lesson 24 "Dog of the Sea Waves"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.2.3.A \(Advanced\)](#)

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

[CC.1.3.3.B \(Advanced\)](#)

Ask and answer questions about the text and make inferences from text, referring to text to support responses.

Topic: Lesson 25 "Surviving Mt. Everest"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.3.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- ? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.
- [CC.1.1.3.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:
- ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [CC.1.2.3.E \(Advanced\)](#) Use text features and search tools to locate and interpret information.

Unit: Unit 6 Make Your Mark (Reading Adventures Magazine)

Timeline: Week 29 to 33

Unit Description: Students will focus on a vision of the future and what they can accomplish through exploration of fiction and nonfiction texts. Lessons include historical anecdote, STEM, overcoming obstacles, sportmanship, and service animals.

Unit Essential Questions: What makes clear and effective writing?
 Why do writers write? What is the purpose?
 Who is the audience? What will work best for the audience?

Unit Big Ideas: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials: Journeys Teacher Manuals Units 1-6

Student Hardcover reading books A and B

Student Close Reader Consumable

Student Write in Reader Consumable

Leveled Guided Readers

Leveled Vocabulary Readers

Vocabulary Cards

Unit 6 Student Reading Adventures Magazine

Wall Phonics Sound Cards

Guided Retell Cards

ThinkCentral Digital Teacher Resources

ThinkCentral Digital Student Resources

Unit Assignments: Activitate prior knowledge and connect texts to essential questions and unit theme

Anchor Text First and Second Read

Apply comprehension strategy to Anchor Text

Connect text to writing

Define and use vocabulary

Identify and practice grade level appropriate phonics, grammar, and writing skills

Close read of a paired text

Demonstrate comprehension strategies at differentiated instructional reading levels through guided reading

Build cross curricular content knowledge through guided reading

Complete weekly lesson assessments based on PSSA English Language Arts tests

Unit Key

Main Idea

Terminology & Definitions:

Supporting Details

Analyze

Evaluate

Cause

Effect

Summarize

Fact

Opinion

Visualize

Understand Characters

Monitor

Clarify

Draw Conclusions

Ask and Answer Questions

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D](#)
[\(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E](#)
[\(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.3.A](#)
[\(Advanced\)](#)

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

[CC.1.2.3.C](#)
[\(Advanced\)](#)

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.1.2.3.L](#)
[\(Advanced\)](#)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.3.B](#)
[\(Advanced\)](#)

Ask and answer questions about the text and make inferences from text, referring to text to support responses.

[CC.1.3.3.C](#)
[\(Advanced\)](#)

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

(* standards consolidated from Topic level)

Topic: Lesson 26 "A Footrace Across America"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.3.A \(Advanced\)](#)

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

Topic: Lesson 27 "The Power of Magnets"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.3.C \(Advanced\)](#)

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.

Topic: Lesson 28 "Becoming Anything He Wants to Be"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.3.L \(Advanced\)](#)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Lesson 29 " A New Team of Heroes"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.3.3.C \(Advanced\)](#)

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

Topic: Lesson 30 "Acting Across Generations"

Minutes for Topic: 250

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Identify and know the meaning of the most common prefixes and derivational suffixes. ? Decode words with common Latin suffixes. ? Decode multisyllable words. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.3.3.B \(Advanced\)](#)

Ask and answer questions about the text and make inferences from text, referring to text to support responses.