

## Curriculum Map: Common Core ELA Grade 3

Course: Third-Reading Subtopic: Reading

Grade(s): None specified

**Course Description:** Students in Grade 3 continue to increase their knowledge of Foundational Skills of Reading, Reading Literature, Reading Informational Texts, Writing, Speaking & Listening and Conventions of Language as they experience their last period of formal phonics instruction and increase their focus on vocabulary development, comprehension strategies and writing through whole group instruction, small group instruction, including flexible learning groups, cooperative learning and individual and small group learning stations. In Grade 3 students continue to be concrete learners who are beginning the early phases of abstract thinking. Instruction involving collaboration among peers is important as well as collaboration with teachers in the planning of learning tasks. Students decode multi-syllabic words and read with appropriate pacing, intonation and expressions. They extend their literal and inferential comprehension of grade level material and increase their ability to read in a variety of genres such as fairy tales, fables and textbooks. They distinguish main ideas and supporting details and are able to determine theme or author's purpose in fiction and nonfiction text. Students write paragraphs that develop a topic sentence with supporting facts and details. They write narratives and descriptions with well-chosen details and learn the correct format for writing personal and formal letters, thank you notes and invitations.

**Course Textbooks, Workbooks, Materials Citations:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2008) Storytown. Florida: Harcourt, Inc.

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

**Curriculum Map Author(s):** Karen Dunham, Elizabeth Fike, Julie Harvey

### Unit: Unit 1 Foundational Skills - Reading

**Unit/Module Description:** Students gain a working knowledge of concepts of print, the alphabetic principle and other basic conventions and learn to apply them as effective readers. Students learn book handling, print concepts, phonological awareness, phonics and word recognition and fluency.

#### Unit/Module

**Big Ideas:** [Effective readers use appropriate strategies to construct meaning.](#)

#### Unit/Module

**Essential Questions:** [How do strategic readers create meaning from informational and literary text?](#)

**Unit/Module Accuracy** - reading words without mistakes

#### Key

**Terminology Antonyms** – words that have the opposite meaning &

**Definitions:** **Fluency** - the clear, easy, written, or spoken expression of ideas

**Homographs** – words that are spelled the same, but that have different meanings

**Homophones** – words that sound the same, but that have different meanings and spelling

**Prefix** – a group letters added to the beginning of a root word to form a new word

**Root word** – a simple word that becomes a new word by adding more letters at the beginning or end

**Suffix** – a group of letters added to the end of a root word to form a new word

**Synonyms** – words that have the same, or almost the same, meaning

#### Unit/Module

**Student Learning Outcomes:** 1. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade appropriate irregularly spelled words.

2. Read on level text with purpose and understanding with accuracy and fluency 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/Module Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2008) Storytown. Florida: Harcourt, Inc.

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

Crosswalk Coach for the Common Core Standards. (2011) New York, NY: Triumph Learning.

Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.

Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.

Storytown Spelling Practice Book. (2009). Florida: Harcourt Inc.

Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.

<http://www.studyisland.com>

<http://www.scholastic.com>

<http://www.pcboe.net/les/elderweb/harcourtresources.htm>

<http://www.harcourtschool.com/storytown/>

## STANDARDS

STATE: PA Common Core Standards (2012)

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

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

### Lesson Topic: Word Analysis

**Core Lesson/Topic Description:** Students gain a working knowledge of concepts of print, the alphabetic principle and other basic conventions and learn to apply them as effective readers. Students learn book handling, print concepts, phonological awareness, phonics and word recognition and fluency.

**Core Lesson/Topic Big Ideas:**  
1. Phonics  
2. Word Recognition

**Core Lesson/Topic Essential Questions:**  
How do students know and apply grade-level phonics and analysis skills in decoding words?

**Core Lesson/Topic Key Terminology & Definitions:**  
**Antonyms** – words that have the opposite meaning  
**Homographs** – words that are spelled the same, but that have different meanings  
**Homophones** – words that sound the same, but that have different meanings and spelling  
**Prefix** – a group letters added to the beginning of a root word to form a new word

**Root word** – a simple word that becomes a new word by adding more letters at the beginning or end

**Suffix** – a group of letters added to the end of a root word to form a new word

**Synonyms** – words that have the same, or almost the same, meaning

**Core  
Lesson/Topic  
Student  
Learning  
Outcomes:**

Use phonics and word analysis skills to decode words.

**Core  
Lesson/Topic  
Instructional  
Procedures &  
Activities:**

1. Identify and know the meaning of the most common prefixes.
2. Identify and know the meaning of the most common derivational suffixes.
3. Decode words with common Latin suffixes.
4. Decode multisyllable words.
5. Read grade-appropriate irregularly spelled words.
6. Know and apply grade level phonics and word analysis skills in decoding words.

**Core  
Lesson/Topic  
Materials:**

Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2008) Storytown. Florida: Harcourt, Inc.

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

**Lesson Topic: Accuracy & Fluency**

**Core  
Lesson/Topic  
Description:**

Students gain a working knowledge of concepts of print, the alphabetic principle and other basic conventions and learn to apply them as effective readers. Students learn book handling, print concepts, phonological awareness, phonics and word recognition and fluency.

**Core  
Lesson/Topic  
Big Ideas:**

1. Fluency
2. Accuracy

**Core  
Lesson/Topic  
Essential  
Questions:**

How do students read with sufficient accuracy and fluency to support comprehension?

**Core  
Lesson/Topic  
Key  
Terminology &  
Definitions:**

**accuracy** - reading words without mistakes

**fluency** - the clear, easy, written, or spoken expression of ideas

**Core  
Lesson/Topic  
Student  
Learning  
Outcomes:**

Read with sufficient accuracy and fluency to support comprehension.

**Core  
Lesson/Topic  
Instructional  
Procedures &  
Activities:**

1. Read grade-level text with purpose.
2. Read grade-level text with understanding.
3. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
4. Use context to confirm word recognition and understanding.
5. Use context to self-correct word recognition and understanding.
6. Reread as necessary to support understanding.
7. Read with sufficient accuracy and fluency to support comprehension.

**Core  
Lesson/Topic  
Materials:**

Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2008) Storytown. Florida: Harcourt, Inc.

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**Unit: Unit 2 Literature - Reading**

**Unit/Module** (Drama, Novel, Short Story, Poetry)

**Description:**

Students read and respond to works of literature with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition and use and range of reading.

**Unit/Module Big Ideas:**

1. Effective readers use appropriate strategies to construct meaning.
2. An expanded vocabulary enhances one's ability to express ideas and information.
3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

**Unit/Module Essential Questions:**

1. How do strategic readers create meaning from informational and literary text?
2. How does what readers read influence how they should read it?
3. Why learn new words?
4. What strategies and resources do I use to figure out unknown vocabulary?
5. How do learners develop and refine their vocabulary?
6. What is this text really about?
7. How does interaction with text provoke thinking and response?
8. How do readers know what to believe?
9. How does a readers' purpose influence how text should be read?
10. How does one develop and refine vocabulary?

**Unit/Module Key Terminology & Definitions:**

- Act** – a main part of a play, such as the beginning, middle, or end
- Alliteration** - use of words that start with the same sound
- Author** - person who wrote something
- Author's Purpose** - why an author wrote something
- Beat** - one sound in a line of a poem
- Cause** – the reason something happens; leads to an effect
- Character** – a person in a story
- Compare** – look for things that are the same about two sentences, passages, or topics
- Context** – the text surrounding a word or sentence
- Context Clues** - hints from other words in a piece of writing
- Contrast** – to find things that are different about two sentences, passages, or topics
- Detail** (supporting) – a sentence or bit of information that supports the main idea of a paragraph or passage
- Dialogue** – the spoken lines characters say to each in a drama
- Drama** – a story that is written to be performed on a stage, such as a play
- Effect** – the result of a cause
- Exaggeration** – saying that something is more than what it is
- Fact** – a statement that is always true
- Fiction** – stories that are made-up; events in fictional stories did not really happen

**First Person** - the point of view expressed by a narrator who is part of the story; uses the pronoun I

**Heading** – a word or phrase that comes before a page or paragraph, and tells you the topic

**Inference** – a conclusion that make, based on the information you have

**Main Character** – the person a story is mostly about

**Main Idea** – what a story or passage is mostly about

**Metaphor** – a suggested comparison of two like things that does not use “like” or “as”

**Narrator** - the person who tells the story

**Opinion** – a belief about a subject

**Pattern** – something repeated over and over again

**Personification** - act of giving human qualities to something that isn't human

**Plot** – the main action in a story

**Poem** – a type of writing that includes stanzas, rhythm, and rhyme

**Point of View** - the perspective or view from which the narrator tells the story

**Problem** - (Conflict) a problem that the main character in a story must solve

**Rhyme** – a set of words or lines that sound very much alike

**Rhythm** – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

**Scene** – a small part of a play; part of an act

**Sequence** – the order in which events in a passage happen

**Setting** – the time and place in which the events of the story happen

**Simile** – a comparison of two like things, using the words “like” or “as”

**Solution** - answer to the problem

**Stage Directions** – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

**Stanza** – a set of lines in a poem

**Story** - short piece of writing that is made up

**Summarizing** - act of briefly describing a story

**Theme** – the author’s general message in a story (main lesson)

**Third Person** - the point of view expressed by a narrator who tell the story without actually being in it

**Title** - name of a piece of writing

**Topic** – the main subject of a nonfiction passage (what a piece of writing is about)

**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Traits** - qualities of characters

**Unit/Module  
Student  
Learning  
Outcomes:**

1. Explain the point of view of the Author.
2. Refer to parts of text 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. the author.

3. Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
4. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story, including mood, character traits, or setting.
5. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books in a series).
6. Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
7. Ask and answer questions about the text and make inferences from text, referring to text to support responses.
8. Describe characters in a story and explain how their actions contribute to the sequence of events.
9. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools.
10. Acquire and use accurately grade appropriate conversational, general, academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.

**Unit/Module  
Materials:**

Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2008) Storytown. Florida: Harcourt, Inc.

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

Crosswalk Coach for the Common Core Standards. (2011) New York, NY: Triumph Learning.

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**STANDARDS**

STATE: PA Common Core Standards (2012)

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|---------------------------------------|--|
| <a href="#">CC.1.3.3.A (Advanced)</a> | Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.  |
| <a href="#">CC.1.3.3.B (Advanced)</a> | Ask and answer questions about the text and make inferences from text, referring to text to support responses.   |
| <a href="#">CC.1.3.3.C (Advanced)</a> | Describe characters in a story and explain how their actions contribute to the sequence of events.   |
| <a href="#">CC.1.3.3.D (Advanced)</a> | Explain the point of view of the author.   |
| <a href="#">CC.1.3.3.E (Advanced)</a> | 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.      |
| <a href="#">CC.1.3.3.F (Advanced)</a> | Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.   |
| <a href="#">CC.1.3.3.G (Advanced)</a> | 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).      |
| <a href="#">CC.1.3.3.H (Advanced)</a> | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.   |
| <a href="#">CC.1.3.3.I (Advanced)</a> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |

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

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

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

Read and comprehend literary fiction on grade level, reading independently and proficiently.

### Lesson Topic: Story Elements

**Core Lesson/Topic Description:** (Drama, Novel, Short Story, Poetry)  
Students read and respond to works of literature with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition and use and range of reading.

**Core Lesson/Topic Big Ideas:**

1. Determine ideas or themes of a text.
2. Analyze how and why individuals, events, and ideas develop and interact.
3. Analyze how two or more text address similar themes or topics.

**Core Lesson/Topic Essential Questions:**

1. How do students describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events?
2. How do students compare/contrast elements of similar stories written by the same author?

**Core Lesson/Topic Key Terminology & Definitions:**

**Author** - person who wrote something  
**Character** – a person in a story  
**Compare** - look for thing that the same about two sentences, passages, or topics  
**Contrast** - to find things that are different about two sentences, passages, or topics  
**Details** - pieces of information that support the main idea  
**Fiction** - writing that describes made up people and events  
**Main Character** – the person a story is mostly about  
**Narrator** - the person who tell the story  
**Plot** – the main action in a story  
**Problem - (Conflict)** a problem that the main character in a story must solve  
**Sequence** - order in which things happen  
**Setting** – the time and place in which the events of the story happen  
**Solution** - the answer to the problem  
**Theme** - main lesson of a passage  
**Traits** - qualities of characters

**Core Lesson/Topic Student Learning Outcomes:**

1. Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events.
2. Compare/contrast elements of similar stories written by the same author.

**Core Lesson/Topic Instructional Procedures & Activities:**

1. Identify characters.
2. Identify character traits.
3. Determine traits, motivations, or feelings associated with each character.
4. Analyze characters by their words, actions, and how other respond to them.
5. Determine the sequence of events.
6. Analyze the sequence of events and how the characters' actions contributed to the sequence of events.
7. Describe characters in a story by using their traits, actions, and motivations to explain how they influence the sequence of events.
8. Define theme.
9. Define settings.
10. Define plots.
11. Identify themes, settings, and plots written by the same author about the same or similar characters.
12. Define compare and contrast.
13. Show text to text connections.
14. Compare and contrast elements of similar stories written by the same author.

**Core Lesson/Topic Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2008) Storytown. Florida: Harcourt, Inc.

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

**Lesson Topic: Point of View**

**Core Lesson/Topic Description:** (Drama, Novel, Short Story, Poetry)  
 Students read and respond to works of literature with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition and use and range of reading.

**Core Lesson/Topic Big Ideas:** 1. Assess how point of view or purpose shapes the content and style of a text.

**Core Lesson/Topic Essential Questions:** 1. How do students distinguish their own point of view from that of the narrator or those of the characters?

**Core Lesson/Topic Key Terminology & Definitions:** Author's Purpose - why an author wrote something

**Compare** – look for things that are the same about two sentences, passages, or topics

**Contrast** – to find things that are different about two sentences, passages, or topics

**Fact** – a statement that is always true

**First Person** - the point of view expressed by a narrator who is part of the story; uses the pronoun I

**Opinion** - a personal thought

**Point of View** - the perspective or view from which the narrator tells the story

**Theme** - main lesson of a passage

**Third Person** - the point of view expressed by a narrator who tell the story without actually being in it

**Topic** - what a piece of writing is about

**Core Lesson/Topic Student Learning Outcomes:** 1. Distinguish students' point of view from that of the narrator or those of the characters.

**Core Lesson/Topic Instructional Procedures & Activities:**

1. Define point of view.
2. Identify point of view from which the story is told.
3. Identify the point of view of characters.
4. Determine a personal point of view.
5. Explain personal point of view.
6. Establish how their own point of view is different or similar to the narrator's or the character's.
8. Distinguish students' point of view from that of the narrator or those of the characters.

**Core Lesson/Topic Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2008) Storytown. Florida: Harcourt, Inc.

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

**Lesson Topic:****Lesson Topic: Figurative Language**

**Core Lesson/Topic Description:** (Drama, Novel, Short Story, Poetry)  
 Students read and respond to works of literature with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition and use and range of reading.



**Core Lesson/Topic Big Ideas:**

1. Interpret words and phrases as they are used in a text.
2. Analyze how specific word choices shape meaning or tone.

**Core Lesson/Topic Essential Questions:**

1. How do students determine the meaning of words and phrases as they are used in a text?
2. How do students distinguish literal from non-literal language?

**Core Lesson/Topic Key Terminology & Definitions:**

- Antonyms - words that have the opposite meaning
- Context Clues - hints from other words in a piece of writing
- Homographs - words that are spelled the same but mean different things
- Homophones - words that sound the same but are spelled differently
- Prefix - group of letters that are added to the beginning of a root word to change its meaning
- Root word - main piece of a word
- Simile - a comparison of two like things, using the words "like" or "as"
- Synonym - words with the same or similar meaning as another word
- Suffix - group of letters added to the end of a root word to change its meaning
- Alliteration - use of words that start with the same sound
- Exaggeration - act of making something seem more than it is
- Figurative Language - language that does not mean exactly what it says
- Metaphor - compare two thing directly using the verb is
- Personification - act of giving human qualities to something that isn't human

**Core Lesson/Topic Student Learning Outcomes:**

1. Determine the meaning of words and phrases using context clues in a text.
2. Distinguish literal from non-literal (figurative) language.

**Core Lesson/Topic Instructional Procedures & Activities:**

1. Define literal language.
2. Define nonliteral (figurative) language.
3. Understand nonliteral (figurative) language.
4. Use context clues in determining the meaning of unfamiliar words and phrases.
5. Use prior knowledge to determine meaning of words and phrases.
6. Determine the meaning of words and phrases using context clues in a text, distinguishing literal from nonliteral (figurative) language.

**Core Lesson/Topic Materials:**

- Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2008) Storytown. Florida: Harcourt, Inc.
- Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

**Unit: Unit 3 Informational Text - Reading**

**Unit/Module** (Literary Nonfiction, Historical, Scientific, Technical Texts)

**Description:** Students read, understand and respond to informational text with an emphasis on comprehension, vocabulary acquisition and making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition and use and range of reading.

**Unit/Module Big Ideas:**

1. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

2. Effective readers use appropriate strategies to construct meaning.

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

**Unit/Module** 1. How do readers know what to believe in what they read, hear, and view?

**Essential** 2. What is this text really about?

**Questions:** 3. What strategies and resources do I use to figure out unknown vocabulary?

4. How do strategic readers create meaning from informational and literary text?

5. How does interaction with text provoke thinking and response?

6. How do readers know what to believe?

7. How does what readers' read influence how they should read it?

8. How does a reader's purpose influence how text should be read?

9. Why learn new words?

10. What strategies and resources do learners use to figure out unknown vocabulary?

**Unit/Module Author's Purpose** - why an author wrote something

**Key**

**Terminology Bar Graphs** - graphics that group information using bars

**&**

**Definitions: Cause** – the reason something happens; leads to an effect

**Chart** - a graphic aid that uses columns and rows to organize information

**Compare** – look for things that are the same about two sentences, passages, or topics

**Contrast** – to find things that are different about two sentences, passages, or topics

**Content-Specific Words** - words with special meanings, that apply to certain subjects

**Details** – (supporting) a sentence or bit of information that supports the main idea of a paragraph or passage

**Diagram** - a drawing with labels that show the different parts of an object or how something works

**Effect** – the result of a cause

**Fact** – a statement that is always true (something you can prove)

**Glossary** - an alphabetical list of difficult or technical terms and their meanings (end of a book)

**Heading** – a word or phrase that comes before a page or paragraph, and tells you the topic

**Index** - list pages where you can find subjects

**Inference** – a conclusion that make, based on the information you have

**Informational Text** - writing that provides facts and details about a nonfiction topic

**Main Idea** – what a story or passage is mostly about

**Maps** - pictures of where things are and how to find them

**Nonfiction** – a type of writing that contains facts and teaches you something

**Opinion** – a belief about a subject

**Paragraphs** - main building blocks of writing

**Problem** - (Conflict) a problem that the main character in a story must solve

**Sequence** – the order in which events in a passage happen

**Solution** - (resolution) the answer to the problem

**Summarizing** - act of briefly describing a story

**Table of Contents** - lists all the book's sections, or chapters, in order

**Tables** - graphics that show words in columns and rows

**Timeline** - a graphic organizer that shows and dates when important events happen

**Title** - name of a piece of writing

**Topic** – what a piece of writing is about

**Topic Sentence** - sentences tell what the paragraph is about

**Venn Diagram** - graphic that uses circles to show how things are alike and how they differ

**Web** - a graphic organizer that show the main idea of a story or article in the center and details in connected circles

**Unit/Module  
Student  
Learning  
Outcomes:**

1. Explain the point of view of the author.
2. Use text features and search tools to locate and interpret information.
3. Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
4. Use information gained from text features to demonstrate understanding of a text.
5. Describe how an author connects sentences and paragraphs in a text to support particular points.
6. Compare and contrast the most important points and key details presented in two texts on the same topic.
7. Determine the main idea of a text; recount the key details and explain how they support the main idea.
8. Ask and answer questions about the text and make inferences from text; refer to text to support responses.
9. 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.
10. Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
11. Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
12. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

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## STANDARDS

STATE: PA Common Core Standards (2012)

<a href="#">CC.1.2.3.A (Advanced)</a>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<a href="#">CC.1.2.3.B (Advanced)</a>	Ask and answer questions about the text and make inferences from text; refer to text to support responses.
<a href="#">CC.1.2.3.C (Advanced)</a>	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.
<a href="#">CC.1.2.3.D (Advanced)</a>	Explain the point of view of the author.
<a href="#">CC.1.2.3.E (Advanced)</a>	Use text features and search tools to locate and interpret information.
<a href="#">CC.1.2.3.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
<a href="#">CC.1.2.3.G (Advanced)</a>	Use information gained from text features to demonstrate understanding of a text.
<a href="#">CC.1.2.3.H (Advanced)</a>	Describe how an author connects sentences and paragraphs in a text to support particular points.
<a href="#">CC.1.2.3.I (Advanced)</a>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<a href="#">CC.1.2.3.J (Advanced)</a>	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
<a href="#">CC.1.2.3.K (Advanced)</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
<a href="#">CC.1.2.3.L (Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

### Lesson Topic: Text Structures

<b>Core Lesson/Topic Key</b>	<b>Author's Purpose</b> - why an author wrote something
	<b>Cause</b> – the reason something happens; leads to an effect

**Terminology & Definitions:**

**Compare** – look for things that are the same about two sentences, passages, or topics

**Contrast** – to find things that are different about two sentences, passages, or topics

**Details** - pieces of information that support the main idea

**Effect** – the result of a cause

**Informational Text** - nonfiction text that provides information about a topic

**Main Idea** - main thing a piece of writing is about

**Paragraphs** - main building blocks of writing

**Problem** - a problem that the main character in a story must solve

**Sequence** – the order in which events in a passage happen

**Solution** - the answer to the problem

**Summarizing** - to briefly describe a story

**Topic Sentence** - sentence that tells what the paragraph's about

**Lesson Topic: Nonfiction Text Features**

**Core Lesson/Topic Key Terminology & Definitions:**

**Bar Graphs** - graphics that group information using bars

**Chart** - a graphic aid that uses columns and rows to organize information

**Diagram** - a drawing with labels that shows the different parts of an object or how something works

**Glossary** - a section at the end of the book that lists alphabetical all the key words in the text with their definitions

**Graphic** - a visual tool such as a chart, graph, diagram, or timeline that is used to convey information

**Heading** – a word or phrase that comes before a page or paragraph, and tells you the topic

**Index** - list of pages in the front of the book where you can find subjects

**Maps** - pictures of where things are and how to find them

**Table of Contents** - lists all the book's sections, or chapters, in order

**Tables** - graphics that show words in columns and rows

**Timeline** - a graphic organizer that shows and dates when important events happen

**Title** - name of a piece of writing

**Venn Diagram** - graphic that uses circles to show how things are alike and how they differ

**Web** - a graphic organizer that shows the main idea of a story or article in the center and details in connected circles

**Lesson Topic: Main Idea and Details**

**Core Lesson/Topic Key Terminology & Definitions:**

**Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage

**Main Idea** – what a story or passage is mostly about

**Summarizing** - act of briefly describing a story

**Topic** – the main subject of a nonfiction passage

## Unit: Unit 4 Writing

**Unit/Module Description:** Students write clear and focused text to convey a well-defined perspective and appropriate content for different purposes and audiences. Students explore informative/exploratory, opinion/argumentative and narrative writing. They learn to respond to literature, produce and distribute their writing and use technological application for publication. Students conduct research, evaluate the credibility, reliability and validity of sources and experience the range of writing.

### Unit/Module Big Ideas:

1. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
2. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
4. Effective research requires multiple sources of information to gain or expand knowledge.

**Unit/Module Essential Questions:**

1. Why do writers write?
2. What is the purpose?
3. What makes clear and effective writing?
4. Who is the audience?
5. What will work best for the audience?
6. What is the purpose?
7. How do grammar and the conventions of language influence spoken and written communication?
8. How does interaction with text provoke thinking and response?
9. How does one best present findings?
10. What does a reader look for and how can she find it?
11. How does a reader know a source can be trusted?

**Unit/Module Key Terminology & Definitions:**

**Adjective** – a word that describes a noun

**Adverb** – a word that describes a verb

**Antonyms** – words that have the opposite meaning

**Article** – a word that tells you whether a noun is definite or indefinite

**Author's Purpose** - why an author wrote something

**Capital Letter** – and "upper-case" letter

**Capitalize** – to make the first letter in a word a capital letter

**Comma** – a special mark used to separate items in a list

**Compare** – look for things that are the same about two sentences, passages, or topics

**Complex sentence** - a sentence that includes a main clause and one or more subordinate clauses

**Compound sentence** - a sentence that contains two or more simple sentences, or main

clauses

**Concluding Sentence** – a sentence that ends a paragraph and sums up its main point

**Contrast** – to find things that are different about two sentences, passages, or topics

**Definite Article** – tells you exactly which person, place, or thing you are talking about

**Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage

**Dialogue** – the spoken lines characters say to each in a drama

**Exaggeration** – saying that something is more than what it is

**Fact** - something you can prove

**Headings** - short titles in a piece of writing that tell you what's coming

**Homographs** – words that are spelled the same, but that have different meanings

**Homophones** – words that sound the same, but that have different meanings and spellings

**Indefinite Article** – an article that does not tell you exactly which person, place, or thing you are talking about

**Main Idea** – what a story or passage is mostly about

**Metaphor** – a suggested comparison of two like things that does not use “like” or “as”

**Noun** - a person, place, or thing

**Opinion** – a belief about a subject

**Paragraphs** - main building blocks of writing

**Period** – a special mark used to show that a statement has ended

**Personification** - act of giving human qualities to something that isn't human

**Prefix** – a group letters added to the beginning of a root word to form a new word

**Pronoun** – a word that takes the place of a noun

**Problem** - (Conflict) a problem that the main character in a story must solve

**Root word** – a simple word that becomes a new word by adding more letters at the beginning or end

**Sequence** – the order in which events in a passage happen

**Simile** – a comparison of two like things, using the words “like” or “as”

**Solution** - (Resolution) the answer to the problem

**Subject** – the noun that is the subject of a sentence

**Suffix** – a group of letters added to the end of a root word to form a new word

**Summarizing** - act of briefly describing a story

**Synonyms** – words that have the same, or almost the same, meaning

**Topic** – the main subject of a nonfiction passage

**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Tense** – tells you when a sentence is happening (in past, present or future)

**Verb** – the action word in a sentence

**Unit/Module  
Student  
Learning  
Outcomes:**

1. Informational: Identify and introduce the topic. Opinion: Introduce the topic and state an opinion on the topic.  
Narrative: Establish a situation and introduce a narrator and/or characters.
2. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
4. Informational: Develop the topic with facts, definitions, details, and illustrations, as appropriate. Opinion: Support an opinion with reasons. Narrative: Establish a situation and introduce a narrator and/or characters.
5. Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
6. Develop and strengthen writing as needed by planning, revising, and editing.
7. Opinion: Use a variety of words and sentence types to appeal to the audience. Informational and Narrative: Choose words and phrases for effect.
8. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
9. Draw evidence from text to support analysis, reflection, and research.
10. Use technology to produce and publish writing.
11. Conduct short research projects.
12. Gather information from print and digital resources.

**Unit/Module  
Materials:**

- Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2008) Storytown. Florida: Harcourt, Inc.
- Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.
- Crosswalk Coach for the Common Core Standards. (2011) New York, NY: Triumph Learning.
- Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.
- Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.
- Storytown Spelling Practice Book. (2009). Florida: Harcourt Inc.
- Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.
- Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.
- <http://www.studyisland.com>
- <http://www.scholastic.com>
- <http://www.pcboc.net/les/elderweb/harcourtresources.htm>
- <http://www.harcourtschool.com/storytown/>

**STANDARDS**

STATE: PA Common Core Standards (2012)

- [CC.1.4.3.A \(Advanced\)](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- [CC.1.4.3.B \(Advanced\)](#) Identify and introduce the topic clearly.
- [CC.1.4.3.C \(Advanced\)](#) Develop the topic with facts, definitions, details, and illustrations, as appropriate.
- [CC.1.4.3.D \(Advanced\)](#) Create an organizational structure that includes information grouped and connected logically with a concluding statement



	or section.
<a href="#">CC.1.4.3.E (Advanced)</a>	Choose words and phrases for effect.
<a href="#">CC.1.4.3.F (Advanced)</a>	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.3.G (Advanced)</a>	Write opinion pieces on familiar topics or texts.
<a href="#">CC.1.4.3.H (Advanced)</a>	Introduce the topic and state an opinion on the topic.
<a href="#">CC.1.4.3.I (Advanced)</a>	Support an opinion with reasons.
<a href="#">CC.1.4.3.J (Advanced)</a>	Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
<a href="#">CC.1.4.3.K (Advanced)</a>	Use a variety of words and sentence types to appeal to the audience.
<a href="#">CC.1.4.3.L (Advanced)</a>	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.3.M (Advanced)</a>	Write narratives to develop real or imagined experiences or events.
<a href="#">CC.1.4.3.N (Advanced)</a>	Establish a situation and introduce a narrator and/or characters.
<a href="#">CC.1.4.3.O (Advanced)</a>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<a href="#">CC.1.4.3.P (Advanced)</a>	Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
<a href="#">CC.1.4.3.Q (Advanced)</a>	Choose words and phrases for effect.
<a href="#">CC.1.4.3.R (Advanced)</a>	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
<a href="#">CC.1.4.3.S (Advanced)</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
<a href="#">CC.1.4.3.T (Advanced)</a>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<a href="#">CC.1.4.3.U (Advanced)</a>	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<a href="#">CC.1.4.3.V (Advanced)</a>	Conduct short research projects that build knowledge about a topic.
<a href="#">CC.1.4.3.W (Advanced)</a>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<a href="#">CC.1.4.3.X (Advanced)</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Lesson Topic: Informative**

<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	Author's Purpose - why an author wrote something
	Cause - a person, a thing, or an event that makes something happen
	Comparison - act of finding the qualities two items share
	Contrast - act of finding the ways in which two items differ
	Details - pieces of information, usually specific that relate to and support, the main idea
	Effect - result; the thing that happens
	Main Idea - main thing a piece of writing is about
	Paragraphs - main building blocks of writing
	Problem - challenge, something to fix
	Sequence - order in which things happen
	Solution - answer to a problem

Summarizing - act of briefly describing a story

Topic Sentence - sentence that tells what the paragraph's about

### Lesson Topic: Opinion

**Core Lesson/Topic Key Terminology & Definitions:**

- Argument** - a written piece that states and defends an opinion
- Claim** - a statement that something - an idea, event, or observation is true
- Evidence** - information used to support a claim
- Main Idea** - main thing a piece of writing is about
- Opinion** - a personal thought
- Position Statement** - a statement of the writer's opinion in an argument
- Topic** - what a piece of writing is about

### Lesson Topic: Narrative

**Core Lesson/Topic Key Terminology & Definitions:**

- Author's Purpose** - why and author wrote something
- Dialogue** - set of words characters say
- Narrative** - text which convey's a story or which relates events or dialogue
- Topic** - what a piece of writing is about

## Unit: Unit 5 Speaking and Listening

**Unit/Module Description:** Students present themselves appropriately in formal speaking situations, listen critically and respond intelligently as individual or in group discussions. Students apply comprehension and collaboration skills. They practice presenting knowledge and ideas. Students integrate knowledge and ideas and apply the conventions of standard English.

**Unit/Module Big Ideas:**

1. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
2. Effective speakers prepare and communicate messages to address the audience and purpose.

**Unit/Module Essential Questions:**

1. What do good listeners do?
2. How do active listeners make meaning?
3. How do active listeners know what to believe in what they hear?
4. How do task, purpose, and audience influence how speakers craft and deliver a message?
5. How do speakers employ language and utilize resources to effectively communicate a message?

**Unit/Module Key Terminology & Definitions:**

- Author's Purpose** - why an author wrote something
- Cause** – the reason something happens; leads to an effect
- Character** - a person in a story
- Compare** – look for things that are the same about two sentences, passages, or topics
- Contrast** – to find things that are different about two sentences, passages, or topics
- Details** - (supporting) a sentence or bit of information that supports the main idea of a paragraph or passage
- Drama** – a story that is written to be performed on a stage, such as a play
- Editing** - correcting grammar, punctuation, and speaking errors in a piece of writing
- Effect** – the result of a cause
- Exaggeration** – saying that something is more than what it is
- Fiction** – stories that are made-up; events in fictional stories did not really happen

**Inference** – a conclusion that make, based on the information you have

**Main Idea** – what a story or passage is mostly about

**Nonfiction** – a type of writing that contains facts and teaches you something

**Outline** - a plan on an essay in list form

**Paragraphs** - main building blocks of writing

**Plot** – the main action in a story

**Poem** – a type of writing that includes stanzas, rhythm, and rhyme

**Problem** - (Conflict) the problem the main character in a story must solve

**Research** - to gather information about a topic

**Resources** - print and online text that provides information about a topic

**Revising** - deleting, reordering, and organizing sentences to make you writing better

**Sequence** – the order in which events in a passage happen

**Solution** - (Resolution) answer to a problem

**Summarizing** - act of briefly describing a story

**Theme** – the author’s general message in a story

**Topic** – the main subject of a nonfiction passage

**Topic Sentence** - sentence that tells what the paragraph's about

**Traits** - qualities of characters

**Unit/Module  
Student  
Learning  
Outcomes:**

1. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate detail.
4. Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
7. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Unit/Module  
Materials:**

Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2008) Storytown. Florida: Harcourt, Inc.

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

Crosswalk Coach for the Common Core Standards. (2011) New York, NY: Triumph Learning.

Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.

Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.

Storytown Spelling Practice Book. (2009). Florida: Harcourt Inc.

Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.

<http://www.studyisland.com>

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<http://www.pcboe.net/les/elderweb/harcourtresources.htm>

<http://www.harcourtschool.com/storytown/>

## STANDARDS

STATE: PA Common Core Standards (2012)

- [CC.1.5.3.A \(Advanced\)](#) Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
- [CC.1.5.3.B \(Advanced\)](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- [CC.1.5.3.C \(Advanced\)](#) Ask and answer questions about information from a speaker, offering appropriate detail.
- [CC.1.5.3.D \(Advanced\)](#) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- [CC.1.5.3.E \(Advanced\)](#) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- [CC.1.5.3.F \(Advanced\)](#) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- [CC.1.5.3.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.

### Lesson Topic: Topic Research & Presentation

#### Core

#### Lesson/Topic

#### Key

#### Terminology &

#### Definitions:

Editing - correcting grammar, punctuation, and speaking errors in a piece of writing

Outline - a plan on an essay in list form

Research - to gather information about a topic

Resources - print and online text that provide information about a topic

Revising - deleting, reordering, and organizing sentences to make your writing better

### Lesson Topic: Group Discussion

#### Core

#### Lesson/Topic

#### Key

#### Terminology &

#### Definitions:

Author's Purpose - why an author wrote something

Cause - a person, a thing, or an event that makes something happen

Character - a person in a story

Compare - act of finding the ways in which two items share

Contrast - act of finding the ways in which two items differ

Detail - pieces of information that support the main idea

Effect - result; the thing that happens

Main Idea - What a story or passage is mostly about

Paragraphs - main building blocks of writing

Plot - set of events that make up a story

Problem - something to fix

Sequence - order in which things happen

Solution - answer to a problem

Summarizing - act of briefly describing a story

Theme - main lesson of a passage

Topic Sentence - sentence that tells what the paragraph's about

Traits - qualities of characters

## **Unit: Unti 6 Language**

**Unit/Module Description:** Students study the conventions of language including knowledge of language; vocabulary acquisition and use; the mechanics and grammar of standard English; and knowledge of the functions of language in terms of meaning and style.

**Unit/Module Big Ideas:** Rules of grammar and convention of language support clarity of communication between writers/speakers and readers/listeners.

**Unit/Module Essential Questions:** How do grammar and the conventions of language influence spoken and written communication?

**Unit/Module Key Terminology & Definitions:** **Adjective - a word that describes a noun**

**Adverb – a word that describes a verb**

Antecedent - the word a pronoun replaces

Apostrophe - a mark that shows possession or takes the place of missing letters in a contraction

**Article - a word that tells you whether a noun is definite or indefinite**

**Antonyms – words that have the opposite meaning**

**Capital Letter - and "upper-case" letter**

**Capitalize – to make the first letter in a word a capital letter**

**Capitalization - use of capitals, or upper case letter, to set words apart and write proper sentences**

**Comma – a special mark used to separate items in a list**

**Complete sentence - a sentence that contains both a subject and a verb (predicate)**

**Complex sentence - a sentence that includes a main clause and one or more subordinate clauses**

**Compound sentence - a sentence that contains two or more simple sentences, or main clauses**

**Conjunction - a word that joins to**

**Contractions - two words joined to make one; an apostrophe takes the place of the missing letters**

**Definite Article – tells you exactly which person, place, or thing you are talking about**

**Dialogue – the spoken lines characters say to each in a drama**

**Exclamation Point - a mark used to show excitement, surprise, or strong emotion**

**Fragment - a sentence that is missing either a subject or verb (predicate)**

**Homographs – words that are spelled the same, but that have different meanings**

**Homophones – words that sound the same, but that have different meanings and spellings**

**Indefinite Article – an article that does not tell you exactly which person, place, or thing you are talking about**

**Irregular Verb - a verb that has different spellings when used in different tenses**

**Noun – a person, place, or thing**

**Period – a special mark used to show that a statement has ended**

**Possessive Noun - a noun that shows who or what owns an object**

**Prefix – a group letters added to the beginning of a root word to form a new word**

**Pronoun – a word that takes the place of a noun**

**Question mark - a mark used at the end of a sentence to show that it is a question**

**Quotation marks - marks used to show someone's exact words**

**Rhyme - a set of words or lines that sound very much alike**

**Root word – a simple word that becomes a new word by adding more letters at the beginning or end**

**Semicolon - a mark used to join sentences that are related**

**Simple Sentence - a complete sentence that expresses on main thought**

**Subject – the noun that is the subject of a sentence**

**Subject-Verb Agreement - the use of a singular verb for a singular subject, and a plural verb for a plural subject**

**Suffix – a group of letters added to the end of a root word to form a new word**

**Synonyms – words that have the same, or almost the same, meaning**

**Tense – tells you when a sentence is happening**

**Verb – the action word in a sentence**

**Unit/Module  
Student  
Learning  
Outcomes:**

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

**Unit/Module  
Materials:**

Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2008) Storytown. Florida: Harcourt, Inc.

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

Crosswalk Coach for the Common Core Standards. (2011) New York, NY: Triumph Learning.

Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.

Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.

Storytown Spelling Practice Book. (2009). Florida: Harcourt Inc.

Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.

<http://www.studyisland.com>

<http://www.scholastic.com>

<http://www.pcboe.net/les/elderweb/harcourtresources.htm>

<http://www.harcourtschool.com/storytown/>

## STANDARDS

STATE: PA Common Core Anchors and Eligible Content (May 2012)

- [E03.D.1.1.1 \(Advanced\)](#) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- [E03.D.1.1.2 \(Advanced\)](#) Form and use regular and irregular plural nouns.
- [E03.D.1.1.3 \(Advanced\)](#) Use abstract nouns (e.g., childhood).
- [E03.D.1.1.4 \(Advanced\)](#) Form and use regular and irregular verbs.
- [E03.D.1.1.5 \(Advanced\)](#) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- [E03.D.1.1.6 \(Advanced\)](#) Ensure subject-verb and pronoun -antecedent agreement. \*
- [E03.D.1.1.7 \(Advanced\)](#) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- [E03.D.1.2.1 \(Advanced\)](#) Capitalize appropriate words in titles.
- [E03.D.1.2.2 \(Advanced\)](#) Use commas in addresses.
- [E03.D.1.2.3 \(Advanced\)](#) Use commas and quotation marks in dialogue.
- [E03.D.1.2.4 \(Advanced\)](#) Form and use possessives.
- [E03.D.1.2.5 \(Advanced\)](#) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- [E03.D.1.2.6 \(Advanced\)](#) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- [E03.D.2.1.1 \(Advanced\)](#) Choose words and phrases for effect.

### Lesson Topic: Grade Appropriate Spelling

<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<b>Homographs</b> – words that are spelled the same, but that have different meanings
	<b>Homophones</b> – words that sound the same, but that have different meanings and spellings
	<b>Prefix</b> – a group of letters added to the beginning of a root word to form a new word
	<b>Rhyme</b> – a set of words or lines that sound very much alike
	<b>Root word</b> – a simple word that becomes a new word by adding more letters at the beginning or end
	<b>Suffix</b> – a group of letters added to the end of a root word to form a new word

### Lesson Topic: Punctuation

<b>Core</b>	<b>Comma</b> – a special mark used to separate items in a list
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**Lesson/Topic  
Key  
Terminology &  
Definitions:**

**Exclamation Point** - a mark used to show excitement, surprise, or strong emotion

**Period** – a special mark used to show that a statement has ended

**Question mark** - a mark used at the end of a sentence to show that it is a question

**Quotation marks** - marks used to show someone's exact words

**Semicolon** - a mark used to join sentences that are related

**Lesson Topic: Capitalization**

**Core  
Lesson/Topic  
Key  
Terminology &  
Definitions:**

**Capital Letter** – and “upper-case” letter

**Capitalize** – to make the first letter in a word a capital letter

**Capitalization** - use of capitals, or upper case letter, to set words apart and write proper sentences

**Lesson Topic: Grammar Conventions**

**Core  
Lesson/Topic  
Key  
Terminology &  
Definitions:**

**Adjective** – a word that describes a noun

**Adverb** – a word that describes a verb

**Antecedent** - the word a pronoun replaces

**Article** – a word that tells you whether a noun is definite or indefinite

**Comma** – a special mark used to separate items in a list

**Complete Sentence** - a sentence that contains both a subject and a verb

**Complex Sentence** - a sentence made up of two sentences; one that can stand on its own and one that cannot

**Conjunction** - a word that joins to complete sentences to form a compound sentence

**Contraction** - two words joined to make one; an apostrophe takes the place of the missing letters

**Definite Article** – tells you exactly which person, place, or thing you are talking about

**Fragment** - a sentence that is missing either a subject or verb

**Indefinite Article** – an article that does not tell you exactly which person, place, or thing you are talking about

**Irregular Verb** - a verb that has different spellings when used in different tenses

**Noun** – a person, place, or thing

**Period** – a special mark used to show that a statement has ended

**Possessive Noun** - a noun that show who or what owns a object

**Pronoun** – a word that takes the place of a noun

**Simple sentence** - a complete sentence that expresses one main thought

**Subject** – the noun that is the subject of a sentence

**Subject-Verb Agreement** - the use of a singular verb for a singular subject, and a plural



verb for a plural subject

**Tense** – tells you when a sentence is happening

**Verb** – the action word in a sentence