Trinity Area School District
Elementary English Language Arts Curriculum Map

Course: Language Arts Grade: 3 Designer(s): Language Arts Committee	Overview of Course (Briefly describe what students should understand and be able to do as a result of engaging in this course): Language Arts in third grade focuses on developing proficiency of word-analysis skills to support fluency, vocabulary, spelling, and comprehension; developing skills to affectively communicate information, oral and written, with many audiences.

Overarching Big Ideas, Enduring Understandings, and Essential Questions (			
Big Idea	**Standard(s) Addressed**	**Enduring Understanding(s)**	**Essential Question(s)**
Foundational Skills	1.1 Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	Reading is the creation and recreation of meaning, therefore comprehension is the ultimate goal of readers.	How can the knowledge of printed language help us to communicate and understand? How do readers ensure they understand or comprehend?
Book Handling	CC.1.1.K.A Practice and utilize appropriate book handling skills.	Readers take good care of books.	How do we take care of books so that they are available for everyone to use for a very long time?
Print Concepts	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.	Reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different cultures.	What are the features of print? How is reading a process of constructing meaning from text?
Phonological Awareness	CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Phonics skills are essential for advanced word study and for reading text of increasing	How do you figure out a word you do not know?

		complexity.	How are words similar?
	• Distinguish long from short vowel sounds in spoken in spoken multi-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce multi-syllable words, including consonant blends and diagraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in multi-syllable words. • Add or substitute individual sounds (phonemes) in multi-syllable words to make new words.	Phonics skills support decoding. Being able to decode words supports the development of automaticity and fluency. Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. Complex letter combinations are used to represent sounds in words that convey meaning.	How are words different? If you do not know the meaning of a word, how can you use "clues" within the word to help you figure it out?
Phonics and Word Recognition	CC.1.1.3.D 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 multi-syllable words. • Read grade-appropriate irregularly spelled words.	Changes in word parts affect meaning. Knowledge of syntax/language structure, semantics/meaning, and context clues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.	What strategies do you use to learn new words and understand what you read? How do you use spelling patterns to read words? How do you use prefixes and suffixes to decode words? How do you use context clues to figure out the meaning of unfamiliar words?
Fluency	CC.1.1.3.E 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	Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features (punctuation, italics, etc.). Fluency develops over time and with practice. Fluency impacts the quality and quantity of	How does fluency affect comprehension? Why is it important to read accurately and fluently? Can fluency be improved by devoting more time to independent reading? What strategies work best to support

	word recognition and understanding, rereading as necessary.	what is read.	becoming fluent readers?
			What roles do phonics and vocabulary play in the development of fluency?

Big Idea	**Standard(s) Addressed**	**Enduring Understanding(s)**	**Essential Question(s)**
Reading Informational Text	1.2 Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.	Infomational and expository text is written differently than fictional text and makes different demands on the reader. Reading is a process that includes: applying a variety of strategies to comprehend, interpreting and evaluate texts, showing evidence of responsible interpretations of texts, and examining texts critically. Informational text gives facts about real people, places, things, or events.	How do we think while reading in order to understand and respond? What are characteristics of informational text?
Key Ideas and Details: Main Idea	CC.1.2.3.A Determine main idea of a text; recount the key details and explain how they support the main idea.	Essential content of text, including literary elements and devices, inform meaning. Skilled readers can extract meaning from text.	In what ways do main ideas and details support the comprehension of a text? How can you figure out the main ideas in a text? How do the details in a text help make the main idea clear?

Key Ideas and Details:	CC.1.2.3.B	Knowing how to ask and answer questions	What kinds of strategies can we use before
Text Anaylsis	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	about our reading helps us understand what we read.	we read to make predictions about texts?
			What kinds of strategies can we use during our reading to make predictions about texts?
	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	Pre-reading strategies engages and primes the reader for understanding text. Readers use a variety of strategies to gain meaning from text.	What kinds of strategies can we use after we read to respond to texts?
		Skilled readers can analyze a text.	Why do we ask questions about whatever we read?
			How does asking questions help us understand what we read?
			How can readers understand a text?
Craft and Structure:	CC.1.2.3.D	A writer's point of view is influenced by his experiences.	How is my point of view influenced by my experiences?
Point of View	Explain the point of view of the author.	Because of prior thoughts and experiences, readers may find that their own point of view may differ from the author's.	
		Understanding what we read in different ways helps us to develop our own opinion and point of view.	
Craft and Structure:	CC.1.2.3.E	Knowing how to analyze the structure of text helps a reader understand it better.	What kinds of text features do authors and illustrators use to help you understand the text?
Text Structure	Use text features and search tools to locate and interpret information.	Textual features inform meaning.	How can text and graphic features help make ideas in a text more clearly?
Craft and Structure:	CC.1.2.3.F	Skilled readers interpret words and phrases in	How do readers interpret words or phrases

			used in text?
Vocabulary	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 text and analyze the word choices of the author. Studying the words that surround an unknown word can be used to understand what it means. We can use suffixes and prefixes to help determine the meaning of words.	Why are voracious readers typically good comprehenders of text? Why are voracious readers typically good spellers? Why are voracious readers typically better writters?
Integration of Knowledge and Ideas: Diverse Media	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.	Every book consists of major and minor text features that serve individual purposes. Readers should know how to efficiently use different text features to gain a better understanding of the information presented by the author. Integrating and evaluating diverse media and formats helps the reader understand the content.	What information can be learned from diagrams, maps, graphs, charts, timelines, pictures, or illustrations? What might happen if an author decides not to use text features in their writing?
Integration of Knowledge and Ideas: Evaluating Arguments	CC.1.2.3. H Describe how an author connects sentences and paragraphs in a text to support particular points.	Authors use various writing techniques to focus the reader's attention on details or opinion that they want to emphasize. Readers make judgments about arguments and claims in a text.	How does understanding an author's opinion help you comprehend what you are reading?
Integration of Knowledge and Ideas: Analysis Across Texts	CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.	Readers compare and contrast to tell how things are alike and different. Readers compare and contrast informational texxts on the same topic. Skilled readers read multiple texts on similar themes or topics to build knowledge.	How is comparing used to help in understanding relationships? How is contrasting used to help in understanding relationships? Why do readers read multiple texts on a similar theme or topic?
Vocabulary Acquisition and Use	CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal	Developing extensive vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. Acquiring and applying a robust vocabulary	Why is vocabulary development important? How do word parts help in understanding meaning? What strategies are used to determine the

	relationships. CC.1.2.3.K 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.	assists in constructing meaning.	meaning of words?
Range of Reading	CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Foundational reading skills need to be used in order to be able to read informational texts. Skilled readers read increasingly difficult text.	What levels of books should you be reading? What are the foundational reading skills that need to be mastered in order to be able to read informational texts? How can readers improve their reading abilities?

Big Idea *Reading Literature*	Standard(s) Addressed 1.3 Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.	Enduring Understanding(s) Great literature impacts readers' views and interests. Reading is a process that includes: applying a variety of strategies to comprehend, interpreting and evaluate texts, showing evidence of responsible interpretations of texts, and examining texts critically.	Essential Question(s) How do elements of literature engage and hold the attention of readers?
Key Ideas and Details: Theme	CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Authors send messages or teach lessons through their writing (theme). Skilled readers can extract meaning from the text.	What strategies can be used to focus on the central message, lesson, or moral in literary text? How can we determine the theme of a story?
Key Ideas and Details: Text Analysis	CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.	Knowing how to ask and answer questions about our reading helps us understand what we read. Skilled readers can back up their predictions and conclusions with examples from text.	Why do we ask questions about whatever we read? How does asking questions help us understand what we read?

		Essential content of text, including literary elements and devices, inform meaning. Readers use a variety of strategies to gain meaning from text.	How does the ability to question and locate answers help readers understand and analyze text? How do we support our predictions and conclusions with examples from text?
Key Ideas and Details: Literary Elements	CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.	Characters' actions in a story ultimately make the story a story.	How can a character's actions help you to draw conclusions about that character? Which literary element do you do think is most important and why? Give an example from a piece of text.
Craft and Structure: Point of View	CC.1.3.3.D Explain the point of view of the author.	A writer's point of view is influenced by his experiences. Because of prior thoughts and experiences, readers may find that their own point of view may differ from the author's.	How is my point of view influenced by my experiences? When might your opinion differ from an author's opinion?
Craft and Structure: Text Structure	CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.	Understanding text features, text structures, and characteristics associated with different text genres factilitates the reader's ability to make meaning of the text. Textual features inform meaning.	What kinds of text features do authors and illustrators use to help you understand the text? How can text and graphic features help make ideas in a text more clearly?
Craft and Structure: Vocabulary	CC.1.3.3.F 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.	Skilled readers interpret words and phrases in a text and analyze the word choices of the author. Studying the words that surround an unknown word can be used to understand what it means. We can use suffixes and prefixes to help determine the meaning of words.	What does "reading between the lines" mean? Why are voracious readers typically good comprehenders of text? Why are voracious readers typically good spellers? Why are voracious readers typically better writers?
Integration of Knowledge and Ideas: Sources of Information	CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).	References from texts provide evidence of applying ideas and making connections between text and self, text and other texts, and texts and the real world.	In what ways do illustrations support the comprehension of a text?

Integration of Knowledge and Ideas: Text Analysis	CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Readers compare and contrast the themes, settings, and plots of stories.	How can signal words in text help you to identify *how characters* are alike and different? How is comparing and contrasting used to understand relationships between characters and/or events? Why do readers read multiple texts on a similar theme or topic?
Vocabulary Acquisition and Use: Strategies	CC.1.3.3.I 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.	Developing extensive vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. Acquiring and applying a robust vocabulary assists in constructing meaning.	Why is vocabulary development important? How do word parts help in understanding meaning? What strategies are used to determine the meaning of words?
Vocabulary Acquisition and Use	CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Developing extensive vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. Acquiring and applying a robust vocabulary assists in constructing meaning.	Why are voracious readers typically good comprehenders of text? Why are voracious readers typically better writters?
Range of Reading	CC.1.2.3.L Read and comprehend literary fiction on grade level, reading independently and proficiently.	Foundational reading skills need to be used in order to be able to read literature. Skilled readers read increasingly difficult text.	What levels of books should you be reading? What are the foundational reading skills that need to be mastered in order to be able to read iliterature? How can readers improve their reading abilities?

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)

Writing	1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Writers use a wide range of forms, genres and techniques to convey meaning effectively. Various types of writing are distinguished by their characteristics. Writing is a means of documenting thinking (ideas). Writing is a recursive process that conveys ideas, thoughts, and feelings.	What role does writing play in our lives? How do we develop into effective writers? How can frequent writing improve reading comprehension or vocabulary? To what extent does the writing process contribute to the quality of writing?
Informative/Explanatory	CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B (Focus) Identify and introduce the topic. CC.1.4.3.C (Content) Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.D (Organization) Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.E (Style) Choose words and phrases for effect. CC.1.4.3.F (Conventions) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	Informational pieces have a well developed main idea, precise language and specific detail, and relevant graphics/illustrations where appropriate (e.g. essays, letters, reports, instructions). The writing process is applied to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Focus, content, organization, style, and conventions work together to impact writing quality. Purpose, topic, and audience guide types of writing. To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience. Writing can be used to make meaning of one's own experience, as well as of other information/ideas. Writers can add details and facts to help lay	How does the format for writing impact a writer's decision making? Why do students conduct research? How do authors develop a topic and stick to it? How is background for an informational story gathered? Where do author's ideas come from? How does the organization of a piece affect the readers' understanding? Which step of the writing process do you think is the most important and why? What is the difference between revising and editing? What ways can a writer's message be impacted by punctuation and grammatical correctness or incorrectness?

		foundations for informational and explanatory writing. Writing improves through the recursive process of revising and editing. Writing requires accurate and fluent motor and language skills. Writers use punctuation and grammar to clarify a writer's message. Writers use grade level standards of English language, usage, capitalization, punctuation, punctuation, and spelling in their writings.	
Opinion/Argumentative	CC.1.4.3.G Write opinion pieces on familiar topics or texts. CC.1.4.3.H (Focus) Introduce the topic and state and opinion on the topic. CC.1.4.3.I (Content) Support an opinion with reasons. CC.1.4.3.J (Organization) Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K (Style) Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.L (Conventions) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage,	Persuasive pieces contain a clearly stated position or opinion and include supporting details. To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience. Writing can be used to make meaning of one's own experience, as well as of other information/ideas. Writers use precise language to persuade their readers about a particular topic. Writers use punctuation and grammar to clarify a writer's message. Writers use grade level standards of English language, usage, capitalization, punctuation, punctuation, and spelling in their writings.	In what ways can writers be persuasive? Have you ever had to persuade someone? How did you do it? How is persuading someone different in person versus in writing? How can persuasiveness be incorporated into a written work? How does the format for writing impact a writer's decision making? How do authors develop a topic and stick to it? Where do author's ideas come from to write a persuasive piece? How does the organization of a piece affect the readers' understanding? Which step of the writing process do you

			think is the most important and why?
	capitalization, punctuation, and spelling.		What is the difference between revising and editing? What ways can a writer's message be impacted by punctuation and grammatical correctness or incorrectness?
Narrative	CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.N (Focus) Establish a situation and introduce a narrator and/or characters. CC.1.4.3.O (Content) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.P (Organization) Organize an event sequence that unfolds naturally, using time-order words or phrases; provide a sense of closure. CC.1.4.3.Q (Style) Choose words and phrases for effect. CC.1.4.3.R (Conventions) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Narrative pieces contain detailed descriptions of people, places and things, as well as literary elements (e.g. multi-paragraph stories, poems, plays). To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience. Writing can be used to make meaning of one's own experience, as well as of other information/ideas. Writers select a topic and develop it throughout their paper. Writers produce ideas and details to communicate information that relates to a chosen topic. Writers descibe experiences and events in a narrative. Writers write about the events in the order in which they occurred. Writers use precise language to tell their readers a story and to paint a lasting picture in their minds. Good writers write sentences of varying length and complexity using specific nouns, verbs, and	How can a writer use words, sentence structure, and organizational structure to tell a story? Where do author's ideas come from to write a narrative piece? How do authors develop a topic and stick to it? How does the organization of a piece affect the readers' understanding? How important is making good decisions about the use of precise language, including adjectives, verbs, complex sentences, and the use of figurative language in telling a story? Which step of the writing process do you think is the most important and why? What is the difference between revising and editing? What ways can a writer's message be impacted by punctuation and grammatical correctness or incorrectness?

| | | descriptive words.

Writers use punctuation and grammar to clarify a writer's message.

Writers use grade level standards of English language, usage, capitalization, punctuation, punctuation, and spelling in their writings. | |
|---|---|---|---|
| Response to Literature | CC.1.4.3.S
Draw evidence from literary or informational text to support analysis, reflection, and research, and research, applying grade level reading standards for literature and informational texts. | Great literature impacts readers' views and interests.

Readers use good literature to support reflections and research papers. | How do elements of literature engage and hold the attention of readers?

How do readers use the literature that they read? |
| Production and Distribution of Writing | CC.1.4.3.T
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | Writers work through the process of writing at different rates. Often, the process is enhanced by conferencing with others.

Writers ask questions, make suggestions, and provide support to other writers as they share what they have written. | What strategies can be used to produce writing that is well-developed and organized and is appropriate to the intended purpose and audience?

How can authors improve a story?

Why is conferencing with another author helpful? |
| Technology and Publication | CC.1.4.3.U
With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | Writers use keyboarding skills to produce writing.

Writers use technology to enhance their work. | How can technology help us?

How can technology hurt us? |
| Conducting Research | CC.1.4.3.V
Conduct short research projects that build knowledge about a topic. | Good researchers extract information from sources and draw logical conclusions.

Good researchers follow a research plan. | How do we research?

What are the features of a good report?

What is the purpose of a report? |
| Credibility, Reliability, and Validity of Sources | CC.1.4.3.W
Recall information from experiences or gather information from print and | Good researchers use a variety of sources. | How do researchers gather information? |

	digital sources; take brief notes on sources and sort evidence into provided categories.	Good researchers keep track of the information they gather in notes of some kind. Good researchers keep records of where they are finding information.	What experiences can be used in writing?
Range of Writing	CC.1.4.3.X 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.	Good writers must be able to write texts of different purpose and complexity. Building background knowledge supports writing in content areas such as social studies, science, and mathematics.	What writing process skills must be mastered if a writer is to write a piece in a single setting as well as over extended time frames? Why do we use different forms of writing?

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Speaking and Listening	1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Purpose, context and audience influence the content and delivery in speaking situations. Speakers use a wide range of forms, genres and techniques to convey meaning. Oral language development precedes and is the foundation for written language.	How does productive oral communication rely on speaking and listening? How does the format for speaking impact a speaker's decision making? What makes a good listener?
Comprehension and Collaboration	CC.1.5.3.A 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 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	People communicate and collaborate with each other. Oral discussions strongly support comprehension. Listening in order to respond to topics or texts helps to discover details about people, things, places, and events in the world.	What role does listening and speaking play in the development of reading and writing skills?

	Ask and answer questions about information from a speaker, offering appropriate detail.		
Presentation of Knowledge and Ideas	CC.1.5.3.D 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 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Good speakers speak clearly on a wide variety of topics. Effective speaking and listening are essential for productive communication.	How do tone of voice, choice of words, amount of detail, and complete sentence structure contribute to a good presentation? What role does speaking and listening play in the development of reading and writing skills?
Integration of Knowledge and Ideas	CC.1.5.3.F 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.	Speeches can include multimedia and visual displays to present facts or details.	How does the use of multimedia displays enhance a speech?
Conventions of Standard English	CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.	Speakers and writers who gain control over standard English grammar, usage, and mechanics are better able to effectively communicate their ideas, knowledge, and opinions through oral discussions and written work.	How does demonstrating the command of the conventions of standard English grammar when writing and speaking strengthen language development?

				Big Ideas and Essential Skills Per Unit of Study			
Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Reading Skills	Vocabulary Skills	Common Assessment(s)	Common Resource(s)
August/	**The First 25**	Foundational	CC.1.1.3.D-E			Comprehensive	Daily 5: Fostering

Month	Theme	Skills	Standards	Comprehension Skills	Vocabulary	Assessment	Resources
September	**Days** **Types of Fiction**	Skills Reading Literature (Lessons 1-4)	CC1.3.3.A CC.1.3.3.B CC.1.3.3.C CC.1.3.3.I	Central Message/ Moral/Lesson/Theme Ask and answer questions Infer and predict Describe characters	Multiple Meaning Words Root words/affixes Word relationships: Compound Words Antonyms	Screening Assessment Lesson 3 Skills in Context Test	Literacy Independence in the Elementary Grades, Journeys, Book room resources BrainPop Jr.
October	**Real Peoples' Lives**	Reading Informational Text (Lessons 5, 7, 10, 11)	CC.1.2.3.C CC.1.2.3.E CC.1.2.3.A CC.1.2.3.F	Cause and Effect Sequence Text features Main Idea Fact and Opinion	Prefixes and suffixes Word relationships: Synonyms and shades of meaning	Unit 1 Benchmark	Journeys Book room resources BrainPop Jr. Fall themed literature
November	**Tales and Traditions**	Reading Literature (Lessons 6, 8, 9, 13)	CC.1.3.3.C CC.1.3.3.I	Conclusions Inferences Sequence Cause and Effect	Multiple Meaning Words Dictionary/glossary skills	Lesson 8 Skills in Context Test	Journeys Book room resources BrainPop Jr. Fall themed literature
December	**Novel Study**	Reading Literature (Lessons 12, 15, 16)	CC.1.3.3.D CC.1.3.3.F CC.1.3.3.H	Point of View (1st and 3rd person) Compare and Contrast (of works by the same author or similar characters) Understanding characters Author's Purpose	Literal and non-literal meanings (figurative language) Word relationships: Homophones and Homographs Using a thesaurus Context Clues	Lesson 13 Skills in Context Test	Journeys Book room resources BrainPop Jr. Beany and the Meanie Ramona Quimby, Age 8 Judy Moody Saves the World Winter themed literature
January	**Reading to Learn**	Reading Informational Text (Lessons 14, 17, 18, 20)	CC.1.2.3.D CC.1.2.3.B CC.1.2.3.E CC.1.2.3 A	Author's Purpose Conclusions Text and Graphic Features Main Idea and Details	Prefixes and suffixes Dictionary/glossary skills	Unit 3 Benchmark	Journeys BrainPop Jr. Book room resources Winter themed literature
February	**Humor and Fantasy** **Read Across America**	Reading Literature (Lessons 19, 21, 23, 24)	CC.1.3.3.C CC.1.3.3.D	Cause and Effect Story structure Sequence Author's Purpose Central Message/ Moral/Lesson/Theme	Prefixes pre-re-bi-non Suffixes –er, -est Words from other languages	Lesson 18 Skills in Context	Journeys Book room resources BrainPop Jr. Dr. Seuss books
March	**Read Across**	Reading	CC.1.2.3.I	Compare/Contrast (2 texts	Prefixes in- im-	Lesson 23 Skills in	Journeys

	America **Preparing for Assessment**	Informational Text (Lessons 22, 25)	CC.1.2.3.G CC.1.2.3.K	on the same topic) Text and graphic features	Word relationships: analogies	Context	Book room resources BrainPop Jr. Dr. Seuss books Spring themed literature Study Island Coach Test Prep books
April	**Magazines and Articles**	Reading Informational Text (Lessons 26, 27, 28)	CC.1.2.3.A CC.1.2.3.J	Main idea and details Cause and effect Fact and opinion	Suffix –ion Word relationships: Homophones and Homographs	Unit 5 Benchmark	Journeys Book room resources BrainPop Jr. Spring themed literature
May/June	**Drama and Trade Books**	Reading Literature (Lessons 29, 30)	CC.1.3.3.C	Understanding characters Conclusions and Generalizations	Word relationships: Compound Words	Lesson 28 Skills in Context	Journeys Book room resources BrainPop Jr. Donovan's Word Jar Jake Drake Capoeira