



School District of Springfield Township

Montgomery County, PA

PLANNED COURSE OF STUDY

Course Title	English Language Arts – Third Grade
Grade Level	Third
Content Area / Dept.	ELA
Length of Course	One Year
Author(s)	

Course Description:

Third grade students accurately read and understand literature and informational text. They can read aloud with fluency and expression. They use evidence from a text to support their thinking. Third graders use correct grammar, capitalization, punctuation, and spelling when writing. They can plan and deliver a presentation about a story or experience.

Course Rationale:

Third Grade English Language Arts (ELA) is the active involvement of students demonstrating that they can communicate effectively through speaking, listening, reading and writing. These skills will enable the students to develop competence in evaluating written, visual, and oral communication from a variety of sources.

The purpose of Third Grade English Language Arts is to provide an opportunity for the students to experience a variety of texts and to use effective speaking, listening, reading, and writing skills as tools to communicate in daily living.



Philosophy of English Language Arts in Elementary

The School District of Springfield Township has adopted a Comprehensive Balanced Literacy Framework for teaching literacy in the elementary grades. Guiding students toward proficient and lifelong reading is the goal of the district. The components of a Comprehensive Balanced Literacy Framework outlined below, comprise the core instructional program.

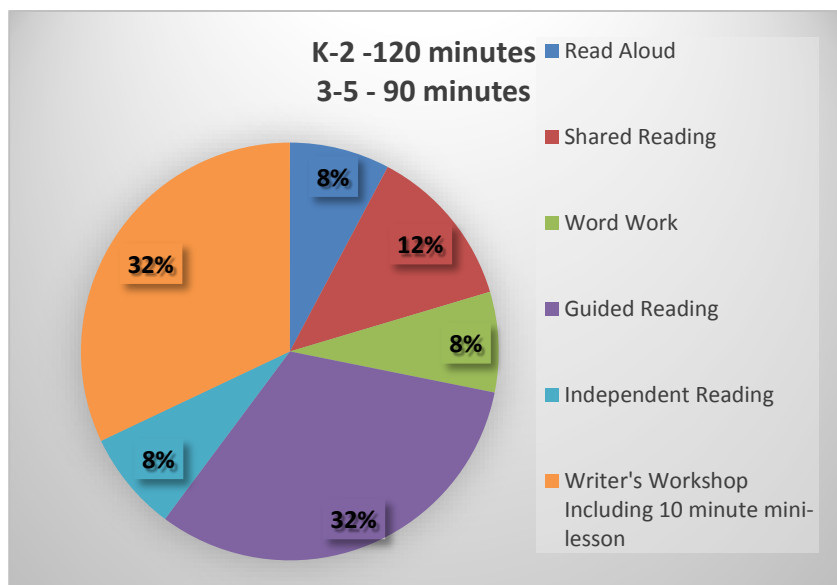
What is Balanced Literacy?

The Balanced Literacy Framework is based on the Gradual Release of Responsibility model based on Vygotsky's research. The framework is taught from the ideology of "I do, We do, You do." This pedagogical approach encourages every student to become independent readers and writers.

The district has adopted *The Journeys Program* by HMHC and the Fountas and Pinnell *Continuum of Literacy Learning as the vehicle* to teach the strategies and skills in the Comprehensive Balanced Literacy Framework. These programs provide the instructional resources designed to meet the many instructional achievement levels of our students. Not all the components of the Journeys program are used, but rather, the teachers make instructional decisions based on the continued monitoring of their students' instructional needs. A brief description of The Balanced Literacy Framework components and the Journeys resources that correspond to each piece is provided below. The chart below indicates the approximate amount of time on average that would be devoted to the balanced literacy components. Keep in mind that the amount of time on a given day may change based on a variety of factors.

The Components of the
Balanced Literacy Framework
include:

- Read Aloud (8%)
- Shared Reading (12%)
- Word Work (8%)
- Guided Reading (32%)
- Independent Reading and Writing (8%)
- Writer's Workshop (32%)





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Read Aloud (I Do)

The interactive read aloud engages the students in actively discussing a text during the reading to deepen comprehension through discourse and active thinking. As the program unfolds, students learn to appreciate literature and develop a love for reading. The Read Aloud provides the students the opportunity to listen to age appropriate text in a variety of genres. It serves as an important vehicle for text-talk, extension of students' ability to think critically while practicing their metacognitive reading comprehension practices.

Shared Reading/Performance Reading (We Do)

Shared reading goes beyond the interactive read-aloud. Students reread the text with teacher support over the course of a few days. The students go beyond active listening and discussion by participating in the reading in some way. It can be called performance reading as well. The goal of shared reading is increased fluency leading to higher levels of comprehension.

Guided Reading/Literature Circle or Book Clubs (We Do)

Guided Reading is the core of the reading program. It is the ability for students to work with the strategies and concepts introduced during the whole class instruction. The goal is to help the children through the process of becoming independent readers. When planning, it is important to schedule this time to maintain the integrity of a balanced literacy approach. The other students are working in book clubs, literature centers or a must do activity.

Word Work (We Do)

Word Study is an approach to spelling instruction that moves away from memorization. In this approach, teachers use a variety of hands-on activities to explore layers of information. Students study patterns and meanings of words and how they relate to our systems of reading and writing.

It includes the following:

- Phonemic Awareness
- Phonics
- Structural Analysis
- **Word Study** lessons are used to support decoding, encoding and vocabulary development.
- **Vocabulary** lessons must include text and content vocabulary, as well as, academic vocabulary.

Independent Reading and Writing (You Do)

Students write independently. This allows time for students to work through the process of writing while the teacher conferences with other students to individualize their growth in the newly gained skills.



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Guided/Interactive Writing (We Do)

The elementary program uses the Writer's Workshop Model of teaching writing. In this model, the focus is on writers rather than the process. The instruction from the teachers is to use the writing process to get pieces ready for publication. Students should also have practice on all aspects of writing including "quick writes," writing responses in all content areas, process writing and writing on demand. All steps of the writing process need not be completed for each writing piece. Required published pieces are listed below and are based on the Journeys' themes. These formats include opinion/argument, informational, and narrative modes. The teacher may also supplement poetry, technology/web-based pieces, advertisement, etc.



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Curriculum Map

Month		Lessons	Topics
September	4 weeks	1-2	Story Structure, Analyze Illustrations, Summarize, Conclusions, Author's Word Choice, Infer/Predict
October	4 weeks	3-6	Understanding Characters, Compare/Contrast, Cause & Effect, Sequence of Events, Story Message, Literal/Nonliteral Meanings, Domain Specific Vocabulary, Analyze/Evaluate, Infer/Predict, Visualize, Question
November	3 weeks	6-8	Text & Graphic Features, Conclusions, Literal/Nonliteral Meanings, Analyze/Evaluate, Infer/Predict
December	3 weeks	9-10	Cause & Effect, Main Idea & Details, Analyze Illustrations, Sequence of Events, Monitor/Clarify, Summarize
January	4 weeks	11-14	Sequence of Events, Text & Graphic Features, Theme, Compare/Contrast, Author's Purpose, Point of View, Story Message, Question, Visualize, Analyze/Evaluate, Summarize
February	4 weeks	14-16	Understanding Characters, Theme, Story Structure, Formal/Informal Language, Infer/Predict, Monitor/Clarify
March	4 weeks	17-19	Conclusions, Text & Graphic Features, Story Structure, Point of View, Domain Specific Vocabulary, Story Message, Visualize, Question, Summarize
April	4 weeks	20-21	Main Ideas & Details, Story Structure, Literal/Nonliteral Meanings, Point of View, Infer/Predict, Monitor/Clarify
May	4 weeks	22-25	Compare/Contrast, Sequence of Events, Author's Purpose, Text & Graphic Features, Author's Word Choice, Formal/Informal Language, Analyze Illustrations, Visualize, Question, Analyze/Evaluate, Infer/Predict
June	2 weeks	26+	Main Ideas & Details, Cause & Effect, Fact & Opinion, Understanding Characters, Conclusions, Analyze/Evaluate, Summarize, Visualize, Monitor/Clarify, Question



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Lesson Topic	1- Education
Essential Question	How is learning at school different from learning at home?
Anchor Text	<i>A Fine, Fine School</i> (Humorous Fiction)
Paired Selection	<i>One-Room Schoolhouses</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.C CC.1.3.3.B CC.1.3.3.F CC.1.3.3.G CC.1.3.3.K	CC.1.2.3.I CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.O CC.1.4.3.P W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.B CC.1.5.3.C CC.1.5.3.D	CC.1.5.3.G CC.1.4.3.L CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Short vowels <i>a, e, i, o, u</i> Words with the VCCV Pattern
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Story Structure
	Target Strategy:	Summarize
	Supporting Skills	Analyze Illustrations
Language	Vocabulary Strategies	Context Clues
	Domain-Specific Vocabulary	<i>educator, administrator, classroom, schoolhouse, subject, curriculum</i>
	Academic Vocabulary	<i>principal, strolled, proud, worried, soared, announced, fine, certainly</i>
	Apply Vocabulary	Shades of Meaning
	Grammar Skill	Simple Sentences
Writing	Writing Mode	Narrative Writing
	Writing Form	Descriptive Paragraph
	Focus Trait	Word choice: Exact Words
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Such a Deal!</i> Speaking/Listening: Retell the story
	Skill	Hold a Discussion or Conversation
Spelling	Principle	Short Vowels
	Words	Basic: <i>crop, plan, thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing</i> Review: <i>next, hug</i> Challenge: <i>hospital, fantastic</i>



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Lesson Topic	2- The Court System
Essential Question	Why are courts an important part of our government?
Anchor Text	<i>The Trial of Cardigan Jones</i> (Fantasy)
Paired Selection	<i>You Be the Jury</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.C CC.1.3.3.F CC.1.3.3.K		CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.I W.3.4 CC.1.4.3.T CC.1.4.3.X	CC.1.5.3.A	CC.1.5.3.G CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Long vowels <i>a, e, i, o, u</i> Words with the VCe Pattern
	Fluency	Phrasing
Comprehension Skills and Strategies	Target Skill:	Conclusions
	Target Strategy:	Infer/Predict
	Supporting Skill	Author's Word Choice
Language	Vocabulary Strategies	Dictionary/Glossary
	Domain-Specific Vocabulary	<i>prosecution, verdict, judge, courtroom, lawyer</i>
	Academic Vocabulary	<i>convinced, trial, jury, guilty, pointed, honest, murmur, stand</i>
	Apply Vocabulary	Use a dictionary
	Grammar	Kinds of sentences
Writing	Writing Mode	Narrative Writing
	Writing Form	Dialogue
	Focus Trait	Ideas: Audience and Purpose
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Sequoyah</i> Speaking/Listening: Determine the main ideas and supporting details
	Skill	Ask and Answer Questions
Spelling	Principle	VCe Spellings
	Words	Basic: <i>spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, those</i> Review: <i>these, those</i> Challenge: <i>surprise, decide</i>



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Lesson Topic	3- Volunteers
Essential Question	Why is volunteering good for a community and its people?
Anchor Text	<i>Destiny's Gift</i> (Realistic Fiction)
Paired Selection	<i>Kids Making a Difference</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.B CC.1.3.3.F CC.1.3.3.G CC.1.3.3.K	CC.1.2.3.G CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.O CC.1.4.3.P W.3.4 CC.1.4.3.T CC.1.4.3.V	CC.1.5.3.A CC.1.5.3.C	CC.1.4.3.L CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Common Vowel Pairs ai, ay, ee, ea
	Fluency	Reading Rate
Comprehension Skills and Strategies	Target Skill:	Understanding Characters
	Target Strategy:	Analyze/Evaluate
	Supporting Skills	Story Message
Language	Vocabulary Strategies	Antonyms
	Domain-Specific Vocabulary	<i>volunteer, business, charity, community service</i>
	Academic Vocabulary	<i>raise, spreading, earn, figure, contacted, block, afford, customers</i>
	Apply Vocabulary	Use a Glossary
	Grammar Skill	Compound Sentences
Writing	Writing Mode	Narrative Writing
	Writing Form	Personal Narrative
	Focus Trait	Voice: Express thoughts and Feelings
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Open Your Eyes!</i> Speaking/Listening: Ask and answer questions
	Skill	N/A
Spelling	Principle	Long <i>a</i> and Long <i>e</i> Spellings
	Words	Basic: <i>lay, real, trail, sweet, today, dream, seem, tea, treat, afraid, leave, bait, screen, speed</i> Review: <i>paint, please</i> Challenge: <i>yesterday, explain</i>



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Lesson Topic	4- Engineering
Essential Question	Why is everyone's role on a project important?
Anchor Text	<i>Pop's Bridge</i> (Historical fiction)
Paired Selection	<i>Bridges</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.B CC.1.3.3.F CC.1.3.3.K	CC.1.2.3.E CC.1.2.3.G CC.1.2.3.I CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.O CC.1.4.3.P W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A	CC.1.5.3.G CC.1.4.3.R CC.1.3.3.I L.3.5a L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Long <i>o</i> Spelled <i>oa, ow</i>
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Compare and Contrast
	Target Strategy:	Infer/Predict
	Supporting Skills	Story Structure
Language	Vocabulary Strategies	Word families
	Domain-Specific Vocabulary	<i>foreman, construction, suspension, arches, harness</i>
	Academic Vocabulary	<i>balancing, tide, crew, disappears, foggy, stretch, excitement, cling</i>
	Apply Vocabulary	Use Guidewords
	Grammar Skill	Common and Proper Nouns
Writing	Writing Mode	Narrative Writing
	Writing Form	Prewrite a Personal Narrative
	Focus Trait	Ideas: Important and Interesting Details
	Write about reading	Performance Task
	Research/Media Literacy Skills	Brainstorm Topics
Speaking and Listening	Read aloud	<i>The Bixby Bridge</i> Speaking/Listening: Answer questions with appropriate elaboration and detail
	Skill	N/A
Spelling	Principle	Long <i>o</i> Spellings
	Words	Basic: <i>load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat</i> Review: <i>cold, most</i> Challenge: <i>tomorrow, sailboats</i>



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Lesson Topic	5- Sports
Essential Question	What are the traits of a hero?
Anchor Text	<i>Roberto Clemente: Pride of the Pittsburgh Pirates</i> (Biography)
Paired Selection	<i>Baseball Poems</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.E CC.1.3.3.D CC.1.3.3.G CC.1.3.3.K	CC.1.2.3.B CC.1.2.3.A CC.1.2.3.C CC.1.2.3.F CC.1.2.3.G CC.1.2.3.H CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.P CC.1.4.3.O W.3.4 CC.1.4.3.T CC.1.4.3.U CC.1.4.3.W	CC.1.5.3.A CC.1.5.3.C CC.1.5.3.D CC.1.5.3.F	CC.1.5.3.G CC.1.4.3.L CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation		
Comprehension Skills and Strategies	Target Skill:	Cause and Effect
	Target Strategy:	Visualize
	Supporting Skills	Literal and Nonliteral Meanings
Writing	Writing Mode	Narrative Writing
	Writing Form	Draft a Personal Narrative
	Focus Trait	Sentence Fluency: Time-Order Words
	Write about reading	Performance Task
	Research/Media Literacy Skills	Narrow a Topic
Spelling	Principle	Long <i>i</i> Spellings
	Words	Basic: <i>slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, die, midnight</i>



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		Review: <i>find, night</i> Challenge: <i>silent, frightening</i>
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Lesson Topic	6- Mammals
Essential Question	What makes bats interesting and useful?
Anchor Text	<i>Bat Loves the Night</i> (Narrative Nonfiction)
Paired Selection	<i>A Bat is Born</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.F CC.1.3.3.G CC.1.3.3.K		CC.1.1.3.D CC.1.1.3.E	W.3.4 CC.1.4.3.T	CC.1.5.3.A CC.1.5.3.E	CC.1.5.3.G CC.1.4.3.L CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Words with the VCV Pattern
	Fluency	Reading Rate
Comprehension Skills and Strategies	Target Skill:	Sequence of Events
	Target Strategy:	Question
	Supporting Skills	Domain-Specific Vocabulary
Language	Vocabulary Strategies	Suffixes <i>-able, -ible</i>
	Domain-Specific Vocabulary	<i>mammal, echolocation, nocturnal, environment</i>
	Academic Vocabulary	<i>twitch, detail, swoops, slithers, squeak, dozes, echoes, snuggles</i>
	Apply Vocabulary	Use a Digital Glossary
	Grammar Skill	What is a Verb?
Writing	Writing Mode	Opinion Writing
	Writing Form	Response Paragraph
	Focus Trait	Ideas: Details and Examples
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Bats Are the Best Beasts</i> Speaking/Listening: Ask and answer questions
	Skill	Recount an Experience
Spelling	Principle	More Short and Long Vowels
	Words	Basic: <i>math, toast, easy, socks, Friday, stuff, paid, cheese, June, elbow, program, shiny, piles, sticky</i> Review: <i>each, both</i> Challenge: <i>comb, holiday</i>



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Lesson Topic	7-Visual Arts
Essential Question	How do pictures help to tell a story?
Anchor Text	<i>What Do Illustrations Do?</i> (Informational Text)
Paired Selection	<i>Jack Draws a Beanstalk</i> (Traditional Tale)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.G CC.1.3.3.K	CC.1.2.3.B CC.1.2.3.C CC.1.2.3.F CC.1.2.3.G CC.1.2.3.H CC.1.2.3.I CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.I W.3.4 CC.1.4.3.T CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.B CC.1.5.3.C	CC.1.5.3.G CC.1.5.3.G CC.1.4.3.R CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Three-Letter Clusters (<i>scr, spr, str, thr</i>)
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Text and Graphic Features
	Target Strategy:	Analyze/Evaluate
	Supporting Skills	Sequence of Events
Language	Vocabulary Strategies	Synonyms
	Domain-Specific Vocabulary	<i>foreground, typeface, watercolors, composition, publisher</i>
	Academic Vocabulary	<i>tracing, imagine, illustrate, scribbles, sketches, research, textures, tools</i>
	Apply Vocabulary	Context Sentences
	Grammar Skill	Verb Tenses
Writing	Writing Mode	Opinion Writing
	Writing Form	Opinion Piece
	Focus Trait	Organization: Topic Sentence
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Louis Braille: Boy Inventor</i> Speaking/Listening: Determine the main idea and supporting details
	Skill	Create an Audio Recording
Spelling	Principle	Three-Letter Clusters
	Words	Basic: <i>three, scrap, street, spring, thrill, scream, strange, throw, string, scrape, spray, threw, strong, scratch</i> Review: <i>think, they</i> Challenge: <i>straight, scramble</i>



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Lesson Topic	8- Traditions
Essential Question	What do traditional tales tell readers about life?
Anchor Text	<i>The Harvest Birds</i> (Folktale)
Paired Selection	<i>The Treasure</i> (Folktale)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.C CC.1.3.3.B CC.1.3.3.F CC.1.3.3.K		CC.1.1.3.D CC.1.1.3.E	W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.D	CC.1.4.3.L CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5a L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Silent Letters <i>kn, wr</i>
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Conclusions
	Target Strategy:	Infer/Predict
	Supporting Skills	Literal and Nonliteral Meanings
Language	Vocabulary Strategies	Context Clues
	Domain-Specific Vocabulary	<i>pilgrimage, perceptions, perspective</i>
	Academic Vocabulary	<i>harvest, separate, ashamed, borders, advice, borrow, patch, serious</i>
	Apply Vocabulary	Parts of a Dictionary Entry
	Grammar Skill	Using Commas
Writing	Writing Mode	Opinion Writing
	Writing Form	Response Paragraphs
	Focus Trait	Word Choice: Using Linking Words
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Sweet Berries</i> Speaking/Listening: Speak in complete sentences when retelling steps
	Skill	Tell a Story
Spelling	Principle	Unexpected Consonant Spellings
	Words	Basic: <i>itch, wreck, knee, patch, wrap, knot, watch, knife, stretch, write, knew, knock, match, wrong</i> Review: <i>know, catch</i> Challenge: <i>wrinkle, knuckle</i>



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Lesson Topic	9-Performance Arts
Essential Question	How is a live performance different from other kinds of entertainment?
Anchor Text	<i>Kamishibai Man</i> (Realistic Fiction)
Paired Selection	<i>The True Story of Kamishibai</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.B CC.1.3.3.F CC.1.3.3.G CC.1.3.3.K	CC.1.2.3.E CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.H CC.1.4.3.I CC.1.4.3.J W.3.4	CC.1.5.3.A CC.1.5.3.C CC.1.5.3.D	CC.1.5.3.G CC.1.4.3.R CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Vowel Diphthongs <i>ow</i> and <i>ou</i>
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Cause and Effect
	Target Strategy:	Monitor/Clarify
	Supporting Skill	Analyze Illustrations
Language	Vocabulary Strategies	Dictionary/Glossary
	Domain-Specific Vocabulary	<i>mime, atmosphere, storyteller, improvisation</i>
	Academic Vocabulary	<i>familiar, jerky, vacant, rickety, blurry, rude, blasted, applause</i>
	Apply Vocabulary	Multiple-Meaning Words
	Grammar	Abstract Nouns
Writing	Writing Mode	Opinion Writing
	Writing Form	Prewrite a Response to Literature
	Focus Trait	Organization: Opinion Statement
	Write about reading	Performance Task
	Research/Media Literacy Skills	Refine a Research Question
Speaking and Listening	Read aloud	<i>The Magical Art of Mime</i> Speaking/Listening: Ask and answer questions
	Skill	N/A
Spelling	Principle	Vowel Sound in <i>town</i>
	Words	Basic: <i>clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound</i> Review: <i>house, found</i> Challenge: <i>mountain, coward</i>



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Lesson Topic	10- Inventions
Essential Question	What important traits must an inventor have?
Anchor Text	<i>Young Thomas Edison (Biography)</i>
Paired Selection	<i>Moving Pictures (Informational Text)</i>

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	CC.1.2.3.B CC.1.2.3.A CC.1.2.3.C CC.1.2.3.F CC.1.2.3.E CC.1.2.3.D CC.1.2.3.G CC.1.2.3.H CC.1.2.3.I CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.H CC.1.4.3.I CC.1.4.3.J W.3.4 CC.1.4.3.T CC.1.4.3.U CC.1.4.3.V CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.B CC.1.5.3.C CC.1.5.3.D CC.1.5.3.F	CC.1.5.3.G CC.1.4.3.L CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5a L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Words with <i>au, aw, al</i> , and <i>o</i>
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Main Ideas and Details
	Target Strategy:	Summarize
	Supporting Skill	Sequence of Events
Language	Vocabulary Strategies	Shades of Meaning
	Domain-Specific Vocabulary	<i>patent, phonograph, sound waves, kinoscope</i>
	Academic Vocabulary	<i>signal, genius, gadget, invention, laboratory, experiment, occasional, electric</i>
	Apply Vocabulary	Use a Dictionary
	Grammar	Pronouns and Antecedents
Writing	Writing Mode	Opinion Writing
	Writing Form	Draft a Response to Literature
	Focus Trait	Sentence Fluency: Avoiding Redundancy
	Write about reading	Performance Task
	Research/Media Literacy Skills	Generate a Research Plan
Speaking and Listening	Read aloud	<i>Ryan Hreljac,* Saving Lives at Six</i> Speaking/Listening: Determine the main ideas and supporting details
	Skill	N/A
Spelling	Principle	Vowel sound in <i>talk</i>



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	Words	Basic: <i>talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always</i> Review: <i>soft, small</i> Challenge: <i>often, strawberry</i>
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School District of Springfield Township

Montgomery County, PA

Lesson Topic	11- Inventions
Essential Question	How do inventions help athletes?
Anchor Text	<i>Technology Wins the Game</i> (Informational Text)
Paired Selection	<i>Science for Sports Fans</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	CC.1.2.3.B CC.1.2.3.C CC.1.2.3.F CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W	CC.1.5.3.A CC.1.5.3.D	CC.1.5.3.G CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Vowel Diphthongs <i>oi, oy</i>
	Fluency	Phrasing
Comprehension Skills and Strategies	Target Skill:	Sequence of Events
	Target Strategy:	Question
	Supporting Skill	Text and Graphic Features
Language	Vocabulary Strategies	Suffixes <i>-less, -ful, -ous</i>
	Domain-Specific Vocabulary	<i>force, energy, sensor, sports engineer</i>
	Academic Vocabulary	<i>contribute, athletes, improve, power, flexible, process, compete, fraction</i>
	Apply Vocabulary	Use a Digital Dictionary
	Grammar	Plural Nouns
Writing	Writing Mode	Informative Writing
	Writing Form	Cause-and-Effect Paragraph
	Focus Trait	Word Choice: Cause-and-Effect Signal Words
	Write about reading	Performance Task
	Research/Media Literacy Skills	Interpret Information Presented Quantitatively
Speaking and Listening	Read aloud	<i>J-Block</i> Speaking/Listening: Answer questions with appropriate elaboration and detail
	Skill	N/A
Spelling	Principle	Vowel Sound in <i>joy</i>
	Words	Basic: <i>joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil</i> Review: <i>come, are</i> Challenge: <i>poison, destroy</i>



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Lesson Topic	12- Agriculture
Essential Question	Why is it important to grow food crops?
Anchor Text	<i>Tops and Bottoms</i> (Trickster Tale)
Paired Selection	<i>Goodness Grows in Gardens</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.C CC.1.3.3.B CC.1.3.3.F CC.1.3.3.K		CC.1.1.3.D CC.1.1.3.E	W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.C CC.1.5.3.D	CC.1.5.3.G CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5a L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation		
Comprehension Skills and Strategies	Target Skill:	Theme
	Target Strategy:	Visualize
	Supporting Skill	Point of View
Writing	Writing Mode	Informative Writing
	Writing Form	Compare-and-Contrast Paragraph
	Focus Trait	Word Choices: Compare-and-Contrast Signal Words
	Write about reading	Performance Task
Spelling	Principle	Homophones
	Words	Basic: <i>hole, whole, its, it's, hear, here, won, one, our, hour,</i>



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		<i>their, there, fur, fir</i> Review: <i>road, rode</i> Challenge: <i>peace, piece</i>
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Lesson Topic	13- American Indian History
Essential Question	Why are stories from different cultures important?
Anchor Text	<i>Yonder Mountain: A Cherokee Legend</i> (Legend)
Paired Selection	<i>The Trail of Tears</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.C CC.1.3.3.F CC.1.3.3.K	CC.1.2.3.G CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.B CC.1.5.3.C CC.1.5.3.D	CC.1.5.3.G CC.1.4.3.L CC.1.4.3.R CC.1.3.3.I L.3.5a L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Contractions with <i>n't</i> , <i>d</i> , <i>'ve</i>
	Fluency	Reading Rate
Comprehension Skills and Strategies	Target Skill:	Compare and Contrast
	Target Strategy:	Analyze/Evaluate
	Supporting Skill	Story Message
Language	Vocabulary Strategies	Homophones and Homographs
	Domain-Specific Vocabulary	<i>tribe, chief, treaty, territory, oral tradition</i>
	Academic Vocabulary	<i>peak, examined, fondly, steep, rugged, pausing, mist, pleaded</i>
	Apply Vocabulary	Use a Digital Glossary
	Grammar	Subject-Verb Agreement
Writing	Writing Mode	Informative Writing
	Writing Form	Informative Paragraph
	Focus Trait	Organization: Group-Related Information
	Write about reading	Performance Task
	Research/Media Literacy Skills	Gather Information
Speaking and Listening	Read aloud	<i>The Best Worst Day</i> Speaking/listening: Ask questions
	Skill	N/A
Spelling	Principle	Contractions
	Words	Basic: <i>I'd, he's, haven't, doesn't, let's, there's, wouldn't, what's, she's, aren't, hasn't, couldn't, he'd, they're</i> Review: <i>can't, isn't</i> Challenge: <i>we're, weren't</i>



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Lesson Topic	14- People and Animals
Essential Question	What are some benefits of dogs interacting with people?
Anchor Text	<i>Aero and Officer Mike</i> (Informational Text)
Paired Selection	<i>Kids and Critters</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	CC.1.2.3.B CC.1.2.3.A CC.1.2.3.F CC.1.2.3.E CC.1.2.3.H CC.1.2.3.I CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.P CC.1.4.3.O W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A	CC.1.5.3.G CC.1.4.3.R CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Words with <i>ar, or, ore</i>
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Author's Purpose
	Target Strategy:	Summarize
	Supporting Skill	Point of View
Language	Vocabulary Strategies	Prefixes <i>in-, im-</i>
	Domain-Specific Vocabulary	<i>guide dog, husbandry, colleague, companion, veterinarian</i>
	Academic Vocabulary	<i>lying, loyal, partners, shift, quiver, patrol, ability, snap</i>
	Apply Vocabulary	Multiple-Meaning Words
	Grammar	Pronoun-Verb Agreement
Writing	Writing Mode	Informative Writing
	Writing Form	Prewrite an Explanatory Essay
	Focus Trait	Ideas: Choosing a Topic
	Write about reading	Performance Task
	Research/Media Literacy Skills	Take Notes
Speaking and Listening	Read aloud	<i>More Than a Pet</i> Speaking/Listening: Determine the main ideas and supporting details
	Skill	N/A
Spelling	Principle	Vowel +/r/ Sounds
	Words	Basic: <i>horse, mark, storm, market, acorn, artist, March, north, barking, stork, thorn, forest, chore, restore</i> Review: <i>dark, story</i> Challenge: <i>partner, fortune</i>



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Lesson Topic	15- Cooking
Essential Question	Why are safety rules important?
Anchor Text	<i>The Extra-good Sunday</i> (Humorous Fiction)
Paired Selection	<i>Imagine a Recipe</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.C CC.1.3.3.B CC.1.3.3.F CC.1.3.3.K	CC.1.2.3.B CC.1.2.3.C CC.1.2.3.F CC.1.2.3.E CC.1.2.3.G CC.1.2.3.H CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.I CC.1.4.3.P CC.1.4.3.O W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W	CC.1.5.3.A CC.1.5.3.F	CC.1.5.3.G CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5a L.3.5b L.3.5c CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Words with <i>er, ir, ur, or</i>
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Understanding Characters
	Target Strategy:	Infer/Predict
	Supporting Skill	Formal and Informal Language
Language	Vocabulary Strategies	Using a Thesaurus
	Domain-Specific Vocabulary	<i>recipe, chef, teaspoon, tablespoon, measurements</i>
	Academic Vocabulary	<i>anxiously, degrees, tense, ingredients, recommended, remarked, festive, cross</i>
	Apply Vocabulary	Parts of a Dictionary
	Grammar	Verb Tenses
Writing	Writing Mode	Informative Writing
	Writing Form	Draft an Explanatory essay
	Focus Trait	Voice: Using Formal Language
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Give Yourself a Gift</i> Speaking/Listening: Retell the main plot events
	Skill	Hold a Group Discussion
Spelling	Principle	Vowel + /r/ Sound in <i>nurse</i>
	Words	Basic: <i>nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm</i> Review: <i>her, girl</i> Challenge: <i>perfect, hamburger</i>



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Lesson Topic	16- Conservation
Essential Question	Why is it important to take care of our environment?
Anchor Text	<i>Judy Moody Saves the World!</i> (Humorous Fiction)
Paired Selection	"My Smelly Pet" from <i>Judy Moody</i> (Humorous Fiction)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.F CC.1.3.3.K	CC.1.2.3.C CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W	CC.1.5.3.A CC.1.5.3.B CC.1.5.3.C CC.1.5.3.D	CC.1.5.3.G CC.1.4.3.R CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Words with <i>air, ear, are</i>
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Story Structure
	Target Strategy:	Monitor/Clarify
	Supporting Skill	Theme
Language	Vocabulary Strategies	Context Clues
	Domain-Specific Vocabulary	<i>compost, landfill, conserve</i>
	Academic Vocabulary	<i>recycle, project, dripping, carton, complicated, global, rubbish, hardly, shade, pollution</i>
	Apply Vocabulary	Use a Dictionary
	Grammar	What are Adjectives and Articles?
Writing	Writing Mode	Opinion Writing
	Writing Form	Persuasive Letter
	Focus Trait	Ideas: Introducing the Topic and Opinion
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Counting Cans</i> Speaking/Listening: Ask and Answer
	Skill	Report on a Text
Spelling	Principle	Vowel + /r/ Sounds in <i>air</i> and <i>fear</i>
	Words	Basic: <i>air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard</i> Review: <i>buy, year</i> Challenge: <i>earring, compare</i>



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Lesson Topic	17- Fossils
Essential Question	What can fossils tell us about the past?
Anchor Text	<i>The Albertosaurus Mystery: Philip Currie's Hunt in the Badlands</i> (Informational Text)
Paired Selection	<i>Finding Fossils for Fun</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	CC.1.2.3.C CC.1.2.3.F CC.1.2.3.E CC.1.2.3.G CC.1.2.3.H CC.1.2.3.I CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.H CC.1.4.3.I CC.1.4.3.J W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.C CC.1.5.3.D	CC.1.5.3.G CC.1.4.3.L CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Words with /j/ and /s/
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Conclusions
	Target Strategy:	Visualize
	Supporting Skill	Point of View
Language	Vocabulary Strategies	Suffix -ly
	Domain-Specific Vocabulary	<i>paleontology, badlands, field notes, sediment</i>
	Academic Vocabulary	<i>clues, remains, evidence, prove, fossils, skeletons, uncovering, buried, fierce, location</i>
	Apply Vocabulary	Use a Digital Dictionary
	Grammar	Adjectives that Compare
Writing	Writing Mode	Opinion Writing
	Writing Form	Opinion Paragraph
	Focus Trait	Voice: Convincing Voice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Otzi's Story</i> Speaking/Listening: Answer questions in complete sentences
	Skill	Ask and Answer Questions
Spelling	Principle	Words with /j/ and /s/
	Words	Basic: <i>age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge</i> Review: <i>nice, place</i> Challenge: <i>excited, gigantic</i>



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Montgomery County, PA

Lesson Topic	18- Trees
Essential Question	What are some differences among types of trees?
Anchor Text	<i>A Tree is Growing</i> (Informational Text)
Paired Selection	<i>Stopping by Woods on a Snowy Evening</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.K	CC.1.2.3.B CC.1.2.3.C CC.1.2.3.F CC.1.2.3.E CC.1.2.3.G CC.1.2.3.H CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.D	CC.1.5.3.G CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5a L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Words with /k/ and /kw/
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Text and Graphic Features
	Target Strategy:	Question
	Supporting Skill	Domain-Specific Vocabulary
Language	Vocabulary Strategies	Word roots
	Domain-Specific Vocabulary	<i>roots, growth rings, leaves, precipitation, decay</i>
	Academic Vocabulary	<i>pollen, store, clumps, passages, absorb, throughout, coverings, spines, tropical, dissolve</i>
	Apply Vocabulary	Use a Glossary
	Grammar	Using the Verb <i>be</i> and Helping Verbs
Writing	Writing Mode	Opinion Writing
	Writing Form	Problem-and-Solution Paragraph
	Focus Trait	Word Choice: Exact Words
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>The World Tree</i> Speaking/Listening: Ask and answer questions in complete sentences
	Skill	Create an Audio Recording
Spelling	Principle	Spelling the /k/ and /kw/ Sounds
	Words	Basic: <i>shark, check, queen, circus, flake, crack, second, squeeze, quart, squeak, quick, coldest, Africa, Mexico</i> Review: <i>black, thank</i> Challenge: <i>correct, question</i>



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Lesson Topic	19- Social Relationships
Essential Question	How do members of a community help each other?
Anchor Text	<i>Two Bear Cubs</i> (Myth/Play)
Paired Selection	<i>Whose Land Is It?</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.F CC.1.3.3.K	CC.1.2.3.G CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.H CC.1.4.3.I CC.1.4.3.J W.3.4 CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A	CC.1.5.3.G CC.1.4.3.R CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Vowel Sounds in <i>spoon</i> and <i>wood</i>
	Fluency	Reading Rate
Comprehension Skills and Strategies	Target Skill:	Story Structure
	Target Strategy:	Summarize
	Supporting Skill	Story Message
Language	Vocabulary Strategies	Prefixes <i>pre-</i> , <i>re-</i> , <i>bi-</i>
	Related Vocabulary	<i>dilemma, embraced, hinder, commended</i>
	Academic Vocabulary	<i>scolding, greedily, hesitation, ignores, burden, glancing, console, base, drowsy, heroic</i>
	Apply Vocabulary	Use a Digital Glossary
	Grammar	More Irregular Verbs
Writing	Writing Mode	Opinion Writing
	Writing Form	Prewrite a Persuasive Essay
	Focus Trait	Ideas: Thinking About Your Audience
	Write about reading	Performance task
	Research/Media Literacy Skills	Paraphrasing v. Plagiarism
Speaking and Listening	Read aloud	<i>Bear Scare</i> Speaking/Listening: Retell the story
	Skill	NA
Spelling	Principle	Vowel Sounds in <i>spoon</i> and <i>wood</i>
	Words	Basic: <i>mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, food, poach</i> Review: <i>blew, foot</i> Challenge: <i>loose, jewel</i>



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Lesson Topic	20- Climate
Essential Question	What are the coldest places on Earth like?
Anchor Text	<i>Life on the Ice</i> (Informational Text)
Paired Selection	<i>The Raven: An Inuit Myth</i> (Myth)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.C CC.1.3.3.B CC.1.3.3.E CC.1.3.3.G CC.1.3.3.H CC.1.3.3.K	CC.1.2.3.B CC.1.2.3.A CC.1.2.3.F CC.1.2.3.H CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.H CC.1.4.3.I CC.1.4.3.J CC.1.4.3.B CC.1.4.3.C CC.1.4.3.D W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.B CC.1.5.3.C	CC.1.5.3.G CC.1.4.3.R CC.1.3.3.I L.3.5a L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Compound Words
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Main Ideas and Details
	Target Strategy:	Infer/Predict
	Supporting Skill	Literal and Nonliteral Meanings
Language	Vocabulary Strategies	Dictionary and Glossary
	Domain-Specific Vocabulary	<i>equator, Fahrenheit, Celsius, precipitation</i>
	Academic Vocabulary	<i>shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colony</i>
	Apply Vocabulary	Context Sentences
	Grammar	What is an Adverb?
Writing	Writing Mode	Opinion Writing
	Writing Form	Draft a Persuasive Essay
	Focus Trait	Organization: Paragraphs for Reasons
	Write about reading	Performance Task
	Research/Media Literacy Skills	Citing Sources
Speaking and Listening	Read aloud	<i>Clever Colonies</i> Speaking/Listening: Ask and answer questions



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	Skill	NA
Spelling	Principle	Compound Words
	Words	Basic: <i>birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight</i> Review: <i>someone, cannot</i> Challenge: <i>scorekeeper, everybody</i>



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Montgomery County, PA

Lesson Topic	21- Pioneer Life
Essential Question	What was life on the prairie like for the pioneers?
Anchor Text	<i>Sarah, Plain and Tall</i> (Historical Fiction)
Paired Selection	<i>Wagons of the Old West</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.C CC.1.3.3.B CC.1.3.3.F CC.1.3.3.G CC.1.3.3.K		CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.P CC.1.4.3.O W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.D	CC.1.5.3.G CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Base Words and <i>-ed, -ing</i>
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Story Structure
	Target Strategy:	Monitor/Clarify
	Supporting Skill	Point of View
Language	Vocabulary Strategies	Prefix <i>non-</i>
	Domain-Specific Vocabulary	<i>pioneer, expansion, prairie, bonnet</i>
	Academic Vocabulary	<i>prairie, slick, fetch, clattered, sniff, rough, batted, thumped, buzzing, rustle</i>
	Apply Vocabulary	Parts of a Dictionary Entry
	Grammar	Adverbs that Compare
Writing	Writing Mode	Narrative Writing
	Writing Form	Fictional Narrative Paragraph
	Focus Trait	Ideas: Setting the Scene
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Seal's Story</i> Speaking/Listening: Retell the story
	Skill	Hold a Group Discussion
Spelling	Principle	Words with <i>-ed, and -ing</i>
	Words	Basic: <i>coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted</i> Review: <i>making, stopped</i> Challenge: <i>freezing, scared</i>



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Lesson Topic	22- Animal Migration
Essential Question	Why do animals migrate to other places?
Anchor Text	<i>The Journey: Stories of Migration</i> (Informational Text)
Paired Selection	<i>The Grasshopper and the Ant</i> (Fable)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.C CC.1.3.3.K	CC.1.2.3.C CC.1.2.3.F CC.1.2.3.E CC.1.2.3.G CC.1.2.3.H CC.1.2.3.I CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.P W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.D	CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Spelling Changes: <i>-s, -es, -ed, -ing</i>
	Fluency	Phrasing
Comprehension Skills and Strategies	Target Skill:	Compare and Contrast
	Target Strategy:	Visualize
	Supporting Skill	Author's Word Choice
Language	Vocabulary Strategies	Word Roots
	Domain-Specific Vocabulary	<i>adaptation, basic needs, insect, migration</i>
	Academic Vocabulary	<i>survival, migrate, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic</i>
	Apply Vocabulary	Shades of Meaning
	Grammar	Making Comparisons
Writing	Writing Mode	Narrative Writing
	Writing Form	Descriptive Paragraph
	Focus Trait	Word Choice: Using Similes
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>The Taste of Hope</i> Speaking/Listening: Determine the main ideas and supporting details
	Skill	Create an Audio Recording
Spelling	Principle	Changing final <i>y</i> to <i>i</i>
	Words	Basic: <i>cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied, ponies</i> Review: <i>pretty, very</i> Challenge: <i>countries, libraries</i>



School District of Springfield Township

Montgomery County, PA

Lesson Topic	23- Sending Messages
Essential Question	How can people communicate over long distances?
Anchor Text	<i>The Journey of Oliver K. Woodman</i> (Fantasy)
Paired Selection	<i>Moving the U. S. Mail</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.B CC.1.3.3.F CC.1.3.3.K	CC.1.2.3.C CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.O W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W	CC.1.5.3.A CC.1.5.3.B CC.1.5.3.D	CC.1.5.3.G CC.1.4.3.R CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Suffixes <i>-ful, -y, -ous, -ly, -er</i>
	Fluency	Reading Rate
Comprehension Skills and Strategies	Target Skill:	Sequence of Events
	Target Strategy:	Analyze/Evaluate
	Supporting Skill	Formal and Informal Language
Language	Vocabulary Strategies	Suffixes <i>-er, -est</i>
	Domain-Specific Vocabulary	<i>postage stamp, correspondent, e-mail, return address</i>
	Academic Vocabulary	<i>sincere, conversations, managed, inspired, loaded, reunion, loveliest, currently, terror, pleasure</i>
	Apply Vocabulary	Use a Glossary
	Grammar	Possessive Nouns and Pronouns
Writing	Writing Mode	Narrative Writing
	Writing Form	Dialogue
	Focus Trait	Voice: Characters' Feeling
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Piggy Goes to Town</i> Speaking/Listening: Speak in complete sentences when answering questions
	Skill	Recount an Experience
Spelling	Principle	Suffixes <i>-ful, -ly, and -er</i>
	Words	Basic: <i>singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly</i> Review: <i>hopeful, safely</i> Challenge: <i>listener, calmly</i>



Lesson Topic	24- Volcanoes
Essential Question	What changes do volcanoes cause?
Anchor Text	<i>Dog-of-the-Sea-Waves</i> (Realistic Fiction)
Paired Selection	<i>The Land Volcanoes Built</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.F CC.1.3.3.G CC.1.3.3.K	CC.1.2.3.E CC.1.2.3.G CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.P CC.1.4.3.O W.3.4 CC.1.4.3.T CC.1.4.3.V CC.1.4.3.W	CC.1.5.3.A CC.1.5.3.D	CC.1.5.3.G CC.1.3.3.I L.3.5a L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Prefixes <i>un-, pre-, re-, bi-</i>
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Author's Purpose
	Target Strategy:	Question
	Supporting Skill	Analyze Illustrations
Language	Vocabulary Strategies	Shades of Meaning
	Domain-Specific Vocabulary	<i>eruption, magma, mountain, island</i>
	Academic Vocabulary	<i>guided, rippled, arrival, voyage, twisted, aboard, anchor, spotted, bay, lava</i>
	Apply Vocabulary	Use Guidewords
	Grammar	Complex Sentences
Writing	Writing Mode	Narrative Writing
	Writing Form	Prewrite a Fictional Narrative
	Focus Trait	Ideas: Using Vivid Details
	Write about reading	Performance Task
	Research/Media Literacy Skills	Conduct a Research Project
Speaking and Listening	Read aloud	<i>Mapping the World</i> Speaking/Listening: Ask and answer questions
	Skill	NA
Spelling	Principle	Prefixes <i>re-</i> and <i>un-</i>
	Words	Basic: <i>unfold, rejoin, untie, reheat, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure</i> Review: <i>reread, unsafe</i> Challenge: <i>unbuckle, unknown</i>



School District of Springfield Township

Montgomery County, PA

Lesson Topic	25-Mountains
Essential Question	Why do mountain climbers need to be well prepared?
Anchor Text	<i>Mountains: Surviving on Mt. Everest</i> (Informational Text)
Paired Selection	<i>The Big Cleanup</i> (Play)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.C CC.1.3.3.F CC.1.3.3.K	CC.1.2.3.B CC.1.2.3.C CC.1.2.3.F CC.1.2.3.E CC.1.2.3.G CC.1.2.3.H CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.P CC.1.4.3.O W.3.4 CC.1.4.3.T	CC.1.5.3.A CC.1.5.3.C CC.1.5.3.D CC.1.5.3.E CC.1.5.3.F	CC.1.5.3.G CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5a L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Suffixes <i>-less, -ness, -able</i>
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Text and Graphic Features
	Target Strategy:	Infer/Predict
	Supporting Skill	Main Ideas and Details
Language	Vocabulary Strategies	Analogies
	Domain-Specific Vocabulary	<i>peak, summit, range, ridge, landform</i>
	Academic Vocabulary	<i>approached, section, avalanches, increases, equipment, tanks, slopes, altitude, succeed, halt</i>
	Apply Vocabulary	Use a Digital Dictionary
	Grammar	More, Most, <i>-er, -est</i>
Writing	Writing Mode	Narrative Writing
	Writing Form	Draft a Fictional Narrative
	Focus Trait	Word Choice: Choosing Words for Effect
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Extreme Skiing, Extreme Danger</i> Speaking/Listening: Determine the main ideas and supporting details
	Skill	Present a Research Report
Spelling	Principle	Suffixes <i>-less</i> and <i>-ness</i>
	Words	Basic: <i>painless, sickness, sadness, helpless, thankless, kindness, hopeless, darkness, fearless, thickness, careless, goodness, spotless, softness</i> Review: <i>useful, weakly</i> Challenge: <i>breathless, eagerness</i>



School District of Springfield Township

Montgomery County, PA

Lesson Topic	26-Determination
Essential Question	How does having a goal help people succeed?
Long Article	<i>The Foot Race Across America</i> (Narrative Nonfiction)
Short Article	<i>Paca and the Beetle: A Folktale from Brazil</i> (Folktale)
Trade Books (Leveled Readers)	Below: <i>Donavan's Word Jar</i> , Monalisa DeGross (Realistic Fiction) On: <i>Jake Drake, Know-It-All</i> , Andrew Clements (Realistic Fiction) Advanced: <i>Capoeira</i> , George Ancona (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.C CC.1.3.3.K	CC.1.2.3.A CC.1.2.3.G CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.B CC.1.4.3.C CC.1.4.3.P W.3.4 CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.B CC.1.5.3.D	CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5b L.3.5c CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Common Final Syllables <i>-tion, -sion, -ture</i>
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Main Ideas and Details
	Target Strategy:	Analyze/Evaluate
Language	Vocabulary Strategies	Suffix <i>-ion</i>
	Domain-Specific Vocabulary	<i>competition, motivation, victorious, willpower</i>
	Review Vocabulary	<i>principal, proud, announced, advice, loyal, ability, absorb, loveliest, compete, approached</i>
	Grammar	Abbreviations
Writing	Writing Mode	Informative Writing
	Writing Form	Compare-and-Contrast Paragraph
	Focus Trait	Organization: Group-Related Information
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Outrunning Polio</i> Speaking/Listening: Ask questions
	Skill	Brainstorming Problems and Solutions
Spelling	Principle	Words with VCCV Pattern
	Words	Basic: <i>person, helmet, until, carpet, Monday, enjoy, forget, problem, Sunday, garden, order, mistake, umpire, herself</i> Review: <i>after, under</i> Challenge: <i>expect, wisdom</i>



School District of Springfield Township

Montgomery County, PA

Lesson Topic	27- Magnets
Essential Question	How would your life be different without magnets?
Long Article	<i>The Power of Magnets</i> (Expository Nonfiction)
Short Article	<i>Electromagnets and You</i> (Photo Essay)
Trade Books (Leveled Readers)	Below: <i>Donavan's Word Jar</i> , Monalisa DeGross (Realistic Fiction) On: <i>Jake Drake, Know-It-All</i> , Andrew Clements (Realistic Fiction) Advanced: <i>Capoeira</i> , George Ancona (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.K	CC.1.2.3.C CC.1.2.3.G CC.1.2.3.H CC.1.2.3.I CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	W.3.4 CC.1.4.3.X	CC.1.5.3.A	CC.1.4.3.L CC.1.4.3.R CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Double Consonants
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Cause and Effect
	Target Strategy:	Summarize
Language	Vocabulary Strategies	Homographs and Homophones
	Domain-Specific Vocabulary	<i>attract, repel, poles, electromagnet</i>
	Review Vocabulary	<i>research, tools, familiar, gadget, invention, experiment, electric, power, prove, improve</i>
	Grammar	Contractions
Writing	Writing Mode	Informative Writing
	Writing Form	Problem/Solution Paragraph
	Focus Trait	Ideas: Elaborating with Details
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Maglev Trains</i> Speaking/Listening: Explain causes and effects
	Skill	NA
Spelling	Principle	Words with Double Consonants
	Words	Basic: <i>jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, hello, rabbit, letter, button</i> Review: <i>funny, better</i> Challenge: <i>stubborn, mirror</i>



School District of Springfield Township

Montgomery County, PA

Lesson Topic	28- Health and Safety
Essential Question	What are some benefits of being physically active?
Long Article	<i>Becoming Anything He Wants to Be</i> (Biography)
Short Article	<i>My Blue Belt Day!</i> (Journal Entry)
Trade Books (Leveled Readers)	Below: <i>Donavan's Word Jar</i> , Monalisa DeGross (Realistic Fiction) On: <i>Jake Drake, Know-It-All</i> , Andrew Clements (Realistic Fiction) Advanced: <i>Capoeira</i> , George Ancona (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.G CC.1.3.3.K	CC.1.2.3.B CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.B CC.1.4.3.C CC.1.4.3.D CC.1.4.3.T CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.D	CC.1.4.3.R CC.1.4.3.F CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Words with <i>ough</i> and <i>ough</i>
	Fluency	Phrasing
Comprehension Skills and Strategies	Target Skill:	Fact and Opinion
	Target Strategy:	Visualize
Language	Vocabulary Strategies	Word Roots
	Domain-Specific Vocabulary	<i>overcome, agility, barriers, championship</i>
	Review Vocabulary	<i>throughout, textures, peak, steep, tropical, landscape, slopes, altitude, survival, equipment</i>
	Grammar	Commas in Sentences
Writing	Writing Mode	Informative Writing
	Writing Form	Instructions
	Focus Trait	Word Choice: Exact Words
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Rising to the Challenge</i> Speaking/Listening: Determine the main ideas and supporting details
	Skill	Give a Descriptive Presentation
Spelling	Principle	Words with <i>ough</i> and <i>ough</i>
	Words	Basic: <i>taught, thought, rough, laugh, bought, cough, ought, caught, fought, daughter, tough, through, enough, brought</i> Review: <i>was, draw</i> Challenge: <i>sought, naughty</i>



School District of Springfield Township

Montgomery County, PA

Lesson Topic	29- Doing your Best
Essential Question	What can you learn from champions?
Long Article	<i>A New Team of Heroes</i> (Drama)
Short Article	<i>C-H-A-M-P-I-O-N</i> (Informational Text)
Trade Books (Leveled Readers)	Below: <i>Donavan's Word Jar</i> , Monalisa DeGross (Realistic Fiction) On: <i>Jake Drake, Know-It-All</i> , Andrew Clements (Realistic Fiction) Advanced: <i>Capoeira</i> , George Ancona (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.C CC.1.3.3.B CC.1.3.3.K	CC.1.2.3.C CC.1.2.3.H CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.B CC.1.4.3.C CC.1.4.3.D W.3.4 CC.1.4.3.V CC.1.4.3.W CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.D	CC.1.5.3.G CC.1.4.3.R CC.1.3.3.I L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Words Ending in <i>-er</i> or <i>-le</i>
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Understanding Characters
	Target Strategy:	Monitor/Clarify
Language	Vocabulary Strategies	Prefixes <i>un-</i> and <i>dis-</i>
	Domain-Specific Vocabulary	<i>compete, pressure, defense, teammate</i>
	Review Vocabulary	<i>excitement, score, athletes, tense, succeed, league, earn, partners, pleasure, contribute</i>
	Grammar	What is a Preposition?
Writing	Writing Mode	Informative Writing
	Writing Form	Prewrite a Research Report
	Focus Trait	Ideas: Facts and Definitions
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Two Players</i> Speaking/Listening: Hold a discussion
	Skill	Dramatize a Story
Spelling	Principle	Words Ending in <i>-er</i> or <i>-le</i>
	Words	Basic: <i>apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double</i> Review: <i>flower, people</i> Challenge: <i>whistle, character</i>



School District of Springfield Township

Montgomery County, PA

Lesson Topic	30- Working Together
Essential Question	How can children and adults learn from each other?
Long Article	<i>Saving Buster</i> (Realistic Fiction)
Short Article	<i>Acting Across Generations</i> (News Article)
Trade Books (Leveled Readers)	Below: <i>Donavan's Word Jar</i> , Monalisa DeGross (Realistic Fiction) On: <i>Jake Drake, Know-It-All</i> , Andrew Clements (Realistic Fiction) Advanced: <i>Capoeira</i> , George Ancona (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
CC.1.3.3.A CC.1.3.3.C CC.1.3.3.K	CC.1.2.3.B CC.1.2.3.A CC.1.2.3.L	CC.1.1.3.D CC.1.1.3.E	CC.1.4.3.B CC.1.4.3.C CC.1.4.3.D W.3.4 CC.1.4.3.X	CC.1.5.3.A CC.1.5.3.A	CC.1.5.3.G CC.1.4.3.R L.3.5b CC.1.3.3.J

Focus Literacy Skills

Foundation	Decoding	Schwa Sound
	Fluency	Reading Rate
Comprehension Skills and Strategies	Target Skill:	Conclusions
	Target Strategy:	Question
Language	Vocabulary Strategies	Compound Words
	Domain-Specific Vocabulary	<i>donate, city council, theater group, senior center</i>
	Review Vocabulary	<i>worried, certainly, raise, afford, applause, anxiously, dramatic, guided, ingredients, fetch</i>
	Grammar	Correct Pronouns
Writing	Writing Mode	Informative Writing
	Writing Form	Draft a Research Report
	Focus Trait	Organization: Group-Related Information
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Service Dogs</i> Speaking/Listening: Determine the main ideas and supporting details
	Skill	Present a Visual
Spelling	Principle	Words Beginning with <i>a-</i> or <i>be-</i>
	Words	Basic: <i>below, about, belong, around, again, alone, because, above, between, alive, behind, begin, along, before</i> Review: <i>away, went</i> Challenge: <i>awhile, beyond</i>



School District of Springfield Township

Montgomery County, PA