

<u>Big Idea(s) of 4th nine weeks</u>	<u>Concept(s) of 4th nine weeks</u>	<u>Competencies of 4th nine weeks</u>	<u>Essential Questions of 4th nine weeks</u>
	<b>Students will know:</b> <ul style="list-style-type: none"> <li>• Conventions of Language</li> <li>• Word choice</li> <li>• Text evidence</li> <li>• Analysis</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Correctly use conventions</li> <li>• Understand why authors choose words.</li> <li>• Use text evidence to explain and justify answers</li> <li>• Make connections between their answer and the evidence</li> </ul>	
<u><b>Unit/Chapter/Selection of Study</b></u>  <b>Poetry</b> Figurative Language Shades of Meaning Author's word Choice  Conventions Sentence variety	<u><b>Approx. # of weeks - % of time</b></u>  3 weeks	<u><b>PA Academic Standards</b></u>  <b>CC.1.3.3.E</b> 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.  <b>CC.1.3.3.B</b> Ask and answer questions about the text and make inferences from text, referring to text to support responses.  <b>CC.1.3.3.F</b> Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.	<u><b>Assessment Anchors &amp; Eligible Content</b></u>  E03.A-K.1.1.1  E03.A-V.4.1.1 E03.A-V.4.1.2  E04.C.1.2.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4

		<p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>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.</p> <p>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content</p> <p>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.</p>	
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<p><b>Realistic Fiction</b></p> <p><b>Academic Vocabulary:</b> Author's Purpose, Analyze, Illustrations, Shades of Meaning</p> <p><b>Grammar</b> Complex Sentences</p> <p><b>Spelling</b> Prefixes re- and un-</p> <p><b>Writing</b> R. A. C. E Restate the Question in Written Responses Answer the Question in Written Responses Cite Evidence from the Text in Written Responses Evidence Explain connection between the evidence and answer</p> <p>Narrative</p>	<p>1 week</p>	<p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>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)</p>	<p>E03.A-V.4.1.1 E03.A-V.4.1.2</p>

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<p><b>Informational Text</b></p> <p><b>Academic Vocabulary:</b> Text Features, Graphic Features, Main Idea, Details, Infer, Predict, Analogy</p> <p><b>Grammar</b> Words that Compare</p> <p><b>Spelling</b> Suffixes -less and -ness</p> <p><b>Writing</b> R. A. C. E Restate the Question in Written Responses Answer the Question in Written Responses Cite Evidence from the Text in Written Responses Evidence Explain connection between the evidence and answer</p> <p>Fictional Narrative</p>	<p>1 week</p>	<p>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.</p> <p>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).</p> <p>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.</p>	<p>E03.A-V.4.1.1</p>

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<p><b>Trade Books</b></p> <p>Fluency and accurate reading'</p> <p>Decoding with accuracy</p>	<p>2 weeks</p>	<p><b>CC.1.1.3.D</b>  know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p><b>CC.1.1.3.E</b>  Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self correct word recognition and understanding, rereading as necessary</p> <p><b>CC.1.5.3.F</b>  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.</p>	

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<p>Novel Study</p>	<p>2 weeks</p>	<p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	



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