

Subject: Reading Literature

PA Standards:

- CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
- CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.
- CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.
- CC.1.3.3.D Explain the point of view of the author.
- 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.
- 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.
- 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).
- 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.
- 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.
- CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Eligible Content:

- E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: "Story" means narration of events told through the text types of story, drama, or poem.
- E03.A-C.2.1.1 Explain the point of view from which a text is written.
- E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

Reading Literature Resources

When Charlie McButton Lost Power - Reading Street Volume 1 p. 28
What About Me? - Reading Street Volume 1 p. 64
How the Desert Tortoise Got Its Shell - Reading Street Volume 1 p. 82
Kumak's Fish - Reading Street Volume 1 p. 98
My Rows and Piles of Coins - Reading Street Volume 1 p. 168
I Wanna Iguana - Reading Street Volume 1 p. 240
Prudy's Problem and How She Solved It - Reading Street Volume 1 Volume 1 p. 275
Tops and Bottoms - Reading Street Volume 1 Volume 1 p. 308
The Hare and the Tortoise - Reading Street Volume 1 p. 330
Fairy Tale News from Hidden Forest - Reading Street Volume 1 p. 358
Pushing Up the Sky - Reading Street Volume 1 p. 412
Catch It and Run - Reading Street Volume 1 p. 429
Riddles in Science - Reading Street Volume 1 p. 462
A Symphony of Whales - Reading Street Volume 1 p. 476
Paul Bunyan and the Great Lakes - Reading Street Volume 2 p. 80
Marvelous Marble Mania - Reading Street Volume 2 p. 110
Fly, Eagle, Fly! - Reading Street Volume 2 p. 158
Purple Coyote - Reading Street Volume 2 p. 176
Suki's Kimono - Reading Street Volume 2 p. 198
I Love Saturdays y domingos - Reading Street Volume 2 p. 230
Good Bye, 382 Shin Dang Dong - Reading Street Volume 2 p. 262
Sing a Song of People - Reading Street Volume 2 p. 284
Jalapeno Bagels - Reading Street Volume 2 p. 296
Me and Uncle Romie - Reading Street Volume 2 p. 328
Happy Birthday Mr. Kang - Reading Street Volume 2 p. 402
Two Bad Ants - Reading Street Volume 2 p. 468
Atlantis: The Legend of a Lost City - Reading Street Volume 2 p. 502
The Monster in the Maze - Reading Street Volume 2 p. 524

Subject: Reading Informational Texts

PA Standards:

- CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
- CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- 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.
- CC.1.2.3.D Explain the point of view of the author.
- CC.1.2.3.E Use text features and search tools to locate and interpret information.
- CC.1.2.3.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.
- CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
- CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.
- CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.
- 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.
- 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.
- CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Eligible Content:

- E03.B-K.1.1.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- E03.B-K.1.1.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- E03.B-K.1.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- E03.B-C.2.1.1: Explain the point of view from which a text is written.
- E03.B-C.2.1.2: Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.
- E03.B-C.3.1.1: Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- E03.B-C.3.1.2: Compare and contrast the most important points and key details presented in two texts on the same topic.
- E03.B-C.3.1.3: Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- E03.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- E03.B-V.4.1.2: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

Reading Informational Texts Resources

How a Kite Changed the World - Reading Street Volume 1 p. 50
How to Catch a Fish - Reading Street Volume 1 p. 118
Supermarket - Reading Street Volume 1 p. 131
Money Long Ago - Reading Street Volume 1 p. 155
Learning About Money - Reading Street Volume 1 p. 188
Penguin Chick - Reading Street Volume 1 p. 208
Plants: Fitting into Their World - Reading Street Volume 1 p. 226
The Big Soccer Game - Reading Street Volume 1 p. 261
Meeting the Challenge of Collecting - Reading Street Volume 1 p. 294
Amazing Bird Nests - Reading Street Volume 1 p. 342
How Do You Raise a Raisin - Reading Street Volume 1 p. 378
Worms at Work- Reading Street Volume 1 p. 398
Seeing Stars - Reading Street Volume 1 p. 446
He Listens to Whales - Reading Street Volume 1 p. 496
Around One Cactus - Reading Street Volume 1 p. 510
The Water Cycle - Reading Street Volume 1 p. 532
The Man Who Invented Basketball - Reading Street Volume 2 p. 28
My Turn at Bat - Reading Street Volume 2 p. 46
Hottest, Coldest, Highest, Deepest - Reading Street Volume 2 p. 62
Rocks in His Head - Reading Street Volume 2 p. 94
America's Champion Swimmer - Reading Street Volume 2 p. 124
Women Athletes - Reading Street Volume 2 p. 144
Clothes: Bringing Cultures Together - Reading Street Volume 2 p. 216
Communities Celebrate Cultures - Reading Street Volume 2 p. 250
Foods of Mexico - Reading Street Volume 2 p. 314
Country to City - Reading Street Volume 2 p. 354
The Story of the Statue of Liberty - Reading Street Volume 2 p. 374
A Nation of Immigrants - Reading Street Volume 2 p. 390
Once Upon a Constitution - Reading Street Volume 2 p. 424
Talking Walls - Reading Street Volume 2 p.438
The History of Palindromes - Reading Street Volume 2 p. 456
Hiking Safety Tips - Reading Street Volume 2 p. 490

Subject: Narrative Writing

PA Standards:

- CC.1.4.3.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.
- CC.1.4.3.O 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 Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
- CC.1.4.3.Q Choose words and phrases for effect.
- CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Eligible Content:

- E03C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
- E03C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.
- E03C.1.3.3 Use temporal words and phrases to signal event order.
- E03C.1.3.4 Provide a sense of closure.
- E03.D.1.1.1- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- E03.D.1.1.2- Form and use regular and irregular plural nouns.
- E03.D.1.1.3- Use abstract nouns (e.g., childhood).
- E03.D.1.1.4 Form and use regular and irregular verbs.
- E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.
- E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- E03.D.1.1.8 Use coordinating and subordinating conjunctions.
- E03.D.1.1.9 Produce simple, compound, and complex sentences.
- E03.D.1.2.1 Capitalize appropriate words in titles.
- E03.D.1.2.2 Use commas in addresses.
- E03.D.1.2.3 Use commas and quotation marks in dialogue.
- E03.D.1.2.4 Form and use possessives.
- E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Learning Goals:

- Write a narrative and develop with main ideas and supporting details.
- Develop narrative using each step of the writing process.
- Use dialogue appropriately in narrative (use quotation marks).
- Include a beginning, middle, and end.

Subject: Opinion/Argumentative Writing

PA Standards:

- CC.1.4.3.H Introduce the topic and state an opinion on the topic.
- CC.1.4.3.I Support an opinion with reasons.
- CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
- CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.
- CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Eligible Content:

- E03.C.1.1.1: Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.
- E03.C.1.1.2: Provide reasons that support the opinion.
- E03.C.1.1.3: Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.
- E03.C.1.1.4: Provide a concluding statement or section.
- E03.D.1.1.9: Produce simple, compound, and complex sentences.
- E03.D.2.1.1: Choose words and phrases for effect.
- E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- E03.D.1.1.2: Form and use regular and irregular plural nouns.
- E03.D.1.1.3: Use abstract nouns (e.g., childhood).
- E03.D.1.1.4: Form and use regular and irregular verbs.
- E03.D.1.1.5: Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent agreement.
- E03.D.1.1.7: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- E03.D.1.1.8: Use coordinating and subordinating conjunctions.
- E03.D.1.1.9: Produce simple, compound, and complex sentences.
- E03.D.1.2.1: Capitalize appropriate words in titles.
- E03.D.1.2.2: Use commas in addresses.
- E03.D.1.2.3: Use commas and quotation marks in dialogue.
- E03.D.1.2.4: Form and use possessives.
- E03.D.1.2.5: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- E03.D.1.2.6: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Learning Goals:

- Establish a clear position on an issue or question.
- Support the position with details, reasons, facts, and examples as evidence.
- Convince readers to think or act in a certain way.
- Use persuasive words to make reasons more convincing.
- Organize ideas and facts in order of importance.
- Develop opinion using each step of the writing process.

Subject: Informational/Explanatory Writing

PA Standards:

- CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.3.B Identify and introduce the topic.
- CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.
- CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
- CC.1.4.3.E Choose words and phrases for effect.
- CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Eligible Content:

- E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer's purpose.
- E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.
- E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- E03.C.1.2.4: Provide a concluding statement or section.
- E03.D.2.1.1: Choose words and phrases for effect.
- E03.D.1.1.1- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- E03.D.1.1.2- Form and use regular and irregular plural nouns.
- E03.D.1.1.3- Use abstract nouns (e.g., childhood).
- E03.D.1.1.4 Form and use regular and irregular verbs.
- E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.
- E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- E03.D.1.1.8 Use coordinating and subordinating conjunctions.
- E03.D.1.1.9 Produce simple, compound, and complex sentences.
- E03.D.1.2.1 Capitalize appropriate words in titles.
- E03.D.1.2.2 Use commas in addresses.
- E03.D.1.2.3 Use commas and quotation marks in dialogue.
- E03.D.1.2.4 Form and use possessives.
- E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Learning Goals:

- Establish a central idea.
- Support central idea with facts, details, and explanations.
- Organize information into paragraphs with topic sentences.
- End with a concluding statement.

Subject: Speaking and Listening

PA Standards:

- 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 Ask and answer questions about information from a speaker, offering appropriate detail.
- 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.
- 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.
- CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

Eligible Content:

- No eligible content.

Learning Goals: Students should participate in class presentations of introductions, news reports, telling a story, panel discussions, book reports, speeches, persuasive speeches, interviews, commercials, voice mails, oral reports, drama, weather forecasts, sportscasts, book reviews, radio advertisements, retelling a story, song, or poem, announcements, expressing opinions, creating a talk show.

- Clearly expressing ideas
- Speaking clearly and in complete sentences
- Using adequate volume
- Literary Elements
- Background Knowledge
- Sequence
- Summarize
- Visualize
- Compare/Contrast
- Author's Purpose
- Story Structure
- Monitor and Clarify
- Drawing Conclusions
- Questioning

Listening and Speaking Resources

Description - Reading Street Volume 1 p. 89
Tell a Story - Reading Street Volume 1 p. 121
Panel Discussion - Reading Street Volume 1 p. 159
Book Report - Reading Street Volume 1 p. 193
Speech - Reading Street Volume 1 p. 231
Persuasive Speech - Reading Street Volume 1 p. 265
Presentation - Reading Street Volume 1 p. 299
Description - Reading Street Volume 1 p. 363
Drama - Reading Street Volume 1 p. 437
Voice Mail - Reading Street Volume 1 p. 467
Description - Reading Street Volume 1 p. 501
Oral Report - Reading Street Volume 1 p. 537
Presentation - Reading Street Volume 2 p. 53
Interview - Reading Street Volume 2 p. 115
Sportscast - Reading Street Volume 2 p. 149
Book Review - Reading Street Volume 2 p. 183
Introduction - Reading Street Volume 2 p. 221
Drama - Reading Street Volume 2 p. 253
Song or Poem - Reading Street Volume 2 p. 287
Retelling - Reading Street Volume 2 p. 359
Announcement - Reading Street Volume 2 p. 393
Express an Opinion - Reading Street Volume 2 p. 429
Description - Reading Street Volume 2 p. 493
Song - Reading Street Volume 2 p. 531

Pearson Reading Street Assessments

- Fluency: WPM (weekly or end of each unit)
- Pearson Weekly Assessment:
 - Vocabulary
 - Phonics/Word Analysis
 - Comprehension:
 - Differentiate- Fresh Reads for Fluency and Comprehension

(*Benchmark Assessment- Pearson Progress Monitoring- weekly and biweekly)

Pearson Reading Street Resources

- Assessment Handbook (Beginning-of-Year Assessment, Managing Assessment)
- Weekly Tests (Assessed skills for each week)
- Fresh Reads for Fluency and Comprehension (Differentiation Options)
- Writing to Sources (Writing Prompts and rubrics)
- Practice Station Flip Charts (Center Work)
- Retelling Cards and Vocabulary Picture Cards

Resources

- **Websites:**
 - www.superteacherworksheets.com
 - www.teacherspayteachers.com
 - www.myteacherpages.com/webpages/cristymiller/
 - www.pearsonsuccess.net
- **Books:**
 - MacMillan Language Arts Today
 - Harcourt Language Arts (Frog Book)
 - Reading Street Sleuth
 - Reading Street Leveled Readers
 - Common Core Coach Book
- **Exemplar Texts:**

See Appendix B- 2nd-3rd Grade Exemplar Texts