

# Reading Curriculum

Marking Period	Topics	Learning Objectives	PA Core Standards	Eligible Content	Assessment Anchor	Suggested Literature	Spelling Words	Text Dependent Analysis	Additional Literature to Support Skill	Assessment
Quarter 1	<ul style="list-style-type: none"><li>• Character</li><li>• Plot</li></ul>	The student will identify the literary elements of text (major and minor characters, setting, plot, exposition, rising action, climax, falling action, resolution, mood, tone, moral, theme, narration).	CC.1.1.3.5.A CC.1.1.3.5.C	E05.A-K1.1.1 E05.A-K1.1.2 E05.A-K1.1.3	E05.A-K.1.1	"Red Kayak"	Spelling lesson paired with the selection "The Gymnast"  (Unit 4 Week 5)	Pearson's "Think Critically" page following correlating selection	<ul style="list-style-type: none"><li>• "Mahalia Jackson"</li><li>• "The Stormi Giovanni Club"</li></ul>	<ul style="list-style-type: none"><li>• Pearson's assessment</li><li>• Teacher designed assessment</li></ul>
Quarter 1	<ul style="list-style-type: none"><li>• Main Idea/ Supporting Details</li></ul>	The student will be able to determine main ideas and develop generalizations about text and explain which key details support them.	CC.1.2.5.A	E05.B-K.1.1.1 E05.B-K1.1.2	E05.B-K.1.1	"Leonardo's Horse"	Spelling lesson paired with the selection "Tripping Over the Lunch Lady"  (Unit 4 Week 2)	Pearson's "Think Critically" page following correlating selection	<ul style="list-style-type: none"><li>• "Mahalia Jackson"</li></ul>	<ul style="list-style-type: none"><li>• Pearson's assessment</li><li>• Teacher designed assessment</li></ul>

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Quarter 1	• Theme	The student will determine the theme of narratives, dramas, poetry, and nonfiction pieces and how the theme relates to the topic.	CC.1.3.5.A	E05.A-K.1.1.2	E05.A-K.1.1	"Island of the Blue Dolphins"	Spelling lesson paired with the selection "Exploding Ants"  (Unit 4 Week 3)	Pearson's "Think Critically" page following correlating selection		<ul style="list-style-type: none"><li>• Pearson's assessment</li><li>• Teacher designed assessment</li></ul>
Quarter 1	• Compare and Contrast	The student will compare and contrast stories in the same genre, literature of different genres, and fiction to nonfiction text (theme, topic, point of view, and structure).	CC.1.2.5.D CC.1.2.5.E CC.1.3.5.D CC.1.3.5.H	E05.A-C.3.1.1 E05.B-C.2.1.2 E05.B-C.2.1.1 E05.A-K.1.1.3	E05.A-C.3.1 E05.B-C.2.1 E05.B-C.2.1 E05.A-K.1.1	"At the Beach"	Spelling lesson paired with the selection "The Truth About Austin's Amazing Bats"  (Unit 6 Week 1)	Pearson's "Think Critically" page following correlating selection		<ul style="list-style-type: none"><li>• Pearson's assessment</li><li>• Teacher designed assessment</li></ul>

Introduce during Quarter 1 Ongoing throughout school year	• Following Directions	<ul style="list-style-type: none"><li>•The student will perform and carry out written or oral multi-step directions.</li><li>•When given multi-step instructions, the student will correctly identify the steps necessary to complete the desired outcome.</li><li>•The student will break tasks into smaller components in order to complete multi-step instructions.</li></ul>	CCSS.ELA-LITERACY.SL.K.1.A, AL.2 AL.2 2.A AL.2.2.B AL2 2.C			* Not addressed in Pearson's Reading Street			<p>Suggested activities for students:</p> <ul style="list-style-type: none"><li>•highlight meaningful words</li><li>•paraphrase/summarize directions</li><li>•organize directives logically, chronologically and in order of importance</li><li>•break down multi-step tasks into smaller, manageable components (Teachers can find many fun,yet challenging, following directions activities when doing a websearch for "following directions activies upper elementary students")</li></ul>	• Teacher designed assessment
Introduce during Quarter 1 Ongoing throughout school year	• Vocabulary	The student will use context clues (synonyms, antonyms, examples, definitions, cause/effect relationships, comparisons, homographs....)to identify the meaning of words and phrases.	CC.1.3.5.F CC.1.3.5.I CC.1.3.5.J	E05.A-V.4.1.2 E05.A-V.4.1.1	E05.A-V.4.1	* Not addressed in Pearson's Reading Street				• Teacher designed assessment

Introduce during Quarter 1 Ongoing throughout school year	• Text-Dependent Analysis	The student will draw evidence from literary or informational texts to support analysis, reflection, and/or research.	CC.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.E CC.1.4.5.F CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.K CC.1.4.5.L CC.1.4.5.S	E05.E.1.1.1 E05.E.1.1.2 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5 E05.E.1.1.6	E05.E.1	• Scott Foresman Reading Street: <i>Writing to Sources</i>		Pearson's "Think Critically" page following correlating selection	• Readworks.org •www.commonlit.org •www.education.com • Moby Max	• Teacher designed assessment
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Quarter 1	<ul style="list-style-type: none"><li>• Word Structure/ Suffixes: -less, -ful</li><li>• Affixes</li><li>• Latin Roots</li></ul>	<p>The student will use common grade appropriate Greek and Latin affixes and roots to determine meanings of words.</p> <p><b>Prefix:</b> pre-, re-, non-, auto-, <b>over-</b>, mis-, <b>de-</b>, <b>under-</b>, bi-, tri-, quad-, oct-, <b>sub-</b>, fore-, semi-, anti-, multi-, poly-, deca-, <b>deci-</b>, <b>kilo-</b>, <b>milli-</b>, <b>centi-</b>,<b>un-</b>, <b>dis-</b>, <b>out-</b>, <b>super-</b>, <b>ill-</b>, <b>im-</b>, <b>in-</b>, <b>ir-</b></p> <p><b>Suffix:</b> <b>-tion</b>, -ial, -ness, -ment, -en, <b>-ble</b>, -ive, <b>-logy</b>, -ence, -sion, -ation, <b>-ous</b>, <b>-ful</b>, <b>-less</b>, <b>-ist</b>, <b>-ism</b></p> <p><b>Root:</b> <b>man</b>, <b>rupt</b>, <b>terra</b>, <b>geo</b>, <b>photo</b>, tract, meter, struct, video, logo, <b>aud</b>, <b>dict</b>, <b>script</b>, chron, <b>scrib</b>, <b>therm</b>, trans, luna, <b>port</b>, <b>deci</b>, <b>bio</b>, <b>phobia</b>,<b>tele</b>, <b>ped</b>, <b>di</b>, <b>auto</b>, <b>phono</b>, <b>ject</b>, <b>spec</b></p>	CC.1.3.5.F, CC.1.3.5.I, CC.1.3.5.J	E05.A-V.4.1.2 E05.A-V.4.1.1	E05.A-V.4.1	"King Midas and the Golden Touch"	Spelling lesson paired with the selection "King Midas and the Golden Touch"  (Unit 6 Week 3)	Pearson's "Think Critically" page following correlating selection		<ul style="list-style-type: none"><li>• Pearson's assessment</li><li>• Teacher designed assessment</li></ul>

To be completed by the end of the first quarter							Spelling Lessons paired with the following selections: <ul style="list-style-type: none"><li>• "Ten Mile Day" (Unit 1 Week 5)</li><li>• "The Midnight Ride of Paul Revere" (Unit 2 Week 5)</li></ul>	Pearson's "Think Critically" page following correlating selection		
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Quarter 2	<ul style="list-style-type: none"><li>• Inferring</li></ul>	The student will be able to make accurate inferences to demonstrate understanding of text.	CC.1.3.5.B	E05.A-K.1.1.1	E05.A-K.1.1	"Hold the Flag High"	Spelling lesson paired with the selection "Hold the Flag High"  (Unit 2 Week 2)	Pearson's "Think Critically" page following correlating selection		<ul style="list-style-type: none"><li>• Pearson's assessment</li><li>• Teacher designed assessment</li></ul>
Quarter 2	<ul style="list-style-type: none"><li>• Author's Purpose</li></ul>	The student will identify author's purpose and explain possible reasons for author's use of point of view, choice of evidence, and description of events.	CC.1.3.5.D CC.1.2.5.H	E05.A-C.2.1.1 E05.B-C.3.1.1	E05.A-C.2.1 E05.B-C.3.1	"A Summer's Trade"	Spelling lesson paired with the selection "A Summer's Trade"  (Unit 2 Week 4)	Pearson's "Think Critically" page following correlating selection	<ul style="list-style-type: none"><li>• "The Midnight Ride of Paul Revere"</li><li>• "Talk with an Astronaut"</li></ul>	<ul style="list-style-type: none"><li>• Pearson's assessment</li><li>• Teacher designed assessment</li></ul>

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Quarter 2	<ul style="list-style-type: none"><li>• Compare and Contrast</li><li>• Story Structure</li></ul>	The student will identify the literary elements of text (major and minor characters, setting, plot, exposition, rising action, climax, falling action, resolution, mood, tone, moral, theme, narration).	CC.1.2.5.C CC.1.3.5.D	E05.B-K.1.1.3 E05.A-C.2.1.1	E05.B-K.1.1,	"The Ch'i-lin Purse"  "The Stormi Giovanni Club"	Spelling lesson paired with the selection "Talk with an Astronaut"  (Unit 5 Week 3)  Spelling lesson paired with the selection "The Stormi Giovanni Club"  (Unit 4 Week 4)	Pearson's "Think Critically" page following correlating selection	<ul style="list-style-type: none"><li>• "Mahalia Jackson"</li><li>• "King Midas and the Golden Touch"</li><li>• "Ten Mile Day"</li><li>• "The Mystery of Saint Matthew Island"</li></ul>	<ul style="list-style-type: none"><li>• Pearson's assessment</li><li>• Teacher designed assessment</li></ul>
Quarter 2	<ul style="list-style-type: none"><li>• Text Structure</li></ul>	The student will identify the structure, state the purpose of the structure, and demonstrate the ability to compare and contrast it to structures in other texts (chronology, cause/effect, problem/solution, compare/contrast, description, and question/answer).	CC.1.1.3.5.A CC.1.1.3.5.C	E05.A-K1.1.1 E05.A-K1.1.2 E05.A-K1.1.3	E05.A-K.1.1	"The Mystery of Saint Matthew Island"	Spelling lesson paired with the selection "The Mystery of Saint Matthew Island"  (Unit 6 Week 2)	Pearson's "Think Critically" page following correlating selection	<ul style="list-style-type: none"><li>• "Mahalia Jackson"</li><li>• "Ten Mile Day"</li></ul>	<ul style="list-style-type: none"><li>• Pearson's assessment</li><li>• Teacher designed assessment</li></ul>



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To be completed by the end of the second quarter							Spelling Lesson paired with the following selection: "Journey to the Center of the Earth"  (Unit 5 Week 4)			
Quarter 3	<ul style="list-style-type: none"><li>Graphic Sources</li></ul>	The student will identify, determine purpose, and interpret text features (headings, graphics, charts, captions, diagrams, types of font, table of contents, glossary, index, maps, appendices).	CC1.2.5.E	E05.B-C.2.1.2	E05.B-C.2.1	<p>"Special Effects Film and Television"</p> <p>"The Unsinkable Wreck of the R.M.S. Titanic"</p>	<p>Spelling lesson paired with the selection "Special Effects Film and Television" (Unit 3 Week 5)</p> <p>Spelling Lesson paired with the selection "Sweet Music in Harlem" (Unit 6 Week 5)</p>	Pearson's "Think Critically" page following correlating selection	<ul style="list-style-type: none"><li>"Exploding Ants"</li></ul>	<ul style="list-style-type: none"><li>Pearson's assessment</li><li>Teacher designed assessment</li></ul>

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Quarter 3	• Literary Devices	The student will identify, determine purpose, and interpret meaning of literary devices (metaphor, simile, personification, idioms, adages, proverbs, irony, flashback, foreshadowing, alliteration, hyperbole, oxymoron).	CC.1.2.5.G	E05.B-C.3.1.3	E05.B-C.3.1	* This is not addressed in Pearson's Reading Street			• Coach Books	• Teacher designed assessment
To be completed by the end of the third quarter							Spelling Lesson paired with the following selection: "Ghost Towns of the American West"  (Unit 5 Week 5)			
Quarter 4 suggestions	• Vocabulary	The student will use relationships between vocabulary words to demonstrate understanding (part/whole, item/category, synonym/antonym).	CC.1.3.6.I CC.1.3.6.J	E06.A-V.4.1.2	E06.A-V.4.1	* This is not addressed in Pearson's Reading Street	Teacher's Choice			• Teacher designed assessment



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