

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS AND ANCHORS

COURSE: English Language Arts

GRADE: 3

STRAND: Foundational Skills

TIME FRAME: Year-long

PA CORE STANDARD

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.

ESSENTIAL CONTENT

Phonics and Word Recognition

- CC.1.1.3.D - Know and apply grade-level phonics and word analysis skills in decoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multi-syllable words.
 - Read grade-appropriate irregularly spelled words.

Fluency

- CC.1.1.3.E - Read with accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

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COURSE STANDARDS AND ANCHORS	
COURSE: English Language Arts	GRADE: 3
STRAND: Reading Informational Text	TIME FRAME: Year-long

PA CORE STANDARD
1.2 Reading Informational Text <i>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</i>

ESSENTIAL CONTENT
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> ● Main Idea: <ul style="list-style-type: none"> ○ <u>CC.1.2.3.A</u> - Determine the main idea of a text; recount the key details and explain how they support the main idea. ● Text Analysis: <ul style="list-style-type: none"> ○ <u>CC.1.2.3.B</u> - Ask and answer questions about the text and make inferences from text; refer to text to support responses. ○ <u>CC.1.2.3.C</u> - 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. <p>Craft and Structure</p> <ul style="list-style-type: none"> ● Point of View <ul style="list-style-type: none"> ○ <u>CC.1.2.3.D</u> - Explain the point of view of the author. ● Text Structure <ul style="list-style-type: none"> ○ <u>CC.1.2.3.E</u> - Use text features and search tools to locate and interpret information. ● Vocabulary <ul style="list-style-type: none"> ○ <u>CC.1.2.3.F</u> - 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>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ● Diverse Media <ul style="list-style-type: none"> ○ <u>CC.1.2.3.G</u> - Use information gained from text features to demonstrate understanding of a text. ● Evaluating Arguments <ul style="list-style-type: none"> ○ <u>CC.1.2.3.H</u> - Describe how an author connects sentences and paragraphs in a text to support particular points. ● Analysis Across Texts <ul style="list-style-type: none"> ○ <u>CC.1.2.3.I</u> - Compare and contrast the most important points and key details presented in two texts on the same topic. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ○ <u>CC.1.2.3.J</u> - Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. ○ <u>CC.1.2.3.K</u> - 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>Range of Reading</p> <ul style="list-style-type: none"> ○ <u>CC.1.2.3.L</u> - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Key Ideas and Details: E03.B-K.1

- E03.B-K.1.1 – Demonstrate understanding of key ideas and details in informational texts.
 - 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.

Craft and Structure: E03.B-C.2

- E03.B-C.2.1 – Demonstrate understanding of craft and structure in informational texts.
 - 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.

Integration of Knowledge and Ideas: E03.B-C.3

- E03.B-C.3.1 – Demonstrate understanding of connections within, between, and/or among informational texts.
 - 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).

Vocabulary Acquisition and Use – E03.B-V.4

- E03.B-V.4.1 – Demonstrate an understanding of vocabulary and figurative language in informational texts.
 - 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.
 - Use context as a clue to the meaning of a word or phrase.
 - 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).
 - Determine the meaning of general academic and domain-specific words and phrases used in a text.
 - 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.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

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COURSE STANDARDS AND ANCHORS

COURSE: English Language Arts	GRADE: 3
STRAND: Reading Literature	TIME FRAME: Year-long

PA CORE STANDARD

1.3 Reading Literature

Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details

- **Theme:**
 - CC.1.3.3.A - Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
- **Text Analysis:**
 - CC.1.3.3.B - Ask and answer questions about the text and make inferences from text, referring to text to support responses.
- **Literary Elements:**
 - CC.1.3.3.C - Describe characters in a story and explain how their actions contribute to the sequence of events.

Craft and Structure

- **Point of View**
 - CC.1.3.3.D - Explain the point of view of the author.
- **Text Structure**
 - CC.1.3.3.E - Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.
- **Vocabulary**
 - 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.

Integration of Knowledge and Ideas

- **Sources of Information**
 - CC.1.3.3.G - Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **Text Analysis**
 - CC.1.3.3.H - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Vocabulary Acquisition and Use

- **Strategies**
 - CC.1.3.3.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
 - 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.

Range of Reading

- CC.1.3.3.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

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ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Key Ideas and Details: E03.A-K.1

- E03.A-K.1.1 – Demonstrate understanding of key ideas and details in literature.
 - 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.1.1.2 – 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.1.1.3 – Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.
 - “Story” means narration of events told through the text types of story, drama, or poem.

Craft and Structure: E03.A-C.2

- E03.A-C.2.1 – Demonstrate understanding of craft and structure in literature.
 - E03.A-C.2.1.1 – Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations.
 - “Story” means narration of events told through the text types of story, drama, or poem.

Integration of Knowledge and Ideas: E03.A-C.3

- E03.A-C.3.1 – Demonstrate understanding of connections within, between, and/or among texts.
 - E03.A-C.3.1.1 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
 - “Story” means narration of events told through the text types of story, drama, or poem.

Vocabulary Acquisition and Use – E03.A-V.4

- E03.A-V.4.1 – Demonstrate an understanding of vocabulary and figurative language in literature.
 - 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.
 - Use context as a clue to the meaning of a word or phrase.
 - 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).
 - 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.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

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COURSE STANDARDS AND ANCHORS	
COURSE: English Language Arts	GRADE: 3
STRAND: Writing	TIME FRAME: Year-long

PA CORE STANDARD
1.4 Writing <i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i>

ESSENTIAL CONTENT
<p>Informative/Explanatory</p> <ul style="list-style-type: none"> ○ <u>CC.1.4.3.A</u> - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly • Focus <ul style="list-style-type: none"> ○ <u>CC.1.4.3.B</u> - Identify and introduce the topic. • Content <ul style="list-style-type: none"> ○ <u>CC.1.4.3.C</u> - Develop the topic with facts, definitions, details, and illustrations, as appropriate. • Organization <ul style="list-style-type: none"> ○ <u>CC.1.4.3.D</u> - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. • Style <ul style="list-style-type: none"> ○ <u>CC.1.4.3.E</u> - Choose words and phrases for effect. • Conventions of Language <ul style="list-style-type: none"> ○ <u>CC.1.4.3.F</u> - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <p>Opinion/Argumentative</p> <ul style="list-style-type: none"> ○ <u>CC.1.4.3.G</u> - Write opinion pieces on familiar topics or texts. • Focus <ul style="list-style-type: none"> ○ <u>CC.1.4.3.H</u> - Introduce the topic and state an opinion on the topic. • Content <ul style="list-style-type: none"> ○ <u>CC.1.4.3.I</u> - Support an opinion with reasons. • Organization <ul style="list-style-type: none"> ○ <u>CC.1.4.3.J</u> - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. • Style <ul style="list-style-type: none"> ○ <u>CC.1.4.3.K</u> - Use a variety of words and sentence types to appeal to the audience. • Conventions of Language <ul style="list-style-type: none"> ○ <u>CC.1.4.3.L</u> - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <p>Narrative</p> <ul style="list-style-type: none"> ○ <u>CC.1.4.3.M</u> - Write narratives to develop real or imagined experiences or events. • Focus <ul style="list-style-type: none"> ○ <u>CC.1.4.3.N</u> - Establish a situation and introduce a narrator and/or characters. • Content <ul style="list-style-type: none"> ○ <u>CC.1.4.3.O</u> - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Organization <ul style="list-style-type: none"> ○ <u>CC.1.4.3.P</u> - Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. • Style

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- CC.1.4.3.Q - Choose words and phrases for effect.

- **Conventions of Language**

- CC.1.4.3.R - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Response to Literature

- CC.1.4.3.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts

Production & Distribution of Writing

- **Writing Process**

- CC.1.4.3.T - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Technology and Publication

- CC.1.4.3.U - With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Conducting Research

- CC.1.4.3.V - Conduct short research projects that build knowledge about a topic.

Credibility, Reliability, and Validity of Sources

- 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.

Range of Writing

- CC.1.4.3.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Text Types and Purposes: E03.C.1

- E03.C.1.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - 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.C.1.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - 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.C.1.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - E03.C.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.
 - E03.C.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.
 - E03.C.1.3.3 – Use temporal words and phrases to signal event order.
 - E03.C.1.3.4 – Provide a sense of closure.

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Conventions of Standard English: E03.D.1

- E03.D.1.1 – Demonstrate command of the conventions of standard English grammar and usage.
 - 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 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
 - 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.

Knowledge of Language: E03.D.2

- E03.D.2.1 – Use knowledge of language and its conventions.
 - E03.D.2.1.1 – Choose words and phrases for effect.

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COURSE STANDARDS AND ANCHORS	
COURSE: English Language Arts	GRADE: 3
STRAND: Speaking and Listening	TIME FRAME: Year-long

PA CORE STANDARD
1.5 Speaking and Listening <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i>

ESSENTIAL CONTENT
<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> ● Collaborative Discussion <ul style="list-style-type: none"> ○ <u>CC.1.5.3.A</u> - Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others’ ideas and expressing their own clearly. ● Critical Listening <ul style="list-style-type: none"> ○ <u>CC.1.5.3.B</u> - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. ▪ Evaluating Information <ul style="list-style-type: none"> ○ <u>CC.1.5.3.C</u> - Ask and answer questions about information from a speaker, offering appropriate detail. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> ● Purpose, Audience, and Task <ul style="list-style-type: none"> ○ <u>CC.1.5.3.D</u> - 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. ● Context <ul style="list-style-type: none"> ○ <u>CC.1.5.3.E</u> - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification ● Multimedia <ul style="list-style-type: none"> ○ <u>CC.1.5.3.F</u> - 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 <p>Conventions of Standard English</p> <ul style="list-style-type: none"> ○ <u>CC.1.5.3.G</u> - Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

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CONTENT UNITS

COURSE: English Language Arts

GRADE: 3

UNIT 1: Growing and Learning

THEME: How can learning help us grow?

ESSENTIAL QUESTIONS:

- What can stories teach you?
- What can traditions teach you about cultures?
- How do people from different cultures contribute to a community?
- How can problem solving lead to new ideas?
- How do landmarks help us understand our country's story?

UNIT OBJECTIVES:

- Cite relevant evidence from text
- Draw evidence from literature and informational texts
- Describe character, setting, plot; character, sequence
- Visualize
- Write narrative texts
- Conduct short research
- Prewrite, draft, revise, proofread/edit and publish a friendly letter
- Engage in collaborative discussions
- Paraphrase
- Present information
- Distinguish sentence and sentence fragments
- Distinguish sentence types
- Acquire and use academic vocabulary
- Demonstrate understanding of synonyms
- Ask and answer questions
- Write informative texts
- Identify subjects, complete subjects, and compound subjects
- Describe text structure: cause and effect
- Write a personal narrative text
- Explain solutions to problems
- Identify predicates and compound predicates
- Determine main idea & key details
- Write opinion texts
- Produce simple, compound, and complex sentences
- Summarize the text

TERMINOLOGY:

- Close reading
- Word families
- Short vowels, final e, inflectional endings
- Fluency: expression, accuracy, phrasing, rate
- Friendly Letter
- Genre
- Character
- Context clues

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- Sequence
- Compound words
- Metaphors
- Multiple-meaning words
- Summarize
- Plurals
- Synonyms
- Compound words
- Perspective
- Sentence fragment
- Commands
- Exclamations
- Subjects
- Complete Subjects
- Compound Subjects
- Predicates
- Compound predicates
- Sentences: simple, compound, and complex
- Opinion Text
- Narrative Text
- Informational Text
- Personal Narrative
- Text Structure
- Sequence
- Cause and Effect
- Main Idea and Key Details
- Character
- Setting
- Plot
- Evidence
- Visualize
- Writing: prewrite, draft, revise, proofread/edit, and publish
- Writing: voice, organization, ideas, conventions, sentence fluency, and word choice

SUGGESTED EXEMPLAR TEXTS:

- The Stories Julian Tells
- The Boxcar Children
- Ben Franklin and the Magic Squares
- Benjamin Banneker: Pioneering Scientist

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CONTENT UNITS

COURSE: English Language Arts

GRADE: 3

UNIT 2: Figure it Out

THEME: What does it take to solve a problem?

ESSENTIAL QUESTIONS:

- Why is working together a good way to solve a problem?
- Why do people immigrate to new places?
- How do people make government work?
- How can people help animals survive?
- How do people figure things out?

UNIT OBJECTIVES:

- Cite relevant evidence from text
- Determine theme
- Make, confirm, and revise predictions
- Draw evidence from literature
- Write narrative texts
- Conduct Extended Research
- Prewrite, draft, revise a How-to text
- Engage in collaborative discussions
- Paraphrase
- Explain the function of nouns
- Acquire and use academic vocabulary
- Write opinion texts
- Present information on a topic
- Form and use regular and irregular plural nouns
- Use prefixes as clues to the meaning of a word
- Identify author's point of view
- Reread
- Draw evidence from informational text
- Write informative texts
- Prewrite, draft, and revise an essay
- Present information
- Explain the function of nouns, antonyms, subjects, and predicates
- Use suffixes for word meaning
- Identify point of view
- Identify and use possessive nouns
- Demonstrate understanding of similes

TERMINOLOGY:

- Fluency: Intonation, phrasing, rate
- Narrator
- Long vowels
- Closed syllables
- Three letter blends
- Long e

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- Inflectional endings
- Open syllable
- Digraphs
- Theme
- Antonyms
- Predictions
- similes
- Limerick
- Free verse
- Alliteration
- Rhyme
- Expository text
- Writing: prewrite, draft, revise, proofread/edit, and publish
- Writing: voice, organization, ideas, conventions, sentence fluency, and word choice

SUGGESTED EXEMPLAR TEXTS:

- A Big Cheese for the White House
- Lion Dancer: Ernie Wan's Chinese New Year
- Summer Party
- Tops and Bottoms

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CONTENT UNITS

COURSE: English Language Arts

GRADE: 3

UNIT 3: One of a Kind

THEME: Why are individual qualities important?

ESSENTIAL QUESTIONS:

- What makes different animals unique?
- How can one person change the way you think?
- What do we know about Earth and its neighbors?
- What ideas can we get from nature?
- How is each event in history unique?

UNIT OBJECTIVES:

- Cite relevant evidence from text
- Identify problem and solution
- Visualize
- Draw evidence from literature
- Write narrative text
- Pre-write an Opinion Letter
- Engage in collaborative discussions
- Paraphrase
- Present information
- Distinguish verbs in predicates
- Acquire and use academic vocabulary
- Demonstrate understanding of synonyms
- Describe character, setting, plot; cause and effect
- Draft and revise an opinion letter
- Identify present-tense verbs with singular and plural subjects
- Demonstrate understanding of idioms
- Determine main idea and key details
- Summarize text
- Draw evidence from informational texts
- Write informative texts
- Proofread, edit, and publish an Opinion Letter
- Form and use the simple verb tenses
- Use suffixes as clues to the meaning of a word
- Pre-write, draft, and revise a Book Review
- Identify and use future-tense verbs
- Use root words as clues to the meaning of a word
- Determine sequence
- Write opinion text
- Ensure subject-verb and pronoun-antecedent agreement

TERMINOLOGY:

- R-controlled vowels
- Contractions

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- Figurative language
- Fluency: expression, phrasing, accuracy, rate
- Prefixes
- Idioms
- Suffixes
- Problem
- Solution
- Syllables with final e
- Sequence
- Diphthongs
- Root words
- Writing: prewrite, draft, revise, proofread/edit, and publish
- Writing: voice, organization, ideas, conventions, sentence fluency, and word choice

SUGGESTED EXEMPLAR TEXTS:

- First Flight
- Sara, Plain and Tall
- Martin Luther King, Jr. and the March on Washington
- So You Want to Be President?

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CONTENT UNITS

COURSE: English Language Arts

GRADE: 3

UNIT 4: Meet the Challenge

THEME: What are different ways to meet challenges?

ESSENTIAL QUESTIONS:

- What choices are good for us?
- How can you use what you know to help others?
- How do animals adapt to challenges in their habitats?
- How are people able to fly?
- How can others inspire us?

UNIT OBJECTIVES:

- Cite relevant evidence from text
- Describe theme, text structure, compare and contrast
- Identify repetition and rhyme
- Reread
- Identify point of view
- Ask and answer questions
- Draw evidence from literature
- Write narrative, opinion and informative texts
- Conduct extended research
- Prewrite a poem
- Draft and Revise , Preview, Proofread/Edit, Publish a Fictional Narrative
- Engage in collaborative discussions
- Paraphrase
- Present information
- Distinguish linking verbs
- Use contractions with *not*
- Form and use regular and irregular verbs
- Produce simple, compound, and complex sentences
- Acquire and use academic vocabulary
- Demonstrate understanding of multiple meaning-meaning words and metaphors
- Use prefixes, root words as clues to the meaning of a word
- Metaphors

TERMINOLOGY:

- Fluency~ expression, phrasing, intonation, accuracy
- Root words
- Suffixes -er and -est
- Homophones
- R-controlled vowels
- Linking Verbs
- Contractions: *Not*
- Regular and Irregular verbs
- Poems
- Repetition and rhyme

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- Simple , compound and complex sentences
- Prewrite
- Preview
- Draft and revise
- Proofread/edit
- Publish
- Fictional Narrative
- Compare and contrast
- Informational Text
- Adaptations
- Multiple-meaning words
- Compare and contrast
- Sentence clues
- Repetition and rhyme
- Narrative poetry
- Free verse poetry
- Theme
- Metaphor
- Writing: prewrite, draft, revise, proofread/edit, and publish
- Writing: voice, organization, ideas, conventions, sentence fluency, and word choice

SUGGESTED EXEMPLAR TEXTS:

- Stone Fox
- Make Way for Dyamonde Daniel
- Bat Loves the Night
- Gray Wolves

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CONTENT UNITS

COURSE: English Language Arts

GRADE: 3

UNIT 5: Take Action

THEME: What are ways people can take action?

ESSENTIAL QUESTIONS:

- How do we get what we need?
- How can we reuse what we already have?
- How do teams work together?
- What do good citizens do?
- What are different kinds of energy?

UNIT OBJECTIVES:

- Cite relevant evidence from text
- Identify point of view
- Identify author's point of view
- Recount stories
- Ask and answer questions
- Describe cause and effect
- Draw evidence from literature
- Draw evidence from informational texts
- Write narrative texts
- Write informative texts
- Conduct short research
- Prewrite, Draft, Revise, Proofread/Edit, and Publish an Opinion Essay
- Prewrite, Draft, and Revise a book review
- Engage in collaborative discussions
- Paraphrase
- Present information
- Distinguish between singular, plural, personal, and indefinite pronouns
- Identify subject and object pronouns
- Ensure subject-verb and pronoun-antecedent agreement
- Compound Words
- Consonant + *le* syllables
- Form and use possessive pronouns
- Identify when to use pronoun-verb contractions
- Acquire and use academic vocabulary
- Use root words as clues to meaning of a word
- Use sentence clues to understand the meaning of a word
- Use prefixes and suffixes as clues to the meaning of a word
- Demonstrate understanding of homographs
- Demonstrate understanding of homophone

TERMINOLOGY:

- Fluency: Intonation, Phrasing, Rate
- Writing: Prewrite, Draft, Revise, Proofread/Edit, and Publish
- Paraphrase

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- Genre
- Narrative Text
- Informative Text
- Prefixes
- Suffixes
- Homographs
- Homophones
- Singular Pronoun
- Plural Pronoun
- Personal Pronoun
- Indefinite Pronoun
- Subject Pronoun
- Object Pronoun
- Possessive Pronoun
- Pronoun-Verb Contractions
- Point of View
- Author's Point of View
- Cause and Effect
- Open Syllables
- Closed Syllables
- Compound Words
- Homographs
- Homophones
- Writing: prewrite, draft, revise, proofread/edit, and publish
- Writing: voice, organization, ideas, conventions, sentence fluency, and word choice

SUGGESTED EXEMPLAR TEXTS:

- Cam Jansen: The Green School Mystery
- The Lighthouse Family: The Storm
- Susan B. Anthony: Fighter for Women's Rights
- A Medieval Feast

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APPLICABLE TO ALL UNITS

INSTRUCTIONAL STRATEGIES & TOOLS:

- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading
(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think aloud
- Think/pair/share
- Thinking Maps

TEACHER CREATED MATERIALS:

- Double entry journals
- Graphic organizers
- Outlining
- Vocabulary journals
- Skill and drill worksheets to introduce individual reading skills
- Charts
- Diagrams
- Excerpts
- Historical fiction
- Interviews
- Open ended questions
- Writing starters
- Discussion questions
- Picture starters

ASSESSMENTS:

Summative

- DIBELS benchmark assessment
- PSSA
- Portfolio
- Rubric

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Formative

- DIBELS Progress Monitoring
- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Teacher Observation

Diagnostic

- RGR – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- PAST – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- Reading Wonders Diagnostic & Placement Test

REMEDIATION:

- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Re-teaching challenging concepts to gain mastery
- SAS Portal
- Teachertube.com
(As needed, establish baseline via video clips)
- Word analysis mini lessons
- Reading Wonders: Approaching Level and English Language Learner Level

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity
- Reading Wonders: Beyond Level

UTILIZATION OF SPECIALIZED STAFF AS NEEDED:

- ESL Teachers
- Guidance Counselors
- Librarian/Media Specialist
- Reading Specialists
- Instructional Support Teachers
- Related Arts Teachers
- Special Education Teachers

ADDITIONAL RESOURCES:

- McGraw Hill: Reading Wonders
- McGraw Hill: Wonder Works
- McGraw Hill: English Language Development (ELD) Kit
- Study Island
- PSSA Coach Books
- Benchmark Universe