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
    o 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
    o 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.

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 *Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.*

ESSENTIAL CONTENT

Key Ideas and Details
- **Main Idea:**
  - CC.1.2.3.A - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **Text Analysis:**
  - 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.

Craft and Structure
- **Point of View**
  - CC.1.2.3.D - Explain the point of view of the author.
- **Text Structure**
  - CC.1.2.3.E - Use text features and search tools to locate and interpret information.
- **Vocabulary**
  - 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.

Integration of Knowledge and Ideas
- **Diverse Media**
  - CC.1.2.3.G - Use information gained from text features to demonstrate understanding of a text.
- **Evaluating Arguments**
  - CC.1.2.3.H - Describe how an author connects sentences and paragraphs in a text to support particular points.
- **Analysis Across Texts**
  - CC.1.2.3.I - Compare and contrast the most important points and key details presented in two texts on the same topic.

Vocabulary Acquisition and Use
  - 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.

Range of Reading
  - CC.1.2.3.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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, fist/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).

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.

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).

COURSE STANDARDS AND ANCHORS

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

PA CORE STANDARD

1.4 Writing
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ESSENTIAL CONTENT

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

Opinion/Argumentative
- o   CC.1.4.3.G - Write opinion pieces on familiar topics or texts.
- **Focus**
  - o   CC.1.4.3.H - Introduce the topic and state an opinion on the topic.
- **Content**
  - o   CC.1.4.3.I - Support an opinion with reasons.
- **Organization**
  - o   CC.1.4.3.J - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
- **Style**
  - o   CC.1.4.3.K - Use a variety of words and sentence types to appeal to the audience.
- **Conventions of Language**
  - o   CC.1.4.3.L - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Narrative
- o   CC.1.4.3.M - Write narratives to develop real or imagined experiences or events.
- **Focus**
  - o   CC.1.4.3.N - Establish a situation and introduce a narrator and/or characters.
- **Content**
  - o   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.
- **Organization**
  - o   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.
- **Style**

- o CC.1.4.3.Q - Choose words and phrases for effect.
- **Conventions of Language**
  - o 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
  - o 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**
  - o 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
  - o 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
  - o CC.1.4.3.V - Conduct short research projects that build knowledge about a topic.

Credibility, Reliability, and Validity of Sources
  - o 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
  - o 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.
  - o 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.
  - o E03.C.1.1.2 – Provide reasons that support the opinion.
  - o E03.C.1.1.3 – Use linking words and phrases (e.g.; because, therefore, since, for example) to connect an opinion and reasons.
  - o 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.
  - o E03.C.1.2.1 – Introduce a topic for the intended audience, and group related information together to support the writer's purpose.
  - o E03.C.1.2.2 – Develop the topic with facts, definitions, and/or details.
  - o E03.C.1.2.3 – Use linking words and phrases (e.g.; also, another, and, more, but) to connect ideas within categories of information.
  - o 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.
  - o 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.
  - o 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.
  - o E03.C.1.3.3 – Use temporal words and phrases to signal event order.
  - o E03.C.1.3.4 – Provide a sense of closure.

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 us 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.

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 *Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.*

ESSENTIAL CONTENT

Comprehension and Collaboration
- **Collaborative Discussion**
  o 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.
- **Critical Listening**
  o 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.
- **Evaluating Information**
  o CC.1.5.3.C - Ask and answer questions about information from a speaker, offering appropriate detail.

Presentation of Knowledge and Ideas
- **Purpose, Audience, and Task**
  o 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.
- **Context**
  o CC.1.5.3.E - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- **Multimedia**
  o 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

Conventions of Standard English
  o CC.1.5.3.G - Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

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

- 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

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

- 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

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

- 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?

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

- 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

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

- 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

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
- ACCESS

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

Diagnostic
- <u>RGR</u> – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- <u>PAST</u> – 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

ELL Differentiation: Math & ELA Overlay: http://pdesas.org/Page/Viewer/ViewPage/15
                                    ELL Differentiation Tool: http://ell.eslportalpa.info/differentiation-tool/

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

English Language Development Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.
Grade Level: 2-3

16.1.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	16.1.2-3.1L Position manipulatives or realia according to one-step oral commands to show spatial relations (e.g., Put the books on the table.)	16.1.2-3.2L Position manipulatives or realia according to multiple oral commands to show spatial relations (e.g., Put the cubes in a row across the paper.)	16.1.2-3.3L Follow oral directions verifying requests with cues from teachers or peers (e.g., Fold the paper in half and place it on your table the long way.)	16.1.2-3.4L Follow simple oral directions with visual or nonverbal support (e.g., Write your name on the top left-hand side of the paper.)	16.1.2-3.5L Follow sequence from multiple oral directions (e.g., Write your name on the top left-hand side of the paper, and then put the date on the top right-hand side.)	Not Applicable
	Reading	16.1.2-3.1R Match illustrations of school vocabulary with labels with visual supports (e.g., illustrated words wall; classroom labels).	16.1.2-3.2R Identify words imbedded in environmental print around classroom/school with a partner.	16.1.2-3.3R Follow illustrated directions containing school vocabulary.	16.1.2-3.4R Follow high frequency written directions on homework, assignments, and assistance, with peer or teacher assistance.	16.1.2-3.5R Follow written directions on homework, assignments, and assessments.	Not Applicable
RPODUCTIVE	**Speaking**	16.1.2-3.1S Give and ask for permission or make requests using single words or gestures to teacher or peers in classroom situations.	16.1.2-3.2S Give and ask for permission or make requests using short phrases to teacher or peers in classroom situations.	16.1.2-3.3S Give and ask for permission or make requests using sentences to teacher or peers in classroom situations.	16.1.2-3.4S Communicate with peers to join in activities or games	16.1.2-3.5S Negotiate solutions to problems, interpersonal misunderstandings and/or disputes with a partner.	Not Applicable
	Writing	16.1.2-3.1W Illustrate personal experiences with a partner.	16.1.2-3.2W Label illustrations of personal experiences with phrases and short sentences with a partner.	16.1.2-3.3W Participate in a shared writing activity about a common experience (e.g., field trip, guest speaker).	16.1.2-3.4W Write an email message using a picture dictionary.	16.1.2-3.5W Write in a dialogue journal about personal experiences using a picture dictionary or guided model.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
Grade Level: 2-3

16.2.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.2.2-3.1L** Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in a large group/whole class.	**16.2.2-3.2L** Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in triads.	**16.2.2-3.3L** Answer questions about author's point of view after listening to an illustrated poem in a think-pair-share.	**16.2.2-3.4L** Answer questions about author's point of view after listening to a poem in a think-pare-share.	**16.2.2-3.5L** Answer questions about author's point of view after listening to a poem.	CC.1.2.3.D
	Reading	**16.2.2-3.1R** Match pictures of multiple meaning words (e.g., fly – insect, fly – verb) to print with teacher monitoring.	**16.2.2-3.2R** Point to the picture that demonstrates the multiple meaning word using visuals with simple sentences (e.g., I saw a bat; I hit the ball with a bat).	**16.2.2-3.3R** Point to the multiple meaning word using context clues in a sentence with a partner.	**16.2.2-3.4R** Identify the definition of multiple meaning words in a paragraph using a variety of strategies (e.g., context clues, dictionary) with a partner.	**16.2.2-3.5R** Determine or clarify the meaning of multiple-meaning words and phrases in a grade-level text using a variety of strategies (e.g., context clues, dictionary).	CC.1.2.3.K
PRODUCTIVE	**Speaking**	**16.2.2-3.1S** Identify how a character feels by selecting labeled pictures showing emotion.	**16.2.2-3.2S** Answer WH-questions about character traits from a story using pictures (e.g., angry, sad, scared) with teacher modeling.	**16.2.2-3.3S** Respond to questions in phrases or short sentences about the traits of the main character using sentences starters with a partner and a list of character traits.	**16.2.2-3.4S** Discuss the traits of a character using specific and some technical language using a list of character traits with a partner.	**16.2.2-3.5S** Describe characters in a story (e.g., their traits and feelings) in a group.	CC.1.3.3.C

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16.2.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	**16.2.2-3.1W** Compare and contrast 'text to self' by sorting pictures onto a Venn Diagram with teacher modeling.	**16.2.2-3.2W** Compare and contrast 'text to self' using words, drawings or short phrases with a partner.	**16.2.2-3.3W** Compare and contrast 'text to self' using a variety of linking compare/contrast words (e.g. unlike; in common).	**16.2.2-3.4W** Compare and contrast 'text to self' in a paragraph using a pre-completed Venn diagram organizer, a list of compare or contrast linking words, and a paragraph frame.	**16.2.2-3.5W** Connect ideas in 'text to self' compare /contrast essays using linking words and phrases (e.g., similar to; in common; unlike) using a word bank and a pre-completed Venn diagram organizer.	CC.1.4.2.O CC.1.4.3.D

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**
Grade Level: 2-3

16.3.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.3.2-3.1L** Identify geometric figures with teacher prompts (e.g., Which is a square?)	**16.3.2-3.2L** Sort and classify figures (e.g., circles, triangles, quadrilateral) based on a teacher's oral description of measurable attributes using manipulatives.	**16.3.2-3.3L** Draw a geometric figure based on its attributes from an oral description given a word bank of attributes and a graphic organizer of shapes.	**16.3.2-3.4L** Draw a geometric figure based on its attributes from an oral description with a partner.	**16.3.2-3.5L** Draw a geometric figure based on its attributes from an oral description.	CC.2.2.2.A.1 CC.2.3.3.A.1
	Reading	**16.3.2-3.1R** Match operation symbols to single words (e.g., add, subtract, multiply, divide).	**16.3.2-3.2R** Match operation symbols to phrases (e.g., less than, difference between, more than, equal group) with teacher modeling.	**16.3.2-3.3R** Given a simple word problem, identify the operation to use using a word/symbol conversion chart.	**16.3.2-3.4R** Match a word problem to a math sentence with a partner.	**16.3.2-3.5R** Create a math sentence using a story problem given a combination of symbols (+, −, ×, ÷, <, >, and =) and numbers.	CC.2.2.3.A.4
PRODUCTIVE	**Speaking**	**16.3.2-3.1S** Name the operations to be used to solve a simple math story problem in small groups using a chart or visuals.	**16.3.2-3.2S** Restate the steps of an operation to a partner using visuals or manipulatives with teacher modeling.	**16.3.2-3.3S** Describe the steps used in an operation to solve a math problem to a partner using visuals or manipulatives.	**16.3.2-3.4S** Discuss the operation necessary to solve a problem within a small group using visuals or manipulatives.	**16.3.2-3.5S** Justify the operation used to solve a math story problem.	CC.2.2.3.A.4

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		16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g., vertical and horizontal axis, tally marks, labels).	**16.3.2-3.2W** Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up).	**16.3.2-3.3W** Describe data shown in tables, charts or bar graphs with cloze sentence frames.	**16.3.2-3.4W** Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model.	**16.3.2-3.5W** Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.	CC.2.4.2.A.4 CC.2.4.3.A.4
	Writing						

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**
Grade Level: 2-3

16.4.2-3		**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Standards**
RECEPTIVE	Listening	**16.4.2-3.1L** Select appropriate clothing after listening to a weather report in first language and English.	**16.4.2-3.2L** Select appropriate clothing after viewing a video weather report multiple times.	**16.4.2-3.3L** Select appropriate clothing after viewing a video weather report twice.	**16.4.2-3.4L** Select appropriate clothing after viewing a video weather report with guided questions.	**16.4.2-3.5L** Select appropriate clothing after viewing a video weather report.	3.3.3.A5
	Reading	**16.4.2-3.1R** Sort labeled pictures of clothing, shelter and food on a graphic organizer with teacher modeling.	**16.4.2-3.2R** Match labeled pictures of tolls to sentence strips describing a final product (e.g., match thresher to 'This tool cuts wheat.')	**16.4.2-3.3R** Identify the tool used to provide food, clothing, or shelter after reading visually supported paragraph with a partner.	**16.4.2-3.4R** Identify the tools used to provide food, clothing, or shelter after reading an adapted text.	**16.4.2-3.5R** Identify the tools used to provide food, clothing, or shelter after reading a grade-level informational text with a picture dictionary.	3.4.3.B4

		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
PRODUCTIVE	**Speaking**	**16.4.2-3.1S** Describe the size, shape, weight, color, texture and feel of an object using words or short phrases in first language and English.	**16.4.2-3.2S** Describe the size, shape, weight, color, texture and feel of an object in related phrases or short sentences using a word bank with a partner.	**16.4.2-3.3S** Compare objects based on size, shape, weight, color, texture and feel using multiple, expanded sentences with realia and sentence starters (This ___ is heavier than that one, but ___).	**16.4.2-3.4S** Compare objects based on size, shape, weight, color, texture and feel using multiple expanded sentences with a partner.	**16.4.2-3.5S** Compare and contrast the properties of various objects using technical language and multiple, expanded sentences with a partner.	3.2.3.A1
	Writing	**16.4.2-3.1W** Sequence the life cycle of a plant or animal using labeled pictures.	**16.4.2-3.2W** Label the life cycle of a plant or animal on a diagram with a word bank.	**16.4.2-3.3W** Describe the life cycle of a plant or animal in sentence form using a graphic organizer.	**16.4.2-3.4W** Describe the life cycle of a plant or animal in multiple related sentences with a visually supported guided model.	**16.4.2-3.5W** Elaborate on plant or animals life cycles (e.g., birth, development, reproduction) using paragraph frames.	3.1.3.A3

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

Grade Level: 2-3

16.5.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.5.2-3.1L** Identify symbols in a map key in response to teacher prompts (e.g., Where is the hospital?)	**16.5.2-3.2L** Match pictures of labeled illustrations to map key symbols from oral description with a partner.	**16.5.2-3.3L** Locate places on a map follow multi-step directions from oral instructions with a partner.	**16.5.2-3.4L** Follow multi-step directions using a map key given oral instructions from a narrator in a small group.	**16.5.2-3.5L** Construct a map with a map key given oral instructions from a partner.	7.1.2.A 7.1.3.A

16.5.2-3	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
Reading	**16.5.2-3.1R** Match pictures of physical processes to words with teacher support.	**16.5.2-3.2R** Match cause and effect of basic physical processes using labeled before/after pictures (e.g., river and canyon) with a partner.	**16.5.2-3.3R** Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart) with visual support (illustrated word bank or word wall).	**16.5.2-3.4R** Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart).	**16.5.2-3.5R** Identify cause and effect of basic physical processes after reading a grade-level text using a graphic organizer (e.g., cause and effect or cycle chart) with a picture dictionary.	7.2.2.B 7.2.3.B
PRODUCTIVE / **Speaking**	**16.5.2-3.1S** Name pictures of needs (e.g., water, house) and wants (e.g., fancy backpack, expensive shoes) with teacher modeling and prompts.	**16.5.2-3.2S** Ask WH- questions about needs and wants with visual support (e.g., labeled flash cards, illustrated word bank).	**16.5.2-3.3S** Compare/contrast personal needs and wants with a partner using sentence frames.	**16.5.2-3.4S** Compare/contrast personal needs and wants with a partner.	**16.5.2-3.5S** Justify opinion on personal needs/wants with rehearsal time.	6.1.2.A 6.1.3.A
PRODUCTIVE / **Writing**	**16.5.2-3.1W** Illustrate a personal experience with conflict and resolution.	**16.5.2-3.2W** Illustrate and label with words phrases a personal experience with conflict and resolution with an illustrated word bank or picture dictionary.	**16.5.2-3.3W** Describe a personal experience with conflict and resolution using a combination of pictures and sentences using sentence frames and/or a picture dictionary.	**16.5.2-3.4W** Describe a personal experience of conflict and how it was resolved with paragraph frames and a picture dictionary.	**16.5.2-3.5W** Analyze an historical conflict or disagreement and the way in which it was resolved with paragraph frames or a graphic organizer.	5.2.2.B 5.2.3.B 8.2.2.D 8.2.3.D