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 <u>CC.1.1.3.D</u> - 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 <u>CC.1.1.3.E</u> - 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.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

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:**
  - o 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:**
  - o CC.1.2.3.B - Ask and answer questions about the text and make inferences from text; refer to text to support responses.
  - o 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**
  - o CC.1.2.3.D - Explain the point of view of the author.
- **Text Structure**
  - o CC.1.2.3.E - Use text features and search tools to locate and interpret information.
- **Vocabulary**
  - o 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**
  - o CC.1.2.3.G - Use information gained from text features to demonstrate understanding of a text.
- **Evaluating Arguments**
  - o CC.1.2.3.H - Describe how an author connects sentences and paragraphs in a text to support particular points.
- **Analysis Across Texts**
  - o 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
  - o 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.
  - o 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
  - o 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).

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

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.
    - o E03.D.1.1.1 – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    - o E03.D.1.1.2 – Form and use regular and irregular plural nouns.
    - o E03.D.1.1.3 – Use abstract nouns (e.g., childhood)
    - o E03.D.1.1.4 – Form and use regular and irregular verbs.
    - o E03.D.1.1.5 – Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
    - o E03.D.1.1.6 – Ensure subject-verb and pronoun-antecedent agreement.
    - o 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.
    - o E03.D.1.1.8 – Use coordinating and subordinating conjunctions.
    - o 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.
    - o E03.D.1.2.1 – Capitalize appropriate words in titles.
    - o E03.D.1.2.2 – Use commas in addresses.
    - o E03.D.1.2.3 – Use commas and quotation marks in dialogue.
    - o E03.D.1.2.4 – Form and us possessives.
    - o 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).
    - o 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.
    - o 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**
  - 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**
  - 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**
  - 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**
  - 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**
  - CC.1.5.3.E - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- **Multimedia**
  - 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
  - CC.1.5.3.G - Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

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

Grades 2-3 ELP Standards

Grades 2-3: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
2-3.1	**An ELL can . . .** construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: • determine the main idea or message • identify or answer questions about some key details that support the main idea/message • retell a variety of stories from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: • determine the main idea or message • tell how key details support the main idea • retell a variety of stories from read-alouds, written texts, and oral communications.
2-3.2	**An ELL can . . .** participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• listen to and occasionally participate in short conversations • respond to simple yes/no and some wh- questions. about familiar topics.	• participate in short conversations, discussions, and written exchanges • take turns • respond to simple yes/no and wh- questions about familiar topics.	• participate in short discussions and written exchanges • follow the rules for discussion • ask questions to gain information or clarify understanding • respond to the comments of others • contribute his or her own comments about familiar topics and texts.	• participate in discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • contribute his or her own ideas about a variety of topics and texts.	• participate in extended discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • express his or her own ideas about a variety of topics and texts.

Grades 2-3: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
2-3.3	**An ELL can . . .** speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information about familiar texts, topics, experiences, or events.	• deliver simple oral presentations • compose written texts about familiar texts, topics, experiences, or events.	• deliver short oral presentations • compose written narratives • compose informational texts about familiar texts, topics, experiences, or events.	• deliver short oral presentations • compose written narratives • compose informational texts about a variety of texts, topics, experiences, or events.	with some details, • deliver oral presentations • compose written narratives • compose informational texts about a variety of texts, topics, experiences, or events.
2-3.4	**An ELL can . . .** construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• express an opinion about a familiar topic or story.	• express an opinion • give one or more reasons for the opinion about a familiar topic or story.	• introduce a topic • express opinions • give several reasons for the opinions about a variety of topics.	• introduce a topic • express opinions • give several reasons for the opinions • provide a concluding statement about a variety of topics.
2-3.5	**An ELL can . . .** conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support, • carry out short individual or shared research projects • gather information from provided sources • label information.	with prompting and support, • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record some information/observations in simple notes.	with prompting and support, • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record information/ observations in orderly notes.	with prompting and support, • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into provided categories.	• carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into categories.

Grades 2-3: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.6	**An ELL can . . .** analyze and critique the arguments of others orally and in writing.	with prompting and support, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes.	with prompting and support, • identify a reason an author or a speaker gives to support the main point.	• tell how one or two reasons support the main point an author or a speaker makes.	• tell how one or two reasons support the specific points an author or a speaker makes.	• describe how reasons support the specific points an author or a speaker makes.
2-3.7	**An ELL can . . .** adapt language choices to purpose, task, and audience when speaking and writing.	• recognize the meaning of some words learned through conversations, reading, and being read to.	• show increasing awareness of differences between informal "playground speech" and language appropriate to the classroom • use some words learned through conversations, reading, and being read to.	• compare examples of the formal and informal use of English • (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.	• adapt language choices, as appropriate, to formal and informal contexts • (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions.	• adapt language choices, as appropriate, to formal and informal contexts • (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
2-3.8	**An ELL can . . .** determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on visual aids, context, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, and knowledge of morphology in his or her native language, • ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), • determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions • (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), • determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions • (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events.

Grades 2-3: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.9	**An ELL can . . .** create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including visual aids and modeled sentences), • communicate simple information about a topic • recount two events in sequence • use frequently occurring linking words (e.g., *and, then*) with emerging control.	with support (including modeled sentences), • present a few pieces of information about a topic • recount a short sequence of events • use common linking words (e.g., *and, but*, *next*, *after*) to connect ideas or events with developing control.	with increasingly independent control, • introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (*before, after, soon*) • use linking words (e.g., *because*, *and*, *also*) to connect ideas or events.	with independent control, • introduce an informational topic • present facts about the topic • use temporal words to recount a coherent sequence of events, • use linking words (e.g., *because*, *and*, *also*) to connect ideas and events • provide a concluding statement about the topic.
2-3.10	**An ELL can . . .** make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs • respond to simple questions.	with support (including visual aids and modeled sentences), • recognize and use some frequently occurring collective nouns (e.g. *group*) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts.	with support (including modeled sentences), • use some collective nouns • use the past tense of some frequently occurring irregular verbs • use some frequently occurring adjectives, adverbs, and conjunctions • produce and expand simple and some compound sentences.	• use collective nouns • use the past tense of frequently occurring irregular verbs • use an increasing number of adjectives, adverbs, and conjunctions • produce and expand simple, compound, and (at Grade 3) a few complex sentences.	• use collective and commonly occurring abstract nouns (e.g. *childhood*) • use the past tense of frequently occurring irregular verbs • use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs • produce and expand simple, compound, and (at Grade 3) some complex sentences.