

**CARLISLE AREA SCHOOL DISTRICT**  
Carlisle, PA 17013

**ENGLISH LANGUAGE ARTS**

**GRADE 3**

Date of Board Approval: July 20, 2017

# CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

|                         |   |                  |             |                     |       |
|-------------------------|---|------------------|-------------|---------------------|-------|
| <b>TITLE OF COURSE:</b> | English Language Arts (Reading/Writing) | <b>SUBJECT:</b>  | ELA         | <b>GRADE LEVEL:</b> | 3     |
| <b>COURSE LENGTH:</b>   | Year Long                               | <b>DURATION:</b> | 150 Minutes | <b>FREQUENCY:</b>   | Daily |
| <b>PREREQUISITES:</b>   | N/A                                     | <b>CREDIT:</b>   | N/A         | <b>LEVEL:</b>       | N/A   |

**Course Description/Objectives:** The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

**Resources:**

|                                       |             |               |
|---------------------------------------|-------------|---------------|
| Fiction and Non-Fiction Texts         | Tumblebooks | Newsela       |
| Handwriting Without Tears             | A-Z readers | Time for Kids |
| Grammar, Usage and Mechanics (Gr 2-5) | RAZ Kids    | Discovery     |
|                                       |             | Readworks     |

**Curriculum Writing Committee:**

|                   |                  |                |                  |
|-------------------|------------------|----------------|------------------|
| Miranda Aaron     | Megan Bieber     | Tracie Brennan | Alex Cashman     |
| Molli Davis       | Alicia DeAngelis | Amanda Fair    | Meredith Frohman |
| Laura Guenther    | Kristi Harig     | Sabrina Hensel | Rachael Kemp     |
| Elizabeth Kusniez | Malinda Mikesell | Maria Sloat    | Ruth-Ann Snyder  |
| Krysti Spadea     | Denise Staszyn   |                |                  |

## COURSE TIMELINE

### **Unit 1: Reading- Metacognitive Thinking Strategies**

**12 Days**

- Word Study
- Fluency (ongoing)
- Speaking and Listening (ongoing)
- Comprehension (ongoing)

### **Unit 1: Writing-Writer's Workshop**

- Handwriting
- Grammar
- Writing

### **Unit 2: Reading- Elements of Fiction**

**36 Days**

- Word Study & Spelling
- Comprehension

### **Unit 2: Writing-Narrative**

- Handwriting
- Grammar
- Writing

**Unit 3: Reading- Main Idea and Supporting Details**

**24 Days**

- Word Study & Spelling
- Comprehension

**Unit 4: Reading- Inferences, Conclusions, Generalizations**

**18 Days**

- Word Study & Spelling
- Comprehension

**Unit 3 & 4: Writing- Persuasive**

- Handwriting
- Grammar
- Writing

**Unit 5: Reading- Text Organization**

**42 Days**

- Word Study & Spelling
- Comprehension

**Unit 5: Writing- Informational**

- Handwriting
- Grammar
- Writing

**Unit 6: Reading- Figurative Language**

**24 Days**

- Word Study & Spelling
- Comprehension

**Unit 6: Writing- Poetry**

- Handwriting
- Grammar
- Writing

**Unit 7: Reading & Writing- Research**

**18 Days**

- Word Study & Spelling
- Comprehension
- Grammar
- Writing

**Total= 174 Days**

# KNOW, UNDERSTAND, DO

|                 |                                   |                    |         |
|-----------------|-----------------------------------|--------------------|---------|
| <b>COURSE:</b>  | Reading                           | <b>TIME FRAME:</b> | 12 days |
| <b>UNIT #1:</b> | Metacognitive Thinking Strategies | <b>GRADE:</b>      | 3       |

|  |   |
|--|---|
| <b>STANDARDS:</b>                              |   |
| <b>Type of Standard:</b> Common Core Standards |   |
| RF.3.3   | Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi-syllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>   |
| RF.3.4   | Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>  |
| L.3.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>  |
| L.3.4  | Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies. <ul style="list-style-type: none"> <li>a. Use sentence level context as a clue to the meaning of a word or phrase.</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> |
| L.3.6  | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.   |
| RL.3.1   | Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.  |
| RL.3.10  | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.   |
| RI.3.1   | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.   |
| RI.3.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.   |

|        |   |
|--------|---|
| SL.3.1 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other’s ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion.)</li> <li>c. Ask questions to check understand of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ol> |
| SL.3.3 | Ask and answer questions about information from a speaker offering appropriate elaboration and detail.  |
| SL.3.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.   |
| SL 3.5 | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.   |
| SL.3.6 | Speak in complete sentences when appropriate to task and situations in order to provide requested detail or clarification.  |

# KNOW, UNDERSTAND, DO

|                 |                                   |                    |         |
|-----------------|-----------------------------------|--------------------|---------|
| <b>COURSE:</b>  | Reading                           | <b>TIME FRAME:</b> | 12 days |
| <b>UNIT #1:</b> | Metacognitive Thinking Strategies | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient readers can identify and use many foundational skills in order to fluently read and comprehend grade level literature and informational text.

Proficient readers can identify and use metacognitive thinking strategies to comprehend what they read.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies to fluently decode and comprehend grade level text through a common assessment.

### KNOW

#### Word Study

- \*Foundational skills used throughout entire third grade curriculum.*
- \*All phonics skills in bold are “new” instruction in Grade 3.*
- Grade-appropriate irregularly spelled words are words that do not follow common English spelling patterns.
- Syllabication is breaking down multisyllabic words into individual syllables.
- The 6 syllable types are used to fluently and accurately decode text (closed, open, CVCE, vowel teams, consonant le, and r-controlled).
- **The schwa syllable type is when a vowel makes the /uh/ sound in a syllable**

#### Fluency

*\*Foundational skills used throughout entire third grade curriculum*

### DO

#### Word Study

- \*Foundational skills used throughout entire third grade curriculum*
- Identify and use the 6 syllable types to accurately decode text, while consistently monitoring comprehension.
- Identify and use the schwa syllable type.
- Decode and identify syllable types in multisyllabic words, including words with common Latin suffixes.
- Read grade-appropriate irregularly spelled words.
- Identify the meaning of content-specific words used in text.

#### Fluency

- \*Foundational skills used throughout entire third grade curriculum*
- Set personal goals with each student for the growth of fluency, accuracy, and retell skills.



- Fluency is the combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read accurately unfamiliar, multisyllabic words in context and out of context.
- Ways to strengthen reading skills (Fluency, Accuracy, and Retell).
- Audio recordings of stories or poems can be used to demonstrate fluent reading at an understandable pace (RAZ Kids).
- Visual displays can be used to emphasize or enhance certain facts or details in audio recordings of stories or poems.
- Context clues are words and sentences that surround a word and help a reader determine the meaning of a word.

### **Speaking/Listening**

*\*Foundational skills used throughout entire third grade curriculum*

- Discussions are collaborative.
- Good speakers are prepared.
- Discussion rules and roles.
- Good speakers pose and respond to questions.
- Good speakers explain ideas with relevant details.
- Good speakers speak clearly at an understandable pace.
- Appropriate and relevant facts and details can be used to recount events or tell a story.

### **Comprehension**

*\*Graphic organizers appropriate to skill.*

- Context clues are words and sentences that surround a word and help a reader determine the meaning of a word.
- Metacognition is the process of thinking about my thinking.
- Metacognitive strategies are: making connections, making inferences, visualizing, summarizing, monitoring understanding, questioning and synthesizing.
- Making connections is the ability to relate text to something in your life, another text, or to the world.

- Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read accurately unfamiliar, multisyllabic words in context and out of context.
- Create engaging audio recordings of stories or poems that demonstrate fluent reading at an understandable pace (RAZ Kids); add visual displays when appropriate to emphasize or enhance certain facts or details.
- Use context clues to determine the meaning of a word in fiction and non-fiction text.

### **Speaking/Listening**

*\*Foundational skills used throughout entire third grade curriculum*

- During discussions, students come prepared and engage in a collaborative conversation.
- Apply rules and pose and respond to questions.
- Speak clearly when explaining ideas with relevant details.
- Paraphrase a text aloud.
- Explain their own ideas in light of the discussion.
- Use relevant facts and details when explaining or recounting a story.

### **Comprehension**

*\*Use graphic organizers appropriate to skill*

- Use context clues to determine the meaning of a word in fiction and non-fiction text.
- Identify and define metacognitive thinking strategies.
- Make text to self, text to text, and text to world connections in text.
- Describe in writing or verbally explain a mental picture or movie from text.
- Formulate questions and answers referring explicitly to both fiction and non-fiction text using a variety of questions types.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Visualizing is the ability to use text to create a picture or movie in your head.</li><li>• Questioning is the ability to create questions and answers using both fiction and nonfiction text.</li><li>• Summarizing is the ability to state the important information in the text.</li><li>• Inferencing is the ability to use prior knowledge and clues within the text to make predictions.</li><li>• Monitoring understanding is the process of using decoding strategies to read fluently and accurately, while consistently checking for meaning of the text.</li><li>• Synthesizing is the ability to combine thinking strategies and flexibly use them to derive meaning from the text.</li><li>• Author's purpose is the ability to identify why the author wrote the text (persuade, inform, or entertain).</li><li>• A response journal is a written collection of students' thoughts and analysis of text.</li></ul> | <ul style="list-style-type: none"><li>• Write a paragraph summarizing the most important information in a text.</li><li>• Evaluate the information in their summary to ensure all important details are represented.</li><li>• Use prior knowledge, clues within a text, and personal experiences to construct an inference.</li><li>• Monitor understanding as you read.</li><li>• Combine and flexibly use metacognitive thinking strategies to derive meaning from grade level text both verbally and in writing.</li><li>• Determine the author's purpose based upon the genre of the text.</li><li>• Respond to text using a response journal.</li></ul> |
|--|---|

# KNOW, UNDERSTAND, DO

|                 |                   |                    |         |
|-----------------|-------------------|--------------------|---------|
| <b>COURSE:</b>  | Writing           | <b>TIME FRAME:</b> | 12 days |
| <b>UNIT #1:</b> | Writer's Workshop | <b>GRADE:</b>      | 3       |

|  |   |
|--|---|
| <b>STANDARDS:</b>                              |   |
| <b>Type of Standard:</b> Common Core Standards |   |
| L.3.1  | Demonstrate command of the conventions of the English grammar and usage when writing or speaking.<br>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   |
| L.3.2  | Demonstrate command of the conventions of the standard English capitalization, punctuation, and spelling when writing.<br>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.<br>g. Consult reference materials including beginning dictionaries to check and correct spellings. |
| L.3.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases for effect.<br>b. Recognize and observe differences between the conventions of spoken and written standard English.   |
| W.3.4  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| W.3.5  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| W.3.6  | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.   |
| W.3.10   | 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.   |

# KNOW, UNDERSTAND, DO

|                 |                   |                    |         |
|-----------------|-------------------|--------------------|---------|
| <b>COURSE:</b>  | Writing           | <b>TIME FRAME:</b> | 12 days |
| <b>UNIT #1:</b> | Writer's Workshop | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient writers use the writing process to produce a written piece.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students use their knowledge of the writing process when writing an essay.

### KNOW

#### Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- Formation of cursive letters: c, a, d, g, h, t, p

#### Grammar

- Spelling patterns and generalizations can be used when writing words.
- Different words and phrases can be used for effect.
- A dictionary is used to look up unknown words.
- The function of the following parts of speech in writing (G.U.M. Unit 2 Lessons 13-14):
  - Nouns
  - Proper Nouns

### DO

#### Handwriting

- Demonstrate the formation of cursive letters: c, a, d, g, h, t, p
- Complete Handwriting Without Tears pgs. 8-19

#### Grammar

- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Choose words and phrases for effect.
- Consult reference materials including beginning dictionaries to check and correct spellings.
- Identify and use nouns correctly in writing.

## Writing

- The Writing Process involves several steps to guide writing from the beginning to creating a finished piece.
  - Prewriting – brainstorming to generate ideas for writing
  - Drafting – a rough draft
  - Revising – making changes to writing based on content and organization
  - Editing – making changes to writing based on grammar and conventions
  - Publishing – a final copy
- Proficient writers utilize the resources that are available in writing workshop to implement the writing process.
- Proficient writers routinely write using a variety of genres over extended and shorter time frames.
- Digital tools can be used to produce and publish writing.
- The five domains of writing include focus, content, organization, style, and conventions (Pennsylvania Writing Rubric).

## Writing

- Identify each step of the writing process: prewriting, drafting, revision, editing, and publishing.
- Create a writing workshop notebook with writing resources to include PA writing rubric, Different Types of Writing reference sheet, etc.
- Write in multiple genres over extended and shorter time frames.
- Write a paragraph with a topic sentence, supporting details, and a conclusion sentence.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With the guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Evaluate writing using the PA writing rubric: focus, content, organization, style, and conventions.

# KNOW, UNDERSTAND, DO

|                 |                     |                    |         |
|-----------------|---------------------|--------------------|---------|
| <b>COURSE:</b>  | Reading             | <b>TIME FRAME:</b> | 36 days |
| <b>Unit #2:</b> | Elements of Fiction | <b>GRADE:</b>      | 3       |

|  |  |
|--|--|
| <b>STANDARDS:</b>                              |  |
| <b>Type of Standard:</b> Common Core Standards |  |
| RF.3.3   | Know and apply grade level phonics and word analysis skills in decoding words.   |
| L.3.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| L.3.4  | Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.<br>a. Use sentence level context as a clue to the meaning of a word or phrase.<br>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| RL.3.1   | Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.   |
| RL.3.2   | Recount 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.  |
| RL.3.3   | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  |
| RL.3.5   | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  |
| RL.3.6   | Distinguish their own point of view from that of the narrator or those of the characters.  |
| RL.3.7   | Explain how specific aspects of text's illustration contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).   |
| RL.3.9   | Compare and contrast the themes, settings, and thoughts of stories written by the same author about the same or similar characters (e.g., in books from a series).   |
| RL.3.10  | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.  |

# KNOW, UNDERSTAND, DO

|                 |                       |                    |         |
|-----------------|-----------------------|--------------------|---------|
| <b>COURSE:</b>  | English Language Arts | <b>TIME FRAME:</b> | 36 days |
| <b>UNIT #2:</b> | Elements of Fiction   | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient readers use story elements to fluently read and comprehend works of fiction.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of story elements to fluently decode and comprehend grade level text through a common assessment.

### KNOW

#### Word Study

- A synonym is a word with a similar meaning.
- An antonym is a word with the opposite meaning.
- Specific words have multiple-meanings, although they are spelled the same (e.g. bat, bat; right, right).

#### *Spelling-Words their Way Scope and Sequence – Within Word Patterns*

(two lists per cycle)

#### **Unit 2: Contrast Short/Long Vowel**

sort 7: short *a* versus long *a* (CVCe)

sort 8: short *i* versus long *i* (CVCe)

sort 9: short *o* versus long *o* (CVCe)

sort 10: short *u* versus long *i* (CVCe)

sort 11: short vs long review (CVC/CVCe)

sort 12: final /k/ sound spelled *ck, ke, k*

#### **Unit 3: Common Long Vowel Patterns**

sort 13: short and long *a* (CVCe/CVVC)

sort 14: short and long *o* (CVCe/CVVC)

sort 15: short and long *u* (CVCe/CVVC)

### DO

#### Word Study

- Identify and interpret a synonym or antonym for a given word in text and writing.
- Determine the meaning of multiple-meaning words used in fiction and non-fiction texts.

#### *Spelling*

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

sort 16: short and long *e* (CVCe/CVVC)

sort 17: short (CVC/CVVC) long *e* (CVVC)

sort 18: review for CVVC (ai,oa,ee,ea)

### Comprehension

*\*Graphic organizer appropriate to skill.*

- Fables, folk tales, and myths from diverse cultures have a central message, lesson, or moral.
- The central message, lesson, or moral is shown through text details.
- Story elements include characters, setting, plot, and theme.
- The plot includes rising action, climax (turning point), falling action, conflict, and resolution.
- Plays include: dialogue, scenes, and stage directions, while prose has paragraphs and chapters.
- Plays and poems can include characters, setting, and plot.
- Characterization is the methods an author uses to reveal how the character looks, feels, acts, relates to others, and changes throughout the text.
- A fictional summary includes all story elements in proper sequence written or explained in their own words.
- Perspective is the narrator's or character's point of view.
- A story's illustration contributes to comprehension (e.g. create mood, emphasize character or setting).
- An open ended response includes part of the question (POQ)/topic sentence, 2-3 supporting details from the text, and a closing sentence.

### Comprehension

*\*Use graphic organizer appropriate to skill.*

- Read, listen, and recount text from a variety of fiction genres (folktales, fairytales, myths, plays, stories, fables, and poems.)
- Identify a story's central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Identify the characters, setting, problem (conflict), and solution (resolution), and plot structure within a text.
- Read and interpret a play.
- Locate dialogue, scenes, cast of characters, and stage directions in a drama.
- Use story elements to write a paragraph fictional summary.
- Compare and contrast two pieces of fictional texts by the same author in paragraph form.
- Analyze a character's traits, motivations, or feelings.
- Explain how a character's traits or actions effect the plot.
- Identify character's point of view versus student's point of view in a fictional piece.
- Read and analyze fictional texts from different perspectives. (OER)



# KNOW, UNDERSTAND, DO

|                 |           |                    |         |
|-----------------|-----------|--------------------|---------|
| <b>COURSE:</b>  | Writing   | <b>TIME FRAME:</b> | 36 days |
| <b>Unit #2:</b> | Narrative | <b>GRADE:</b>      | 3       |

|  |   |
|--|---|
| <b>STANDARDS:</b>                              |   |
| <b>Type of Standard:</b> Common Core Standards |   |
| L.3.1  | Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. <ul style="list-style-type: none"> <li>a. Explain the functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns.</li> </ul>  |
| L.3.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> </ul>   |
| L.3.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>  |
| L.3.6  | Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal special and temporal relations (e.g., after dinner that night we went looking for them).  |
| W.3.3  | Write narratives to develop real or imagined experience or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul> |
| W.3.4  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| W.3.5  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| W.3.6  | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.   |
| W.3.10   | 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.   |

# KNOW, UNDERSTAND, DO

|                 |           |                    |         |
|-----------------|-----------|--------------------|---------|
| <b>COURSE:</b>  | Writing   | <b>TIME FRAME:</b> | 36 days |
| <b>UNIT #2:</b> | Narrative | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient writers use the writing process to write narratives.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of narrative writing by composing multi-paragraph essays.

| <b>KNOW</b>   | <b>DO</b>  |
|---|--|
| <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• There is a difference between cursive writing and print writing.</li> <li>• When it is acceptable to print and when cursive should be preferred.</li> <li>• Formation of cursive letters: e, l, f, u, y, i, j</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• The function of the following parts of speech in writing (G.U.M. Unit 2 Lessons 15-24):               <ul style="list-style-type: none"> <li>○ Collective and Abstract Nouns</li> <li>○ Singular and Plural Nouns</li> <li>○ Irregular Plural Nouns</li> <li>○ Personal and Possessive Pronouns</li> <li>○ Action Verbs</li> <li>○ Linking Verbs: <i>Is, Are, Was, Were</i></li> <li>○ Adjectives</li> <li>○ Adverbs</li> <li>○ Coordinating Conjunctions</li> </ul> </li> </ul> | <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the formation of the cursive letters: e, l, f, u, y, i, j</li> <li>• Complete Handwriting Without Tears pgs. 20-37</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Identify parts of speech correctly in writing.</li> <li>• Form and use parts of speech correctly in writing.</li> <li>• Explain the function of parts of speech correctly in writing.</li> </ul> |

○ Subordinating Conjunctions

**Writing**

- A narrative is a recount of a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings.
- A personal narrative essay is a multi-paragraph writing about themselves in a realistic situation that uses common essay structure with a thesis, beginning, middle, and end.
- Creative narrative writing uses descriptive details, dialogue, and follows traditional story elements.
- Digital tools can be used to produce and publish writing.

**Writing**

- Write a multi-paragraph personal narrative essay to develop real experiences or events using effective techniques, descriptive details, and clear event sequence using dialogue and descriptions of actions, thoughts, and feelings.
- Write a multi-paragraph creative narrative using effective techniques, descriptive details, and clear event sequence using dialogue and descriptions of actions, thoughts, and feelings.
- Develop introductory and concluding sentences.
- Develop and strengthen writing as needed by following the writing process.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Use the writing domains of the PSSA rubric to self-evaluate writing.

# KNOW, UNDERSTAND, DO

|                 |                                  |                    |         |
|-----------------|----------------------------------|--------------------|---------|
| <b>COURSE:</b>  | Reading                          | <b>TIME FRAME:</b> | 24 days |
| <b>UNIT #3:</b> | Main Idea and Supporting Details | <b>GRADE:</b>      | 3       |

|  |  |
|--|--|
| <b>STANDARDS:</b>                              |  |
| <b>Type of Standard:</b> Common Core Standards |  |
| RF.3.3   | Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>   |
| L.3.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> </ul>  |
| L.3.4  | 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. <ul style="list-style-type: none"> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable).</li> <li>c. Use a known root word as a clue to the meaning of a unknown word with the same root (e.g. company/companion).</li> </ul> |
| RI.3.1   | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.  |
| RI.3.2   | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| RI.3.4   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   |
| RI.3.5   | Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.   |
| RI.3.6   | Distinguish their point of view from that of the author of a text.   |
| RI.3.7   | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).   |
| RI.3.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.  |
| SL.3.2   | Determine the main and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |

# KNOW, UNDERSTAND, DO

|                 |                                  |                    |         |
|-----------------|----------------------------------|--------------------|---------|
| <b>COURSE:</b>  | Reading                          | <b>TIME FRAME:</b> | 24 days |
| <b>UNIT #3:</b> | Main Idea and Supporting Details | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient readers use topic, main idea, and supporting details to fluently read and comprehend works of nonfiction.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate the use of main idea and details to fluently decode and comprehend grade level text through a common assessment.

### KNOW

#### Word Study

- The meaning of prefixes (*un-*, *dis-*, *non-*, *mis-*).

#### *Spelling*

##### **Unit 4: Less Common Long Vowel Patterns**

- sort 19: short/long *a* (CVCe/CVVC/open syllable *-ay*)
- sort 20: short/long *o* (CVCe/CVVC/open syllable *-ow*)
- sort 21: short/long *u* (open syllable *-ew* and *-ue*)
- sort 22: short/long *i* CVCe/CVCC *-igh*/CV open syllable *-y*)
- sort 23: short/long *i* (VCC) short/long *o*(VCC)
- sort 24: review of long vowel patterns

### DO

#### Word Study

- Identify how the meaning of the word is changed when an affix is added.
- Identify the meaning of the word from fiction and nonfiction text with an affix.
- Build words with an affix.

#### *Spelling*

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

**Comprehension**

*\*Graphic organizer appropriate to skill.*

- General academic and domain specific vocabulary and phrases are located in nonfiction text.
- Main idea is the author's big idea that is stated directly in the text or implied (derived from clues presented in the text).
- Topic is the focus of a selection.
- Supporting details are facts or examples that explain the main idea.
- A nonfiction summary is comprised of a main idea and details from a text.
- Perspective is the author's point of view.
- Main idea and supporting details are used to compare and contrast two nonfiction texts.
- Text features include title, headings, subheadings, key words, side bars, hyperlinks, picture captions, maps, diagrams, and graphs/charts.

**Comprehension**

*\*Use graphic organizer appropriate to skill.*

- Determine the meaning of general academic and domain specific words using context clues and word attack skills.
- Identify the topic and main idea of a selection.
- Locate supporting details that explain the main idea of a selection.
- Use main idea and details to write a paragraph, nonfiction summary.
- Identify the author's point of view and explain how it differs from the student's point of view
- Identify how text features organize information in a nonfiction text.
- Explain how text features contribute to comprehension.
- Use headings to locate information in a passage or identify content that would best fit in a specific section of text.
- Compare and contrast two pieces of nonfiction text by writing an OER.
- Compare and contrast a fiction and nonfiction text on the same topic by writing an OER.

# KNOW, UNDERSTAND, DO

|                 |  |                    |         |
|-----------------|--|--------------------|---------|
| <b>COURSE:</b>  | Reading                                  | <b>TIME FRAME:</b> | 18 days |
| <b>UNIT #4:</b> | Inferences, Conclusions, Generalizations | <b>GRADE:</b>      | 3       |

|  |  |
|--|--|
| <b>STANDARDS:</b>                              |  |
| <b>Type of Standard:</b> Common Core Standards |  |
| RF.3.3   | <p>Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi-syllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>  |
| L.3.2  | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> </ul>                                |
| L.3.4  | <p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.</p> <ul style="list-style-type: none"> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion).</li> </ul> |
| RL.3.1   | Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.   |
| RL.3.2   | Recount 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.  |
| RL.3.10  | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.  |
| RI.3.1   | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.  |
| RI.3.6   | Distinguish their point of view from that of the author of a text.   |

# KNOW, UNDERSTAND, DO

|                 |  |                    |         |
|-----------------|--|--------------------|---------|
| <b>COURSE:</b>  | Reading                                  | <b>TIME FRAME:</b> | 18 days |
| <b>UNIT #4:</b> | Inferences, Conclusions, Generalizations | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient readers make inferences, draw conclusions, and make generalizations to fluently read and comprehend works of fiction.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of drawing conclusions, making inferences, and making generalizations to fluently decode and comprehend grade level text through a common assessment.

### KNOW

#### Word Study

- The meaning of suffixes (*-ly, -ful, -less, -ness, -able, -ment*).

#### *Spelling*

#### **Unit 5: R-influenced Vowel Patterns**

sort 25: *ar, are, air*

sort 26: *er, ear, eer*

sort 27: *ir, ire, ier*

sort 28: *or, ore, oar, w+or*

sort 29: *ur, ure, ur-e*

sort 30: review of *ar, schwa-plus-r, and or*

### DO

#### Word Study

- Identify how the meaning of the word is changed when an affix is added.
- Identify the meaning of a word from fiction and nonfiction text with an affix.
- Build words with an affix.

#### *Spelling*

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.



**Comprehension**

*\*Graphic organizer appropriate to skill.*

- Drawing conclusions is the ability to use only text details to understand the author's ideas correctly.
- Making inferences is the ability to use text clues combined with what you know to understand the author's ideas.
- Making generalizations is the ability to make a broad statement that is true most of the time using details from the text and your own prior knowledge.
- The process for making a generalization is to first draw a conclusion, next make an inference, and then use that information to make a generalization.
- The meaning of words and phrases as they are used in text.
- Fables, folk tales, and myths from diverse cultures have a central message, lesson, or moral.
- The central message, lesson, or moral is conveyed through text details.
- An open ended response includes part of the question (POQ)/topic sentence, 2-3 supporting details from the text, and a closing sentence

**Comprehension**

*\*Use graphic organizer appropriate to skill.*

- Use text clues to draw conclusions from a passage.
- Use text clues and prior knowledge to make an inference.
- Use conclusions and inferences to find or make a generalization that is true about the text using the words most, all, often, always, never, usually, and/or generally.
- Complete a project showing the progression of making a generalization (conclusions + inference → generalization).
- Distinguish literal from non-literal language particularly as it relates inferences, conclusions, and generalizations.
- Read, listen, and recount texts from a variety of fiction genres (folktales, fairytales, myths, plays, stories, fables, and poems.)
- Identify a story's central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Write an OER by citing text evidence to support an inference or generalization.
- Write a multi-paragraph response to a fiction text that expands an OER into a least an introductory sentence, a body paragraph, and a conclusion sentence.

# KNOW, UNDERSTAND, DO

|                 |            |                    |         |
|-----------------|------------|--------------------|---------|
| <b>COURSE:</b>  | Writing    | <b>TIME FRAME:</b> | 42 days |
| <b>UNIT #4:</b> | Persuasive | <b>GRADE:</b>      | 3       |

|  |  |
|--|--|
| <b>STANDARDS:</b>                              |  |
| <b>Type of Standard:</b> Common Core Standards |  |
| L.3.1  | Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. <ul style="list-style-type: none"> <li>a. Explain the functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>d. Form and use regular and irregular verbs.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> </ul>  |
| L.3.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Form and use possessives.</li> </ul>  |
| L.3.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>   |
| L.3.4  | 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.   |
| L.3.6  | Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal special and temporal relations (e.g., after dinner that night we went looking for them).   |
| W.3.1  | Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul> |
| W.3.4  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  |
| W.3.5  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| W.3.6  | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  |
| W.3.10   | 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.  |

# KNOW, UNDERSTAND, DO

|                 |            |                    |         |
|-----------------|------------|--------------------|---------|
| <b>COURSE:</b>  | Writing    | <b>TIME FRAME:</b> | 42 days |
| <b>UNIT #4:</b> | Persuasive | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient writers use the writing process to write persuasive essays.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of persuasive writing by composing multi-paragraph essays.

### KNOW

#### Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- Formation of cursive letters: k, r, s, o, w, b, v, m, n

#### Grammar

- The use of the mechanics of writing (G.U.M. Unit 3 Lessons 30-35 and Unit 5 Lessons 49-55):
  - More Irregular Verbs: *Come* and *Go*
  - More Irregular Verbs: *Give* and *Take*
  - More Irregular Verbs: *Eat* and *Sleep*
  - Irregular Verbs: *Bring*, *Sing*, *Ring*
  - Reflexive and Indefinite Pronouns
  - Pronoun-Antecedent Agreement
  - Writing Sentences Correctly
  - Proper nouns
  - More proper nouns

### DO

#### Handwriting

- Demonstrate the formation of cursive letters: k, r, s, o, w, b, v, m, n
- Complete Handwriting Without Tears pgs. 38-67

#### Grammar

- Identify parts of speech correctly in writing.
- Form and use parts of speech correctly in writing.
- Explain the function of parts of speech correctly in writing.
- Capitalize appropriate words in titles.
- Form and use possessives.

- Initials and abbreviations
- Book Titles
- Possessive Nouns
- Contractions

### **Writing**

- Persuasive writing has an opinion, reasons that support the opinion, uses linking words to connect the opinion and reasons, and has a concluding statement or section.
- Reasons are logically ordered so they support facts and details.
- Transitional words and phrases are used to link ideas.
- Digital tools can be used to produce and publish writing.

### **Writing**

- Write an opinion piece supported by facts in paragraph form.
- Write a multi-paragraph persuasive piece on topics or texts, supporting a point of view with reasons by introducing the topic, stating an opinion, and creating an organizational structure that lists reasons.
- Use linking words and phrases.
- Develop and strengthen writing as needed by following the writing process.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Use the writing domains of the PSSA rubric to self-evaluate writing.

# KNOW, UNDERSTAND, DO

|                 |                   |                    |         |
|-----------------|-------------------|--------------------|---------|
| <b>COURSE:</b>  | Reading           | <b>TIME FRAME:</b> | 42 days |
| <b>UNIT #5:</b> | Text Organization | <b>GRADE:</b>      | 3       |

|  |  |
|--|--|
| <b>STANDARDS:</b>                              |  |
| <b>Type of Standard:</b> Common Core Standards |  |
| RF.3.3   | Know and apply grade level phonics and word analysis skills in decoding words.   |
| L.3.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| RI.3.1   | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.  |
| RI.3.2   | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| RI.3.3   | 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.   |
| RI.3.4   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   |
| RI.3.5   | Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.   |
| RI.3.7   | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).   |
| RI.3.8   | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
| RI.3.9   | Compare and contrast the most important points and key details presented in two texts on the same topic.   |

# KNOW, UNDERSTAND, DO

|                 |                   |                    |         |
|-----------------|-------------------|--------------------|---------|
| <b>COURSE:</b>  | Reading           | <b>TIME FRAME:</b> | 45 days |
| <b>UNIT #5:</b> | Text Organization | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient readers identify and use text organization to read and comprehend works of nonfiction.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate knowledge and usage of text organization to fluently decode and comprehend grade level text through a common assessment.

### KNOW

#### Word Study

- Foundational word study skills.

#### *Spelling*

#### **Unit 6: Diphthongs/Ambiguous Vowel**

sort 31: *long o, oi, oy*

sort 32: *oo, oo*

sort 33: *aw, au, o*

sort 34: *wa, al, ou*

sort 35: *ou, ow*

#### **Unit 7: Complex Consonants/Clusters**

sort 36: silent beginning consonant *kn, wr, gn*

sort 37: triple r-blend *scr, str, spr*

sort 38: consonant digraphs-plus *-r* and *squ, thr, shr*

sort 39: hard and soft c and g

sort 40: final *-ce, -ve, -se, -ze*

sort 41: *dge, ge*

sort 42: *tch, ch*

### DO

#### Word Study

- Apply foundational word study skills.

#### *Spelling*

- Associate sound with spelling.

- Sort words based on pattern.

- Apply phonics knowledge to build additional words.

- Independently write words that follow the given pattern.

**Comprehension**

*\*Graphic organizer appropriate to skill.*

- The meaning of general academic and domain-specific words or phrases.
- Text can be organized by sequence of events, cause and effect, compare and contrast, problem and solution, and question and answer.
- Text features clarify information presented in a nonfiction text.
- Sequence of events organizes text to show order.
- Cause and effect organizes text to show the relationship between what happened and why it happened.
- Compare and contrast organizes text to show how things are alike and different.
- Problem and solution organizes text by identifying a problem and offering solutions.
- Question and answer organizes text by posing a question and providing information to answer it.
- Key words signal how the text is organized (signal words).
- An open ended response includes part of the question (POQ)/topic sentence, 2-3 supporting details from the text, and a closing sentence

**Comprehension**

*\*Use graphic organizer appropriate to skill.*

- Determine the meaning of general academic and domain-specific words or phrases.
- Describe how text features clarify the information presented in a nonfiction text.
- Read and listen to a variety of nonfiction genres (news, magazines, historical events, scientific ideas or concepts, steps in technical procedures).
- Sequence events in order from a text.
- Identify cause and effect relationships in a text.
- Locate information in a text to compare and contrast.
- Identify the problem and solution in a text.
- Identify questions and answers in a text.
- Use signal words to recognize the text organization as sequence of events, cause and effect, compare and contrast, and problem/solution.
- Compare and contrast two non-fiction texts on the same topic. (OER)
- Write a multi-paragraph response to a non-fiction text that expands an OER into a least an introductory sentence, a body paragraph, and a conclusion sentence.

# KNOW, UNDERSTAND, DO

|                 |                       |                    |         |
|-----------------|-----------------------|--------------------|---------|
| <b>COURSE:</b>  | English Language Arts | <b>TIME FRAME:</b> | 42 days |
| <b>UNIT #5:</b> | Informational         | <b>GRADE:</b>      | 3       |

|  |   |
|--|---|
| <b>STANDARDS:</b>                              |   |
| <b>Type of Standard:</b> Common Core Standards |   |
| L.3.1  | Demonstrate command of conventions of Standard English grammar and usage when writing or speaking.<br>i. Produce simple, compound, and complex sentences  |
| L.3.2  | Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing.<br>b. Use commas in addresses.<br>c. Use commas and quotations marks in dialogue.<br>d. Form and use possessives.  |
| L.3.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases for effect.<br>b. Recognize and observe differences between the conventions of spoken and written standard English.   |
| L.3.4  | 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.  |
| L.3.6  | Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal special and temporal relations (e.g., after dinner that night we went looking for them).  |
| W.3.2  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br>b. Develop a topic with facts, definitions, and details.<br>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.<br>d. Provide a concluding statement or section. |
| W.3.4  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| W.3.5  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| W.3.6  | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.   |
| W.3.10   | 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.   |



# KNOW, UNDERSTAND, DO

|                 |                       |                    |         |
|-----------------|-----------------------|--------------------|---------|
| <b>COURSE:</b>  | Writing               | <b>TIME FRAME:</b> | 42 days |
| <b>UNIT #5:</b> | Informational Writing | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient writers use the writing process to write informational essays.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of informational writing by composing multi-paragraph essays.

### KNOW

#### Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- Formation of cursive letters: x, q, z, C, A, O, U, Y, V, W, X, Z, P, B, R, N, M, H, K, J, T, F, I, J, D, L, G, S, E, Q

#### Grammar

- The use of the mechanics of writing (G.U.M. Unit 5 Lessons 57-60):
  - Commas After Introductory Words
  - Friendly Letters
  - Writing Quotations
  - Direct Quotations
- Sentence structure in writing (G.U.M. Unit 1 Lessons 1-12):
  - Simple Sentences
  - The Subject
  - The Predicate
  - Declarative Sentences, Interrogative Sentences
  - Imperative Sentences, Exclamatory Sentences

### DO

#### Handwriting

- Demonstrate the formation of cursive letters: x, q, z, C, A, O, U, Y, V, W, X, Z, P, B, R, N, M, H, K, J, T, F, I, J, D, L, G, S, E, Q
- Complete Handwriting Without Tears pgs. 68-94

#### Grammar

- Produce simple, compound, and complex sentences
- Use coordinating and subordinating conjunctions.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.

- Prepositional Phrases
- Sentence Fragments
- Making Sentences Say More
- Compound Sentences
- Complex Sentences
- Compound or Complex?
- Avoiding Run-on Sentences

### **Writing**

- Informational writing introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section.
- Transitional words and phrases are used to link ideas.
- Digital tools can be used to produce and publish writing.

### **Writing**

- Write an informative/explanatory text to examine a topic and convey ideas and information clearly by developing facts, definitions, and details, and providing a concluding statement or section (i.e., describe your favorite..., how-to..., explain your favorite...).
- Use linking words and phrases.
- Develop and strengthen writing as needed by following the writing process.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Use the writing domains of the PSSA rubric to self-evaluate writing.

# KNOW, UNDERSTAND, DO

|                 |                       |                    |         |
|-----------------|-----------------------|--------------------|---------|
| <b>COURSE:</b>  | English Language Arts | <b>TIME FRAME:</b> | 24 days |
| <b>UNIT #6:</b> | Figurative Language   | <b>GRADE:</b>      | 3       |

|  |  |
|--|--|
| <b>STANDARDS:</b>                              |  |
| <b>Type of Standard:</b> Common Core Standards |  |
| RF.3.3   | Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>   |
| L.3.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>b. Form and use regular and irregular plural nouns.</li> </ul>   |
| L.3.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> </ul>  |
| L.3.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>   |
| L.3.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. <ul style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ul> |
| RL.3.4   | Determine the meaning of words and phrase as they are used in a text, distinguishing literal from non-literal language.  |

# KNOW, UNDERSTAND, DO

|                 |                     |                    |         |
|-----------------|---------------------|--------------------|---------|
| <b>COURSE:</b>  | Reading             | <b>TIME FRAME:</b> | 24 days |
| <b>UNIT #6:</b> | Figurative Language | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient readers can identify figurative language in fiction and nonfiction text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of figurative language to fluently decode and comprehend grade level text through a common assessment.

### KNOW

#### Word Study

- Foundational word study skills.

#### *Spelling*

#### **Unit 8: High Frequency Wds/Contractions**

sort 43: high frequency words starting with *a-* and *be*

sort 44: contractions

#### **Unit 9: Endings/Plural and Past Tense**

sort 45: plural endings *-s* and *-es*

sort 46: three sounds of pasted tense *-ed*

#### Comprehension

*\*Graphic organizer appropriate to skill.*

- Rhyme is recurring final sounds usually found at the end of lines.
- Rhythm is the pattern or beat of a poem.
- Personification is giving human characteristics to a non-human object.
- Exaggeration is stretching the truth.

### DO

#### Word Study

- Apply foundational word study skills.

#### *Spelling*

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

#### Comprehension

*\*Use graphic organizer appropriate to skill.*

- Identify rhyme and rhythm in a piece of text and create examples.
- Orally read poetry with appropriate rhythm (e.g.; echo read, buddy read, choral read, individually).
- Identify personification in a piece of text and create examples.
- Identify exaggeration in a piece of text and create examples.

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>○ Topic, author's purpose, organization, rhyme, rhythm, personification, and theme can be used when comparing and contrasting fiction texts.</li><li>○ Words and phrases can have literal and non-literal meanings.</li><li>○ Words can have different shades of meaning that describe states of mind or degrees of certainty (e.g. knew, believed, suspected).</li><li>○ An open ended response includes part of the question (POQ)/topic sentence, 2-3 supporting details from the text, and a closing sentence</li></ul> | <ul style="list-style-type: none"><li>● Determine the literal or non-literal meaning of a word or phrase within context.</li><li>● Describe the “shades of meaning” for a word.</li><li>● Compare and contrast two poems in regards to their structural elements (e.g. verse, figurative language, rhythm and meter).</li><li>● Compare and contrast fiction texts (e.g. folktale, fairytale, myth, poem) (OER)</li><li>● Write a multi-paragraph response to a fiction text that expands an OER into a least an introductory sentence, a body paragraph, and a conclusion sentence.</li></ul> |
|---|--|

# KNOW, UNDERSTAND, DO

|                 |         |                    |         |
|-----------------|---------|--------------------|---------|
| <b>COURSE:</b>  | Writing | <b>TIME FRAME:</b> | 30 days |
| <b>Unit #6:</b> | Poetry  | <b>GRADE:</b>      | 3       |

|  |   |
|--|---|
| <b>STANDARDS:</b>                              |   |
| <b>Type of Standard:</b> Common Core Standards |   |
| L.3.1  | Demonstrate command of conventions of Standard English grammar and usage when writing or speaking.  |
| L.3.2  | Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing.<br>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  |
| L.3.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases for effect.<br>b. Recognize and observe differences between the conventions of spoken and written standard English.   |
| L.3.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).<br>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).<br>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). |
| L.3.6  | Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal special and temporal relations (e.g., after dinner that night we went looking for them).  |
| W.3.4  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| W.3.5  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| W.3.6  | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.   |
| W.3.10   | 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.   |

# KNOW, UNDERSTAND, DO

|                 |         |                    |         |
|-----------------|---------|--------------------|---------|
| <b>COURSE:</b>  | Writing | <b>TIME FRAME:</b> | 30 days |
| <b>UNIT #6:</b> | Poetry  | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient writers use the writing process to write different types of poetry.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of figurative language and poetry by writing several different forms of poetry.

### KNOW

#### Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- Formation of upper and lower case cursive letters.

#### Grammar

- Subject-verb agreement and different verb tenses in writing (G.U.M. Unit 4 Lessons 41, 43, 44, & 46-48):
  - Subject-Verb Agreement
  - Present Tense Verbs and Past Tense Verbs
  - Future Tense Verbs
  - Comparative and Superlative Adjectives
  - Comparative and Superlative Adverbs
  - Comparing with Adjectives and Adverbs

### DO

#### Handwriting

- Demonstrate the formation of all upper and lower case cursive letters.

#### Grammar

- Form and use the simple verb tenses.
- Ensure subject-verb agreement.
- Form and use comparative and superlative adjectives and adverbs.

**Writing**

- The structure of poetry includes stanzas, rhythm, and rhyme.
- Different types of poetry include acrostic, haiku, diamante, etc.
- Digital tools can be used to produce and publish writing.

**Writing**

- Write using common forms of poetry, such as haiku, limericks, acrostic, couplets, etc., including stanzas, rhythm, and rhyme.
- Write poetry in free verse.
- Develop and strengthen writing as needed by following the writing process.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.



# KNOW, UNDERSTAND, DO

|                 |                 |                    |         |
|-----------------|-----------------|--------------------|---------|
| <b>COURSE:</b>  | Reading/Writing | <b>TIME FRAME:</b> | 18 days |
| <b>UNIT #7:</b> | Research        | <b>GRADE:</b>      | 3       |

|  |  |
|--|--|
| <b>STANDARDS:</b>                              |  |
| <b>Type of Standard:</b> Common Core Standards |  |
| RF.3.3   | Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi-syllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul> |
| L.3.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> </ul>  |
| RI.3.2   | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| RI.3.4   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   |
| RI.3.5   | Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.   |
| RI.3.7   | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).   |
| RI.3.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.  |
| SL.3.4   | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  |
| W.3.4  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  |
| W.3.5  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| W.3.6  | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  |
| W.3.7  | Conduct short research projects that build knowledge about a topic.  |

|        |   |
|--------|---|
| W.3.8  | Recall information from experiences or gather information from digital and print resources; take brief notes on sources and sort evidence into provided categories.   |
| W.3.10 | 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. |

# KNOW, UNDERSTAND, DO

|                 |                       |                    |         |
|-----------------|-----------------------|--------------------|---------|
| <b>COURSE:</b>  | English Language Arts | <b>TIME FRAME:</b> | 15 days |
| <b>UNIT #7:</b> | Research              | <b>GRADE:</b>      | 3       |

## UNDERSTANDINGS

Proficient readers understand that research is an inquiry-based process.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will demonstrate their understanding of the research process by researching a topic and communicating their findings.

### KNOW

#### Word Study

- Foundational word study skills.

#### Spelling

##### Unit 10: Homophones

sort 47: long *a* homophones

sort 48: more long *a* homophones

sort 49: long *e* homophones

sort 50: long *i* and long *o* homophones

#### Comprehension

*\*Graphic organizer appropriate to skill.*

- Research is a method to gather answers to specific questions.
- Information in charts, graphs, diagrams, timelines, and other text features contribute to an understanding of the text.
- Steps to completing the research process:
  - Ask questions
  - Identify sources
  - Collect information
  - Organize information
  - Present information
  - Cite sources

### DO

#### Word Study

- Foundational word study skills.

#### Spelling

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

#### Comprehension

*\*Use graphic organizer appropriate to skill.*

- Follow the steps for researching to conduct research on a self-selected or assigned topic.
- Produce an expository piece that presents the results of research findings.
- Utilize a variety of teacher guided media sources (e.g.; nonfiction, books, articles, online databases, websites & encyclopedias).
- Complete a bibliography template to cite sources.

### **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

#### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

#### **SETTING**

- Preferential seating

#### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

#### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)