

Wallenpaupack Area School District Planned Course Curriculum Guide

English/Language Arts

Grade 3 ELA

Course Description:

Phonics, fluency, vocabulary, and comprehension are the priority skills taught in Grade 3. Non-fiction texts are included in order to prepare students for real world literacy. Writing to text, speaking, and listening are core components of the program.

Revision Date:

May 2014

Wallenpaupack Area School District Curriculum	
COURSE: Grade 3 ELA	GRADE: Three
UNIT 1: Dollars and Sense	TIME FRAME: Six Weeks

PA CORE STANDARDS:

CC.1.1.3.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.3.E: Read with accuracy and fluency to support comprehension.

CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.2.3.D: Explain the point of view of the author.

CC.1.2.3.E: Use text features and search tools to locate and interpret information.

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 (Informational Text).

CC.1.2.3.G: Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H: Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I: Compare and contrast the most important points and key details presented in two texts on the same topic.

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 (informational Text).

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 (Informational Text).

CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.3.A: Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B: Ask and answer questions about the text and make inferences from text, referring to text to support responses.

CC.1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.D: Explain the point of view of the author.

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.

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 (Literature).

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).

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.

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 (Literature).

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 (Literature).

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

CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B: Identify and introduce the topic.

CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.E: Choose words and phrases for effect (Informative/Explanatory).

CC.1.4.3.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

CC.1.4.3.G: Write opinion pieces on familiar topics or texts.

CC.1.4.3.H: Introduce the topic and state an opinion on the topic.

CC.1.4.3.I: Support an opinion with reasons.

CC.1.4.3.J: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K: Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Opinion/Argumentative).

CC.1.4.3.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N: Establish a situation and introduce a narrator and/or characters.

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.

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.

CC.1.4.3.Q: Choose words and phrases for effect (Narrative).

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

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.

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

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.

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

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.

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.

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.

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.

CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.

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.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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 certain facts or details.

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

UNIT OBJECTIVES (SWBATS):

- Identify short vowels
- Identify base words and inflected endings
- Identify vowel digraphs
- Identify diphthongs
- Blend syllables to decode multisyllabic words
- Read aloud with accuracy, comprehension, and appropriate rate
- Read aloud with expression and intonation
- Attend to punctuation and use appropriate phrasing
- Practice fluency
- Use word structure to figure out word meaning
- Use context clues to determine word meaning
- Use reference sources to learn word meanings
- Use descriptive words
- Activate and use prior knowledge
- Monitor comprehension and use fix-up strategies
- Recognize text structure: story and informational
- Recognize main idea and supporting details
- Summarize, realism/fantasy
- Identify sequence of events
- Identify characterization
- Identify setting
- Identify short vowels
- Identify VCCV
- Identify and use plurals: adding –ed, -ing, -er, -est
- Identify long vowel
- Identify V/CV
- Identify VC/V
- Identify words ending in –le
- Identify and create sentences
- subjects and predicates
- statements and questions
- commands and exclamations
- compound sentences

- common and proper nouns
- singular and plural nouns
- Write a personal narrative

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

- Character
- Characterization
- Context clues
- Elements of fiction
- Elements of nonfiction
- Summarize

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

EVIDENCE OF MASTERY:

- Progressing towards DIBELS mid-year composite score goal of 285 (WCM – 86)
- 70% on weekly tests

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet
- Readworks.org

- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- boom, business, coins, fetched, laundry, mending, pick, skillet, spell
- carpenter, carpetmaker, knowledge, marketplace, merchant, plenty, straying, thread
- college, dimes, downtown, fined, nickels, quarters, rich
- amount, check, earned, expensive, interest, million, thousand, value, worth
- arranged, bundles, dangerously, errands, excitedly, steady, unwrapped, wobbled

Wallenpaupack Area School District Curriculum	
COURSE: Grade 3 ELA	GRADE: Three
UNIT 2: Smart Solutions	TIME FRAME: Six Weeks

PA CORE STANDARDS:

CC.1.1.3.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.3.E: Read with accuracy and fluency to support comprehension.

CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.

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CC.1.2.3.E: Use text features and search tools to locate and interpret information.

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 (Informational Text).

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CC.1.2.3.I: Compare and contrast the most important points and key details presented in two texts on the same topic.

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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 (Informational Text).

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CC.1.3.3.A: Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

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CC.1.4.3.E: Choose words and phrases for effect (Informative/Explanatory).

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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.

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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.

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

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.

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

UNIT OBJECTIVES (SWBATS):

- Identify consonant blends and digraphs
- Identify short vowels
- Identify long vowels
- Identify compound words
- Blend syllables to decode multisyllabic words
- Read aloud with accuracy and expression
- Practice fluency in a variety of ways, including choral reading, paired reading, repeated oral reading
- Use context clues to determine word meaning
- Use reference sources to learn word meanings
- Monitor comprehension and use fix-up strategies
- Make and modify predictions
- Generate questions
- Use mental imagery
- Identify the author's purpose
- Draw conclusions
- Identify main idea and supporting details
- Follow directions
- Use graphic organizers to better understand text
- Identify graphic sources
- Identify realism/fantasy
- Identify sequence of events
- Explain characterization
- Spelling compound words
- Spell words with spl, the, squ, str
- Spell words with digraphs sh, th, ph, ch, tch
- Spell contractions, prefixes un-, re-, mis-, dis-
- Spell words with consonant sounds /j/ and /k/
- Identify and use irregular plural nouns
- Identify and use singular possessive nouns
- Identify and use plural possessive nouns
- Identify and use action and linking verbs
- Identify and use main and helping verbs
- Identify and demonstrate subject-verb agreement

- Write a how-to report

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

- Author's point of view/purpose
- Character
- Character types
- Conclusion
- Context clues
- Fantasy story
- Main idea
- Sequence of steps

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

EVIDENCE OF MASTERY:

- Progressing towards DIBELS mid-year composite score goal of 285 (WCM – 86)
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DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet

- Readworks.org
- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- cuddles, flippers, frozen, hatch, pecks, preen, snuggles
- excitement, gardener, motioned, sadness, shivered, shocked, slammed
- collection, enormous, realize, scattered, shiny, strain
- bottom, cheated, clever, crops, lazy, partners, wealth
- stubborn, splatter, classify, squabble

Wallenpaupack Area School District Curriculum	
COURSE: Grade 3 ELA	GRADE: Three
UNIT 3: People and Nature	TIMEFRAME: Six Weeks

PA CORE STANDARDS:

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CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

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

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.

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

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.

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CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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 certain facts or details.

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

UNIT OBJECTIVES (SWBATS):

- Identify and use consonants
- Identify and use contractions
- Identify and use suffixes and prefixes
- Read aloud with accuracy and expression
- Attend to punctuation and use appropriate phrasing
- Practice fluency in a variety of ways, including choral reading, paired reading, repeated oral reading
- Use word structure to figure out word meaning
- Use context clues to determine word meaning
- Use reference sources to learn word meaning
- Use graphic organizers to better understand text
- Answer questions
- Generate questions
- Recognize text structure: story and informational
- Summarize
- Identify author's purpose
- Identify cause and effect
- Compare and contrast
- Draw conclusions
- Follow directions
- Identify graphic sources
- Write a compare and contrast essay

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

- Author's point of view/purpose
- Cause/effect
- Compare/contrast
- Conclusion
- Summarize
- Text structure

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

EVIDENCE OF MASTERY:

- DIBELS Benchmark Goals:
Composite score – 285
WCM – 86
Accuracy – 96%
Retell – 26
Daze – 11
- 70% in weekly tests

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet
- Readworks.org
- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- beauty, blooming, bulbs, doze, humor, recognizing, showers, sprouting
- antlers, imagined, languages, narrator, overhead, poked
- blade, budding, dew, fireflies, flutter, notepad, patch
- anxiously, bay, blizzards, channel, chipped, melody, supplies, surrounded, symphony
- beneath, buried, chimney, earthquakes, fireworks, force, trembles, volcanoes

Wallenpaupack Area School District Curriculum	
COURSE: Grade 3 ELA	GRADE: Three
UNIT 4: One of a Kind	TIME FRAME: Six Weeks

PA CORE STANDARDS:

CC.1.1.3.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.3.E: Read with accuracy and fluency to support comprehension.

CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.2.3.D: Explain the point of view of the author.

CC.1.2.3.E: Use text features and search tools to locate and interpret information.

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 (Informational Text).

CC.1.2.3.G: Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H: Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I: Compare and contrast the most important points and key details presented in two texts on the same topic.

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 (informational Text).

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 (Informational Text).

CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.3.A: Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B: Ask and answer questions about the text and make inferences from text, referring to text to support responses.

CC.1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.D: Explain the point of view of the author.

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.

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 (Literature).

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).

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.

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 (Literature).

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 (Literature).

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

CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B: Identify and introduce the topic.

CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.E: Choose words and phrases for effect (Informative/Explanatory).

CC.1.4.3.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

CC.1.4.3.G: Write opinion pieces on familiar topics or texts.

CC.1.4.3.H: Introduce the topic and state an opinion on the topic.

CC.1.4.3.I: Support an opinion with reasons.

CC.1.4.3.J: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K: Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Opinion/Argumentative).

CC.1.4.3.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N: Establish a situation and introduce a narrator and/or characters.

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.

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.

CC.1.4.3.Q: Choose words and phrases for effect (Narrative).

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

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.

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

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.

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

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.

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.

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.

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.

CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.

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.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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 certain facts or details.

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

UNIT OBJECTIVES (SWBATS):

- Identify base words and inflected endings
- Identify r-controlled vowels
- Identify suffixes and prefixes
- Blend syllables to decode multisyllabic words
- Read aloud with accuracy and expression
- Attend to punctuation and use appropriate phrasing
- Practice fluency in a variety of ways, including choral reading, paired reading, repeated oral reading
- Use word structure to figure out word meaning
- Use context clues to determine word meaning
- Use descriptive words
- Activate and use prior knowledge
- Monitor comprehension and fix-up strategies
- Use graphic organizers to better understand text
- Answer questions
- Generate questions
- Identify cause and effect
- Compare and contrast
- Identify fact and opinion
- Generalize
- Identify graphic sources
- Identify plot and plot structure
- Identify theme
- Writing a story

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching

- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

- Cause/effect
- Compare/contrast
- Context clues
- Describe
- Fact
- Generalization
- Opinion
- Plot
- Structure
- Theme

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

EVIDENCE OF MASTERY:

- Progressing towards DIBELS end-of-year composite score goal of 330 (WCM – 100)
- 70% on weekly tests

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet
- Readworks.org
- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- attention, complained, drifting, giggle, glaring, looping, struggled, swooping
- average, depth, deserts, outrun, peak, tides, waterfalls
- attic, board, chores, customer, labeled, spare, stamps
- celebrate, continued, current, drowned, medals, stirred, strokes
- clutched, echoed, gully, reeds, scrambled, valley

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Wallenpaupack Area School District Curriculum	
COURSE: Grade 3 ELA	GRADE: Third
UNIT 5: Cultures	TIME FRAME: Six Weeks

PA CORE STANDARDS:

CC.1.1.3.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.3.E: Read with accuracy and fluency to support comprehension.

CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.2.3.D: Explain the point of view of the author.

CC.1.2.3.E: Use text features and search tools to locate and interpret information.

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 (Informational Text).

CC.1.2.3.G: Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H: Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I: Compare and contrast the most important points and key details presented in two texts on the same topic.

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 (informational Text).

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 (Informational Text).

CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.3.A: Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B: Ask and answer questions about the text and make inferences from text, referring to text to support responses.

CC.1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.D: Explain the point of view of the author.

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.

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 (Literature).

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).

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.

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 (Literature).

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 (Literature).

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

CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B: Identify and introduce the topic.

CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.E: Choose words and phrases for effect (Informative/Explanatory).

CC.1.4.3.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

CC.1.4.3.G: Write opinion pieces on familiar topics or texts.

CC.1.4.3.H: Introduce the topic and state an opinion on the topic.

CC.1.4.3.I: Support an opinion with reasons.

CC.1.4.3.J: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K: Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Opinion/Argumentative).

CC.1.4.3.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N: Establish a situation and introduce a narrator and/or characters.

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.

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.

CC.1.4.3.Q: Choose words and phrases for effect (Narrative).

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

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.

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

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.

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

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.

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.

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.

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.

CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.

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.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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 certain facts or details.

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

UNIT OBJECTIVES (SWBATS):

- Identify short vowels
- Identify other vowel patterns
- Identify suffixes and prefixes
- Blend syllables to decode multisyllabic words
- Read aloud with accuracy and expression
- Attend to punctuation and use appropriate phrasing
- Practice fluency in a variety of ways, including choral reading, paired reading, repeated oral reading
- Use word structure to figure out word meaning
- Use context clues to determine word meaning
- Use descriptive words
- Activate and use prior knowledge
- Make and confirm predictions
- Monitor comprehension and fix-up strategies
- Recognize text structure
- Summarize
- Identify author's purpose
- Compare and contrast
- Draw conclusions
- Write a persuasive letter

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role

playing)

ANCHOR VOCABULARY:

- Argument
- Argumentative writing Author's point of view/purpose
- Compare/contrast
- Conclusion
- Context clues
- Describe
- Summarize
- Text Structure

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

EVIDENCE OF MASTERY:

- Progressing towards DIBELS end-of-year composite score goal of 330 (WCM – 100)
- 70% on weekly tests

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet
- Readworks.org
- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- cotton, festival, graceful, handkerchief, paces, pale, rhythm, snug
- admire, custom, famous, mention, overnight, popular, public, twist
- airport, curious, delicious, described, farewell, homesick, memories, raindrops
- bakery, batch, boils, braided, dough, ingredients, knead, mixture
- cardboard, feast, fierce, flights, pitcher, ruined, stoops, treasure

Wallenpaupack Area School District Curriculum	
COURSE: Grade 3 ELA	GRADE: Three
UNIT 6: Freedom	TIMEFRAME: Six Weeks

PA CORE STANDARDS:

CC.1.1.3.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.3.E: Read with accuracy and fluency to support comprehension.

CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.2.3.D: Explain the point of view of the author.

CC.1.2.3.E: Use text features and search tools to locate and interpret information.

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 (Informational Text).

CC.1.2.3.G: Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H: Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I: Compare and contrast the most important points and key details presented in two texts on the same topic.

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 (informational Text).

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 (Informational Text).

CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.3.A: Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B: Ask and answer questions about the text and make inferences from text, referring to text to support responses.

CC.1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.D: Explain the point of view of the author.

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.

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 (Literature).

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).

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.

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 (Literature).

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 (Literature).

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

CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B: Identify and introduce the topic.

CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.E: Choose words and phrases for effect (Informative/Explanatory).

CC.1.4.3.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

CC.1.4.3.G: Write opinion pieces on familiar topics or texts.

CC.1.4.3.H: Introduce the topic and state an opinion on the topic.

CC.1.4.3.I: Support an opinion with reasons.

CC.1.4.3.J: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K: Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Opinion/Argumentative).

CC.1.4.3.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N: Establish a situation and introduce a narrator and/or characters.

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.

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.

CC.1.4.3.Q: Choose words and phrases for effect (Narrative).

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

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.

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

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.

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

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.

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.

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.

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.

CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.

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.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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 certain facts or details.

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

UNIT OBJECTIVES (SWBATS):

- Identify other vowel patterns
- Identify suffixes and prefixes
- Blend syllables to decode multisyllabic words
- Read aloud with accuracy and expression
- Attend to punctuation and use appropriate phrasing
- Practice fluency in a variety of ways, including choral reading, paired reading, repeated oral reading
- Use word structure to figure out word meaning
- Use context clues to determine word meaning
- Use reference sources to learn word meanings
- Make and confirm predictions
- Use graphic organizers to better understand text
- Answer questions
- Generate questions
- Recognize text structure: story and informational
- Recognize cause and effect
- Identify fact and opinion
- Identify generalization
- Identify plot structure
- Identify theme
- Write a research report

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role

playing)

ANCHOR VOCABULARY:

- Cause/effect
- Context clues
- Fact
- Generalization
- Opinion
- Plot
- Structure
- Text structure
- Theme

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

EVIDENCE OF MASTERY/Cut Score:

- DIBELS Benchmark Goals:
Composite score – 330
WCM – 100
Accuracy – 97%
Retell – 30
Daze – 19
- PSSA Reading - at or above 1235
- 70% on Scott Foresman final Benchmark test

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet
- Readworks.org
- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- crown, liberty, models, symbol, tablet, torch, unforgettable, unveiled
- bows, chilly, foolish, foreign, narrow, perches, recipe

- encourages, expression, local, native, settled, social, support
- crystal, disappeared, discovery, goal, journey, joyful, scoop, unaware
- burro, bursts, factory, glassblower, puff, reply, tune