

Wallenpaupack Area School District

COURSE: Communications

GRADE LEVEL: Third

LENGTH OF COURSE: 180 days

FREQUENCY OF INSTRUCTION:

Guided reading – daily
Shared reading – daily
Word/Vocabulary Study – daily
Rebecca Sitton Spelling – daily
Writing - daily
Independent reading - daily
Read aloud – daily

TEXT: Rebecca Sitton's Spelling Sourcebook, Tradebooks for shared reading and guided reading

PUBLISHER: Egger Publishing, Inc.

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COURSE DESCRIPTION:

The third grade communications curriculum utilizes a balanced literacy approach to instruction. It provides students with daily opportunities to engage in various reading and writing activities to help them communicate more effectively. In this balanced literacy framework students participate in read alouds, shared reading, guided reading, independent reading and systematic word study (including Rebecca Sitton spelling). In addition, they engage in writers' workshop and independent writing. The classroom environment supports students at their instructional level to deliver phonics, fluency, vocabulary and text comprehension instruction.

AREAS OF STUDY:

CURRICULUM WRITING TEAM:

Christine Berlen
Denise Brice
Cathy Cassel
Angela Spitzer

DATE OF REVISION:

2003

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Teachers should choose from the following teacher books:

Blevins, W. (1998). *Phonics from A to Z*. Scholastic.

Cunningham, P. M. & Hall, D. P. (1994). *Making words: multilevel, hands-on developmentally appropriate spelling and phonics activities*. Good Apple.

Cunningham, P. M. (1995). *Phonics they use: words for reading and writing*. Harper Collins College Publishers.

Cunningham, P. (2000). *Systematic sequential phonics they use*. Carson Dellosa Publishers.

Hall, D. & Cunningham, P. (2002). *Month-by-month for first grade: systematic, multilevel instruction*. Carson Dellosa Publishers.

Pinnel, G. S. & Fountas, I. (1998). *Words Matter*.

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Course: Communications

Grade Level: Grade 3

Unit: Reading

**PA Standards: 1.1.A - 1.1.B - 1.1.C - 1.1.D
1.1.E - 1.1.F - 1.1.G - 1.1.H**

Topics:	Skills:
<p>Learning to Read Independently</p>	<p>Before reading identify the purposes and types of text (e.g., literary, informational) Preview the text formats (e.g., title, headings, chapters and table of contents) During reading use knowledge of phonics, word analysis (e.g. root words, prefixes, and suffixes), syllabication, picture and context clues to decode and understand new words Read text using self-monitoring comprehension strategies (e.g., predicting, revising predictions, rereading, using headings, graphics, charts, organization of text, adjusting reading rate) Acquire a reading vocabulary by identifying and correctly using words, (e.g. antonyms, synonyms, categories of words). Use a dictionary when appropriate Understand the meaning of and use correctly new vocabulary learned in various subject areas After reading demonstrate understanding and interpretation of both fiction and nonfiction text</p> <ul style="list-style-type: none"> • Retell or summarize the major ideas, themes or procedures of the text • Connect the new information of ideas in the text to known information • Clarify ideas and understandings through rereading and discussions • Make responsible assertions about the text by citing evidence from the text <p>Demonstrate fluency and comprehension in reading</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy • Self correct mistakes • Use appropriate rhythm, flow, meter and pronunciation • Read a variety of genres and types of text <p>Demonstrate comprehension</p>
Activities:	Performance Assessments:
<p>Think aloud/along Guided reading Shared reading Making words Guess the covered word Rivet Anticipatory guide Book walk Reciprocal teaching Vocabulary (visualization, semantic map) Reading logs Prediction map Predictions (monitoring) Word box – word organizer Independent reading Alpha boxes</p>	<p>Teacher Observations Teacher Made Assessments Computer Lesson Assessments Running Records Written Response to Questions Cloze Procedures Writing in Journals Book Projects or Reports Portfolios Logs Written work Class Assignments Writing Samples Star Reading Computer Program Accelerated Reader</p>

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Alpha Antics Word Sorts Echo reading Repeated reading Paired reading Choral reading Computer lessons/ Accelerated Reader	
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Unit: Reading **PA Standards: 1.2.A - 1.2.B - 1.2.C**

Topics:	Skills:
Reading critically in all content areas	Read and understand essential content of information texts and documents in all academic areas <ul style="list-style-type: none"> • Differentiate fact from opinion within text • Distinguish between essential and nonessential information within a text • Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text • Analyze text organization and content to derive meaning from text using established criteria Use and understand a variety of media and evaluate the quality of material produced <ul style="list-style-type: none"> • Use electronic media for research • Identify techniques used in television and use the knowledge to distinguish between facts and misleading information • Develop media project (e.g., script, play, audiotape) for a target audience Produce work in at least one literary genre that follows the conventions of the genre
Activities:	Performance Assessments:
KWL charts SQ3R (survey, ask questions, read, remember, retell) Question generating survey Reciprocal teaching Weekly reader Scholastic news Nonfiction text Books on tape Anticipation guide Internet searches Newspaper articles Reading rainbow Venn diagrams Graphic organizers	Teacher observations Teacher made assessments Computer lesson assessments Running records Written response to questions Cloze procedures Journal writing Book projects or reports Portfolios Logs Written work Class assignments Writing samples Star reading computer program

Unit: Reading **PA Standards: 1.3.A - 1.3.B - 1.3.C
1.3.D - 1.3.E - 1.3.F**

Topics:	Skills:
Reading, analyzing, and interpreting literature	Read and understand works of literature Identify literary elements in stories describing characters, setting, and plot Identify literary devices in stories <ul style="list-style-type: none"> • Rhyme • Rhythm

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	<ul style="list-style-type: none"> • Personification Identify the structures in poetry (e.g., pattern books, predictable books, and nursery rhythms) Identify the structures in drama (e.g., dialogue, story enactment, acts, and scenes) Read and respond to nonfiction and fiction, including poetry and drama
Activities:	Performance Assessments:
Story maps Character comparison Venn diagram Character connections Problem solving outlining Guided reading Shared reading 3 level guide organizer The "Z" Map Literature circles Shape poetry Haiku Poet talk Poetry read aloud Poetry mini lessons Reader's theatre	Teacher observations Teacher made assessments Computer lesson assessments Running records Written response to questions Cloze procedures Journal writing Book projects or reports Portfolios Logs Written work Class assignments Writing samples Star reading computer program

Unit: Reading

PA Standards: 1.4

Topics:	Skills:
Types of writing	Write narrative pieces (e.g., stories, poems, and plays). <ul style="list-style-type: none"> • Include detailed descriptions of people, places and skills. • Use relevant illustrations. • Include literary elements. Write informational pieces (e.g., descriptions, letters, reports, and instructions), using illustrations when relevant. Write an opinion and support it with facts.
Activities:	Performance Assessments:
Writer's workshop Journals (Double entry, response, personal) Letter writing-friendly Paragraphs Essays Descriptions Reports Book reports Interviews John Collins Story prompts Comic strips Scripts for Reader's Theater Quick writes Book reviews Newsletters Poetry Persuasive writing and Narrative writing Informational writing Graphic organizers and Rubrics	Teacher observations Teacher made assessments Computer lesson assessments Written response to questions Journal writing Book projects or reports Portfolios Logs Written work Class assignments Writing samples

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Unit: Writing

**PA Standards: 1.5.A - 1.5.B - 1.5.C - 1.5.D
1.5.E - 1.5.F - 1.5.G**

Topics:	Skills:
<p>Quality of writing</p>	<p>Write with a sharp, distinct focus identifying topic, task and audience</p> <p>Write using well-developed content appropriate for the topic</p> <ul style="list-style-type: none"> • Gather and organize information • Write a series of related sentences or paragraphs with one central idea • Incorporate details relevant and appropriate to the topic <p>Write with controlled and/or subtle organization</p> <ul style="list-style-type: none"> • Sustain a logical order • Include a recognizable beginning, middle, and end <p>Write with an awareness of the stylistic aspects of composition</p> <ul style="list-style-type: none"> • Use sentences of differing lengths and complexities • Use descriptive words and action verbs <p>Revise writing to improve detail and order by identifying missing information and determining if ideas follow logically</p> <p>Edit writing using the conventions of language</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly • Use capital letters correctly (first word in sentences, proper nouns, pronoun "I") • Punctuate correctly (period, exclamation point, question mark, commas in a series) • Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly • Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative) <p>Present and/or defend written work for publication when appropriate.</p>
Activities:	Performance Assessments:
<p>Writer's workshop</p> <p>Journals (Double entry, response, personal)</p> <p>Letter writing – friendly</p> <p>Paragraphs</p> <p>Essays</p> <p>Descriptions</p> <p>Reports</p> <p>Book reports</p> <p>Interviews</p> <p>John Collins</p> <p>Story prompts</p> <p>Comic strips</p> <p>Scripts for Reader's Theater</p> <p>Quick writes</p> <p>Book reviews</p> <p>Newsletters</p> <p>Poetry</p> <p>Persuasive</p> <p>Venn diagrams</p> <p>Graphic organizers</p> <p>Process writing</p>	<p>Teacher observations</p> <p>Teacher made assessments</p> <p>Computer lesson assessments</p> <p>Written response to questions</p> <p>Cloze procedures</p> <p>Journal writing</p> <p>Book projects or reports</p> <p>Portfolios</p> <p>Logs</p> <p>Written work</p> <p>Class assignments</p> <p>Writing samples</p>

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Unit:

PA Standards: 1.6.A - 1.6.B - 1.6.C
1.6.D - 1.6.E - 1.6.F

Topics:	Skills:
<p>Speaking and Listening</p>	<p>Listen to others</p> <ul style="list-style-type: none"> • Ask questions as an aid to understanding • Distinguish fact from opinion <p>Listen to a selection of literature (fiction and/or nonfiction)</p> <ul style="list-style-type: none"> • Relate it to similar experiences • Predict what will happen next • Retell a story in chronological order • Identify and define new words and concepts <p>Speak using skills appropriate to formal speech situations</p> <ul style="list-style-type: none"> • Use appropriate volume • Pronounce most words accurately • Pace speech so that it is understandable • Demonstrate an awareness of audience <p>Contribute to discussions</p> <ul style="list-style-type: none"> • Ask relevant questions • Respond with appropriate information or opinions to questions asked • Listen to and acknowledge the contributions of others • Display appropriate turn taking behaviors <p>Participate in small and large group discussions and presentations</p> <ul style="list-style-type: none"> • Participate in everyday conversations • Give oral readings • Deliver short reports (e.g., show-and-tell, field trip summaries) • Conduct short interviews • Give simple directions and explanations • Report an emergency <p>Use media for learning purposes</p> <ul style="list-style-type: none"> • Explain the importance of television, radio, film, and Internet in the lives of people • Explain how advertising sells products • Show or explain what was learned (e.g., audiotape, computer download)
Activities:	Performance Assessments:
<p>Oral presentations Following oral directions Discussion of writing Debates Literature circles Listening centers Readers' theatre Interviews Improvisational role playing Graphic organizers Group discussions</p>	<p>Teacher observations Teacher made assessments Written/ oral response to questions Cloze procedures Writing in journals Book projects or reports Portfolios Logs Written work Class assignments Writing samples Oral presentation rubric</p>

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Unit:

PA Standards: 1.7.A - 1.7.B

Topics:	Skills:
Characteristics and functions of the English language	Identify words from other languages that are commonly used English words Identify variations in the dialogues of literary characters and relate them to difference in occupation or geographical location.
Activities:	Performance Assessments:
Word study Rivet Dictionary games Dictionary skill Scrabble Semantic mapping Venn diagrams Charades Boggle Vocabulary building Vocabulary in context Making words	Teacher observations Teacher made assessments Computer lesson assessments Written response to questions Cloze procedures Journal writing Portfolios Logs Class assignments Writing samples Star reading computer program

Unit:

PA Standards: 1.8.A - 1.8.B - 1.8.C

Topics:	Skills:
Research	Select a topic for research Locate information using appropriate sources and strategies <ul style="list-style-type: none"> • Locate resources for a particular task (e.g., newspapers, dictionary) • Select sources (e.g., dictionaries, encyclopedias, interviews to write a family history, observations and electronic media) • Use table of contents, key words, and guide words • Use traditional and electronic search tools Organize and present the main ideas from the research <ul style="list-style-type: none"> • Take notes from sources using a structured format • Summarize, orally or in writing, the main ideas
Activities:	Performance Assessments:
Library resources Introduction to search engines Information gathering skills Encyclopedia Interviews Dictionary Elements of non-fiction text Graphic organizers Note-taking Library curriculum for additional activities	Teacher observations Teacher made assessments Computer lesson assessments Writing in journals Research projects or reports Portfolios Logs Class assignments Writing samples Class presentation Rubrics