

READING, ENGLISH, LANGUAGE ARTS

LENGTH OF TIME: Daily (2 Hours)

GRADE LEVEL: 3 (Third Grade)

DESCRIPTION OF COURSE

This course stresses the fundamental skills and strategies of reading, writing, listening, and speaking, integrated through the Essential Questions. Through reading and responding to a variety of fictional and informational texts and generating different types of writing, students will expand their basic skills and make meaningful connections between their lives and their reading and writing. Students will be evaluated through program assessments, Text-Dependent Analysis, and narrative, persuasive, and informational writing pieces.

ESSENTIAL QUESTIONS

- How do I apply foundational skills as an effective reader?
- How do I read, understand, and respond to informational text?
- How do I read, understand, and respond to works of literature?
- How do I write for different purposes and audiences?
- How do I present appropriately, listen critically, and respond to intelligently?

COURSE STANDARDS: PA CORE STANDARDS (ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS PRE K-5) <https://www.pdesas.org/Page?pageId=11>

READING:

Standard 1.1: Foundational Skills

Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

1.1.3.A Intentionally Blank

1.1.3.B Intentionally Blank

1.1.3.C Intentionally Blank

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

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multi-syllable words.
- Read grade-appropriate irregularly spelled words.

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

- Read on-level text with purpose and understanding.

- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard 1.2: Reading Informational Text

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

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

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

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.

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

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

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.

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

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

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

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.

1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies and tools.

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

Standard 1.3: Reading Literature

Students will read and respond to works of literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

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

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

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

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

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.

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.

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).

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.

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.

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.

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

CURRICULUM PROGRAMS/TOOLS

1. Benchmark Literacy Reading Series
2. Benchmark Literacy Word Study Program
3. Leveled Trade Books

INSTRUCTIONAL SUPPORTS/PRACTICES

- Display and teach using a variety of forms of print (Mentor Texts)
- Offer multi-sensory activities to support and practice new skills
- Build a connection between fluency and comprehension
- Word Study centers
- Teach comprehension and metacognitive reading strategies
- Provide opportunities for the learner to respond to the text using a variety of mediums
- Expose students to a variety of media to gain information (computer, recorded media)
- Assist students in selecting age and ability-appropriate fiction and nonfiction materials to read
- Shared/Guided/Independent Reading
- Model use of graphic organizers
- Reader's and Writer's Workshop
- Comprehension, Reflection, & Response Activities
- Teach close-reading strategies to further comprehension of text

ENGLISH / WRITING:

Standard 1.4: Writing

Students will write for different purpose and audience. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- 1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 1.4.3.B Identify and introduce the topic.
- 1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.
- 1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
- 1.4.3.E Choose words and phrases for effect.
- 1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar usage, capitalization, punctuation, and spelling.
- 1.4.3.G Write opinion pieces on familiar topics or texts.
- 1.4.3.H Introduce the topic and state an opinion on the topic.
- 1.4.3.I Support and opinion with reasons.
- 1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
- 1.4.3.K Use a variety of words and sentence types to appeal to the audience.
- 1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 1.4.3.M Write narratives to develop real or imagined experiences or events.
- 1.4.3.N Establish a situation and introduce a narrator and/or characters.
- 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.
- 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.
- 1.4.3.Q Choose words and phrases for effect.
- 1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 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.
- 1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.
- 1.4.3.V Conduct short research projects that build knowledge about a topic.
- 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.

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.

CURRICULUM PROGRAMS/TOOLS

1. Units of Study Writing Program
2. Benchmark Writer's Workshop Language Mini-Lessons
3. Mentor Texts
4. Zaner Bloser Cursive Writing Workbook

INSTRUCTIONAL SUPPORTS/PRACTICES

- Implement Writer's Workshop
- Small group and/or individual conferencing
- Student goal setting
- Writing rubrics
- Word Study
- Teach pre-writing strategies
- Integration of spelling strategies
- Integration of mentor texts
- Modeling of craft moves within writing
- Implementation of writers' shares
- Implementation of writing mantras
- Offer resources for students to use in collecting information
- Provide opportunity for students to engage in shared, interactive, and independent writing
- Model appropriate spacing between letters, words, sentences, and paragraphs

Standard 1.5: Speaking and Listening

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

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.

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.

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

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.

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

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.

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

CURRICULUM PROGRAMS/TOOLS

Integrate using a cross-curricular approach

INSTRUCTIONAL SUPPORTS/PRACTICES

- Model appropriate speaking and listening behaviors
- Provide opportunities for students to demonstrate appropriate public speaking
- Verbalize thought processes
- Utilize various media for instruction
- Model prosody when reading aloud
- Model a systematic approach to collect, process, and present information
- Offer opportunities for presenting information

PERFORMANCE ASSESSMENTS

1. Class Participation
 2. Oral Presentation
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TITLES OF UNITS

READING

1. Ask Questions/Identify Main Idea and Details- Marking period 1
2. Visualize/Analyze Character- Marking period 1
3. Determine Text Importance/Identify Sequence of Events- Marking period 2
4. Summarize and Synthesize/Analyze Story Elements- Marking period 2
5. Make Connections/Make Inferences- Marking period 3
6. Fix-Up Monitoring/Distinguish and Evaluate Fact and Opinion- Marking period 3
7. Make Inferences/Make Predictions- Marking period 3
8. Determine Text Importance/Compare and Contrast- Marking period 4
9. Make Connections/Identify Cause and Effect- Marking period 4
10. Make Inferences/Draw Conclusions- Marking period 4 (Instructed, but not formally assessed)

WRITING

1. Narrative- *Crafting True Stories*- marking period 1

2. Opinion- *Changing the World*- marking period 2
3. Information- *The Art of Information Writing*- marking period 3
4. Narrative- *Once Upon A Time*- marking period 4

SAMPLE INSTRUCTIONAL STRATEGIES

- Reader's and Writer's Workshop
- Direct instruction in large & small group settings
- Differentiated Instruction
- Teacher modeling
- Shared, Guided & Independent Reading
- Strategy-based instruction
- Reflection & Response Comprehension Activities

MATERIALS

1. Benchmark Literacy Reading Series
2. Mentor Texts and Leveled Trade Books
3. Units of Study Writing Program
4. Benchmark Writer's Workshop Language Mini-Lessons
5. Zaner-Bloser Cursive Writing Workbook

METHODS OF INTERVENTION AND ENRICHMENT

1. Small group differentiated instruction
2. Student Support Team (SST)
3. Title I Reading Support
4. PAL (Gifted Support)

METHODS OF EVALUATION: (REQUIRED DISTRICT ASSESSMENTS)

1. Benchmark Literacy Unit Assessments (Units 1-9)
2. Benchmark Literacy Comprehension Strategies Assessments (Units 1-9)
3. Developmental Reading Assessment (DRA2) Fall & Spring
4. Dibels Next/CBAs
5. Palisades Beginning of the Year Writing Assessment
6. Palisades Quarterly Writing Assessments
7. Measures of Academic Performance (MAP) – Fall, Winter, & Spring