

North East School District PA Core Curriculum Maps

English/Language Arts

Third Grade



INTRODUCTION

The Pennsylvania Core Standards call for students in grade 3 to proficiently read grade-appropriate complex literature and informational text such that they can ask and answer questions by referring explicitly to a text (RL/RI.3.1). Students delve deeply into texts to uncover both the central message and supporting details, identifying the logical connections between sentences and paragraphs in a text. They can compare and contrast two or more works with the same topic, author, or character, describing the traits, motivations, and feelings of characters or how ideas relate to one another. Additional Standards for Reading Literature (RL.3.2-9) and Standards for Reading Informational Text (RI.3.2-9) offer detailed expectations for student academic performance in preparation for college and careers.

Helping students understand what they read is a crucial element of grade 3. In grades K-2, children begin to master the decoding skills described in the Standards for Reading: Foundational Skills [3]. Students in grade 3 use these emerging skills to negotiate multisyllabic words, which in turn increases their fluency and confidence when reading new and unfamiliar material. Students emerge from grade 3 with an ever-expanding academic vocabulary that they use in their writing and speaking

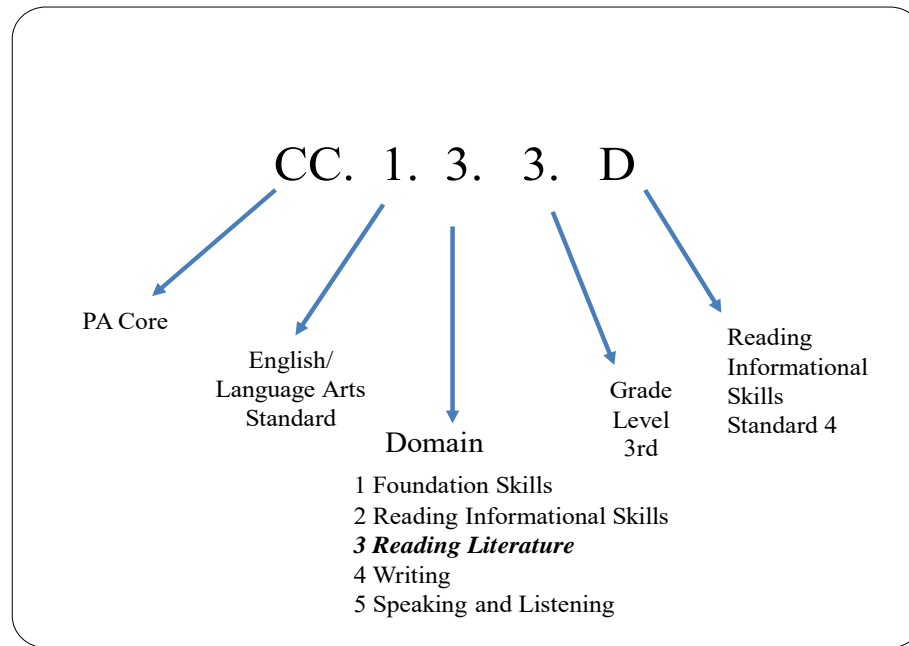
English/Language Arts - Long Term Transfer Goals

North East School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

English/Language Arts Standard Taxonomy



ELA



English/Language Arts 3

GRADE 3

Students will select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They explore author point of view and also begin to infer meaning from texts. They read for pleasure and choose books based on personal preference, topic, or author.

Students also are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and follows logical sequencing. Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They conduct short research using a variety of print and digital sources. They listen to other’s writing, offer feedback, and begin to consider suggestions from others about their own writing.

PA CORE Reporting Categories/Assessment Anchors

Literature Text, Informational Text

- E03.A-K.1, E.03.B-K.1 → Key Ideas & Details
- E03.A-C.2, E.03.B-C.2 → Craft & Structure
- E03.A-C.3, E.03.B-C.3 → Integration of Knowledge & Ideas
- E03.A-V.4, E.03.B-V.4 → Vocabulary Acquisition & Use

Writing

E03.C.1 → Text Types & Purposes

Language

E03.D.1 → Conventions of Standard English

E03.D.2 → Knowledge of Language

All identified strands of PA Core Eligible Content can be found communicated in narrative form through the SAS (Standards Aligned System) Portal. Information related to the Common Core Standards is also readily available via this online resource. The SAS Portal is located at www.pdesas.org.

Grade Three PA CORE Anchor Descriptors

- ★ Demonstrate Understanding Of Key Ideas And Details In Literature.
- ★ Demonstrate Understanding Of Craft And Structure In Literature.
- ★ Demonstrate Understanding Of Connections Within, Between, And/Or Among Texts.
- ★ Demonstrate Understanding Of Vocabulary And Figurative Language In Literature.
- ★ Demonstrate Understanding Of Key Ideas And Details In Informational Texts.
- ★ Demonstrate Understanding Of Craft And Structure In Informational Texts.
- ★ Demonstrate Understanding Of Connections Within, Between, And/Or Among Informational Texts.
- ★ Demonstrate Understanding Of Vocabulary And Figurative Language In Informational Texts.
- ★ Write Opinion Pieces On Topics Or Texts, Supporting A Point Of View With Reasons.
- ★ Write Informative/Explanatory Texts To Examine A Topic And Convey Ideas And Information Clearly.
- ★ Write Narratives To Develop Real Or Imagined Experiences Or Events Using Effective Technique, Descriptive Details, And Clear Event Sequences.
- ★ Demonstrate Command Of The Conventions Of Standard English Grammar And Usage.
- ★ Demonstrate Command Of The Conventions Of Standard English Capitalization, Punctuation, And Spelling.
- ★ Use Knowledge Of Language And Its Conventions.

MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>SEPTEMBER</p> <p>MAIN SELECTION "When Charlie McButton Lost Power"</p> <p>PAIRED SELECTION "How A Kite Changed The World"</p> <p>MAIN SELECTION "What About Me?"</p> <p>PAIRED SELECTION "How The Desert Tortoise Got Its Shell"</p> <p>Sleuth Magazine</p> <p>Leveled Readers</p>	<p>When Charlie McButton Lost Power</p> <p>Essential Questions: What does a reader look for and how can s/he find it? Why learn new words?</p> <p>Comprehension: Literary Elements: Character, Setting, And Theme</p> <p>Fluency: Sequence And Important Ideas</p> <p>Vocabulary Acquisition & Use: Homonyms</p> <p>Grammar/Writing Conventions: Simple Sentences</p> <p>What About Me?</p> <p>Essential Question: How do readers know what to believe?</p> <p>Comprehension: Sequence, Summarize</p>	<p>PA Core Eligible Content</p> <p>E03.A-K.1.1.1, E03.A-K.1.1.2, E03.A-K.1.1.3, E03.A-C.2.1.1, E03.A-C.3.1.1, E03.A-V.4.1.1, E03.B-K.1.1.1, E03.B-K.1.1.2, E03.B-K.1.1.3, E03.B-C.3.1.1, E03.C.1.1.1, E03.C.1.2.1, E03.C.1.2.2, E03.C.1.2.3, E03.C.1.2.4, E03.D.1.1.1, E03.D.1.1.2, E03.D.1.1.3, E03.D.1.1.4, E03.D.1.1.5, E03.D.1.1.6, E03.D.1.1.7, E03.D.1.1.8, E03.D.1.1.9, E03.D.1.2.5, E03.D.1.2.6</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test Based On Story/ Phonics/ Vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Progress Monitoring: <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Discussions <input type="checkbox"/> Small-Group <input type="checkbox"/> Whole-Class <input type="checkbox"/> Differentiation <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Spelling Skills Sheets <input type="checkbox"/> Written Spelling Assessment <input type="checkbox"/> Instructor Observation During Writing Conferences <input type="checkbox"/> Peer Sharing/Editing <input type="checkbox"/> Conferencing <input type="checkbox"/> Publishing 	<p>Reading Street Series</p> <p>Practice Workbook Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Leveled Readers</p> <p>Decodable Readers</p> <p>Background CD</p> <p>Smartboard</p> <p>Sleuth Magazine</p> <p>Grammar Practice Book</p> <p>Scott Foresman Everyday Spelling</p> <p>Spelling Practice Resources</p>

	<p>Fluency: Appropriate Phrasing</p> <p>Vocabulary Acquisition & Use: Compound Words</p> <p>Grammar/Writing Conventions: Subjects And Predicates</p> <p>Spelling/Phonics & Word Recognition:</p> <ul style="list-style-type: none"> ● Blends (dr, sc, ft, nk) ● Digraphs (ch, sh, th, ng) ● Consonant Sounds /j/ Spelled ge And j, /s/ Spelled c And s ● Adding s And es ● Inflectional Endings <p>Writer's Workshop/Focus For Writing:</p> <ol style="list-style-type: none"> 1. Starting The Writing Workshop: Visual Possibilities 2. Finding Ideas And Writing Up A Storm 3. Drawing On A Repertoire Of 		<ul style="list-style-type: none"> <input type="checkbox"/> Independent Writing Practice <input type="checkbox"/> Rubric Scoring Of Final Published Writing <p><u>Benchmark Assessment</u> Study Island BM#1</p> <p><u>Diagnostic Assessment</u> NWEA MAP [Fall]</p>	<p>Writer's Workshop Resource Materials</p>
--	--	--	--	---

	<p>Strategies: Writing With Independence</p> <ol style="list-style-type: none"> 4. Writers Use A Storyteller’s Voice: They Tell Stories, Not Summaries 5. Taking Stock: Pausing To Ask, “How Am I Doing?” 6. Editing As We Go: Making Sure Others Can Read Our Writing 7. Rehearsing: Storytelling And Leads 8. Writing Discovery Drafts 9. Revising By Studying What Other Authors Have Done 10. Storytellers Develop The Heart Of A Story 			
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>OCTOBER</p> <p>MAIN SELECTION “Super Market”</p> <p>PAIRED SELECTION</p>	<p>Super Market</p> <p>Essential Question: How does one organize and synthesize information from various sources?</p>	<p>PA Core Eligible Content</p> <p>E03.A-K.1.1.1, E03.A-K.1.1.2, E03.A-K.1.1.3, E03.A-C.2.1.1, E03.A-C.3.1.1,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test Based On Story/ Phonics/ Vocabulary <input type="checkbox"/> Grammar Practice 	<p>Reading Street Series</p> <p>Practice Workbook Pages</p> <p>Reading Street Online</p>

<p>“Money From Long Ago”</p> <p>Sleuth Magazine</p> <p>Leveled Readers</p>	<p>Comprehension: Compare & Contrast, Background Knowledge</p> <p>Fluency: Appropriate Phrasing</p> <p>Vocabulary Acquisition & Use: Multiple-Meaning Words</p> <p>Grammar/Writing Conventions: Imperative & Exclamatory Sentences</p> <p>Spelling/Phonics & Word Recognition:</p> <ul style="list-style-type: none"> ● Short e / Long e ● Short a / Long a ● Short o / Long o <p>Writer’s Workshop/Focus For Writing:</p> <ol style="list-style-type: none"> 11. Paragraphing To Support Sequencing, Dialogue, And Elaboration 12. Becoming One’s Own Job Captain: Starting A Second Piece 13. Revision Happens Throughout The Writing Process 14. Drafting: Writing From Inside A 	<p>E03.A-V.4.1.1, E03.B-K.1.1.1, E03.B-K.1.1.2, E03.B-K.1.1.3, E03.B-C.3.1.1, E03.C.1.1.1, E03.C.1.2.1, E03.C.1.2.2, E03.C.1.2.3, E03.C.1.2.4, E03.D.1.1.1, E03.D.1.1.2, E03.D.1.1.3, E03.D.1.1.4, E03.D.1.1.5, E03.D.1.1.6, E03.D.1.1.7, E03.D.1.1.8, E03.D.1.1.9, E03.D.1.2.5, E03.D.1.2.6</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Progress Monitoring: <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Discussions <input type="checkbox"/> Small-Group <input type="checkbox"/> Whole-Class <input type="checkbox"/> Differentiation <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Spelling Skills Sheets <input type="checkbox"/> Written Spelling Assessment <input type="checkbox"/> Instructor Observation During Writing Conferences <input type="checkbox"/> Peer Sharing/Editing <input type="checkbox"/> Conferencing <input type="checkbox"/> Publishing <input type="checkbox"/> Independent Writing Practice <input type="checkbox"/> Rubric Scoring Of Final Published Writing 	<p>Supplemental Resources</p> <p>Leveled Readers</p> <p>Decodable Readers</p> <p>Background CD</p> <p>Smartboard</p> <p>Sleuth Magazine</p> <p>Grammar Practice Book</p> <p>Scott Foresman Everyday Spelling</p> <p>Spelling Practice Resources</p> <p>Writer’s Workshop Resource Materials</p>
---	--	--	--	---

	<p>Memory</p> <p>15. Revision: Balancing Kinds Of Details</p> <p>16. Commas And Quotation Marks: Punctuating Dialogue</p> <p>17. Writers Revise In Big, Important Ways</p> <p>18. Revising Endings: Learning From Published Writing</p> <p>19. Using Editing Checklists</p> <p>20. Publishing: A Writing Community Celebrates</p>			
<p>NOVEMBER</p> <p>MAIN SELECTION "Penguin Chick"</p> <p>PAIRED SELECTION "Plants Fitting Into Their World"</p> <p>MAIN SELECTION "I Wanna Iguana"</p>	<p>Penguin Chick</p> <p><i>Essential Questions:</i> What do good listeners do? How do active listeners make meaning?</p> <p>Comprehension: Main Idea And Details, Monitor & Clarify</p> <p>Fluency: Expression</p> <p>Vocabulary Acquisition & Use: Syllable Patterns V/CV,</p>	<p>PA Core Eligible Content</p> <p>E03.A-K.1.1.1, E03.A-K.1.1.2, E03.A-K.1.1.3, E03.A-C.2.1.1, E03.A-C.3.1.1, E03.A-V.4.1.1, E03.B-K.1.1.1, E03.B-K.1.1.2, E03.B-K.1.1.3, E03.B-C.3.1.1, E03.C.1.1.1, E03.C.1.2.1,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test Based On Story/ Phonics/ Vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Progress Monitoring: <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Discussions <input type="checkbox"/> Small-Group <input type="checkbox"/> Whole-Class <input type="checkbox"/> Differentiation 	<p>Reading Street Series</p> <p>Practice Workbook Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Leveled Readers</p> <p>Decodable Readers</p>

<p>PAIRED SELECTION "The Big Soccer Game"</p> <p>Sleuth Magazine</p> <p>Leveled Readers</p>	<p>VC/V</p> <p>Grammar/Writing Conventions: Common And Proper Nouns</p> <p><u>I Wanna Iguana</u></p> <p><u>Essential Question:</u> How does a reader's purpose influence how text should be read?</p> <p>Comprehension: Compare & Contrast</p> <p>Fluency: Expression</p> <p>Vocabulary Acquisition & Use: Unfamiliar Words, Context Clues, Glossary</p> <p>Grammar/Writing Conventions: Singular & Plural Nouns, Final Syllable -le</p> <p>Spelling/Phonics & Word Recognition:</p> <ul style="list-style-type: none"> • Short i And Long i 	<p>E03.C.1.2.2, E03.C.1.2.3, E03.C.1.2.4, E03.D.1.1.1, E03.D.1.1.2, E03.D.1.1.3, E03.D.1.1.4, E03.D.1.1.5, E03.D.1.1.6, E03.D.1.1.7, E03.D.1.1.8, E03.D.1.1.9, E03.D.1.2.5, E03.D.1.2.6</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Spelling Skills Sheets <input type="checkbox"/> Written Spelling Assessment <input type="checkbox"/> Instructor Observation During Writing Conferences <input type="checkbox"/> Peer Sharing/Editing <input type="checkbox"/> Conferencing <input type="checkbox"/> Publishing <input type="checkbox"/> Independent Writing Practice <input type="checkbox"/> Rubric Scoring Of Final Published Writing 	<p>Background CD</p> <p>Smartboard</p> <p>Sleuth Magazine</p> <p>Grammar Practice Book</p> <p>Scott Foresman Everyday Spelling</p> <p>Spelling Practice Resources</p> <p>Writer's Workshop Resource Materials</p>
--	--	---	---	---

	<ul style="list-style-type: none">● Review & Draw Conclusions● Using Just Enough Letters <p>Writer's Workshop/Focus For Writing:</p> <ol style="list-style-type: none">21. Teaching Others As A Way To Prime The Pump22. The Power Of Organizing And Reorganizing23. New Structures Lead To New Thinking24. Letter To Teachers: Laying The Bricks Of Information25. Organization Matters On Texts Large And Small26. Studying Mentor Texts In Search For Elaboration Strategies27. Making Connections Within And Across Chapters28. Balancing Facts And Ideas From The Start			
--	---	--	--	--

MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>DECEMBER</p> <p>MAIN SELECTION “Prudy’s Problem And How She Solved It”</p> <p>PAIRED SELECTION “Meeting The Challenge Of Collecting”</p> <p>Sleuth Magazine</p> <p>Leveled Readers</p>	<p>Prudy’s Problem And How She Solved It</p> <p>Essential Questions: What is this text really about? How do readers know what to believe?</p> <p>Comprehension: Draw Conclusions, Questioning</p> <p>Fluency: Rate & Accuracy</p> <p>Vocabulary Acquisition & Use: Compound Words, Glossary</p> <p>Grammar/Writing Conventions: Irregular Plural Nouns</p> <p>Spelling/Phonics & Word Recognition:</p> <ul style="list-style-type: none"> ● Spelling with w & wh ● The Sound /s/ Can Be Spelled ce & se; The Sound /k/ Is Often Spelled ck ● Consonant Pairs kn, wr, & st 	<p>PA Core Eligible Content</p> <p>E03.A-K.1.1.1, E03.A-K.1.1.2, E03.A-K.1.1.3, E03.A-C.2.1.1, E03.A-C.3.1.1, E03.A-V.4.1.1, E03.B-K.1.1.1, E03.B-K.1.1.2, E03.B-K.1.1.3, E03.B-C.3.1.1, E03.C.1.1.1, E03.C.1.2.1, E03.C.1.2.2, E03.C.1.2.3, E03.C.1.2.4, E03.D.1.1.1, E03.D.1.1.2, E03.D.1.1.3, E03.D.1.1.4, E03.D.1.1.5, E03.D.1.1.6, E03.D.1.1.7, E03.D.1.1.8, E03.D.1.1.9, E03.D.1.2.5, E03.D.1.2.6</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test Based On Story/ Phonics/ Vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Progress Monitoring: <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Discussions <input type="checkbox"/> Small-Group <input type="checkbox"/> Whole-Class <input type="checkbox"/> Differentiation <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Spelling Skills Sheets <input type="checkbox"/> Written Spelling Assessment <input type="checkbox"/> Instructor Observation During Writing Conferences <input type="checkbox"/> Peer Sharing/Editing <input type="checkbox"/> Conferencing <input type="checkbox"/> Publishing 	<p>Reading Street Series</p> <p>Practice Workbook Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Leveled Readers</p> <p>Decodable Readers</p> <p>Background CD</p> <p>Smartboard</p> <p>Sleuth Magazine</p> <p>Grammar Practice Book</p> <p>Scott Foresman Everyday Spelling</p> <p>Spelling Practice Resources</p>

	<ul style="list-style-type: none"> ● Homophones ● Double Consonants <p>Writer's Workshop/Focus For Writing:</p> <ul style="list-style-type: none"> 29. Researching Facts & Ensuring Text Accuracy 30. Letter To Teachers: Reusing & Recycling In The Revision Process 31. Creating Introductions Through Researching Mentor Authors 32. Taking Stock And Setting Goals 33. Putting Oneself In Readers' Shoes To Clear Up Confusion 34. Using Text Features Makes It Easier For Readers To Learn 35. Letter To Teachers: Fact-Checking Through Rapid Research 36. Punctuating With Paragraphs 		<ul style="list-style-type: none"> <input type="checkbox"/> Independent Writing Practice <input type="checkbox"/> Rubric Scoring Of Final Published Writing <p><u>Benchmark Assessment</u> Study Island BM#2</p>	<p>Writer's Workshop Resource Materials</p>
--	---	--	---	---

JANUARY	<u>Tops And Bottoms</u>	<u>PA Core Eligible Content</u>	<u>Formative Assessments</u>	Reading Street Series
<p>MAIN SELECTION "Tops And Bottoms"</p>	<p><u>Essential Questions:</u> What is this text really about?</p>	<p>E03.A-K.1.1.1, E03.A-K.1.1.2, E03.A-K.1.1.3, E03.A-C.2.1.1, E03.A-C.3.1.1, E03.A-V.4.1.1, E03.B-K.1.1.1, E03.B-K.1.1.2, E03.B-K.1.1.3, E03.B-C.3.1.1, E03.C.1.1.1, E03.C.1.2.1, E03.C.1.2.2, E03.C.1.2.3, E03.C.1.2.4, E03.D.1.1.1, E03.D.1.1.2, E03.D.1.1.3, E03.D.1.1.4, E03.D.1.1.5, E03.D.1.1.6, E03.D.1.1.7, E03.D.1.1.8, E03.D.1.1.9, E03.D.1.2.5, E03.D.1.2.6</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test Based On Story/ Phonics/ Vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Progress Monitoring: <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Discussions <input type="checkbox"/> Small-Group <input type="checkbox"/> Whole-Class <input type="checkbox"/> Differentiation <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Spelling Skills Sheets <input type="checkbox"/> Written Spelling Assessment <input type="checkbox"/> Instructor Observation During Writing Conferences <input type="checkbox"/> Peer Sharing/Editing <input type="checkbox"/> Conferencing <input type="checkbox"/> Publishing <input type="checkbox"/> Independent Writing Practice 	<p>Practice Workbook Pages</p>
<p>PAIRED SELECTION "The Hare And The Tortoise"</p>	<p>How does what readers read influence how they should read it?</p> <p>How does a reader's purpose influence how text should be read?</p>			<p>Reading Street Online Supplemental Resources</p>
<p>MAIN SELECTION "Amazing Bird Nests"</p>	<p>Comprehension: Author's Purpose, Predict And Set Purpose</p>			<p>Leveled Readers</p> <p>Decodable Readers</p>
<p>PAIRED SELECTION "Extra! Extra!"</p>	<p>Fluency: Appropriate Phrasing</p>			<p>Background CD</p> <p>Smartboard</p>
<p>Sleuth Magazine</p>	<p>Vocabulary Acquisition & Use: Antonyms</p>			<p>Sleuth Magazine</p> <p>Grammar Practice Book</p>
<p>Leveled Readers</p>	<p>Grammar/Writing Conventions: Singular Possessive Nouns</p>			<p>Scott Foresman Everyday Spelling</p>
	<p><u>Amazing Bird Nests</u></p> <p><u>Essential Questions:</u> How do readers know what to believe in what they read, hear, and view? How does interaction with</p>			<p>Spelling Practice Resources</p> <p>Writer's Workshop Resource Materials</p>

	<p>text provoke thinking and response?</p> <p>Comprehension: Main Idea And Details, Text Structure</p> <p>Fluency: Rate & Accuracy</p> <p>Vocabulary Acquisition & Use: Unfamiliar Words</p> <p>Grammar/Writing Conventions: Plural Possessive Nouns</p> <p>Spelling/Phonics & Word Recognition:</p> <ul style="list-style-type: none"> ● Vowel Sounds oo, u ● Vowel Sounds In <i>Uncle And Moon</i> ● Rhyming <p>Writer's Workshop/Focus For Writing:</p> <p>37. Plan Content Area Writing, Drawing On Knowledge From Across The Unit</p> <p>38. Revising From Self-Assessment</p> <p>39. Crafting Speeches,</p>		<p><input type="checkbox"/> Rubric Scoring Of Final Published Writing</p> <p><u>Diagnostic Assessment</u> NWEA MAP [Winter]</p>	
--	---	--	--	--

	<p>Articles, Or Brochures And Using Information Writing Skills</p> <p>40. Bringing All You Know To Every Project</p> <p>41. Letter To Teachers: A Final Celebration</p> <p>Nonfiction Writing To Teach Younger Students</p> <ul style="list-style-type: none"> → Practicing Persuasion → Gathering Brave, Bold Opinions For Persuasive Writing → Drawing On A Repertoire Of Strategies For Generating Opinion Writing 			
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>FEBRUARY</p> <p>MAIN SELECTION "How Do You Raise A Raisin?"</p>	<p><u>How Do You Raise A Raisin?</u></p> <p><i>Essential Question:</i> How does a reader's purpose influence how text should be read?</p>	<p><u>PA Core Eligible Content</u></p> <p>E03.A-K.1.1.1, E03.A-K.1.1.2, E03.A-K.1.1.3, E03.A-C.2.1.1, E03.A-C.3.1.1,</p>	<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test Based On Story/ Phonics/ Vocabulary <input type="checkbox"/> Grammar Practice 	<p>Reading Street Series</p> <p>Practice Workbook Pages</p> <p>Reading Street Online</p>

<p>PAIRED SELECTION "Worms At Work"</p> <p>Sleuth Magazine</p> <p>Leveled Readers</p>	<p>Comprehension: Draw Conclusions</p> <p>Fluency: Expression</p> <p>Vocabulary Acquisition & Use: Homophones, Context Clues, Glossary</p> <p>Grammar/Writing Conventions: Action & Linking Verbs</p> <p>Spelling/Phonics & Word Recognition:</p> <ul style="list-style-type: none"> ● Contractions ● Including All The Letters <p>Writer's Workshop/Focus For Writing:</p> <ol style="list-style-type: none"> 1. Considering Audience 2. Editing As You Go: Making Sure Your Audience Can Always Read Your Drafts 3. Taking Stock And Setting Goals 4. Gathering All You Know About Your Opinion 5. Organizing And Categorizing 	<p>E03.A-V.4.1.1, E03.B-K.1.1.1, E03.B-K.1.1.2, E03.B-K.1.1.3, E03.B-C.3.1.1, E03.C.1.1.1, E03.C.1.2.1, E03.C.1.2.2, E03.C.1.2.3, E03.C.1.2.4, E03.D.1.1.1, E03.D.1.1.2, E03.D.1.1.3, E03.D.1.1.4, E03.D.1.1.5, E03.D.1.1.6, E03.D.1.1.7, E03.D.1.1.8, E03.D.1.1.9, E03.D.1.2.5, E03.D.1.2.6</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Progress Monitoring: <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Discussions <input type="checkbox"/> Small-Group <input type="checkbox"/> Whole-Class <input type="checkbox"/> Differentiation <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Spelling Skills Sheets <input type="checkbox"/> Written Spelling Assessment <input type="checkbox"/> Instructor Observation During Writing Conferences <input type="checkbox"/> Peer Sharing/Editing <input type="checkbox"/> Conferencing <input type="checkbox"/> Publishing <input type="checkbox"/> Independent Writing Practice <input type="checkbox"/> Rubric Scoring Of Final Published Writing 	<p>Supplemental Resources</p> <p>Leveled Readers</p> <p>Decodable Readers</p> <p>Background CD</p> <p>Smartboard</p> <p>Sleuth Magazine</p> <p>Grammar Practice Book</p> <p>Scott Foresman Everyday Spelling</p> <p>Spelling Practice Resources</p> <p>Writer's Workshop Resource Materials</p>
--	---	--	--	---

	<p>6. For Example: Proving By Showing</p> <p>7. By Considering Audience, Writers Select And Discard Material</p> <p>8. Paragraphing To Organize Our Drafts</p> <p>9. Choosing Words That Sound Right And Evoke Emotion</p> <p>10. Letter To Teachers: Looking Back And Looking Forward: Assessing And Preparing For Mini-Publication</p>			
<p>MARCH</p> <p>MAIN SELECTION "Pushing Up The Sky"</p> <p>PAIRED SELECTION "Catch It And Run"</p> <p>Sleuth Magazine</p> <p>Leveled Readers</p>	<p>Pushing Up The Sky</p> <p>Essential Questions: What is this text really about? How do readers know what to believe?</p> <p>Comprehension: Literary Elements, Inferring</p> <p>Fluency: Accuracy</p> <p>Vocabulary Acquisition & Use: Unknown Words,</p>	<p>PA Core Eligible Content</p> <p>E03.A-K.1.1.1, E03.A-K.1.1.2, E03.A-K.1.1.3, E03.A-C.2.1.1, E03.A-C.3.1.1, E03.A-V.4.1.1, E03.B-K.1.1.1, E03.B-K.1.1.2, E03.B-K.1.1.3, E03.B-C.3.1.1, E03.C.1.1.1, E03.C.1.2.1, E03.C.1.2.2,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test Based On Story/ Phonics/ Vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Progress Monitoring: <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Discussions <input type="checkbox"/> Small-Group <input type="checkbox"/> Whole-Class <input type="checkbox"/> Differentiation 	<p>Reading Street Series</p> <p>Practice Workbook Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Leveled Readers</p> <p>Decodable Readers</p> <p>Background CD</p>

	<p>Glossary</p> <p>Grammar/Writing Conventions: Sentences, Main And Helping Verbs</p> <p>Spelling/Phonics & Word Recognition:</p> <ul style="list-style-type: none"> ● Prefixes/Suffixes ● Vowel Sound /er/ Can Be Spelled ear, ere, ir, ur, And or ● Vowel Sound /ar/ Can Be Spelled er, or, air <p>Writer's Workshop/Focus For Writing:</p> <ol style="list-style-type: none"> 11. Inquiry Into Petitions 12. Becoming Your Own Job Captain 13. Letter To Teachers: Gathering A Variety Of Evidence: Interviews & Surveys 14. Revising Your Introductions And Conclusions To Get Your Audience To Care 15. Taking Stock Again: Goal Setting With More Independence 16. Becoming Informed 	<p>E03.C.1.2.3, E03.C.1.2.4, E03.D.1.1.1, E03.D.1.1.2, E03.D.1.1.3, E03.D.1.1.4, E03.D.1.1.5, E03.D.1.1.6, E03.D.1.1.7, E03.D.1.1.8, E03.D.1.1.9, E03.D.1.2.5, E03.D.1.2.6</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Spelling Skills Sheets <input type="checkbox"/> Written Spelling Assessment <input type="checkbox"/> Instructor Observation During Writing Conferences <input type="checkbox"/> Peer Sharing/Editing <input type="checkbox"/> Conferencing <input type="checkbox"/> Publishing <input type="checkbox"/> Independent Writing Practice <input type="checkbox"/> Rubric Scoring Of Final Published Writing <p>Benchmark Assessment Study Island BM#3</p>	<p>Smartboard</p> <p>Sleuth Magazine</p> <p>Grammar Practice Book</p> <p>Scott Foresman Everyday Spelling</p> <p>Spelling Practice Resources</p> <p>Writer's Workshop Resource Materials</p>
--	--	--	--	--

	<p>About A Cause</p> <p>17. Letter To Teachers: Yesterday's Revisions Become Today's Drafting Strategies</p> <p>18. Getting Our Writing Ready For Readers</p> <p>19. Letter To Teachers: Celebrating Activism</p>			
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>APRIL</p> <p>MAIN SELECTION "Seeing Stars"</p> <p>PAIRED SELECTION "Scien-Trickery"</p> <p>MAIN SELECTION "A Symphony Of Whales"</p> <p>PAIRED SELECTION "He Listens To Whales"</p>	<p>Seeing Stars</p> <p>Essential Questions: How do strategic readers create meaning from informational and literary text? What is this text really about?</p> <p>Comprehension: Graphic Sources, Text Structure</p> <p>Fluency: Appropriate Phrasing</p> <p>Vocabulary Acquisition & Use: Unknown Words</p> <p>Grammar/Writing</p>	<p>PA Core Eligible Content</p> <p>E03.A-K.1.1.1, E03.A-K.1.1.2, E03.A-K.1.1.3, E03.A-C.2.1.1, E03.A-C.3.1.1, E03.A-V.4.1.1, E03.B-K.1.1.1, E03.B-K.1.1.2, E03.B-K.1.1.3, E03.B-C.3.1.1, E03.C.1.1.1, E03.C.1.2.1, E03.C.1.2.2, E03.C.1.2.3, E03.C.1.2.4, E03.D.1.1.1, E03.D.1.1.2,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test Based On Story/ Phonics/ Vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Progress Monitoring: <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Discussions <input type="checkbox"/> Small-Group <input type="checkbox"/> Whole-Class <input type="checkbox"/> Differentiation <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Spelling Skills Sheets <input type="checkbox"/> Written Spelling 	<p>Reading Street Series</p> <p>Practice Workbook Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Leveled Readers</p> <p>Decodable Readers</p> <p>Background CD</p> <p>Smartboard</p> <p>Sleuth Magazine</p>

<p>Sleuth Magazine</p> <p>Leveled Readers</p>	<p>Conventions: Subject-Verb Agreement</p> <p><u>A Symphony Of Whales</u></p> <p><i>Essential Questions:</i> How do readers know what to believe? How does interaction with text provoke thinking and response?</p> <p>Comprehension: Generalize Story Structure</p> <p>Fluency: Rate & Accuracy</p> <p>Vocabulary Acquisition & Use: Unfamiliar Words, Context Clues</p> <p>Grammar/Writing Conventions: Present, Past, And Future Tenses</p> <p>Spelling/Phonics & Word Recognition:</p> <ul style="list-style-type: none"> ● Compound Words ● Contractions ● Vowels In Final 	<p>E03.D.1.1.3, E03.D.1.1.4, E03.D.1.1.5, E03.D.1.1.6, E03.D.1.1.7, E03.D.1.1.8, E03.D.1.1.9, E03.D.1.2.5, E03.D.1.2.6</p>	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor Observation During Writing Conferences <input type="checkbox"/> Peer Sharing/Editing <input type="checkbox"/> Conferencing <input type="checkbox"/> Publishing <input type="checkbox"/> Independent Writing Practice <input type="checkbox"/> Rubric Scoring Of Final Published Writing <p><u>Summative Assessment</u> Grade 3 ELA PSSA Assessment</p>	<p>Grammar Practice Book</p> <p>Scott Foresman Everyday Spelling</p> <p>Spelling Practice Resources</p> <p>Writer’s Workshop Resource Materials</p>
---	--	--	---	---

	<p>Syllables That Often Sound Alike But Are Spelled Differently</p> <p>Writer's Workshop/Focus For Writing:</p> <ol style="list-style-type: none"> 1. Adapting Classic Tales 2. Writing Story Adaptations That Hold Together 3. Storytelling, Planning, And Drafting Adaptations Of Fairy Tales 4. Writers Can Storytell And Act Out As They Draft 5. Weaving Narration Through Stories 6. Mirror, Mirror On The Wall: Assessment Using Self-Reflection 7. Goals And Plans Are A Big Deal 8. Telling Stories That Make Readers Shiver 9. Revising Early And Often 10. When Dialogue Swamps Your Draft, Add Actions 11. Painting A Picture With Words 			
--	--	--	--	--

<p>MAY</p> <p>MAIN SELECTION "Around One Cactus"</p> <p>PAIRED SELECTION "The Water Cycle"</p> <p>Sleuth Magazine</p> <p>Leveled Readers</p>	<p>Around One Cactus</p> <p>Essential Questions: How do strategic readers create meaning from informational and literary text? How does a reader know a source can be trusted?</p> <p>Comprehension: Cause & Effect, Predict & Set Purpose</p> <p>Fluency: Expression</p> <p>Vocabulary Acquisition & Use: Prefixes & Suffixes, Word Structure</p> <p>Grammar/Writing Conventions: Irregular Verbs</p> <p>Spelling/Phonics & Word Recognition:</p> <ul style="list-style-type: none"> Suffixes -er or -ists Cumulative Reviews <p>Writer's Workshop/Focus For Writing:</p> <p>12. The Long And Short Of It: Editing For Sentence Variety</p>	<p>PA Core Eligible Content</p> <p>E03.A-K.1.1.1, E03.A-K.1.1.2, E03.A-K.1.1.3, E03.A-C.2.1.1, E03.A-C.3.1.1, E03.A-V.4.1.1, E03.B-K.1.1.1, E03.B-K.1.1.2, E03.B-K.1.1.3, E03.B-C.3.1.1, E03.C.1.1.1, E03.C.1.2.1, E03.C.1.2.2, E03.C.1.2.3, E03.C.1.2.4, E03.D.1.1.1, E03.D.1.1.2, E03.D.1.1.3, E03.D.1.1.4, E03.D.1.1.5, E03.D.1.1.6, E03.D.1.1.7, E03.D.1.1.8, E03.D.1.1.9, E03.D.1.2.5, E03.D.1.2.6</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> Reading Selection Test Based On Story/ Phonics/ Vocabulary Grammar Practice Progress Monitoring: <ul style="list-style-type: none"> Collaborative Discussions Small-Group Whole-Class Differentiation Study Island Skill Practice Spelling Skills Sheets Written Spelling Assessment Instructor Observation During Writing Conferences Peer Sharing/Editing Conferencing Publishing 	<p>Reading Street Series</p> <p>Practice Workbook Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Leveled Readers</p> <p>Decodable Readers</p> <p>Background CD</p> <p>Smartboard</p> <p>Sleuth Magazine</p> <p>Grammar Practice Book</p> <p>Scott Foresman Everyday Spelling</p> <p>Spelling Practice Resources</p> <p>Writer's Workshop</p>

	<p>13. Collecting Ideas For Original Fairy Tales</p> <p>14. Letter To Teachers: From “This Is A Fairy Tale About” To “Once Upon A Time”</p> <p>15. Tethering Objects To Characters</p> <p>16. Using Descriptive Language While Drafting</p> <p>17. Revising The Magic</p> <p>18. Revising For Magic</p> <p>19. Letter To Teachers: Editing With An Eye Out For Broken Patterns</p> <p>20. Letter To Teachers: Happily Ever After: A Fairy Tale Celebration</p>		<p><input type="checkbox"/> Independent Writing Practice</p> <p><input type="checkbox"/> Rubric Scoring Of Final Published Writing</p> <p><u>Diagnostic Assessment</u> NWEA MAP [Spring]</p>	Resource Materials
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
JUNE	Culminating Review Activities And Assessments	<p><u>PA Core Eligible Content</u></p> <p>E03.A-K.1.1.1, E03.A-K.1.1.2, E03.A-K.1.1.3, E03.A-C.2.1.1, E03.A-C.3.1.1, E03.A-V.4.1.1,</p>	Culminating Review Activities And Assessments	<p>Reading Street Series</p> <p>Practice Workbook Pages</p> <p>Reading Street Online Supplemental</p>

		<p>E03.B-K.1.1.1, E03.B-K.1.1.2, E03.B-K.1.1.3, E03.B-C.3.1.1, E03.C.1.1.1, E03.C.1.2.1, E03.C.1.2.2, E03.C.1.2.3, E03.C.1.2.4, E03.D.1.1.1, E03.D.1.1.2, E03.D.1.1.3, E03.D.1.1.4, E03.D.1.1.5, E03.D.1.1.6, E03.D.1.1.7, E03.D.1.1.8, E03.D.1.1.9, E03.D.1.2.5, E03.D.1.2.6</p>		<p>Resources</p> <p>Leveled Readers</p> <p>Decodable Readers</p> <p>Background CD</p> <p>Smartboard</p> <p>Sleuth Magazine</p> <p>Grammar Practice Book</p> <p>Scott Foresman Everyday Spelling</p> <p>Spelling Practice Resources</p> <p>Writer's Workshop Resource Materials</p>
--	--	--	--	--