

**WARREN COUNTY SCHOOL DISTRICT**  
**Planned Instruction**

**Course Title:** Language Arts 3

**Course Number:** \_\_\_\_\_

**Suggested Educational Level(s):** Third grade

**Suggested Periods Per Week:** 5 **Length of Period:** 130 minutes

**Suggested Length Of Course:** 180 days

**Units Of Credit (If Appropriate):** \_\_\_\_\_

**Date Written:** Fall 2005 **Date Approved:** December 5, 2005

**Date Reviewed:** Fall 2005 **Implementation Year:** 2005/2006

**Teacher Certification Required:** Elementary Education

<b>Standards Addressed (code):</b>	1.1.3	1.5.3
	1.2.3	1.6.3
	1.3.3	1.7.3
	1.4.3	1.8.3

**Relationship to Other Planned Instruction:**

Language Arts 3 builds on the previously Pennsylvania Academic Standards addressed in grades K-4 including reading (independently and critically), speaking, writing, listening, research, and technology interrelated through all content areas.

**Prerequisites:**

Grades 1- 2 Planned instructions

**Special Requirements:** Modification for students with special needs.

**Writing Team Members:**

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**Textbook Adoption:** *Houghton Mifflin English Level 3* (copyright 2001); *Houghton Mifflin Spelling & Vocabulary* (copyright 1998); *Houghton Mifflin Reading Level 3* (copyright 2001)

**Standards addressed:**

1.1	Learning to Read Independently
1.2	Reading Critically in All Content Areas
1.3	Reading, Analyzing and Interpreting Literature
1.4	Types of Writing
1.5	Quality of Writing
1.6	Speaking and Listening
1.7	Characteristics and Function of the English Language
1.8	Research

**Outline of Content Sequence and Recommended Time  
and Specific Educational Objectives to Be Taught:**

**TO BE DONE FIRST SEMESTER**

- I. Reading critically in all content areas (1.2.3)
  - A. Develop media project (e.g., script, play, audiotape) for a targeted audience
- II. Reading, analyzing and interpreting literature
  - A. Identify orally literary devices in stories:
    - Rhyme
    - Rhythm
    - Personification

**TO BE TAUGHT SECOND SEMESTER**

- I. Learning to read independently (1.1.3)
  - A. Demonstrate comprehension. (Standard 1.1.3 G) (Recommend 25 books/year)
- II. Reading, analyzing and interpreting literature (1.3.3)
  - A. Identify personification
  - B. Identify structures in poetry
- III. Type of writing (1.4.3)
  - A. Write narrative pieces (e.g., stories, poems and plays)
    - Include detailed descriptions of people, places and things
  - B. Write an opinion and support it with facts
- IV. Quality of Writing (1.5.3)
  - A. Write with a sharp, distinct focus identifying topic, task and audience
  - B. Write using well-developed content appropriate for the topic
    - Gather and organize information
    - Write a series of related sentences or paragraphs with one central idea
    - Incorporate details relevant and appropriate to the topic
  - C. Expressing a complete thought using descriptive words in simple and compound sentences

## V. Research (1.8.3)

- A. Select a topic for research
- B. Locate information using appropriate sources and strategies
  - Locate resources for a particular task (e.g., newspapers, dictionary)
  - Select sources (e.g., dictionaries, encyclopedias, interviews to write family history, observations and electronic media)
  - Use table of contents, key words and guidewords
  - Use traditional and electronic search tools
- C. Organize and present the main ideas from the research
  - Take notes from sources using a structured format
  - Summarize, orally or in writing, the main ideas
  - Write a paragraph using one main idea and supporting details

## **TO BE TAUGHT ALL YEAR**

- I. Learning to read independently (1.1.3)
  - A. Before reading, identify the purposes and type of text (fairy and folk tales, fables, articles, autobiographies, plays, poems, biographies)
  - B. Preview the text formats: Illustrators, headings, chapters, table of contents; introduce charts, captions, tables, graphs, glossary, copyright information
  - C. During reading, use knowledge of decoding skills, word analysis (base words, affixes), phonics, and context clues to understand new words. Use syllabication to understand new words
  - D. Read text using self-monitoring comprehension strategies (using headings, graphics, charts; organization of text, and adjusting reading rate)
  - E. Acquire a reading vocabulary by identifying and correctly using sight vocabulary, antonyms, synonyms, categories of words, nouns, verbs, adjectives, and adverbs. Use a junior dictionary and thesaurus when appropriate
  - F. Understand the meaning of new vocabulary learned in various subject areas.
  - G. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text

H. Retell or summarize the major ideas, themes or procedures in the text

- Connect the new information or ideas in the text to known information
- Make responsible assertions about the text by citing evidence from the text
- Demonstrate fluency and comprehension in reading
- Read familiar materials aloud with accuracy
- Self-correcting mistakes
- Use appropriate rhythm flow, meter and pronunciation through practiced text
- Read a variety of genre and types of text

II. Reading critically in all content areas (1.2.3)

A. Read and understand essential content of informational texts and documents in all academic areas

- 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

B. Use and understand a variety of media and evaluate the quality of material produced

- Use electronic media for research
- Identify techniques used in television and use the knowledge to distinguish between facts and misleading information

C. Produce work in at least one genre that follows the conventions of the genre

III. Reading, analyzing and interpreting literature (1.3.3)

A. Read and understand works of literature

B. Identify literary elements in stories describing characters, setting and plot

C. Identify the structures in drama (e.g., dialogue, story enactment, acts and scenes)

D. Read and respond to nonfiction and fiction, including poetry and drama

IV. Types of writing (1.4.3)

A. Write narrative pieces (e.g., stories, poems, and plays)

- Use relevant illustrations
- Include literary elements

- B. Write informational pieces (e.g., descriptions, letters, reports and instructions), using illustrations when relevant

V. Quality of writing (1.5.3)

- A. Write with controlled and/or subtle organization

- Sustain a logical order
- Include a recognizable beginning, middle and end.

- B. Revise to improve writing following teacher or peer recommendation for additional detail or missing information

- Use a story frame

- C. Edit writing using the conventions of language

- 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)

- D. Present written work when appropriate following the teacher’s suggested guidelines

- Justify readiness to publish

VI. Speaking and listening (1.6.3)

- A. Listen to others

- Ask questions as an aid to understanding
- Distinguish fact from opinion

- B. Listen to a selection of literature (fiction and/or nonfiction)

- Relate it to similar experiences
- Predict what will happen next
- Retell a story in chronological order
- Recognize character and tone
- Identify and define new words and concepts
- Relate it to similar selections

- C. Speak using skills appropriate to formal speech situations
  - Use appropriate volume
  - Pronounce most words accurately
  - Pace speech so that it is understandable
  - Demonstrate an awareness of audience
  - Make eye contact.
  - Use expression, gestures and body contact
- D. Contribute to discussions
  - Ask relevant questions.
  - Respond with appropriate information or opinions to questions asked.
  - Listen to and acknowledge the contributions of others.
  - Display appropriate behavior (taking turns)
  - Express personal needs, ideas, feelings, or points of view.
- E. Participate in small and large group discussions and presentations
  - Participate in everyday conversations
  - Give oral readings
  - Deliver short reports (e.g., show-and-tell, field trip summary)
  - Conduct short interviews
  - Give simple directions and explanations
  - Report an emergency
- F. Use media for learning purposes
  - Explain the importance of television, radio, film, and the Internet in the lives of people
  - Explain how advertising sells products
  - Show or explain what was learned
- VII. Characteristics and function of the English language (1.7.3)
  - A. Recognize that some words from other languages are commonly used English words
  - B. Identify variations in the dialogues of literary characters and relate the dialogue to differences in occupation or geographical location

**Summative Assessments:**

Activities may include objective tests, quizzes, essay tests, teacher observations, teacher prepared materials, activities, projects and/or curriculum based assessments.



## **Language Arts Department Philosophy for Kindergarten Through Fifth Grade**

1. Students must be held accountable for skills identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.
2. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed throughout the grades.
3. Writing, speaking, listening, researching, and reading are processes and must be treated as such in the Language Arts.
4. Skills will be integrated not only across the curriculum but also within the course content.
5. Skills should be practical to the demands of everyday communication.

### **SUMMER READING**

Summer reading will be required in order to nurture reading skills and to promote lifelong readers. Students must read 8 books over the summer. A suggested list of books will be provided for parents and guardians.