

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English Language Arts 3

Course Number: 08303

Course Prerequisites: None

Course Description: The WCSD English Language Arts program is built upon the PA Core Standards and is designed to develop the reading, writing, speaking, and listening skills of all learners. Grade 3 learners will develop their decoding, fluency, and independent reading skills. Students will also develop the ability to read and comprehend literary and informational texts. Students will learn to draw evidence from text to support reading comprehension. Students will use reading and writing strategies to develop and strengthen writing skills and will write for a variety of purposes. Spelling, vocabulary, and grammar concepts will be integrated throughout the reading and writing process.

Suggested Grade Level: Grade 3

Length of Course: Two Semesters

Units of Credit: None

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 69 PK-4\Elementary K-6

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☐ EXM – Final Exam

GPA Type: ☒ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☐ NHS-National Honor Society

☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

State Course Code: 01031

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Reading Wonders Comprehensive Program-Gr. 3
Publisher: The McGraw-Hill Companies, Inc.
ISBN #: 978-0-02-118998-4
Copyright Date: 2014
WCSD Board Approval Date: 6/8/2015

Supplemental Materials: Foundations Level 3-Wilson Language Training Corporation, Step Up to Writing, and Readworks

Curriculum Document

WCSD Board Approval:

Date Finalized: 2/15/2021
Date Approved: 4/12/2021
Implementation Year: 2021-2022

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

| Performance Indicator | PA Core Standard and/or Eligible Content | Month Taught and Assessed for Mastery |
|--|---|--|
| Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. | CC.1.1.3 | September May |
| Know and apply grade-level phonics and word analysis skills in decoding words. | CC.1.1.3.D | September May |
| Identify and know the meaning of the most common prefixes and derivational suffixes. | CC.1.1.3.D.a | November May |
| Decode words with common Latin suffixes. | CC.1.1.3.D.b | November May |
| Decode multi-syllable words. | CC.1.1.3.D.c | September May |
| Read grade appropriate irregularly spelled words. | CC.1.1.3.D.e | September May |
| Read with accuracy and fluency to support comprehension. | CC.1.1.3.E | September May |
| Read on-level text with purpose and understanding. | CC.1.1.3.E.a | September May |
| Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | CC.1.1.3.E.b | September May |
| Use context to confirm or self correct word recognition and understanding, rereading as necessary. | CC.1.1.3.E.c | September May |
| Reading Informational Text: Students 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. | CC.1.2.3 | September May |
| Determine the main idea of a text; recount the key details and explain how they support the main idea. | CC.1.2.3.A, E03.B-K.1.1.2 | September May |
| Demonstrate understanding of key ideas and details in informational texts. | E03.B-K.1.1 | September May |
| Ask and answer questions about the text and make inferences from text; refer to text to support responses. | CC.1.2.3.B | September May |
| Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | E03.B-K.1.1.1 | September May |
| 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.C | September May |
| Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | E03.B-K.1.1.3 | October May |
| Explain the point of view of the author. | CC.1.2.3.D | October May |
| Explain the point of view from which a text is written. | E03.B-C.2.1.1 | October May |

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|---|---|--|
| Use text features and search tools to locate and interpret information. | CC.1.2.3.E | September May |
| Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic. | E03.B-C.2.1.2 | October May |
| Determine the meaning of words and phrases as they are used in gradelevel text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. | CC.1.2.3.F | October May |
| Demonstrate understanding of vocabulary and figurative language in informational texts. | E03.B-V.4.1 | November May |
| Use context as a clue to the meaning of a word or phrase. | E03.B-V.4.1.1.a | February May |
| Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | E03.B-V.4.1.1.b | November May |
| Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | E03.B-V.4.1.1.d | November May |
| Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | E03.B-V.4.1.2.a | October May |
| Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered). | E03.B-V.4.1.2.b | October May |
| Use information gained from text features to demonstrate understanding of a text. | CC.1.2.3.G | September May |
| Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | E03.B-C.3.1.3 | September May |
| Describe how an author connects sentences and paragraphs in a text to support particular points. | CC.1.2.3.H | September May |
| Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | E03.B-C.3.1.1 | September May |
| Compare and contrast the most important points and key details presented in two texts on the same topic. | CC.1.2.3.I, E03.B-C.3.1.2 | January May |
| Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | CC.1.2.3.J | September May |
| Determine the meaning of general academic and domain-specific words and phrases used in a text. | E03.B-V.4.1.1.c | September May |
| Demonstrate understanding of word relationships and nuances in word meanings. | E03.B-V.4.1.2 | September May |
| 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 | CC.1.2.3.K, E03.B-V.4.1.1 | September May |

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| Performance Indicator | PA Core Standard and/or Eligible Content | Month Taught and Assessed for Mastery |
|--|---|--|
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.3.L | September May |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.3.L | September May |
| Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence | CC.1.3.3 | September May |
| Demonstrate understanding of key ideas and details in literature | E03.A-K.1.1 | September May |
| Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. | CC.1.3.3.A | October May |
| Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | E03.A-K.1.1.2 | October May |
| Ask and answer questions about the text and make inferences from text, referring to text to support responses. | CC.1.3.3.B | September May |
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | E03.A-K.1.1.1 | September May |
| Describe characters (e.g., their traits, motivations, feelings) in a story and explain how their actions contribute to the sequence of events. | CC.1.3.3.C, E03.A-K.1.1.3 | September May |
| Explain the point of view of the author. | CC.1.3.3.D | October May |
| Demonstrate understanding of craft and structure in literature. | E03.A-C.2.1 | October May |
| Explain the point of view from which a story is narrated, including the difference between first hand and third-person narrations. | E03.A-C.2.1.1 | October May |
| 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.E | January May |
| 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 | CC.1.3.3.F | September May |
| Demonstrate understanding of vocabulary and figurative language in literature. | E03.A-V.4.1 | September May |
| Demonstrate understanding of word relationships and nuances in word meanings. | E03.A-V.4.1.2 | September May |
| Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | E03.A-V.4.1.2.a | October May |
| Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered). | E03.A-V.4.1.2.b | October May |

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|---|---|--|
| 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.G | August May |
| 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.H, E03.A-C.3.1.1 | November May |
| Demonstrate understanding of connections within, between, and/or among texts. | E03.A-C.3.1 | September May |
| 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. | CC.1.3.3.I | September May |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | E03.A-V.4.1.1 | September May |
| Use context as a clue to the meaning of a word or phrase. | E03.A-V.4.1.1.a | February May |
| Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | E03.A-V.4.1.1.b | November May |
| Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | E03.A-V.4.1.1.c | November May |
| Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial relationships (where an object is in relation to another: above, behind, next to, etc.) and temporal relationships (relationship involving time or logic: before, during, occasionally, soon after, etc.) | CC.1.3.3.J | September May |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.3.K | November May |
| Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. | CC.1.4 | September May |
| Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. | CC.1.4.3.A | October April |
| Identify and introduce the topic. | CC.1.4.3.B | October May |
| Develop the topic with facts, definitions, details, and illustrations, as appropriate. | CC.1.4.3.C | October May |
| Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. | CC.1.4.3.D | October May |
| Choose words and phrases for effect. | CC.1.4.3.E, E03.D.2.1.1 | October May |

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|--|---|--|
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.3.F | October May |
| Demonstrate command of the conventions of standard English grammar and usage. | E03.D.1.1 | September May |
| Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | E03.D.1.1.1 | April May |
| Form and use regular and irregular plural nouns. | E03.D.1.1.2 | October May |
| Use abstract nouns (e.g., childhood). | E03.D.1.1.3 | October May |
| Form and use regular and irregular verbs. | E03.D.1.1.4 | January May |
| Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). | E03.D.1.1.5 | November May |
| Ensure subject-verb and pronoun-antecedent agreement. | E03.D.1.1.6 | February May |
| Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | E03.D.1.1.7 | April May |
| Use coordinating and subordinating conjunctions. | E03.D.1.1.8 | October May |
| Produce simple, compound, and complex sentences. | E03.D.1.1.9 | October May |
| Write opinion pieces on familiar topics or texts. | CC.1.4.3.G | November May |
| Introduce the topic and state an opinion on the topic. | CC.1.4.3.H | November May |
| Support an opinion with reasons. | CC.1.4.3.I | November May |
| Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. | CC.1.4.3.J | November May |
| Use a variety of words and sentence types to appeal to the audience. | CC.1.4.3.K | November May |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.3.L | November May |
| Write narratives to develop real or imagined experiences or events. | CC.1.4.3.M | January May |
| Establish a situation and introduce a narrator and/or characters. | CC.1.4.3.N | January May |
| 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.O | January May |
| 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.P | January May |
| Choose words and phrases for effect. | CC.1.4.3.Q | January May |

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| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.3.R | January May |
| 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.S | October May |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | CC.1.4.3.T | September May |
| 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.U | February May |
| Conduct short research projects that build knowledge about a topic. | CC.1.4.3.V | September May |
| 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.W | September May |
| 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.1.4.3.X | September May |
| Speaking and Listening: Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. | CC.1.5.3 | September May |
| 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.A | September May |
| 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.B | September May |
| Ask and answer questions about information from a speaker, offering appropriate detail. | CC.1.5.3.C | November May |
| 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.D | October May |
| Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | CC.1.5.3.E | November May |
| 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.F | September May |
| Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content. | CC.1.5.3.G | September May |

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: center activities, cooperative learning activities, games, online activities, oral responses, teacher observations, local assessments, and worksheets.

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: performance assessments, projects, tests, and quizzes.