

Warren County School District
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English Language Arts Grade 3

Course Number: 08303

Course Prerequisites: English Language Arts Grade 2

Course Description:

English Language Arts Grade 3 is designed around the Pennsylvania CORE English Language Arts Standards which will enable our students to learn to read independently, through critical analysis and interpretation of literature in all content areas. The students will be expected to read and write for a variety of purposes utilizing the writing process and a variety of resources, including but not limited to print, visual arts, and electronic mediums. Students will develop and utilize effective listening and speaking skills.

Suggested Grade Level: Third Grade

Length of Course: One Semester X Two Semesters Other (Describe)

Units of Credit: None

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s):
CSPG 69 PK-4/Elementary K-6

Certification verified by WCSD Human Resources Department:

 X Yes No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

Novel List – English Language Arts Grade 3 – The novels identified below are meant to be taught *only* in third grade.

<u>Novels Taught District-Wide</u>	<u>Optional Third Grade Novels</u>
Charlotte's Web – White* Stone Fox - Gardiner	The Boxcar Children – Warner The Boxcar Children: Snowbound Mystery – Warner The Boxcar Children: The Hurricane Mystery – Warner Jigsaw Jones: The Case of the Groaning Ghost – Preller Chocolate Fever – Smith and Fiammenghi The Candy Corn Contest – Giff and Sims A-Z Mystery: The White House White Out – Roy and Gurney Shiloh – Naylor Charlie and the Chocolate Factory – Dahl December Secrets – Giff and Sims Ramona Quimby, Age 8 Little House in the Big Woods – Wilder The Mouse and the Motorcycle – Cleary The Talented Clementine – Pennypacker The Year of the Panda - Schlein Beezus and Ramona - Cleary Cam Jansen: The Green School Mystery – Adler Make Way for Dyamonde Daniel - Grimes Nate the Great and the Halloween Hunt – Sharmat* Magic Tree House: Season of the Sandstorms – Osborne*

*Part of the Warren County School District Virtual Academy Curriculum.

BOARD APPROVAL:

Date Written: February 2015

Date Approved: _____

Implementation Year: 2015-2016

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

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

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Language Arts Skills and Concepts	PA CORE Standards and Eligible Content
<i>1.1 Foundational Skills</i>	
Phonics and Word Recognition	
<i>CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.</i> <ul style="list-style-type: none"> <i>Identify and know the meaning of the most common prefixes and</i> 	CC.1.1.3.D

<i>derivational suffixes.</i> <ul style="list-style-type: none"> • <i>Decode words with common Latin suffixes.</i> • <i>Decode multisyllable words.</i> • <i>Read grade-appropriate irregularly spelled words.</i> 	
Fluency	
<i>CC.1.3.3.E Read with accuracy and fluency to support comprehension.</i>	CC.1.1.3.E
1.2 Reading Informational Text	
Key Ideas and Details – Main Idea	
E03.B-K.1.1.2 – Determine the main idea of the text; recount the key details and explain how they support the main idea.	CC.1.2.3.A
Key Ideas and Details – Text Analysis	
E0.B-K.1.1.1 – Answer questions to demonstrate understanding of a text, referencing explicitly to the text as the basis for answers.	CC.1.2.3.B
E03.B-K.1.1.3 - 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	CC.1.2.3.C
Craft and Structure – Point of View	
E03.B-C.2.1.1. Explain the point of view from which a text is written	CC.1.2.3.D
Craft and Structure – Text Structure	
E03.B-C.2.1.2. Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, side bars, hyperlinks) to efficiently locate information relevant to a given topic	CC.1.2.3.E
Integration of Knowledge and Ideas – Analysis Across Texts	
E03.B-C.3.1.2. Compare and contrast the most important points and key details presented in two texts on the same topic	CC.1.2.3.I
Vocabulary Acquisition and Use	
E03.B-V.4.1.1. 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. <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. b. 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). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. 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.4.1.2. Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g. knew, believed, suspected, heard, wondered). 	CC.1.2.3.F CC.1.2.3.J CC.1.2.3.K
Range of Reading	
<i>CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</i>	CC.1.2.3.L
1.3 Reading Literature	
Key Ideas and Details – Theme	
E03.A-K.1.1.2 - Recount poems, dramas, or stories, including fables, folktales,	CC.1.3.4.A

and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
Key Ideas and Details – Text Analysis	
E03.A-K.1.1.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	CC.1.3.3.B
Key Ideas and Details – Literary Elements	
E03.A-K.1.1.3 - Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.	CC.1.3.3.C
Craft and Structure – Point of View	
E03.A-C.2.1.1 - Explain the point of view from which a story is narrated, including the difference between first-and third-person narrations.	CC.1.3.3.D
Craft and Structure – Text Structure	
<i>CC.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</i>	CC.1.3.3.E
Integration of Knowledge and Ideas – Sources of Information	
<i>CC.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)</i>	CC.1.3.3.G
Integration of Knowledge and Ideas – Text Analysis	
E03.A-C.3.1.1 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	CC.1.3.3.H
Vocabulary Acquisition and Use – Strategies	
<p>E03.A-V.4.1.1. 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.</p> <ol style="list-style-type: none"> Use context as a clue to the meaning of a word or phrase. 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). Determine the meaning of general academic and domain-specific words and phrases used in a text. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion). <p>E03.A-V.4.1.2. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Distinguish shades of meaning among related words (e.g. knew, believed, suspected, heard, wondered). 	CC.1.3.3.F CC.1.3.3.J
Range of Reading	
<i>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</i>	CC.1.3.3.K
1.4 Writing	
Text Types and Purposes - Informative/Explanatory	
<i>CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>	CC.1.4.3.A
E03.C.1.2.1 - Introduce a topic for the intended audience, and group related information together to support the writer's purpose.	CC.1.4.3.B

<p>E03.C.1.2.2 - Develop the topic with facts, definitions, and/or details</p> <p>E03.C.1.2.1 - Introduce a topic for the intended audience, and group related information together to support the writer's purpose.</p> <p>E03.C.1.2.3 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>E03.C.1.2.4 – Provide a concluding statement or section.</p>	<p>CC.1.4.3.C</p> <p>CC.1.4.3.D</p>
Text Types and Purposes - Opinion/Argumentative	
<i>CC.1.4.3.G Writing opinion pieces on familiar topics or texts.</i>	CC.1.4.3.G
<p>E03.C.1.1.1 - Introduce the topic or text for the intended audience, state and opinion, and create an organizational structure that lists reasons to support the writer's purpose.</p> <p>E03.C.1.1.2 – Provide reasons that support the opinion.</p> <p>E03.C.1.1.1 – Introduce the topic or text for the intended audience, state and opinion, and create an organizational structure that lists reasons to support the writer's purpose.</p> <p>E03.C.1.1.3 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.</p> <p>E03.C.1.1.4 - Provide a concluding statement or section.</p>	<p>CC.1.4.3.H</p> <p>CC.1.4.3.I</p> <p>CC.1.4.3.J</p>
Narrative	
<i>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</i>	CC.1.4.3.M
<p>E03.C.1.3.1 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.</p> <p>E03.C.1.3.2 - Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.</p> <p>E03.C.1.3.3 – Use temporal words and phrases to signal event order.</p> <p>E03.C.1.3.4 –Provide a sense of closure.</p>	<p>CC.1.4.3.N</p> <p>CC.1.4.3.O</p> <p>CC.1.4.3.P</p>
Conventions of Standard English	
<p>E03.D.1.1.1 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions and particular sentences.</p> <p>E03.D.1.1.2 – Form and use regular and irregular plural nouns.</p> <p>E03.D.1.1.3 – Use abstract nouns (e.g. childhood).</p> <p>E03.D.1.1.4 – Form and use regular and irregular verbs.</p> <p>E03.D.1.1.5 – Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>E03.D.1.1.6 – Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E03.D.1.1.7 – Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>CC.1.4.3.F</p> <p>CC.1.4.3.K</p> <p>CC.1.4.3.L</p> <p>CC.1.4.3.R</p>

<p>E03.D.1.1.8 – Use coordinating and subordinating conjunctions.</p> <p>E03.D.1.1.9 – Produce simple, compound, and complex sentences.</p> <p>E03.D.1.2.1 – Capitalize appropriate words in titles.</p> <p>E03.D.1.2.2 – Use commas in addresses.</p> <p>E03.D.1.2.3 – Use commas and quotation marks in dialogue.</p> <p>E03.D.1.2.4 – Form and use possessives.</p> <p>E03.D.1.2.5- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>E03.D.1.2.6 – Use spelling patterns and generalizations (e.g., words families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	
Response to Literature	
<p><i>CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</i></p>	CC.1.4.4.S
The Writing Process, Technology and Publication, and Conducting Research	
<p><i>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</i></p> <p><i>CC.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.</i></p> <p><i>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</i></p> <p><i>CC.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.</i></p> <p><i>CC.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.</i></p>	<p>CC.1.4.4.T</p> <p>CC.1.4.3.U</p> <p>CC.1.4.3.V</p> <p>CC.1.4.3.W</p> <p>CC.1.4.3.X</p>
1.5 Speaking and Listening	
<p><i>CC.1.5.3.A Engage effectively in a range of collaborative discussions or grade-level topics and texts, building on others' ideas and expressing their own clearly.</i></p> <p><i>CC.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.</i></p> <p><i>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</i></p> <p><i>CC.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.</i></p>	<p>CC.1.5.3.A</p> <p>CC.1.5.3.B</p> <p>CC.1.5.3.C</p> <p>CC.1.5.3.D</p> <p>CC.1.5.3.E</p> <p>CC.1.5.3.F</p> <p>CC.1.5.3.G</p>

<p><i>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</i></p> <p><i>CC.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.</i></p> <p><i>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.</i></p>	
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For standards, essential questions, content, and skills see Curriculum Map – Language Arts Grade 3

ASSESSMENT

Portfolio Assessment: ☐ Yes ☒ No

District-wide Common Final Examination Required: ☐ Yes ☒ No

Course Challenge Assessment (Describe): N/A

WRITING TEAM: Warren County School District Teachers

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ☐ Yes ☒ No
**Warren County School District Policy 9743 states that all secondary courses must have a final exam.*
2. Does this course issue a mark/grade for the report card?
☒ Yes ☐ No
3. Does this course issue a Pass/Fail mark? ☐ Yes ☒ No
4. Is the course mark/grade part of the GPA calculation?
☐ Yes ☒ No
5. Is the course eligible for Honor Roll calculation? ☐ Yes ☒ No
6. What is the academic weight of the course?
☒ No weight/Non credit ☐ Standard weight
☐ Enhanced weight (Describe) AP