**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](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**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](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

**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:** Fundations 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).

**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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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.