

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

LANGUAGE ARTS

GRADE 3

Date of Board Approval: October 20, 2011

CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

Title of Course: Language Arts Subject Area: Language Arts Grade Level: Third

Course Length: (Semester/Year): Year Duration: 120 Minutes Frequency: Daily

Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

Major Text(s)/Resources: Houghton Mifflin Reading: Legacy of Literacy, 2001

Curriculum Writing Committee:

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Unit: Metacognitive Thinking Strategies	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.1A Identify the author’s purpose and type, using grade level text.	<ul style="list-style-type: none"> Identify and explain that an author’s purpose is: to inform, to persuade and/or to entertain. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Define that metacognition as the process of thinking about one’s thinking. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Making connections is the ability to relate the text to something in your life, another text or the world. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Visualizing is the ability to create a picture in your head while reading text. Questioning is the ability to ask and answer a variety of questions to understand the text. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Summarizing is the ability to state the most important information from the text. Inferencing is the ability to make predictions using text clues and what you already know. 	

Unit: Metacognitive Thinking Strategies	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Monitoring understanding is the ability to decode and consistently check for meaning while reading a text. Author’s purpose is the ability to identify why the author wrote the text. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Identify metacognitive thinking strategies as making inferences, monitoring understanding, visualizing, making connections, questioning, summarizing, synthesizing, and identifying author’s purpose. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Understand that proficient readers use metacognitive thinking strategies to comprehend text. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Use the seven metacognitive thinking strategies when talking or writing about text. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Predict and infer based on text clues and what you already know. Decode and consistently check for meaning while reading a text. 	

Unit: Metacognitive Thinking Strategies	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> • Create and/or illustrate a picture while reading a text. • Use visualization and write a description of the picture in your head by using visualization. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> • Make text-to-self, text-to-text, text-to-world connections. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> • Develop and answer a variety of questions before, during and after reading the text. • Summarize the most important information from the text. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> • Synthesize the text to gain meaning. 	

Unit: Elements of Fiction	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Understand that proficient readers use their knowledge of phonics to increase their spelling proficiency. • Apply phonics knowledge to make new words. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Independently read and write words. • Associate sound with spelling. • Sort words by spelling patterns. 	
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Decode and encode any word with short vowels. • Decode and encode any VCe words. 	
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Decode and encode long vowel spelling and vowel pairs: ee, en, ai, and ay. • Decode and encode long o: ow, o, oa. 	
1.3A Read, understand, and respond to works from various genres of literature.	<ul style="list-style-type: none"> • Read and listen to a variety of genres. • Write a personal response to a selection. 	

Unit: Elements of Fiction	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.3B Recognize and identify different types of genres such as poetry, drama, and fiction.	<ul style="list-style-type: none"> Identify the structures in a play as dialogue, scenes and stage directions. Identify each play structure while ready. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.3C Identify literary elements in selected readings.	<ul style="list-style-type: none"> Identify story elements as the characters, setting, plot and theme. Identify the characters, setting, plot, and theme of a story. 	
1.3C Identify literary elements in selected readings.	<ul style="list-style-type: none"> Define characterization as the way an author reveals his/her characters and their character traits. Analyze a character. 	
1.3C Identify literary elements in selected readings.	<ul style="list-style-type: none"> Identify the plot as including: problem, solution, and climax turning point. After reading, identify the problem, solution, and climax of a story. 	
1.3C Identify literary elements in selected readings.	<ul style="list-style-type: none"> Understand that proficient readers use story elements to understand works of fiction. Write a fictional summary using all story elements. 	

Unit: Elements of Fiction	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.3C Identify literary elements in selected readings.	<ul style="list-style-type: none"> • Compare and contrast two pieces of fictional text, using characters, setting, plot, and theme. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency
1.3C Identify literary elements in selected readings.	<ul style="list-style-type: none"> • Compare and contrast a play and a story. 	Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA

Unit: Text Organization	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Understand that proficient readers use their knowledge of phonics to increase their spelling proficiency. • Apply phonics knowledge to make new words. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Associate sound with spelling. • Independently read and write words. • Use the context to determine the correct homophones. 	
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Decode and encode three letter clusters: str, scr, spr, thr, tch, and unexpected consonant patterns: kn and wr. 	
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Sort words by spelling patterns. • Decode and encode long i: igh, i, y. • Decode and encode vowel sounds in clown and lawn: ou, ow, aw, all, and o. 	
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Decode and encode vowel plus r sounds: or, ar, ir, and ur. • Decode and encode j (j, g), k (k, ch, c), and kw (qu) sounds. 	

Unit: Text Organization	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.2A Analyze text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> Identify six types of text organization: sequence of events, cause and effect, compare and contrast, problem and solution, and question and answer. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.2A Analyze text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> Understand that proficient readers use text organization to comprehend text. Sequence events in order from a text. Find cause and effect relationships in a text. 	
1.2A Analyze text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> Locate information in a text to compare and contrast. Identify the problem and solution in a text. Identify questions and answers in a text. 	
1.2A Analyze text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> Use signal words to recognize the text organization as: sequence of events, cause and effect, compare and contrast, and problem/solution. 	
1.2A Analyze text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> Write an informational piece using one of the following text structures: sequence of events, cause, and effect, compare and contrast, problem and solution, and question and answer. 	

Unit: Making Inferences, Drawing Conclusions, Making Generalizations		Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment	
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Understand that proficient readers use knowledge of phonics to increase their spelling proficiency. • Apply phonics knowledge to make new words. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA	
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Independently read and write words. • Associate sound with spelling. • Explain how prefixes and suffixes change the meaning of the root word. 		
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Decode and encode vowel plus r sound in hair: ear, are and air. • Decode and encode words ending in ing and ed. 		
1.1B use knowledge of phonics and word recognition.	<ul style="list-style-type: none"> • Decode and encode prefixes re, un and suffixes ful, ly, y, and re. • Sort words by spelling patterns. 		
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> • Use text clues combined with what you know to make inferences. 		

Unit: Making Inferences, Drawing Conclusions, Making Generalizations		Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> Explain in writing the process for making a generalization based on a passage: Inference to conclusion to generalization. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA	
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> Make inferences, generalizations and draw conclusions from what you have read. 		
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> Understand that proficient readers make inferences, generalization and draw conclusions to comprehend text. 		
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> Define making inferences as the ability to use text clues combined with what you know to understand the author's ideas. 		
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> Define drawing conclusions as the ability to take only text details to understand the author's ideas correctly. 		

Unit: Making Inferences, Drawing Conclusions, Making Generalizations		Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment	
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> Use only text clues to draw a conclusion about the author's ideas. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA	
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> Define making generalizations as making a broad statement that is true most the time using both details from text and your own knowledge. 		

Unit: Main Idea and Supporting Details	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.1B Use knowledge of phonics, word recognition.	<ul style="list-style-type: none"> • Understand that proficient readers use knowledge of phonics to increase spelling proficiency. • Apply phonics knowledge to make new words. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics, word recognition.	<ul style="list-style-type: none"> • Independently read and write words. • Associate sound with spelling. • Apply syllabication rules for VCCV pattern. 	
1.1B Use knowledge of phonics, word recognition.	<ul style="list-style-type: none"> • Decode and encode vowel sound in tooth and cook: ou and ew. • Decode and encode vowel sound in bought: o, aw, al, alk, and ought. 	
1.1B Use knowledge of phonics, word recognition.	<ul style="list-style-type: none"> • Decode and encode VCCV pattern words. • Sort words by spelling patterns. 	
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> • Understand that proficient readers identify the main idea and supporting details to understand non-fiction text. 	

Unit: Main Idea and Supporting Details	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> Identify main ideas and supporting details to understand nonfiction text. Identify the main idea of the selection. Use main ideas to explain the topic of a selection. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> Define main idea as the central idea of a selection of text. Define supporting details as facts, examples and other pieces of information that help to explain the main idea. 	
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> Know that a non-fiction summary includes main idea and details. Define topic as the focus of a selection of text. 	
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> Determine if a detail is a fact or an opinion. Identify other titles that would be related to the main idea. 	
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> Know that a fact is a statement that can be proven to be true. Know that an opinion is what you think or feel. 	

Unit: Main Idea and Supporting Details	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> Compare and contrast two pieces of non-fiction text by looking at the main idea and supporting details. Write a non-fiction summary. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> Identify supporting details that explain the main idea of the selection. 	
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> Use headings to locate information in a passage or to identify content that would best fit in a specific section of text. 	

Unit: Figurative Language	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.1A Identify the author’s purpose and type, using grade level text.	<ul style="list-style-type: none"> • Compare and contrast fiction and nonfiction text using the following criteria: the topic, author’s purpose, organization, rhyme, rhythm, personification, and theme. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics, word recognition.	<ul style="list-style-type: none"> • Understand that proficient readers use their knowledge of phonics to increase their spelling proficiency. • Decode and encode words that end with er and le 	
1.1B Use knowledge of phonics, word recognition.	<ul style="list-style-type: none"> • Apply knowledge of phonics to make new words. • Associate sound with spelling. • Make contractions from two words. • Decode and encode words beginning with a or be. 	
1.1B Use knowledge of phonics, word recognition.	<ul style="list-style-type: none"> • Sort words by spelling patterns. 	
1.3D Identify literary devices in selected readings.	<ul style="list-style-type: none"> • Understand that proficient readers identify figurative language in fiction and non-fiction text. • Identify figurative language in fiction and nonfiction text. 	

Unit: Figurative Language	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.3D Identify literary devices in selected readings.	<ul style="list-style-type: none"> Define rhyme as reoccurring final sounds typically found at the end of a line in poetry. Define rhythm as the pattern or beat of a poem. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.3D Identify literary devices in selected readings.	<ul style="list-style-type: none"> Identify rhyme and rhythm in a piece of text. Create examples of rhyme and rhythm. 	
1.3D Identify literary devices in selected readings.	<ul style="list-style-type: none"> Define personification as giving human qualities to an object or animal. Identify personification in a piece of text and create examples. 	
1.3D Identify literary devices in selected readings.	<ul style="list-style-type: none"> Identify onomatopoeia in a piece of text. Create examples of onomatopoeia. Define onomatopoeia as a word whose sound expresses its meaning. 	

Unit: Exaggeration	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
<p>1.2C Distinguish between essential and nonessential information written and across a variety of text identifying exaggeration where present.</p>	<ul style="list-style-type: none"> • Understand that proficient readers identify exaggeration in fiction and non-fiction text. • Identify exaggeration in a piece of text and create examples of exaggeration. 	<p>Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency</p>
<p>1.2C Distinguish between essential and nonessential information written and across a variety of text identifying exaggeration where present.</p>	<ul style="list-style-type: none"> • Define exaggeration as stretching the truth. 	<p>Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA</p>

Unit: Research	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.8A Follow an inquiry-based process in seeking knowledge.	<ul style="list-style-type: none"> • Understand that research is an inquiry-based process. • Follow an inquiry based process to seek knowledge of a topic. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency
1.8B Conduct inquiry and research on self-selected or assigned topics using specified sources and strategies.	<ul style="list-style-type: none"> • Identify the steps of an inquiry process: ask a question, find reliable sources, collect information, organize information, present information and cite resources. 	Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS
1.8C Present the results of research, using appropriate visual aids and citing sources.	<ul style="list-style-type: none"> • Present results visually. • Cite sources from research. 	DRA 4-SIGHT PSSA

Unit: Word Work Skills	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.1B Use knowledge of phonics, word recognition and context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Use knowledge of phonics, word recognition, and context clues to decode and understand new words while reading. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics, word recognition and context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Understand that proficient readers use knowledge of phonics. Word recognition and context clues to decode new words and comprehend text. 	
1.1B Use knowledge of phonics, word recognition and context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify the syllables in multi-syllabic words. Build words with a prefix: un, dis, non, mis. 	
1.1B Use knowledge of phonics, word recognition and context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Build words with a suffix: ly, ful, less, ness, ble, ment. 	
1.1B Use knowledge of phonics, word recognition and context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify how the meaning of the word is changed when an affix is added. Identify the meaning of words with affixes using context clues in both fiction and non-fiction text. 	

Unit: Word Work Skills	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.1B Use knowledge of phonics, word recognition and context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify and give the meaning of a synonym or antonym. Know that a word can have many meanings. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics, word recognition and context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify the meaning of multiple-meaning words used in fiction and nonfiction texts. 	
1.1B Use knowledge of phonics, word recognition and context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Define context clues as words and sentences that surround a word and help a reader determine the meaning of the word. 	
1.1B Use knowledge of phonics, word recognition and context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Define syllabication as breaking down multi-syllabic words into individual syllables. Identify syllable types: open, closed, controlled, vowel team, vowel-consonant-e, and vowel-consonant. 	
1.1B Use knowledge of phonics, word recognition and context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Use context clues to determine the meaning of a word in fiction and nonfiction text. 	

Unit: Writing	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.4A Write poems and stories.	<ul style="list-style-type: none"> • Write narrative pieces: poems, stories and plays. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.4B Write informational pieces using illustrations when relevant.	<ul style="list-style-type: none"> • Write informational pieces: descriptions, reports, instructions and friendly letters. 	
1.5A Identify with a focus with an understanding of topic task, and audience.	<ul style="list-style-type: none"> • Write to a prompt. 	
1.5C Organize writing in a logical order.	<ul style="list-style-type: none"> • Identify and use the steps in the writing process: prewriting, drafting, revising, editing and publishing. 	
1.5C Organize writing in a logical order.	<ul style="list-style-type: none"> • Use a variety of prewriting techniques such as: journal writing, graphic organizers, brainstorming and sharing ideas with others. • Write narrative pieces with a beginning, middle and end. 	

Unit: Writing	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
<p>1.5E Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.</p>	<ul style="list-style-type: none"> • Check paragraph structure, indent to show paragraphs, use exact language and avoid overuse of “and”, “then” and “but” when revising writing. 	<p>Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings</p>
<p>1.5F Use grade appropriate conventions of language when writing and editing.</p>	<ul style="list-style-type: none"> • Write structured paragraphs that include topic sentence, detail sentences and a closing sentence. • Edit writing for mechanics and spelling. 	<p>Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations</p>
		<p>DIBELS DRA 4-SIGHT PSSA</p>

Unit: Grammar	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Capitalize: cities, states, addresses, book titles and abbreviations. • Identify and use parts of speech: pronouns, adverbs and adjectives. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Use adverbs correctly in both form and placement. • Use the past, present and future tense of verbs. 	
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Distinguish between action verbs and state of being. • Use adjectives to compare and describe nouns. 	
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Use periods in abbreviations. • Use commas in friendly letters: greeting, dates, location and closing, and in direct address. 	
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Write a complete sentence using subject and predicate. • Use appropriate sentence structure and subject/verb agreement of declaratives, interrogatives, exclamations and imperatives. 	

Unit: Grammar	Subject Area: Reading	Grade: 3
PA Academic Standards	Performance Indicators	Assessment
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Edit sentence structure for fragments. • Use to, too and two correctly. • Use homophones “their”, there” and they’re” correctly. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)