



<p><b>Unit Title: Foundational Skills</b></p>	<p><u>Course time prior to PSSA:</u> Throughout school year</p>
<p><u>Unit Overview/Big Ideas:</u>      Effective application of foundational skills builds an academic knowledge and understanding of language. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Writing is a means of documenting thinking.</p>	<p><u>ELL Differentiation:</u>  <a href="http://www.pdesas.org/module/sas/curriculumframework/ell/love/love.aspx#">http://www.pdesas.org/module/sas/curriculumframework/ell/love/love.aspx#</a></p>
<p><u>Unit Essential Questions:</u>      How can the knowledge of language help us to communicate and understand?      How do we think while reading in order to understand and respond?      What role does writing play in our lives?</p>	<p><u>Enrichment:</u>      Achieve 3000  <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a>      Compass Learning Odyssey  <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a>      Study Island  <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a></p>
<p><u>Standards and National Core Academic Standards:</u>  <a href="http://www.pdesas.org/Standard/PACore">http://www.pdesas.org/Standard/PACore</a>      Additional: <a href="http://www.corestandards.org">http://www.corestandards.org</a></p>	<p><u>IEP/GIEP:</u>      Refer to specially designed instruction delineated in student's Individual Education Plan</p>
<p><u>Connecting to Other Standards:</u>      ISTE: <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a>      Career and Work: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a>      Content Area Standards: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a></p>	<p><u>Remediation:</u>      Achieve 3000  <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a>      Compass Learning Odyssey  <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a>      Study Island  <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a></p>



Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
<b>Foundational Skills Standards:</b> 1.1.3.C, CC.1.1.3.D	Multi Syllable Routines Think, Pair, Share Phonetic awareness Decoding/encoding skills Fluency	T-Chart Webs	

**Assessments Definitions:**

- Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA, Study Island
- Formative: feedback, usually not graded, questions/answers, observations, conferences
- Benchmark: District tests, DIBELS, NWEAs, CDTs
- Summative: graded tests and assignments after concept is taught



East Stroudsburg Area School District  
English/Language Arts Curriculum  
Grade: 3

**Unit Title: Foundational Skills**

**Content Statement:** Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

**Foundational Skills)**

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
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<p>1.1.3.C</p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes.)</p>	<p>Student will distinguish long from short vowel sounds in spoken single-syllable words.</p> <ul style="list-style-type: none"> <li>o</li> <li>o Student will count, pronounce, blend, segment syllables in spoken/written words.</li> <li>o</li> <li>o Student will orally produce single-syllable words, including digraphs and consonant blends.</li> </ul>	<p>adjective          adverb          comma          compound words          consonant          consonant blends          contractions          decode          dialogue          digraphs          encode          exclamation point          Greek roots          Greek suffixes          irregular plural nouns          Latin roots          Latin suffixes          multi-syllable words          noun          patterns          period          phonemes</p>	<p>McGraw/Hill <u>Reading Wonders</u> (2014) All Units</p> <p>Teacher's Edition (M/H TE) All Units</p> <p>McGraw Hill Leveled Readers All Units</p> <p>Grammar Reference Guide: <a href="http://writestepswriting.com/Portals/0/PDFs/GrammarGuides/3rd%20Grade%20Grammar%20Guide.pdf">http://writestepswriting.com/Portals/0/PDFs/GrammarGuides/3rd%20Grade%20Grammar%20Guide.pdf</a></p> <p>McGraw Hill Handwriting Resources (2014)</p>	<p>McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA), McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA), McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA), McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),</p> <p>CDTs, NWEAs, PSSAs, Study Island Teacher Made Evaluations, District Assessments, DIBELS</p>
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**Foundational Skills)**

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<b>1.1.3.D</b>	Know and apply grade-level phonics and word analysis skills in decoding (reading) and encoding (writing) words.	Student will identify and apply: <ul style="list-style-type: none"> <li>● word families,</li> <li>● CVC and CVCe patterns</li> <li>● Consonant blends and digraphs</li> <li>● Vowel diphthongs, digraphs</li> <li>● R-controlled vowels</li> <li>● Silent letters.</li> </ul>	(...con't from above)  phonics plurals pronoun possessives prefix question mark quotation marks r-controlled vowels regular plural nouns root words silent letters suffix syllable verb vowel vowel diphthongs	(see above)  Note to teachers: Using prefixes, suffixes, and roots is not simply a matter of rote memorization. It is a decoding skill to be taught then applied.	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments, DIBELs



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<b>1.1.3.D (continued)</b>	(...con't from above)	Student will identify / know the meaning of the most common prefixes and derivational suffixes <ul style="list-style-type: none"> <li>• re, pre, in, un, dis, mis, non, ful, less, ble, ly, or, ness, ment.)</li> </ul> Student will decode (read) / encode (write) one-and two-syllable, real and pseudo/ make believe words, with the following syllable types: <ul style="list-style-type: none"> <li>• closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –</li> </ul>	<i>(see above)</i>	<i>(see above)</i>	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments, DIBELS



		le, vowel-r.			
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		<b>do (skills)</b>			
<b>1.1.3.D (continued)</b>	<ul style="list-style-type: none"> <li>o</li> <li>o (...con't from above)</li> </ul>	Student will decode words with common Greek and Latin roots and suffixes: <ul style="list-style-type: none"> <li>• Examples:  <i>cycle, dent, grad, man, meter, odont, phon, scop, script, tract, volv,</i>            and others listed in M/H Wonders.</li> </ul>	<i>(see above)</i>	<i>(see above)</i>	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments, DIBELs

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SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessment
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	
1.1.3.D (continued)	(...con't from above)	<p>Student will use understanding of the root meanings to comprehend new words.</p> <p>Student will decode multi-syllable words.</p> <p>Student will recognize grade appropriate phonemic and morphemic spelling patterns (e.g. eight-weight, eight, port, portable, support.)</p>	<i>(see above)</i>	<i>(see above)</i>	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments, DIBELs

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1.1.3.D (continued)	(...con't from above)	<p>Student will use “change y to i rule” (-er, -est.)</p> <p>Student will decode/ encode</p> <ul style="list-style-type: none"> <li>• plurals,</li> <li>• possessives</li> <li>• contractions</li> <li>• compound words.</li> </ul> <p>Student will use correct plural forms of words.</p>	<i>(see above)</i>	<i>(see above)</i>	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments, DIBELS

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
<p><b>1.1.3.D</b> (continued)</p> <p><b>All types of writing:</b>  <b>1.1.4.3.F (I/E)</b>  <b>1.1.4.3.L (O/A)</b>  <b>1.1.4.3.R (N)</b></p>	<p>(...con't from above)</p> <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none"> <li>o Student will decode / encode regularly and irregularly spelled grade appropriate words.</li> </ul> <p>Student will spell high frequency words correctly.</p> <p>Student will use proper capitalization.</p> <p>Student will punctuate correctly</p> <ul style="list-style-type: none"> <li>• period</li> <li>• exclamation</li> </ul>	<p>(see above)</p>	<p>(see above)</p>	<p>M/H-WA,  M/H-PAA,  M/H-UA,  M/H-BA,  CDT,  NWEA Tests,  PSSA,  Study Island,  Teacher Made Evaluations,  District Assessments,  DIBELS</p>



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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
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<p><b>all types of writing:</b> <b>.1.4.3.F (I/E)</b> <b>.1.4.3.L (O/A)</b> <b>.1.4.3.R (N)</b> <b>(continued)</b></p>	<p>(...con't from above)</p>	<ul style="list-style-type: none"><li>• commas in a series and addresses</li><li>• commas and quotation marks in dialogue.</li></ul> <p>Student explains the function of nouns, pronouns, verbs, adjectives, and adverbs.</p> <p>Student will form and use regular and irregular plural nouns.</p>	<p><i>(see above)</i></p>	<p><i>(see above)</i></p>	<p>M/H-WA, M/H-PAA, M/H-UA, M/H-BA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments, DIBELs</p>
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<p><b>All types of writing:</b>            .1.4.3.F (I/E)            .1.4.3.L (O/A)            .1.4.3.R (N)            (continued)</p>	<p>(...con't from above)</p>	<p>Student will use abstract nouns (e.g. childhood.)</p> <p>Student will form and use regular and irregular verbs.</p> <p>Student will form and use the simple verb tense.</p> <p>Student will ensure subject-verb and pronoun-antecedent agreement.</p>	<p>(see above)</p>	<p>(see above)</p>	<p>M/H-WA,            M/H-PAA,            M/H-UA,            M/H-BA,            CDT,            NWEA Tests,            PSSA,            Study Island,            Teacher Made Evaluations,            District Assessments,            DIBELS</p>



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<p><b>All types of writing:</b>          .1.4.3.F (I/E)          .1.4.3.L (O/A)          .1.4.3.R (N)          (continued)</p>	<p>(...con't from above)</p>	<p>Student will form and use comparative and superlative adjectives and adverbs.</p> <p>Student will use coordinating and subordinating conjunctions.</p> <p>Student will use nouns, pronouns, verbs, adjectives, adverbs, conjunctions properly in writing.</p>	<p>(see above)</p>	<p>(see above)</p>	<p>M/H-WA,          M/H-PAA,          M/H-UA,          M/H-BA,          CDT,          NWEA Tests,          PSSA,          Study Island,          Teacher Made Evaluations,          District Assessments,          DIBELS</p>
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SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessment
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	
<p><b>All types of writing:</b>            .1.4.3.F (I/E)            .1.4.3.L (O/A)            .1.4.3.R (N)            (continued)</p>	<p>(...con't from above)</p>	<p>Student will produce the following types of sentences with the appropriate ending punctuation.</p> <ul style="list-style-type: none"> <li>• simple</li> <li>• compound</li> <li>• declarative</li> <li>• interrogative</li> <li>• imperative</li> <li>• exclamatory.</li> </ul>	<p>(see above)</p>	<p>(see above)</p>	<p>M/H-WA,            M/H-PAA,            M/H-UA,            M/H-BA,            CDT,            NWEA Tests,            PSSA,            Study Island,            Teacher Made Evaluations,            District Assessments,            DIBELs</p>

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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
<b>All types of writing:</b> <b>.1.4.3.F (I/E)</b> <b>.1.4.3.L (O/A)</b> <b>.1.4.3.R (N)</b> <b>(continued)</b>	Practice Manuscript handwriting  Practice Cursive letters	Student will practice manuscript handwriting.  Student will practice Cursive letters (both upper and lower case A-Z.)	<i>(see above)</i>	<i>(see above)</i>	Teacher Evaluation



<p><b>Text Title: Informational Text</b></p>	<p><u>Course time prior to PSSA:</u> Throughout school year</p>
<p><b>Text Overview/Big Ideas:</b>        Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Information to gain or expand knowledge can be acquired through a variety of sources. Language is used to communicate and to deepen understanding. Spoken language can be represented in print. Selective use of vocabulary builds social and academic knowledge.</p>	<p><b>ELL Differentiation:</b>  <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx#">http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx#</a></p>
<p><b>Text Essential Questions:</b>        How does interaction with text provoke thinking and response?        How do we use information gained through research to expand knowledge?        How can the knowledge of language help us to communicate and understand?</p>	<p><b>Enrichment:</b>        Achieve 3000  <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a>        Compass Learning Odyssey  <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a>        Study Island  <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a></p>
<p><b>Standards and National Core Academic Standards:</b>  <a href="http://www.pdesas.org/Standard/PACore">http://www.pdesas.org/Standard/PACore</a>        Additional: <a href="http://www.corestandards.org">http://www.corestandards.org</a></p>	<p><b>IEP/GIEP:</b>        Refer to specially designed instruction delineated in student's Individual Education Plan</p>
<p><b>Connecting to Other Standards:</b>        ISTE: <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a>        Peer and Work: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a>        Content Area Standards: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a></p>	<p><b>Remediation:</b>        Achieve 3000  <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a>        Compass Learning Odyssey  <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a>        Study Island  <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a></p>



Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
<p><b>Informational Text Standards:</b>            CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D,            CC.1.2.3.E, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H,            CC.1.2.3.I, CC.1.2.3.J, CC.1.2.3.K, CC.1.2.3.L</p>	<p>7 Keys to Comprehension            Ask &amp; Answer Questions            Close Reading            Make, Confirm, and Revise Predictions            Reread            Summarize            Think, Pair, Share            Visualize</p>	<p>Author's Perspective Web            Cause/Effect Chart            Fact vs Opinion Chart            Inference Web            KWL Chart            Main Idea Web            Main Idea and Details Chart            Main Idea Sequence Chart            Sequencing Chart            Venn Diagram</p>	

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**Unit Title: Informational Text**

**Content Statement:** 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.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<b>1.2.3.A</b>	Determine the main idea of a text, recount the key details, and explain how they support the main idea. Distinguish between essential and nonessential information.	Student will <ul style="list-style-type: none"> <li>determine the main idea of a text</li> <li>recount key details and explain how they support the main idea</li> <li>distinguish between essential and nonessential information.</li> </ul>	author cause chart compare conclusion context clues contrast conversation drawing conclusions effect essential information fact	McGraw/Hill <u>Reading Wonders</u> (2014) Teacher's Edition (M/H TE) All Units  Interactive Read Alouds (2007) (IRA)  Junior Great Books (JGB)	McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA), McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA), McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA), McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA), Interactive Read Alouds (2007) (IRA), CDT, NWEA, PSSA, Study Island, Teach
<b>1.2.3.B</b>	Ask and answer questions about text and make inferences from the text. Refer to text to support inferences about responses.	Student will <ul style="list-style-type: none"> <li>ask and answer questions about text and make inferences from the text, using who, what, where, when, why and how</li> <li>give specific details from the text to support inferences.</li> </ul>	graphic organizer Greek affixes Greek roots heading historical events hyperlinks inference	Seven Keys to Comprehension (7KC)  M/H Graphic Organizers: # 61 Author's Perspective Web	



					Made Evaluations, District Made Assessments
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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
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		<b>do (skills)</b>			
<b>1.2.3.B (continued)</b>	Make predictions and draw conclusions about what will happen next in a story or process and justify.	Student will <ul style="list-style-type: none"> <li>• make predictions and justify</li> <li>• draw conclusions and justify.</li> </ul>	(...con't from above) informational text key details key words Latin affixes Latin roots literal main idea map media multi-media multiple-meaning words non-literal nonessential information nonfiction text opinion	(...con't from above) #86 & 143 Cause/Effect Chart #73-74 & 133 Fact vs Opinion Chart #60 & 122 Inference Chart KWL Chart # 96, 131, & 141 Main Idea and Details Chart # 131 & 141 Main Idea and Sequence Chart # 58, 63, 65, 120, & 121 Main Idea Web # 131 & 138 Sequencing Chart # 66-67 Venn Diagram	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assessments

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SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessments
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Standard and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	Diagnostic Formative Benchmark
1.2.3.C	Explain how a series of historical events, scientific concepts, or steps in a technical procedure is connected within a text, using language that pertains to time, sequence, and cause / effect.	Student will use specific information from the text using language that pertains to time, sequence, and cause / effect to: <ul style="list-style-type: none"> <li>• explain how a series of historical events are connected</li> <li>• explain how scientific concepts are connected</li> <li>• explain how the steps in a technical procedure are connected.</li> </ul>	(...con't from above)  paragraph phrase point of view predictions research resource root word scientific concepts search tools sequence series of events shades of meaning sidebars summary technical procedure text text evidence text features	<i>(see above)</i>	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assessments

**Unit Title: Informational Text**

**Content Statement:** 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





tual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
1.2.3.D	<p>Explain the point of view from which a text is written.</p> <p>Identify and distinguish between fact and opinion in a text.</p>	<p>Student will identify how the author feels about the topic (his / her point of view) using details from the text.</p> <p>Student will</p> <ul style="list-style-type: none"> <li>• recognize an opinion as a statement that cannot be proven</li> <li>• recognize a fact as a statement that can be proven true or false.</li> </ul>	(see above)	(see above)	<p>Diagnostic Formative Benchmark</p> <p>M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assessments</p>



**Unit Title: Informational Text**

**Content Statement:** 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.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b>
<b>1.2.3.E</b>	Use various text and search tools to locate key facts and interpret information (e.g. headings, charts, key words, sidebars, hyperlinks.)	Student will <ul style="list-style-type: none"> <li>• locate and interpret information from text features in text [e.g. title, subtitles, headings, subheadings, graphics and charts, key words (bold print, italics, subtitles,) captions]</li> <li>• locate and interpret information from search tools (e.g., glossary, bibliography, table of contents, hyperlinks, sidebars.)</li> </ul>	<i>(see above)</i>	<i>(see above)</i>	Diagnostic Formative Benchmark  M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assessments



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**Content Statement:** 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.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
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1.2.3.F	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. <ul style="list-style-type: none"> <li>• Distinguishing literal from non-literal</li> <li>• Shades of meaning (nuances) among related words</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion)</li> <li>• Use context as a clue to the meaning of a word or phrase.</li> </ul>	Student will <ul style="list-style-type: none"> <li>• determine the meaning of words (e.g. multiple-meaning words, synonyms, antonyms) as they are used in text</li> <li>• distinguish literal from non-literal meanings</li> <li>• distinguish shades of meaning among related words (e.g. mad, furious, irate)</li> <li>• use context as a clue to the meaning of a word or phrase</li> </ul>	(see above)	(see above)	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assessments
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**Unit Title: Informational Text**

**Content Statement:** 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.

PSSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessment
					Diagnostic



		<b>need to be able to do (skills)</b>		<b>Activities</b>	Formative Benchmark
<b>1.2.3.G</b>	<p>Use information gained from text features to demonstrate understanding of a text (e.g. illustration, photos, maps, and words.)</p> <p>Locate information using appropriate sources and strategies.</p>	<p>Student will</p> <ul style="list-style-type: none"> <li>• identify information gained from text features</li> <li>• use information gained from text features to demonstrate understanding of a text</li> </ul> <p>Student will</p> <ul style="list-style-type: none"> <li>• locate resources for a particular task</li> <li>• use print and multi-media sources appropriate for research and evaluate the quality of media forms</li> </ul>	(see above)	(see above)	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assessments

**Unit Title: Informational Text**

**Content Statement:** 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.

<b>SSA Anchors</b>	<b>Unit Concepts –</b>	<b>Unit</b>	<b>Content</b>	<b>Materials,</b>	<b>Assessment</b>
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Standard and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	Diagnostic Formative Benchmark
<p>1.2.3.G (continued)</p> <p>1.2.3.H</p>	<p>•Describe how an author connects sentences and paragraphs in a text to support particular points. (e.g.comparison, cause/effect)</p>	<p>Student will</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> <p>Student will</p> <ul style="list-style-type: none"> <li>• define comparison, cause/effect, and sequencing</li> <li>• describe the logical connection between sentences and</li> </ul>	<p>(see above)</p>	<p>(see above)</p>	<p>M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assessments</p>

**Unit Title: Informational Text**

**Content Statement:** 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.



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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.2.3.I	Compare / contrast the most important points and key details presented in two texts on the same topic.	paragraphs in a text using comparison, cause / effect, and sequencing.  Student will: <ul style="list-style-type: none"> <li>• define compare and contrast</li> <li>• compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul>	<i>(see above)</i>	<i>(see above)</i>	Diagnostic Formative Benchmark  M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assessments

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<b>PSSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
<b>CC.1.2.3.J</b>	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Student will <ul style="list-style-type: none"> <li>• identify, define, and discuss new vocabulary through grade appropriate conversation</li> <li>• use precise and specific words and phrases, including those that signal spatial and temporal relationships</li> </ul>	<i>(see above)</i>	<i>(see above)</i>	Diagnostic Formative Benchmark  M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assessments





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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b> Diagnostic Formative Benchmark
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<p>1.2.3.J (continued)</p>	<ul style="list-style-type: none"> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. graph)</li> </ul>	<ul style="list-style-type: none"> <li>use common, grade -appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. graph).</li> </ul>	<p>(see above)</p>	<p>(see above)</p>	<p>M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assessments</p>
<p>1.2.3.K</p>	<p>Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>Student will</p> <ul style="list-style-type: none"> <li>define the meanings of synonyms, antonyms, and multi-meaning words</li> <li>utilize synonyms, antonyms, and multi-meaning words to determine or clarify the</li> </ul>			

**Unit Title: Informational Text**

**Content Statement:** 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.

<p><b>SSA Anchors and Eligible Content</b></p>	<p><b>Unit Concepts – What students need to know</b></p>	<p><b>Unit Competencies - What students need to be able to do (skills)</b></p>	<p><b>Content Vocabulary</b></p>	<p><b>Materials, Resources, Instructional Activities</b></p>	<p><b>Assessment</b></p>
					<p>Diagnostic Formative Benchmark</p>



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1.2.3.K (continued)	<i>(see above)</i>	meaning of unknown words • Student will determine word meaning for content-specific vocabulary using context clues (definition, synonym, antonym, restatement), knowledge of root words and affixes (prefixes and suffixes), and search tools (glossary, dictionary, etc.)	<i>(see above)</i>	<i>(see above)</i>	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assesments
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**Unit Title: Informational Text**

**Content Statement:** 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.

SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessment
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Standard and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	Diagnostic Formative Benchmark
1.2.3.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently	Student will <ul style="list-style-type: none"> <li>• use various decoding strategies (phonics, multi-syllable rules, knowledge of compound words)</li> <li>• use various reading strategies such as               <ul style="list-style-type: none"> <li>-close reading</li> <li>-shared inquiry</li> <li>-visualizing</li> <li>-making connections by using background knowledge and experiences</li> <li>-making inferences</li> <li>-determining important ideas and themes</li> <li>-synthesizing</li> <li>-using fix-up strategies</li> </ul> </li> </ul>	<i>(see above)</i>	<i>(see above)</i>	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Made Assessments

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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b> Diagnostic Formative Benchmark



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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
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**Content Statement:** 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.

<b>SSA Anchors</b>	<b>Unit Concepts –</b>	<b>Unit</b>	<b>Content</b>	<b>Materials,</b>	<b>Assessment</b>
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Standard and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	

**Unit Title: Informational Text**

**Content Statement:** 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





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tual evidence.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>

Unit Title: Informational Text



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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>



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<b>ESSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional</b>	<b>Assessment</b>
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		<b>need to be able to do (skills)</b>		<b>Activities</b>	



<p><b>Unit Title: Literature</b></p>	<p><u>Course time prior to PSSA:</u> Throughout school year</p>
<p><u>Unit Overview/Big Ideas:</u>        Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.        Language is used to communicate and to deepen understanding.        Spoken language can be represented in print.        Effective use of vocabulary builds social and academic knowledge.</p>	<p><u>ELL Differentiation:</u>  <a href="http://www.pdesas.org/module/sas/curriculumframework/ell/love/love.aspx#">http://www.pdesas.org/module/sas/curriculumframework/ell/love/love.aspx#</a></p>
<p><u>Unit Essential Questions:</u>        How does interaction with text provoke thinking and response?        How can the knowledge of language help us to communicate and understand?</p>	<p><u>Enrichment:</u>        Achieve 3000  <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a>        Compass Learning Odyssey  <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a>        Study Island  <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a></p>
<p><u>Standards and National Core Academic Standards:</u>  <a href="http://www.pdesas.org/Standard/PACore">http://www.pdesas.org/Standard/PACore</a>        National: <a href="http://www.corestandards.org">http://www.corestandards.org</a></p>	<p><u>IEP/GIEP:</u>        Refer to specially designed instruction delineated in student's Individual Education Plan</p>
<p><u>Connecting to Other Standards:</u>        ISTE: <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a>        Teacher and Work: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a>        Content Area Standards: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a></p>	<p><u>Remediation:</u>        Achieve 3000  <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a>        Compass Learning Odyssey  <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a>        Study Island  <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a></p>



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Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
<p><b>Literature Standards:</b>            CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D,            CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H,            CC.1.3.3.I, CC.1.3.3.J, CC.1.3.3.K</p>	<p>7 Keys to Comprehension            Ask &amp; Answer Questions            Close Reading            Make, Confirm, and Revise Predictions            Reread            Summarize            Think, Pair, Share            Visualize</p>	<p>Author's Perspective Web            Cause/Effect Chart            Character Trait Web            Inference Web            Main Idea Web            Predict vs Happens Chart            Setting Web            Story Elements Chart            Venn Diagram</p>	

**Assessments Definitions:**

- Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA, Study Island
- Formative: feedback, usually not graded, questions/answers, observations, conferences
- Benchmark: District tests, DIBELS, NWEAs, CDTs
- Summative: graded tests and assignments after concept is taught





**Unit Title: Literature**

**Content Statement:** 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.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b>
<p><b>1.3.3.A</b></p>	<p>Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.            Determine sequence of events, cause/effect, problem/solution</p> <ul style="list-style-type: none"> <li>• poems</li> <li>• fables</li> <li>• folktales</li> <li>• myths</li> <li>• dramas.</li> </ul> <p>Identify the structures in poetry.</p>	<p>Student will</p> <ul style="list-style-type: none"> <li>• find the theme citing key details from the text</li> <li>• explain sequence of events, cause/effect, problem/solution in text, including               <ul style="list-style-type: none"> <li>- poems</li> <li>- fables</li> <li>- folktales</li> <li>- myths</li> <li>- dramas.</li> </ul> </li> </ul> <p>Student will</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of reading and</li> </ul>	<p>acts            alliteration            antonyms            author            cause            chapter            character            character traits            compare            context clues            contrast            dialogue            dramas            effect            events            evidence            fables            folktales            inferences            key details            lesson</p>	<p>McGraw/Hill <u>Reading Wonders</u> (2014)</p> <p>Teacher’s Edition (M/H TE) All Units</p> <p>Interactive Read Alouds (2007) (IRA)</p> <p>Junior Great Books (JGB)</p> <p>Seven Keys to Comprehension (7KC)</p> <p>M/H Graphic Organizers: # 61 Author’s Perspective Web</p>	<p>Diagnostic            Formative            Benchmark</p> <p>McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),            McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),            McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),            McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),            Interactive Read Alouds (2007) (IRA),            CDT, NWEA, PSSA, Study Island, Teacher Made Evaluations, District Assessments</p>



		interpreting poetry.			
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**Unit Title: Literature**

**Content Statement:** 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.

<b>ESSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
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<p><b>1.3.3.B</b></p>	<p>Ask and answer questions about the text and make inferences from text, referring to text to support responses.</p> <p>Make predictions and draw conclusions about what will happen next in a story and justify.</p>	<p>Student will</p> <ul style="list-style-type: none"> <li>ask and answer questions about the text (using who, what, where, when, why, and how)</li> <li>understand that making inferences involves using key details from the text and background knowledge and experiences.</li> </ul> <p>Student will make predictions and inferences to draw conclusions about what will happen next in a story and justify.</p>	<p>(...con't from above)</p> <p>literal        main idea        message        metaphor        mood        moral        multiple meaning        words        myths        non-literal phrases        personification        plot        point of view        predicting        predictions        problem        questioning</p>	<p>(...con't from above)</p> <p># 86 &amp; 143        Cause/Effect        Charts</p> <p># 56-57, 122, 127, &amp; 130        Character        Trait Webs</p> <p># 60 &amp; 122        Inference Webs</p> <p># 58, 63, 65, &amp; 120        Main Idea Webs</p> <p># 95        Predict vs        Happens Charts</p> <p># 59- 130        Setting        Webs</p>	<p>M/H-WA,        M/H-PAA,        M/H-UA,        M/H-BA,        IRA,        CDT,        NWEA Tests,        PSSA,        Study Island,        Teacher Made        Evaluations,        District        Assessments</p>
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**Unit Title: Literature**

**Content Statement:** 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.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
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1.3.3.C	Describe characters in a story and explain how their actions contribute to the sequence of events (e.g. character traits, motivations, feelings.)	Student will <ul style="list-style-type: none"> <li>describe characters in a story and their actions using details from the text</li> <li>explain how their actions (e.g. character traits, motivations, feelings) contribute to the sequence of events using details from the text.</li> </ul>	(...con't from above) related words reread root word rhyme rhythm sequence setting scenes shades of meaning simile solution stanza story enactment summarize synonyms text text structure theme visualize	(...con't from above) # 70, 75, 90, 105, & 149 Story Elements Charts # 66-67 Venn Diagrams	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments
1.3.3.D	Explain the point of view of the author (including difference between first and third person narrations.)	Student will <ul style="list-style-type: none"> <li>identify first person point of view (when the narrator uses pronouns I , me, we)</li> <li>identify third person point of view (when the narrator uses pronouns he, she, they).</li> </ul>			

**Unit Title: Literature**

**Content Statement:** 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.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
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		<b>do (skills)</b>			
<b>1.3.3.E</b>	<p>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.</p> <p>Identify the structures in drama:</p> <ul style="list-style-type: none"> <li>o Dialogue</li> <li>o Story enactment</li> <li>o Acts</li> <li>o Scenes</li> </ul>	<p>Student will</p> <ul style="list-style-type: none"> <li>• identify structural elements of           <ul style="list-style-type: none"> <li>-poems (lines, stanzas)</li> <li>-dramas (scenes, acts, characters / lines)</li> <li>-prose (paragraphs, chapters)</li> </ul> </li> <li>• refer to parts of various texts when writing or speaking about text</li> <li>• describe how the parts of a text build upon earlier sections.</li> </ul> <p>Identify the structures in drama:</p> <ul style="list-style-type: none"> <li>o Dialogue</li> <li>o Story enactment</li> <li>o Acts</li> <li>o Scenes</li> </ul>	<i>(see above)</i>	<i>(see above)</i>	<p>M/H-WA,          M/H-PAA,          M/H-UA,          M/H-BA,          IRA,          CDT,          NWEA Tests,          PSSA,          Study Island,          Teacher Made Evaluations,          District Assessments</p>

**Unit Title: Literature**

**Content Statement:** 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.

<b>SSA Anchors and Eligible</b>	<b>Unit Concepts – What students</b>	<b>Unit Competencies -</b>	<b>Content Vocabulary</b>	<b>Materials, Resources,</b>	<b>Assessment</b>
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	
1.3.3.F	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non literal meaning as well as shades of meaning among related words (antonyms and synonyms.)	Student will <ul style="list-style-type: none"> <li>• determine or clarify the meaning of unknown words and phrases based on grade-level text, choosing flexibly from a range of strategies:               <ul style="list-style-type: none"> <li>- distinguish literal from non literal meaning (e.g. take steps)</li> <li>- distinguish shades of meaning (e.g. mad, furious, irate) among related words and phrases in context (synonyms and antonyms)</li> </ul> </li> </ul>	(see above)	(see above)	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments

**Unit Title: Literature**

**Content Statement:** 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.



SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.3 F (continued)	<i>(...con't from above)</i>	- use context as a clue to the meaning of a word or phrase.	<i>(see above)</i>	<i>(see above)</i>	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments

Unit Title: Literature



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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.3.F (continued)	Identify literary devices in stories. <ul style="list-style-type: none"> <li>o Rhyme</li> <li>o Rhythm</li> <li>o Personification</li> <li>o Alliteration</li> <li>o Simile</li> <li>o Metaphor</li> <li>o Shades of meaning among related words</li> <li>o Non-literal phrases</li> </ul>	Student will identify <ul style="list-style-type: none"> <li>o Rhyme</li> <li>o Rhythm</li> <li>o Personification</li> <li>o Alliteration</li> <li>o Simile</li> <li>o Metaphor</li> <li>o Shades of meaning among related words</li> <li>o Non-literal phrases</li> </ul>	(see above)	(see above)	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments





**Unit Title: Literature**

**Content Statement:** 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.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
<b>1.3.3.G</b>	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.)	Student will <ul style="list-style-type: none"> <li>•identify visual or oral presentations in fiction text (illustrations, graphic features)</li> <li>•identify how these visual or oral presentations match or reflect specific text</li> <li>•explain how a story can be affected by a text’s illustrations (e.g., create mood, emphasize aspects of a character or setting.)</li> </ul>	<i>(see above)</i>	<i>(see above)</i>	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments



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Grade: 3



**Unit Title: Literature**

**Content Statement:** 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.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
1.3.3.H	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Student will <ul style="list-style-type: none"> <li>• identify the theme, setting, character, and plot in a story</li> <li>• 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.)</li> </ul>	<i>(see above)</i>	<i>(see above)</i>	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments



East Stroudsburg Area School District  
English/Language Arts Curriculum  
Grade: 3

**Unit Title: Literature**

**Content Statement:** 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.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
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1.3.3.1	<p>Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of a word or phrase.</li> <li>• Determine the meaning of a new word formed when a known affix is added to a known word</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root</li> </ul>	<p>Student will</p> <ul style="list-style-type: none"> <li>• use context as a clue to the meaning of a word or phrase</li> <li>• determine the meaning of a new word formed when a known affix is added to a known word (agreeable / disagreeable, heat / preheat)</li> <li>• use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion.)</li> </ul>	(see above)	(see above)	<p>M/H-WA,  M/H-PAA,  M/H-UA,  M/H-BA,  IRA,  CDT,  NWEA Tests,  PSSA,  Study Island,  Teacher Made Evaluations,  District Assessments</p>
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**Unit Title: Literature**

**Content Statement:** 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.

SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessment
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	
1.3.3.J	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Student will <ul style="list-style-type: none"> <li>• identify, discuss, define and use new vocabulary found in literature</li> <li>• use new vocabulary in various forms of communication</li> <li>• use precise, specific words that are basic to a particular topic including those that signal spatial and temporal relationships.</li> </ul>	(see above)	(see above)	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments

**Unit Title: Literature**

**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary



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acquisition, and making connections among ideas and between texts with focus on textual evidence.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
<b>1.3.3.K</b>	Read and comprehend literature on grade level, reading independently and proficiently.	Student will <ul style="list-style-type: none"><li>• demonstrate comprehension on grade level text</li><li>• read independently and proficiently.</li></ul>	<i>(see above)</i>	<i>(see above)</i>	M/H-WA, M/H-PAA, M/H-UA, M/H-BA, IRA, CDT, NWEA Tests, PSSA, Study Island, Teacher Made Evaluations, District Assessments



**Unit Title: Literature**

**Content Statement:** 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.

<b>ESSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>





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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
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Grade: 3

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**Unit Title: Literature**

**Content Statement:** 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.

<b>ESSA Anchors and Eligible</b>	<b>Unit Concepts – What students</b>	<b>Unit Competencies -</b>	<b>Content Vocabulary</b>	<b>Materials, Resources,</b>	<b>Assessment</b>
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Grade: 3

Content	need to know	What students need to be able to do (skills)		Instructional Activities	

**Unit Title: Literature**

**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary

6/30/14



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Grade: 3

acquisition, and making connections among ideas and between texts with focus on textual evidence.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>



**Unit Title: Literature**

**Content Statement:** 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.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>



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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
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**Unit Title: Literature**

**Content Statement:** 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.

<b>ESSA Anchors and Eligible</b>	<b>Unit Concepts – What students</b>	<b>Unit Competencies -</b>	<b>Content Vocabulary</b>	<b>Materials, Resources,</b>	<b>Assessment</b>
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Grade: 3

Content	need to know	What students need to be able to do (skills)		Instructional Activities	

**Unit Title: Literature**

**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary

6/30/14





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acquisition, and making connections among ideas and between texts with focus on textual evidence.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>



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<p><b>Title: Speaking and Listening</b></p>	<p><u>Course time prior to PSSA:</u> Throughout school year</p>
<p><u>Overview/Big Ideas:</u>        Listening provides the opportunity to learn, reflect, and respond.        Effective speaking and listening are essential for productive communication.        Language is used to communicate and to deepen understanding.        Spoken language can be represented in print.</p>	<p><u>ELL Differentiation:</u>  <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx#">http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx#</a></p>
<p><u>Essential Questions:</u>        How can the knowledge of language help us to communicate and understand?        What is active listening?        What is your purpose for speaking to your audience?        Who is your audience?</p>	<p><u>Enrichment:</u>        Achieve 3000  <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a>        Compass Learning Odyssey  <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a>        Study Island  <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a></p>
<p><u>State and National Core Academic Standards:</u>  <a href="http://www.pdesas.org/Standard/PACore">http://www.pdesas.org/Standard/PACore</a>        Additional: <a href="http://www.corestandards.org">http://www.corestandards.org</a></p>	<p><u>IEP/GIEP:</u>        Refer to specially designed instruction delineated in student's Individual Education Plan</p>
<p><u>Connecting to Other Standards:</u>        ISTE: <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a>        Career and Work: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a>        Content Area Standards: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a></p>	<p><u>Remediation:</u>        Achieve 3000  <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a>        Compass Learning Odyssey  <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a>        Study Island  <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a></p>



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Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
<b>Speaking and Listening Standards:</b> CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.F, CC.1.5.3.G	Collaborative listening and conversation	Thinking webs	

**Assessments Definitions:**

- Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA, Study Island
- Formative: feedback, usually not graded, questions/answers, observations, conferences
- Benchmark: District tests, DIBELS, NWEAs, CDTs
- Summative: graded tests and assignments after concept is taught



Content Statement: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.5.3.A	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	Student will follow established rules for collaborative discussion / shared inquiry by: <ul style="list-style-type: none"> <li>• taking turns to speak</li> <li>• listening to the speaker</li> <li>• speaking about the topic</li> <li>• building upon others' ideas</li> <li>• expressing their own ideas clearly.</li> </ul>	character tone character traits collaborate details discussion experience expressing fact fiction ideas main idea media nonfiction opinion pacing poems prediction pronunciation speaker story story elements	McGraw Hill (McG) <u>Reading Wonders</u> , (2014) All Units  <u>Interactive Read-Alouds</u> by Linda Hoyt, (2007)  Junior Great Books	Anecdotal Notes (Jr. Great Books seating Chart)  Rubrics  Teacher observation
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.	<ul style="list-style-type: none"> <li>• Student will determine the main idea and supporting details.</li> </ul>			



**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p><b>1.5.3.B</b> (continued)</p> <p><b>1.5.3.C</b></p>	<p>Listen to a variety of types of literature (fiction and / or nonfiction)</p> <p>Ask and answer questions about information from a speaker, offering appropriate detail.</p>	<p>Student will listen to a variety of literature</p> <ul style="list-style-type: none"> <li>• fiction</li> <li>• nonfiction</li> </ul> <p>Student will</p> <ul style="list-style-type: none"> <li>• Listen appropriately to a speaker</li> <li>• Ask relevant questions about information from a speaker</li> <li>• Answer questions, using details, from orally given information.</li> </ul>	<p>(...con't from above)</p> <p>supporting details text topic volume</p>	<p>(see above)</p>	<p>Anecdotal Notes (Jr. Great Books seating Chart)</p> <p>Rubrics</p> <p>Teacher observation</p>



**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b>
<b>1.5.3.D</b>	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.	Student will <ul style="list-style-type: none"> <li>• use appropriate facts and relevant, descriptive details to support main ideas or themes</li> <li>• speak clearly with adequate volume</li> <li>• speak using appropriate pacing</li> <li>• speak using clear pronunciation.</li> </ul>	<i>(see above)</i>	<i>(see above)</i>	Anecdotal Notes (Jr. Great Books seating Chart)  Rubrics  Teacher observation





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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
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<p>1.5.3.E</p>	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Student will</p> <ul style="list-style-type: none"> <li>• speak in complete sentences</li> <li>• provide requested detail or clarification when speaking to demonstrate understanding.</li> </ul>	<p>(see above)</p>	<p>(see above)</p>	<p>Anecdotal Notes (Jr. Great Books seating Chart)</p> <p>Rubrics</p> <p>Teacher observation</p>
<p>1.5.3.F</p>	<p>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.</p>	<p>Student will</p> <ul style="list-style-type: none"> <li>• create engaging audio recordings of stories or poems with fluency and appropriate pacing</li> <li>• add visual displays when appropriate to emphasize or enhance certain facts or details.</li> </ul>			

**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessment
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	
1.5.3.G	Demonstrate command of the conventions of standard English when speaking, based on Grade 3 and content.	Student will demonstrate appropriate speaking skills by: <ul style="list-style-type: none"><li>• speaking in complete sentences</li><li>• using proper grammar</li><li>• speaking audibly (accuracy, expression, volume, pitch, rate, phrasing)</li><li>• establishing eye contact.</li></ul>	<i>(see above)</i>	<i>(see above)</i>	Anecdotal Notes (Jr. Great Books seating Chart)  Rubrics  Teacher observation



**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
			<i>(see above)</i>	<i>(see above)</i>	Anecdotal Notes (Jr. Great Books seating Chart)  Rubrics  Teacher observation



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**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>



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<b>ESSA Anchors and Eligible</b>	<b>Unit Concepts – What students</b>	<b>Unit Competencies -</b>	<b>Content Vocabulary</b>	<b>Materials, Resources,</b>	<b>Assessment</b>
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	

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Content	need to know	What students need to be able to do (skills)		Instructional Activities	

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<p><u>Unit Title:</u> <b>Writing</b></p>	<p><u>Course time prior to PSSA:</u> Throughout school year</p>
<p><u>Unit Overview/Big Ideas:</u>        Writing is a means of documenting thinking.        Writing is a recursive process that conveys ideas, thoughts, and feelings.        Purpose, topic, and audience guide types of writing.        Spoken language can be represented in print.        Information to gain or expand knowledge can be acquired through a variety of sources.</p>	<p><u>ELL Differentiation:</u>  <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverview.aspx#">http://www.pdesas.org/module/sas/curriculumframework/elloverview.aspx#</a></p>
<p><u>Unit Essential Questions:</u>        What role does writing play in our lives?        How do we develop into effective writers?        How can the knowledge of language help us to communicate and understand?        To what extent does the writing process contribute to the quality of writing?        How does a writer create narrative, opinion, and information pieces that demonstrate an awareness of purpose and audience?        How do we use information gained through research to expand knowledge?</p>	<p><u>Enrichment:</u>        Achieve 3000  <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a>        Compass Learning Odyssey  <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a>        Study Island  <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a></p>
<p><u>Standards and National Core Academic Standards:</u>  <a href="http://www.pdesas.org/Standard/PACore">http://www.pdesas.org/Standard/PACore</a>        Additional: <a href="http://www.corestandards.org">http://www.corestandards.org</a></p>	<p><u>IEP/GIEP:</u>        Refer to specially designed instruction delineated in student's Individual Education Plan</p>
<p><u>Connecting to Other Standards:</u>        ISTE: <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a>        Peer and Work: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a>        Content Area Standards: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a></p>	<p><u>Remediation:</u>        Achieve 3000  <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a>        Compass Learning Odyssey  <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a>        Study Island  <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a></p>



Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
<p><b>Writing Standards:</b>            1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D,            1.4.3.E, CC.1.4.3.F, CC.1.4.3.G, CC.1.4.3.H,            1.4.3.I, CC.1.4.3.J, CC.1.4.3.K, CC.1.4.3.L,            1.4.3.M, CC.1.4.3.N, CC.1.4.3.O, CC.1.4.3.P,            1.4.3.Q, CC.1.4.3.R, CC.1.4.3.S, CC.1.4.3.T,            1.4.3.V, CC.1.4.3.W, CC.1.4.3.X</p>	<p>Drafting            Editing            Expression/voice            Focus            Idea/topic            Organization            Prewriting            Revising            Word choice/phrasing</p>	<p>Brainstorming Chart            Fact and Opinion Charts            Main Idea And Details Chart            Sequencing Chart            Story Maps            Think Aloud Cloud            Venn Diagram            Webs            Writing organizers found            in McGraw Hill</p>	

**Assessments Definitions:**

- Diagnostic: expanded screening, scored; not graded, NWEA, Study Island
- Formative: feedback, usually not graded, questions/answers, observations, conferences
- Benchmark: District tests, NWEAs, CDTs
- Summative: graded tests and assignments after concept is taught

**Unit Title: Writing**



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Content Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a well-developed perspective and appropriate content. (Informational, Argumentative, and Narrative)

ESSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
<p><i>Writing Poetry is eligible content. However, it can be used as an enrichment piece if the students have mastered other skills.</i></p> <p><b>1.4.3.A</b></p>	<p><b>Poetry</b></p> <p>Identify the structures in poetry</p> <p><b><u>Informative/ Explanatory Style</u></b></p> <p>Write informative/ explanatory texts to examine a topic and convey ideas and information clearly (<i>letters, reports, descriptions, instructions.</i>)</p>	<p>Student will identify the structures in poetry</p> <p>Student will write informative / explanatory texts to examine a topic and convey idea and information clearly</p> <ul style="list-style-type: none"> <li>• letters</li> <li>• reports</li> <li>• descriptions</li> <li>• instructions</li> </ul>	<p>abstract nouns actions adjectives adverbs audience capitalization categories character closure collaborate commas comparative adjective comparative adverb compound sentence concluding statement conclusion conjunction cursive handwriting</p>	<p>McGraw Hill Teacher's Edition (M/H TE) Unit 2, Unit 4, Unit 5, Unit 6</p> <p>Writing House (WH)</p> <p>McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>* Utilize various graphic organizers from McGraw Hill (2014)</p>	<p><b>Rubrics in:</b> McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),</p> <p>McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),</p> <p>McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),</p> <p>McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),</p> <p>PSSAs, Teacher Made</p>



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**Unit Title: Writing**

**Content Statement:** Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
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1.4.3.B	<u><b>Informative/ Explanatory Style</b></u> Student will identify and introduce the topic.	Student will <ul style="list-style-type: none"> <li>• identify the topic</li> <li>• introduce the topic</li> </ul>	abstract nouns actions adjectives adverbs audience capitalization categories character closure collaborate commas comparative adjective comparative adverb compound sentence concluding statement conclusion conjunction cursive handwriting	McGraw Hill Teacher's Edition (M/H TE) Unit 2, Unit 4, Unit 5, Unit 6  Writing House (WH)	<u><b>Rubrics in:</b></u> McGraw/Hill Reading Wonders Weekly Assessment (2014) (M/H-WA),
1.4.3.C	Student will develop the topic with facts, definitions, details, and illustrations, as appropriate.	Student will develop the topic with appropriate <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• details</li> <li>• illustrations</li> </ul>	McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6  McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6  * Utilize various graphic organizers from McGraw Hill (2014)	McGraw/Hill Reading Wonders Practice and Assessment (2014) (M/H-PAA),  McGraw/Hill Reading Wonders Unit Assessment (2014) (M/H-UA),  McGraw/Hill Reading Wonders Benchmark Assessment (2014) (M/H-BA),  PSSAs, Teacher Made Evaluations	

**Unit Title: Writing**

**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-organized perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessments Diagnostic
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	Formative Benchmark
1.4.3.D	Create an organizational structure that includes information grouped and connected logically with linking words such as <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> . Include a concluding statement or section.	Student will create a writing piece <ul style="list-style-type: none"> <li>• with sentences arranged in a logical order</li> <li>• that includes information grouped and connected logically with linking words such as <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i></li> <li>• that include a concluding statement or section</li> </ul>	(...con't from above) declarative sentence definitions description detail dialogue digital sources editing effect event evidence exclamation point exclamatory sentence experience explanatory text facts grammar ideas	McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6  McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 4, Unit 5, Unit 6  * Utilize various graphic organizers from McGraw Hill (2014)	<b>Rubrics in:</b> McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),  McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),  McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),  McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),  PSSAs, Teacher Made Evaluations
1.4.3.E	Choose words and phrases for effect.	Student will add voice to his / her writing for effect through words and phrases			

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
<p><b>1.4.3.G</b></p> <p><b>1.4.3.H</b></p> <p><b>1.4.3.I</b></p> <p><b>1.4.3.J</b></p>	<p><b><u>Opinion/ Argumentative Style</u></b></p> <p>Write opinion pieces on familiar topics or texts.</p> <p>Student will introduce the topic and state an opinion on the topic.</p> <p>Student will support an opinion with reasons.</p> <p>Student will create an organizational structure that includes reasons linked in a logical order with words or phrases to connect opinions and reasons (e.g. because, therefore, since, for example.)</p>	<p>Write opinion pieces on familiar topics or texts.</p> <p>Student will introduce the topic and state an opinion on the topic.</p> <p>Student will support an opinion with reasons.</p> <p>Student will create an organizational structure that includes reasons linked in a logical order with words or phrases to connect opinions and reasons (e.g. because, therefore, since, for example.)</p>	<p>(...con't from above)</p> <p>imperative sentence            informational text            instruction            interrogative sentence            irregular plural nouns            irregular verbs            letter            literary text            manuscript writing            main idea            narrative            narrator            nouns            opening            opinions            order            organization            period            poetry            print sources            pronoun</p>	<p>McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 5</p> <p>McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>McGraw Hill (M/H TE) Unit 2, Unit 3, Unit 4, Unit 5</p> <p>McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>* Utilize various graphic organizers from McGraw Hill (2014)</p>	<p><b>Rubrics in:</b>            McGraw/Hill <u>Reading Wonders Weekly Assessment (2014)</u> (M/H-WA),            McGraw/Hill <u>Reading Wonders Practice and Assessment (2014)</u> (M/H-PAA),            McGraw/Hill <u>Reading Wonders Unit Assessment (2014)</u> (M/H-UA),            McGraw/Hill <u>Reading Wonders Benchmark Assessment (2014)</u> (M/H-BA),            PSSAs,            Teacher Made Evaluations</p>

Unit Title: Writing





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**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.3.J (continued)	Include a concluding statement or section.	Student will include a concluding statement or section.	(...con't from above)	MCGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6	<b>Rubrics in:</b> McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),
1.4.3.K	Use a variety of words and sentence types to appeal to the audience.  <b><u>Narrative Style</u></b>	Student will use a variety of words and sentence types to appeal to the audience.	publish punctuation purpose question mark quotation marks reflection regular plural nouns regular verbs report research revising sequence	MCGraw Hill (M/H TE)Unit 1, Unit 3, Unit 4	McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),
1.4.3.M	Write narratives to develop real or imagined experiences or events.	Student will write narratives to develop real or imagined experiences or events.	situation simple sentence spelling statement subject	MCGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5	McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),
1.4.3.N	Establish a situation and introduce a narrator and/or characters.	Student will establish a situation and introduce a narrator and/or characters.	superlative adjective superlative adverb supporting text	* Utilize various graphic organizers from McGraw Hill (2014)	McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),  PSSAs, Teacher Made



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**Unit Title: Writing**

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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
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1.4.3.O	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Student will use dialogue and descriptions of actions, thoughts, and feelings to <ul style="list-style-type: none"> <li>• develop experiences and events.</li> <li>• show the response of characters to situations.</li> </ul>	<p>(...con't from above)</p> <p>topic          topic sentence          verb          verb tenses</p>	<p>McGraw Hill (M/H TE)Unit 1,Unit 4, Unit 5, Unit 6</p> <p>McGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p>	<p><b>Rubrics in:</b>          McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),</p> <p>McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),</p> <p>McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),</p> <p>McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),</p> <p>PSSAs,          Teacher Made Evaluations</p>
1.4.3.P	Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.	Student will <ul style="list-style-type: none"> <li>•organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order (such as after, before, while, etc.)</li> <li>• provide a sense of closure.</li> </ul>		* Utilize various graphic organizers from McGraw Hill (2014)	

**Unit Title: Writing**

**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessment
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		need to be able to do (skills)		Activities	
1.4.3.Q	<p>Choose words and phrases for effect.</p> <p>Include illustrations when appropriate.</p> <p>Develop audience awareness.</p>	<p>Student will choose words and phrases for effect.</p> <p>Student will include illustrations when appropriate</p> <p>Student will develop audience awareness.</p>	(see above)	<p>McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 4, Unit 5, Unit 6</p> <p>* Utilize various graphic organizers from McGraw Hill (2014)</p>	<p><b>Rubrics in:</b>            McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),            McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),            McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),            McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),            PSSAs,            Teacher Made Evaluations</p>

**Unit Title: Writing**

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
<p><b>All types of writing:</b>            1.4.3.F(I/E)            1.4.3.L(O/A)            1.4.3.R(N)</p>	<p><b><u>In all types of writing:</u></b>            Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Student will use proper capitalization.</p> <p>Student will punctuate correctly</p> <ul style="list-style-type: none"> <li>• period</li> <li>• exclamation point</li> <li>• question mark</li> <li>• commas in a series and addresses</li> <li>• commas and quotation marks in dialogue.</li> </ul> <p>Student explains the function of nouns, pronouns, verbs, adjectives, and adverbs.</p>	<p>(see above)</p>	<p>McGraw Hill (M/H TE Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>McGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>McGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>* Utilize various graphic organizers from McGraw Hill (2014)</p>	<p><b>Rubrics in:</b>            McGraw/Hill <u>Reading Wonders Weekly Assessment (2014)</u> (M/H-WA),</p> <p>McGraw/Hill <u>Reading Wonders Practice and Assessment (2014)</u> (M/H-PAA),</p> <p>McGraw/Hill <u>Reading Wonders Unit Assessment (2014)</u> (M/H-UA),</p> <p>McGraw/Hill <u>Reading Wonders Benchmark Assessment (2014)</u> (M/H-BA),</p> <p>PSSAs,            Teacher Made Evaluations</p>

Unit Title: Writing



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**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
<p>All types of writing:            1.4.3.F(I/E)            1.4.3.L(O/A)            1.4.3.R(N)            (continued)</p>	<p>(see above)</p>	<p>Student will form and use regular and irregular plural nouns.</p> <p>Student will use abstract nouns (e.g. childhood.)</p> <p>Student will form and use regular and irregular verbs.</p> <p>Student will form and use the simple verb tense.</p> <p>Student will ensure subject-verb and pronoun-antecedent agreement</p>	<p>(see above)</p>	<p>McGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>McGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>McGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>* Utilize various graphic organizers from McGraw Hill (2014)</p>	<p><b>Rubrics in:</b>            McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),            McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),            McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),            McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),            PSSAs,            Teacher Made</p>



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**Unit Title: Writing**

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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
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<p><b>All types of writing:</b>          1.4.3.F(I/E)          1.4.3.L(O/A)          1.4.3.R(N)          (continued)</p>	<p>(see above)</p>	<p>Student will form and use comparative and superlative adjectives and adverbs.</p> <p>Student will use coordinating and subordinating conjunctions.</p> <p>Student will use nouns, pronouns, verbs, adjectives, adverbs, conjunctions properly in writing.</p>	<p>(see above)</p>	<p>McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>McGraw Hill (M/H TE) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6</p> <p>* Utilize various graphic organizers from McGraw Hill (2014)</p>	<p><b>Rubrics in:</b>          McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),          McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),          McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),          McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),          PSSAs,          Teacher Made Evaluations</p>
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**Unit Title: Writing**

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessment
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		need to be able to do (skills)		Activities	
<b>All types of writing:</b> 1.4.3.F(I/E) 1.4.3.L(O/A) 1.4.3.R(N) (continued)	(see above)	Student will produce the following types of sentences with the appropriate ending punctuation. <ul style="list-style-type: none"> <li>• simple</li> <li>• compound</li> <li>• declarative</li> <li>• interrogative</li> <li>• imperative</li> <li>• exclamatory.</li> </ul> Student will spell high frequency words correctly.	(see above)	MCGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6  MCGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6  MCGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6  * Utilize various graphic organizers from McGraw Hill (2014)	<b>Rubrics in:</b> McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),  McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),  McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),  McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),  PSSAs, Teacher Made Evaluations

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.3.T  o o o o	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. <ul style="list-style-type: none"> <li>o Revise writing to improve organization, detail, word choice and order.</li> <li>o Choose words and phrases for effect.</li> </ul>	Student will <ul style="list-style-type: none"> <li>• engage in peer and adult revision</li> <li>• revise writing to improve organization, detail, word choice and order</li> <li>• choose words and phrases for effect.</li> </ul>	(see above)	MCGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6  * Utilize various graphic organizers from McGraw Hill (2014)	<b>Rubrics in:</b> McGraw/Hill <u>Reading Wonders Weekly Assessment (2014)</u> (M/H-WA),  McGraw/Hill <u>Reading Wonders Practice and Assessment (2014)</u> (M/H-PAA),  McGraw/Hill <u>Reading Wonders Unit Assessment (2014)</u> (M/H-UA),  McGraw/Hill <u>Reading Wonders Benchmark Assessment (2014)</u> (M/H-BA),  PSSAs, Teacher Made Evaluations

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1.4.3.V	Conduct short research projects that build knowledge about a topic	Student will <ul style="list-style-type: none"> <li>• gather, organize, and present information related to a main idea.</li> <li>• take notes using graphic organizers.</li> <li>• summarize main ideas in writing from key facts and concepts.</li> <li>• present information in written format and share orally.</li> </ul>	(see above)	MCGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6  * Utilize various graphic organizers from McGraw Hill (2014)	<b>Rubrics in:</b> McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),  McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),  McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),  McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),  PSSAs, Teacher Made



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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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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.	Student will <ul style="list-style-type: none"> <li>recall information from experiences</li> <li>gather information from print and digital sources</li> <li>take brief notes on sources</li> <li>sort evidence into provided categories.</li> </ul>	(see above)	MCGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6  MCGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6	<b>Rubrics in:</b> McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),  McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),  McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),  McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),  PSSAs, Teacher Made Evaluations
1.4.3.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts	Student will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.		* Utilize various graphic organizers from McGraw Hill (2014)	

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessment
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		need to be able to do (skills)		Activities	
1.4.3.X	Write routinely over extended time frames and shorter time frames.	Student will <ul style="list-style-type: none"> <li>• write routinely over extended time frames (time for research, reflection, and revision) for a range of specific tasks, purposes, and audiences</li> <li>• write routinely over shorter time frames (a single sitting or a day or two) for a range of specific tasks, purposes, and audiences</li> </ul>	(see above)	McGraw Hill (M/H TE)Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6  * Utilize various graphic organizers from McGraw Hill (2014)	<b>Rubrics in:</b> McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA),  McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA),  McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA),  McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA),  PSSAs, Teacher Made Evaluations

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
<p>PA Core Standard Code; ASD curriculum requirement</p> <p>PA Core Standard Code; ASD curriculum requirement</p> <p>PA Core Standard Code; ASD curriculum requirement</p>	<p>Practice Manuscript handwriting</p> <p>Introduce upper case Cursive letters and practice lower case cursive letters</p> <p>With guidance and support use technology</p>	<p>Student will practice manuscript handwriting (both upper and lower case A-Z)</p> <p>Student will learn proper formation of upper case cursive letters and practice cursive letters (both upper and lower case A-Z)</p> <p>Student use technology with guidance and support to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others</p>	<p>(see above)</p>	<p>McGraw Hill Reading Wonders Series (Handwriting Resources) 2014</p>	<p>Teacher Evaluation</p>

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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>