

Communication Arts Planned Course: Grade 3

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3A Identify the purposes and types of text before reading.**

State Assessment Anchor: **R3.A.1.6, R3.A.2.6 Identify genre of text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify the purposes and types of text (e.g. informational, literature, poetry) before reading.</p> <ul style="list-style-type: none"> Informational 	<ul style="list-style-type: none"> Through classroom discussions, identify the 3 different types of text and examples of each one <p>1. <u>Informational Text:</u></p> <ul style="list-style-type: none"> Magazine article “How-to” article Science Article Informational Article Internet Article Nonfiction Social Studies Steps in a Process Textbook 	<ul style="list-style-type: none"> <u>PSSA Coach Book Reading</u>, Triumph Learning, 2005, pgs. 80 – 83 <p><u>SF Informational Text Examples:</u></p> <ul style="list-style-type: none"> SF Unit 1 “How to Read a Magazine Article” pg 131 SF Unit 2 “Read a How-to Article” pgs 165 SF Unit 2 “Science Connection”, pgs 245 SF Unit 3 “How to Read an Informational Article”, pg 281 SF Unit 3 “How to Read an Internet Article”, pgs 350 SF Unit 2 TE pg 207m “Genre Study- Expository Nonfiction” SF Unit 2 “Social Studies Connection”, pgs 224 – 225 SF Unit 3 “Steps in a Process” pg 258 SF Unit 5 How to Read a Textbook Lesson” TE pg 221 	<ul style="list-style-type: none"> Create 3-fold brochure depicting types of text and a list of purposes for writing each one. <u>Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p. 31

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State Assessment Anchor: **R3.A.1.6, R3.A.2.6 Identify genre of text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify the purposes and types of text (e.g. informational, literature, poetry) before reading. (cont.)</p> <ul style="list-style-type: none"> Literature 	<p>2. <u>Literature</u>:</p> <ul style="list-style-type: none"> Narrative Biography Drama Fable Fantasy Folk Tale Tall Tale Realistic Fiction Historical Fiction 	<ul style="list-style-type: none"> <u>SF Literature Examples</u>: <ul style="list-style-type: none"> Unit 4 “Literary Device-Narrative” TE pg 115m Unit 5 “Genre Study-Biography and Autobiography” TE pgs 171m Unit 1 “Genre Study-Drama” pg 109m Unit 4 “How to Read a Fable” pg 34-35 Unit 6 “Genre Study-Fantasy” pgs 389m Unit 3 “Genre Study-Folk Tales” pg 309m, Unit 1 TE pg 47 Unit 1 “Genre Study-Tall Tale” TE pg 39m Unit 3 “Genre Study-Realistic Fiction” TE pg 373m Unit 5 “Genre Study-Historical Fiction” TE pg 267m 	<ul style="list-style-type: none"> Create 3-fold brochure depicting types of text and a list of purposes for writing each one. <u>Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p. 31

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State Curriculum Standard: **1.1.3A Identify the purposes and types of text before reading.**

State Assessment Anchor: **R3.A.1.6, R3.A.2.6 Identify genre of text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify the purposes and types of text (e.g. informational, literature, poetry) before reading. (cont.)</p> <ul style="list-style-type: none"> Poetry 	<p>3. <u>Poetry</u>:</p> <p>Review:</p> <ul style="list-style-type: none"> Listen and respond to information about different types of text. 	<p><u>SF Poetry Examples:</u></p> <ul style="list-style-type: none"> Unit 1 pgs 134 – 137 Unit 2 pgs 248 – 251 Unit 3 pgs 374 – 377 Unit 4 pgs 138 – 141 Unit 5 pgs 368 – 371 Unit 6 pgs 340 – 341 Unit 6 pgs 390 – 393 <p>United Streaming Videos:</p> <ul style="list-style-type: none"> “Discovering Language Arts: Nonfiction (K-2)” “Discovering Language Arts: Nonfiction (3-5)” “Discovering Language Arts: Fiction” 	<ul style="list-style-type: none"> Create 3-fold brochure depicting types of text and a list of purposes for writing each one. <u>Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p. 31

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Course Content	Student Performance	Resources	Assessments
A. Identify the purposes and types of text (e.g. literature, information) before reading. (cont.)	<ul style="list-style-type: none"> Identify the author's purpose Analyze the illustrator's craft and how art compliments reading Use a graphic organizer to document text read and identify the type and purpose of the text. 	<ul style="list-style-type: none"> Unit 1 TE pgs 68 – 69, <u>Practice Book</u> 3.1 pg 21, 23, 87 SF <u>Picture This!</u> Pgs 224-225, <u>Practice Book</u> 3.2 pgs. 81, 83 "Comprehension: Text Analysis" C.023 (Activity Folder p 1) Remediation: <ul style="list-style-type: none"> Unit 1, TE pg 89a, Unit 2, TE pg 226b, Unit 5, TE pg 245a, SF Unit 3 TE pg 305-306 <u>Imagine That!</u>, <u>Picture This!</u> TE pg AR13 	<p>Choose from the following:</p> <ul style="list-style-type: none"> <u>Leveled Practice and Test Link</u> pgs 7-9, 70-72 <u>PSSA Coach Reading Gr 3</u>, Triumph Learning, 2005, pgs. 89 – 92 <u>TRB</u> pg 52 <u>TRB</u> pg 188 <u>TRB</u> pg 526 Discussion Reading Log (Activity Folder p 2)

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Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3B Preview the text formats (e.g., title, headings, chapters and table of contents**

State Assessment Anchor: **R3.A.1.6, R3.A.2.6 Identify genre of text.**

Course Content	Student Performance	Resources	Assessments
<p>B. Pre-reading</p> <p>1. Preview text formats</p> <ul style="list-style-type: none"> Title Headings Chapters Table of contents Illustrations <p>2. Implement Pre- Reading Strategies:</p> <ul style="list-style-type: none"> Set Purpose for Reading 	<ul style="list-style-type: none"> Identify the parts of a text and preview before reading Use parts of a text to make predictions about the selection. Identify author's purpose Formulate questions to answer while reading. 	<ul style="list-style-type: none"> SF Unit 1 TE pg 39n PSSA Coach Reading Gr 3, Triumph Learning, 2005, pgs 84 – 88 “Comprehension: Book Look” C.011 (Activity Folder p 3) SF Unit 2 TE pg 167n Title: SF Unit 2 TE pg 225m Scott Foresman <u>Imagine That, Picture This</u>, Addison Wesley Educational Publishers, Inc. 2000 Grade level novels Leveled Readers Trade Books Content related materials 	<ul style="list-style-type: none"> <u>Practice Book</u> 3.1 pg 10 Student created questions
<ul style="list-style-type: none"> Use Prior Knowledge 	<ul style="list-style-type: none"> Generate K-W-L. Listen and respond to building background tape. Participate in class discussion related to selection Complete anticipation guide 	<ul style="list-style-type: none"> K-W-L Chart (Activity Folder p 4) SF Building Background Tapes “Comprehension: Background Knowledge Warm-Up” (Activity Folder p 5) “Comprehension: Anticipation 	<ul style="list-style-type: none"> <u>PSSA Coach Reading Gr 3</u>, Triumph Learning, 2005, pgs. 211 – 213

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		Sort" (Activity Folder p 6)	
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State Curriculum Standard: **1.1.3B Preview the text formats (e.g., title, headings, chapters and table of contents)**

State Assessment Anchor: **R3.A.1.6, R3.A.2.6 Identify genre of text.**

Course Content	Student Performance	Resources	Assessments
<p>2. Implement Pre- Reading Strategies: (cont.)</p> <ul style="list-style-type: none"> Preview Selection and Predict 	<ul style="list-style-type: none"> Skim text to preview. Utilize text format (e.g. title, illustrations, graphic sources, headings, chapters and table of contents). Make predictions based on text and prior knowledge Write predictions about what will happen next 	<p>Choose from the following:</p> <ul style="list-style-type: none"> Scott Foresman <u>Imagine That, Picture This</u>, Addison Wesley Educational Publishers, Inc. 2000 Grade level novels Leveled Readers Trade Books SF <u>Picture This!</u> pg 144 – 145, <u>Practice Book</u> 3.1 p 51, 53, <u>TRB</u> p. 121 SF Unit 3 TE pg 327n <p><u>Remediation:</u></p> <ul style="list-style-type: none"> SF Unit 2 TE pg 167a, <u>TRB</u> pg 121 SF Unit 5 TE pg 223b, <u>Practice Book</u> 3.2 pg 77 <u>Picture This!</u> pg 116-117, SF Unit 4, TE pgs 115b, 116-117, <u>Practice Book</u> 3.2 pg 41 <u>Picture This!</u> Pg198-199, SF Unit 5 TE pgs 198-199 <u>Practice Book</u> 3.2 pg 71, 73 “Comprehension: Precise Predictions C.026 (Activity Folder p 7) <p><u>Remediation:</u></p> <ul style="list-style-type: none"> SF Unit 5 TE pg 223a 	<ul style="list-style-type: none"> Written predictions Teacher observations SF <u>Leveled Practice and Test Link</u>, pgs 16, 17, 18 <u>Practice Book</u> 3.1 pg 77 <u>Benchmark Test</u> or <u>Skills Test</u>, Unit 2 <u>PSSA Coach Reading Gr 3</u>, Lesson 28, pgs 185-187 SF <u>Leveled Practice and Test Link</u> pgs 58-60, <u>TRB</u> pg 435 SF <u>Leveled Practice and Test Link</u> pgs 67-69 <u>Practice Book</u> 3.2, pg 37 <u>TRB</u> pg 504

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		• Student journals	• Student journals
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Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3C Use knowledge of phonics, word analysis, (e.g. root words, prefixes, and suffixes), syllabication, picture and context clues to decode and understand new words during reading.**

State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
<p>C. During reading use knowledge of phonics, word analysis, syllabication, and picture clues to decode and understand new words.</p> <p>1. Phonics</p> <ul style="list-style-type: none"> • Short vowels • Double Consonants 	<p>Decode words that contain:</p> <ul style="list-style-type: none"> • Short vowels • Double consonants 	<p>Choose from the following:</p> <ul style="list-style-type: none"> • “Phonics, Songs, and Rhymes” Flip Chart • Phonics Tapes • Phonics Readers • Phonics Workbook Pages • SF <u>Imagine That, Picture This:</u> • <u>Imagine That!</u> pg 29, Unit 1 TE pgs 39i-39j, Phonics Songs and Rhymes Chart 1 and CD 1/Tape 1, Side 1 Phonics Reader: “Dick Whittington and His Cat”, <u>Practice Book 3.1</u> pg 8 <u>Phonics Workbook</u> pgs 1 – 3 • <u>Imagine That!</u> pg 51, Unit 1 TE pgs 67i-67j, Phonics Songs and Rhymes Chart 2 and CD 1/Tape 1, Side 2 Phonics Reader: “Muffin Mix-Up”, <u>Practice Book 3.1</u> pg 18, <u>Phonics Workbook</u> pgs 6 	<p>Choose from the following:</p> <ul style="list-style-type: none"> • Skills and Benchmark Tests • Practice Book • Running Records • DIBELS • Dolch Word Checklist • Phonics Take Home Readers • Phonics Workbook • <u>Practice Book 3.1</u> pg 49 • <u>Phonics Workbook</u>, pg 7

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State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
C. (cont.)			
<ul style="list-style-type: none"> Long e, long e digraphs 	Decode words that contain: <ul style="list-style-type: none"> Long e: e, y , long e digraphs 	<ul style="list-style-type: none"> <u>Imagine That!</u> pg 75, Unit 1 TE pgs 89i-89j, Phonics Songs and Rhymes Chart 3 and CD 1/Tape 2, Side 1, Phonics Reader: "The Sea", <u>Phonics Workbook</u> pgs 11 - 13 	<ul style="list-style-type: none"> <u>Practice Book</u> 3.1 pg 28
<ul style="list-style-type: none"> Long a, o 	<ul style="list-style-type: none"> Long a or long o sounds 	<ul style="list-style-type: none"> <u>Imagine That!</u> pg 103, Unit 1 TE pgs 109i-109j, Phonics Songs and Rhymes Chart 4 and CD 1/Tape 2, Side 2 Phonics Reader: "Hooray for Tay-Tay", <u>Phonics Workbook</u> pgs 16 - 18 	<ul style="list-style-type: none"> <u>Practice Book</u> 3.1 pg 38
<ul style="list-style-type: none"> Long i, u 	<ul style="list-style-type: none"> Long I or long u sounds 	<ul style="list-style-type: none"> <u>Imagine That!</u> pg 121, Unit 1 TE pgs 133i-133, Phonics Songs and Rhymes Chart 5 and CD 1/Tape 2, Side 1 Phonics Reader: "Night Animals", <u>Phonics Workbook</u> pgs 21- 23 	<ul style="list-style-type: none"> Practice Book 3.1 pg 48

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State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
<p>C. During reading use knowledge of phonics, word analysis, syllabication, and picture clues to decode and understand new words.</p> <ul style="list-style-type: none"> Consonants 	<p>Decode words that contain:</p> <ul style="list-style-type: none"> j, g/j/, s, c/s/ c, ck, ch /k/ 	<ul style="list-style-type: none"> Unit 2 TE, pgs 225i – 225j, Phonics Songs and Rhymes Chart 9 and CD1/Tape 5/Side 1, Phonics Reader: “The Jade Gerbil”, <u>Practice Book</u> 3.1 pg 88, <u>Phonics Workbook</u>, pgs 41 - 43 Unit 5 TE, pgs 197i – 197j, Phonics Songs and Rhymes Chart 22 and CD2/Tape 11/Side 2, Phonics Reader: “Earthquakes: What Causes Them?”, <u>Practice Book</u> 3.2 pg 68, <u>Phonics Workbook</u>, pg 106 	<p>Choose from the following:</p> <ul style="list-style-type: none"> Teacher Made quizzes and tests Skills and Benchmark Tests Practice Book Running Records Dolch Word Checklist Phonics Take Home Readers Phonics Workbook <ul style="list-style-type: none"> <u>Practice Book</u> 3.2 pg 89 <u>Phonics Workbook</u>, pgs 107

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State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
<p>C. (cont.)</p> <ul style="list-style-type: none"> • Consonant blends • Consonant digraphs 	<ul style="list-style-type: none"> • consonant blends • consonant digraphs (th, ph, dh, ch) • wh /h/ 	<ul style="list-style-type: none"> • Unit 4 TE, pgs 37i-37k, Phonics Songs and Rhymes Chart 16 and CD2/Tape 8/Side 2, Phonics Reader: “Animal Tracks”, <u>Practice Book 3.2</u> pg 8, <u>Phonics Workbook</u>, pgs 76-78 • Unit 4 TE, pgs 61i-61k, Phonics Songs and Rhymes Chart 17 and CD2/Tape 9/ Side 2, Phonics Reader: “The Splash on Spring Street” <u>Practice Book 3.2</u> pg 18 <u>Phonics Workbook</u>, pgs 81-83 • Unit 5 TE, pgs 267i-267k, Phonics Songs and Rhymes Chart 25 and CD2/Tape 13/ Side 11, Phonics Reader: “The Whiz Kid of the Whopper”, <u>Practice Book 3.2</u> pg 98, <u>Phonics Workbook</u> pgs 121-123 	<ul style="list-style-type: none"> • <u>Practice Book 3.2</u> pg 19 • <u>Practice Book 3.2</u>, pg 39 • <u>Practice Book 3.2</u> pg 109

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State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
C. (cont.) • Vowel diphthongs	<ul style="list-style-type: none"> vowel diphthongs <ul style="list-style-type: none"> oi ou ow 	<ul style="list-style-type: none"> SF Unit 4 TE pgs 87i-87j, Phonics Songs and Rhymes Chart 18 and CD 2/Tape 9, Side 2, Phonics Reader: “Cowboys on the Trail”, <u>Practice Book</u> 3.2 pg 28, <u>Phonics Workbook</u> pgs 86-88 Unit 2 TE pgs 207i-207j, Phonics Songs and Rhymes Chart 8 and CD 1/Tape 4, Side 2, Phonics Reader: “The Hound on South Road”, <u>Practice Book</u> 3.1 pg 148, <u>Phonics Workbook</u> pgs 71–73 Unit 2 TE pgs 247i-247j Phonics Songs and Rhymes Chart 10 and CD 1/Tape 5, Side 2, Phonics Reader: “Growing Up in Colonial Times”, <u>Practice Book</u> 3.1 pg 98, <u>Phonics Workbk</u> pgs 46-48 	<ul style="list-style-type: none"> <u>Practice Book</u> 3.2 p 39 <u>Practice Book</u> 3.1, pg 109 <u>Practice Book</u> 3.1 pg 119

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State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
<p>C. (cont.)</p> <ul style="list-style-type: none"> Vowel digraphs 	<ul style="list-style-type: none"> oy Use phonics rules to decode the following vowel digraphs: <ul style="list-style-type: none"> ay, ai au, aw 	<ul style="list-style-type: none"> Unit 4 TE, pgs 87i-87j, Phonics Songs and Rhyme Chart 18 and CD2/Tape 9/Side 2Phonics Reader: "Cowboys on the Trail" <u>Practice Book</u> 3.2 pg 2, <u>Phonics Workbook</u>, pgs 86- 88 Unit 1 TE pgs 109i-109j,Phonics Songs and Rhymes Chart 4, CD1/ Tape 2, Side 2, Phonics Reader: "Hooray for Tay-Tay!", <u>Phonics Workbook</u> pgs 16-18 Unit 6 TE pgs 341i-341j, Phonics Songs and Rhymes Chart 28 and CD 2/ Tape14/Side 2Phonics Reader: "All Because Maud and Tom Were Bored", <u>Phonics Workbook</u> pgs 136-138 	<ul style="list-style-type: none"> <u>Practice Book</u> 3.2 pg 39 <u>Phonics Workbook</u> pg 44 <u>Practice Book</u> 3.2 pg 128

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State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Vowel digraphs 	<ul style="list-style-type: none"> Use phonics rules to decode the following <i>vowel digraphs</i> in phonics readers: <ul style="list-style-type: none"> ee, ea, ie oa oo 	<ul style="list-style-type: none"> Unit 1 TE pgs 89i-89j, Phonics Songs and Rhymes Chart 3 and Audio CD1/Tape 2, Side 1, Phonics Reader: “The Sea!”, <u>Practice Book 3.1 pg 28</u>, <u>Phonics Workbook pgs 11-13</u> Unit 1 TE pgs 109i-109j, Phonics Songs and Rhymes Chart 4, CD1/ Tape 2, Side 2, Phonics Reader: “Hooray for Tay-Tay!”, <u>Phonics Workbook pgs 16-18</u> Unit 2 TE pgs187i-187j, 207k, Phonics Songs and Rhymes Chart 7 CD1/Tape 4, Side 1 Phonics Reader: “Miss Loon’s Missing Spoon”, <u>Practice Book 3.1 pg 68</u>, <u>Phonics Workbk pgs 31-33</u> 	<ul style="list-style-type: none"> <u>Practice Book 3.1 pg 39</u> <u>Practice Book 3.1 pg 38</u> <u>Practice Book 3.1 pg 79</u>

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State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
<p>C. (cont.)</p> <ul style="list-style-type: none"> Vowel diphthongs and digraphs 	<p>Use phonics rules to decode the following <i>vowel diphthongs and digraphs</i>:</p> <ul style="list-style-type: none"> ou – ow – 	<ul style="list-style-type: none"> SF Unit 2 TE pgs 207i-207j, Phonics Songs and Rhymes Chart 8 and CD 1/Tape 4, Side 2, Phonics Reader: “The Hound on South Road”, <u>Practice Book 3.1</u> pg 78, <u>Phonics Workbook</u> pgs 53 - 55 <u>Remediation</u>: Unit 3, TE pg 283K SF Unit 2 TE pgs 247i-247j, Unit 3 TE pg 309k, Phonics Songs and Rhymes Chart 10 and CD 1/Tape 5, Side 2 Phonics Reader: “Growing Up in Colonial Times”, <u>Practice Book 3.1</u> pg 98, <u>Phonics Workbook</u> pgs 46 - 48 	<ul style="list-style-type: none"> <u>Phonics Workbook</u> pgs 36 – 38 <u>Practice Book 3.1</u>, pg 109 <u>Phonics Workbook</u> pgs 59 - 60

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State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Vowel diphthongs and digraphs (cont.) 	Decode words that contain: <ul style="list-style-type: none"> ui, ew 	<ul style="list-style-type: none"> SF Unit 6 TE pgs 365i-365j, Phonics Songs and Rhymes Chart 29 and CD 2/Tape 15, Side 1, Phonics Reader: “Inventions, Old and New”, <u>Practice Book</u> 3.2 pg 138, <u>Phonics Workbook</u> pgs 141-142 	<ul style="list-style-type: none"> <u>Phonics Workbook</u> pg 143
<ul style="list-style-type: none"> R-controlled vowels 	<ul style="list-style-type: none"> r controlled vowels 	<ul style="list-style-type: none"> SF Unit 3 TE pgs 309i-309j, Phonics Songs and Rhymes Chart 12 and CD 1/Tape 6, Side 2, Phonics Reader: “Proud to Be a Farm Girl”, <u>Practice Book</u> 3.1 pg 118, 129, <u>Phonics Workbook</u> pgs 56 – 58 SF Unit 4 TE pg 137i – 137j, Phonics Songs and Rhymes Chart 20 and CD 2/Tape 10, Side 2, Phonics Reader: “Why Mosquitoes Buzz in People’s Ears”, <u>Practice Bk</u> 3.2 pg 48, 69, 129 	<ul style="list-style-type: none"> <u>Phonics Workbook</u> pgs 64 – 65 <u>Phonics Workbook</u> pgs 96-98

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State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
<p>C. (cont.)</p> <ul style="list-style-type: none"> • Silent letters 	<ul style="list-style-type: none"> • silent letters – (wr, kn, st, gn, mb) <p><u>Technology connection:</u></p> <ul style="list-style-type: none"> • Practice using phonics skills to decode words 	<ul style="list-style-type: none"> • SF Unit 3 TE pgs 283i-283j, Phonics Songs and Rhymes Chart 11 and CD 1/Tape 6, Side 2, Phonics Reader: “The Wrong Hat”, <u>Practice Book</u> 3.1 pg 108, 139, <u>Phonics Workbook</u> pgs 51 – 52 • http://www.sadlier-oxford.com/phonics/student.cfm#grade3 (vowel sounds) • http://www.sadlier-oxford.com/phonics/student.cfm (phonics and word study) • United Streaming Video: “Phonics in Context: Odds and Ends” 	<ul style="list-style-type: none"> • <u>Phonics Workbook</u> pgs 69 - 70

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State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
<p>2. Word analysis</p> <ul style="list-style-type: none"> Plurals Possessives 	<p>Apply knowledge of plurals, possessives, contractions, and compound words to decode words correctly:</p> <ul style="list-style-type: none"> Decode regular and irregular plural nouns Identify the correct plural form of words. (Technology Connection) Create a list of regular and irregular plural nouns Identify singular and plural possessives 	<ul style="list-style-type: none"> SF Unit 5 TE, pgs 171i , 171k, “Phonics Songs and Rhymes” Chart 21, CD2/Tape 11, Side 1, Phonics Reader “A Tale of Two Slugs”, <u>Phonics Workbook</u> pgs 101 – 103 <u>Plural Girls</u> http://www.funbrain.com/plurals/index.html <u>Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p. 18 SF Unit 4 TE, pgs 115i – 115k, “Phonics Songs and Rhymes” Chart 19, CD2/Tape 10, Side 1, Phonics Reader “My New Friend’s Noodles”, <u>Phonics Workbook</u> pgs 91 – 93, <u>Practice Book</u> 3.2 pg 38 <u>Remediation:</u> <u>Practice Book</u> 3.2 pg 59 	<ul style="list-style-type: none"> <u>Practice Book</u> 3.2 page 58, 79 Noun list SF Unit 4 TE , “Apply and Assess” pg 115J, <u>Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p.17 <u>Phonics Workbook</u> pgs 104 - 105

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Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3C Use knowledge of phonics, word analysis, (e.g. root words, prefixes, and suffixes), syllabication, picture and context clues to decode and understand new words during reading.**

State Assessment Anchor: **R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
2. (cont.) <ul style="list-style-type: none"> Contractions Compound words 	<ul style="list-style-type: none"> Break contractions into two word parts and identify missing letters Blend and segment sounds in compound words Make a flip book connecting two words that make a compound word Reinforce word analysis skills by using computer programs. 	<ul style="list-style-type: none"> SF Unit 4 TE pg 115l, <u>TRB</u> pgs 424 - 425 Unit 2 TE pgs 167i-167j, Phonics Songs and Rhymes Chart 6 and CD 1/Tape 3, Side 2, Phonics Reader: "The Rainforest: What Is It Like?", <u>Practice Book</u> 3.1 pg 58, <u>Phonics Workbook</u> pgs 26–27 Daily Word Work for "Fly Traps! Plants That Bite Back" (Phonics/Word Study), Unit 2 TE p AR7 Reteach: SF Unit 2 TE pg 187k <u>Foldables</u> "Shutter Fold", pg 20 http://www.sadlier-oxford.com/phonics/student.cfm#grade3 	<ul style="list-style-type: none"> <u>TRB</u> pg 426 <u>Practice Book</u> 3.1, pg 129 <u>Practice Book</u> 3.1 p. 69 Flip book

Communication Arts Planned Course: Grade 3

Unit: **Learning to Read Independently**

State Curriculum Standard: 1.1.3C Use knowledge of phonics, word analysis, (e.g. root words, prefixes, and suffixes), syllabication, picture and context clues to decode and understand new words during reading.

State Assessment Anchor: **R3.A.1.2, R3.A.2.2** Identify and apply word recognition skills

Course Content	Student Performance	Resources	Assessments
<p>3. Syllabication</p> <ul style="list-style-type: none"> • Prefixes: re, pre, in, un, dis, mis, non • Suffixes: ful, less, ble, ly, or, ness, ment 	<ul style="list-style-type: none"> • Apply knowledge of syllabication, common prefixes and suffixes, and base words to decode words. 	<ul style="list-style-type: none"> • Unit 3 TE pgs 351i-351j, Phonics Songs and Rhymes Chart 14 and CD 1/Tape 7, Side 2, Phonics Reader: "The Really Lucky Dog", <u>Practice Book</u> 3.1 pg 138, <u>Phonics Workbook</u> pgs 66- 68 • Unit 5 TE pgs 223i-223j, "Phonics Songs and Rhymes" Chart 23 and CD 2/Tape 12, Side 1, Phonics Reader: "The Case of the Impolite Poodle", <u>Practice Book</u> 3.2 pg 78, <u>Phonics Workbook</u> pgs 111- 113 • <u>Remediation:</u> • Unit 5 TE pg 267k 	<ul style="list-style-type: none"> • <u>PSSA Coach Book Reading</u>, Triumph Learning, 2005, pgs 49 - 53
<ul style="list-style-type: none"> • Related affix meanings 	<ul style="list-style-type: none"> • Break words into base word and affixes 	<ul style="list-style-type: none"> • Unit 3 TE pgs 327i-327j, "Phonics Songs and Rhymes" Chart 13 and CD 1/Tape 7, Side 1, Phonics Reader: "Amazing", <u>Phonics Workbook</u> pgs 61-63 <u>Practice Book</u> 3.1 pg 149 	<ul style="list-style-type: none"> • <u>Practice Book</u> 3.2 pg 99 • <u>PSSA Coach Book Reading</u>, Triumph Learning, 2005, pgs. 53 – 57 • <u>Practice Book</u> 3.1 pg 128,

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Unit: Learning to Read Independently

State Curriculum Standard: **1.1.3C Use knowledge of phonics, word analysis, (e.g. root words, prefixes, and suffixes), syllabication, picture and context clues to decode and understand new words during reading.**

State Assessment Anchor: **R3.A.1.2.1, R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Related affix meanings (cont.) 	<ul style="list-style-type: none"> Use base words and affixes to build and decode words 	<ul style="list-style-type: none"> Unit 6 TE pgs 389i-389j, "Phonics Songs and Rhymes" Chart 30 and CD 2/Tape 15, Side 2, Phonics Reader: "Penny's Unusually Good Day", <u>Phonics Workbook</u> pgs 146-148 	<ul style="list-style-type: none"> <u>Practice Book</u> 3.2 pg 148
4. Picture and context clues <ul style="list-style-type: none"> Synonyms Antonyms 	<ul style="list-style-type: none"> Use a variety of context clues such as synonyms, antonyms, homonyms and multi-meaning words to figure out word meanings. Play a computer game with antonyms and synonyms (Rocket to the Moon) (Technology Connection) 	<ul style="list-style-type: none"> <u>PSSA Coach Book Reading</u>, Triumph Learning, 2005, pgs. 44 –48 "Rocket to the Moon" http://www.sadlier-oxford.com/phonics/student.cfm#grade3 	<ul style="list-style-type: none"> Synonyms and Antonyms: <u>PSSA Coach Reading Gr 3</u>, Triumph Learning, 2005, pgs. 58 – 61
<ul style="list-style-type: none"> Multi-meaning words 	<ul style="list-style-type: none"> Use context to figure out then meaning of multi-meaning words. Use multimeaning words in sentences that show context of meaning. 	<ul style="list-style-type: none"> SF Unit 1 TE pg 92 SF Unit 2 TE pg 167f, 210 	<ul style="list-style-type: none"> Vocabulary sentences Sentences with multi-meaning words

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Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3C Use knowledge of phonics, word analysis, (e.g. root words, prefixes, and suffixes), syllabication, picture and context clues to decode and understand new words during reading.**

State Assessment Anchor: **R3.A.1.2.1, R3.A.2.2 Identify and apply word recognition skills.**

Course Content	Student Performance	Resources	Assessments
<p>4. (cont.)</p> <ul style="list-style-type: none"> Context 	<ul style="list-style-type: none"> Use context clues to infer meaning of new or unfamiliar words. Complete graphic organizer to define words using context clues. 	<ul style="list-style-type: none"> SF Unit 2, pgs 188 – 189, <u>Practice Book</u> 3.1 pgs 71, 73 Graphic Organizer “A Hive Full of Clues”, (Activity Folder p 8) <u>PSSA Coach Book Reading</u>, Triumph Learning, 2005, pgs 67 – 70 <p>Remediation:</p> <ul style="list-style-type: none"> SF Unit 2, TE pg 207a SF Unit 2 TE pg 373b 	<ul style="list-style-type: none"> <u>Skills Test</u>, Unit 2 SF <u>Leveled Practice and Test Link</u>, pgs 22 – 24 <u>Practice Book</u> 3.2 pg 47 <u>Practice Book</u> 3.1 p 147 <ul style="list-style-type: none"> <u>TRB</u> pg 165 <u>Practice Book</u> 3.1 pg 323

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Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3 D Read text using self monitoring comprehension strategies**

State Assessment Anchor: **R3.A.1.3 Make inferences and draw conclusions based on text.**

R3.A.1.4 Identify and explain the main idea and relevant details

Course Content	Student Performance	Resources	Assessments
<p>D. Read text using self monitoring comprehension strategies:</p> <ul style="list-style-type: none"> Predict Revise predictions Reread Use text organization <ul style="list-style-type: none"> -Headings -Graphics -Charts Adjust reading rate 	<ul style="list-style-type: none"> Record prediction. Read selection. Change predictions based on what was read. Reread text Identify text structure of a how-to article and follow the steps of a process to create a flytrap. Adjust rate for reading non-fiction vs. fiction text. Use graphic organizers to monitor understanding when reading independently 	<p>Choose from the following:</p> <ul style="list-style-type: none"> Scott <u>Foresman Imagine That, Picture This</u>, Addison Wesley Educational Publishers, Inc. 2002 Grade level novels Leveled Readers Trade Books Graphic organizer – “Bubbling Over” (Activity Folder p 9) for prereading predictions Student journal <u>Foldables</u>, p. 24 See above SF Unit 2, TE pgs 165 – 167 SF Unit 2 TE pg 167e Ideas for developing fluent reading can be found in “Literacy Activities” in SF TE for each week’s selections. “Comprehension: “Monitoring for Understanding” C.033, 	<ul style="list-style-type: none"> Graphic Organizers Teacher Observation Practice Book Skills Tests Create a “Before, During and After” layer book to reflect predictions Journal predictions Steps in a Process Chart, (Graphic Organizer Transparency 22- (Activity Folder p 10)See “Think and Connect”, Unit 2 TE pg 167 Teacher observation “Reading Repair” and “Show You Know” (Activity Folder p 12)

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Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3E Acquire a reading vocabulary by identifying and correctly using words**

State Assessment Anchor: **R3.A.1.1 Identify and interpret the meaning of vocabulary**

Course Content	Student Performance	Resources	Assessments
<p>E. Acquire a reading and sight vocabulary</p> <p>1. Identify and correctly use:</p> <ul style="list-style-type: none"> Antonyms Synonyms Categories of words (rimes) <p>2. Use a dictionary when appropriate.</p>	<ul style="list-style-type: none"> Use antonyms to construct meanings of unfamiliar words Create illustrated foldables book demonstrating examples of antonyms or synonyms Use synonyms as context clues to construct meaning of unfamiliar words Make a synonym game Create webs depicting categories of words Use a dictionary to define vocabulary words Identify text structure of a picture dictionary. 	<ul style="list-style-type: none"> <u>Picture This!</u> Pgs 118-119, Unit 4 TE pgs 118-119 <u>Foldables</u>, pg 24 <u>Remediation:</u> SF Unit 6 pg 344 SF Unit 1 pg 42, Unit 3 pg 354 SF Unit 3 TE pg 309f, SF Unit 2 TE pg 187F "Make a Synonym and Antonym Game" Computer program "Kidspirations" Student Dictionary, Anthology Glossary <u>Imagine That!</u> pg 308-309 	<ul style="list-style-type: none"> Synonyms and Antonyms: <u>PSSA Coach Reading Gr 3</u>, Triumph Learning, 2005, pgs. 58 – 61 <u>Skills Test 3.1</u> <u>End of Year Test</u> Websites: http://www.earobics.com/games/squanky2/squanky2.html (Synonyms) http://www.earobics.com/games/squanky/squanky.html (Antonyms) Word webs Create a picture dictionary that illustrates vocabulary words.

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Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3F Understand the meaning of and correctly use new vocabulary learned in various subject areas.**

State Assessment Anchor: **R3.A.1.1 Identify and interpret the meaning of vocabulary in fiction**

R3.A.2.1. Identify and interpret the meaning of vocabulary in nonfiction

Course Content	Student Performance	Resources	Assessments
F. Understand the meaning of and correctly use new vocabulary learned in various subject areas.	<ul style="list-style-type: none"> • Create a slide show that illustrates vocabulary related to topics of study. • Use matching game to connect vocabulary words and their meanings. • Flyswatter Game • Create words webs that show how vocabulary words are related • Make a classification chart to develop word meanings • Use vocabulary words to create predictograms. • Rate knowledge of vocabulary words • Create vocabulary maps of vocabulary words 	<ul style="list-style-type: none"> • Computer, Power Point • Word Wall High Frequency and Vocabulary Cards • Flyswatter Directions - (Activity Folder p 13) • Unit 1 TE p 16b “Build Vocabulary”, Graphic Organizer Transparency 5 – Web 2 (Activity Folder p 14) • Unit 1 TE p 42b “Build Vocabulary, Graphic Organizer Transparency 27 – Web 2 (Activity Folder p 15) • Unit 1, TE 92b “Build Vocabulary”, Graphic Organizer Transparency 23(Activity Folder p 16) • Unit 1, TE 112b “Build Vocabulary”, Graphic Organizer Transparency 26(Activity Folder p 17) • Unit 2, TE 146b “Build Vocabulary”, Graphic Organizer Transparency 8(Activity Folder p 18) 	<ul style="list-style-type: none"> • <u>PSSA Coach Book Reading</u>, Triumph Learning, 2005, pgs. 71 – 73 • Vocabulary Book (Foldables pg 38) • <u>Practice book</u> 3.1, p. 2 • <u>Practice Book</u> 3.1, pg 32 • <u>Practice Book</u> 3.1. pg 42 • Vocabulary maps

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Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3F Understand the meaning of and correctly use new vocabulary learned in various subject areas.**

State Assessment Anchor: **R3.A.1.1 Identify and interpret the meaning of vocabulary**

R3.A.2.1. Identify and interpret the meaning of vocabulary in nonfiction

Course Content	Student Performance	Resources	Assessments
F. Understand the meaning of and correctly use new vocabulary learned in various subject areas.	<ul style="list-style-type: none"> • Create a picture glossary to define and illustrate storm-related words. • Create synonym and antonym word grid using vocabulary words • Classify new words by their parts of speech • Use computer programs to reinforce and practice vocabulary skills. (Technology Connection) 	<ul style="list-style-type: none"> • SF Unit 2 TE pg 188g “Storm Glossary” • SF Unit 2 TE pg 210b “Build Vocabulary”, Graphic Organizer Transparency 27 (Activity Folder p 15) • SF Unit 2 TE pg 228b “Build Vocabulary”, Graphic Organizer Transparency 25 (Activity Folder p 19) • “Flip-a-Chip” http://www.readwritethink.org/materials/flip/ 	<ul style="list-style-type: none"> • Picture glossary • Vocabulary Grid • Vocabulary Classification Chart

Communication Arts Planned Course: Grade 3

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.**

State Assessment Anchor: **R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.**

R3.A.2.5 Summarize a nonfictional text as a whole

Communication Arts Planned Course: Grade 3

Course Content	Student Performance	Resources	Assessments
<p>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> Retell or summarize 	<ul style="list-style-type: none"> Recognize that a summary tells the main ideas of a story or article. Sequence events in a story. Work in small groups to summarize or dramatize a story Complete story maps that identify story elements Analyze character traits 	<ul style="list-style-type: none"> <u>Imagine That!</u>, pgs 284 – 285, SF Unit 3 TE pgs 284 – 285, <u>Practice Book</u> 3.1, pgs 111, 113 “Comprehension: Retell Ring” C.008 (Activity Folder p 20) “Comprehension:Retell a Story” C.009 (Activity Folder p 21) Comprehension: “Story Book” C.004 (Activity Folder p 22) “Retell a Story”, SF Unit 3 TE pg 309e Graphic organizers for summarizing – “Supreme Summary” (Activity Folder p 23) SF Unit 1 TE, pg 67F Graphic organizer (story maps) “Slam Dunk”, (Activity Folder p 24) SF Unit 1, TE pgs 110 – 111, <u>Imagine That!</u>, pgs 110 – 111, <u>Practice Book</u> 3.1, pg 41, <u>Practice Book</u> 3.2, pg 17 “Comprehension: Character Characteristics” C.001, C.002 (Activity Folder p 25) 	<ul style="list-style-type: none"> SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, “Tops and Bottoms”, pgs 34 – 36 <u>TRB</u> pg 256 <u>PSSA Coach Book Reading</u>, Triumph Learning, 2005, pgs. 99 – 111 <u>Leveled Practice and Test Link</u>, pgs 13-15 <u>Practice Book</u> 3.1 pg 43

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.**

State Assessment Anchor: **R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.**

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R3.A.2.5 Summarize a nonfictional text as a whole

Course Content	Student Performance	Resources	Assessments
<p>G. (cont.)</p> <ul style="list-style-type: none"> Setting Plot Identify purpose of text. 	<ul style="list-style-type: none"> Identify details about the setting of a story Identify the plot of a story. Identify story elements Verify author's purpose after reading selection 	<ul style="list-style-type: none"> SF Unit 4 TE pgs 38-39, <u>Picture This!</u> pgs 38-39, <u>Practice Book</u> 3.2 pg 11 SF Unit 4 TE pg 61a, TRB pg 369 SF Unit 6 pgs 298-299, <u>Practice Book</u> 3.2 pg 111 <u>Remediation:</u> <u>TRB</u> p 369, Unit 6 TE pg 319a <u>Picture This!</u> Unit 5 pgs 246-247, <u>Practice Book</u> 3.2 pg 91, 93 <u>Remediation:</u> SF Unit 5 TE pg 267a, <u>TRB</u> pg 548 SF Unit 6 TE pg 365a, <u>TRB</u> pg 639 "Comprehension: Story Elements" C.005, C.006, C.007 (Activity Folder p 26) Anthology selections, leveled readers, third grade novels, trade books 	<ul style="list-style-type: none"> Student journals – setting descriptions <u>Leveled Practice and Test Link</u>, pgs 49-51 <u>Practice Book</u> 3.2, pg 113 <u>Leveled Practice and Test Link</u>, pgs 79 - 81 <u>TRB</u> p 595 <u>Leveled Practice and Test Link</u>, pgs 73-75 Story Elements Chart SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, "Anthony Reynosa", pgs 7 - 9

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Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.**

State Assessment Anchor: **R3.B.1.1 Identify, interpret, compare and describe components of fiction and literary nonfiction.**

R3.B.1.2 Make connections between texts.

R3.A.2.4 Identify and explain main ideas and relevant details

Course Content	Student Performance	Resources	Assessments
<p>G. (cont)</p> <ul style="list-style-type: none"> Make connections between 2 texts 	<ul style="list-style-type: none"> Cite information from 2 different selections with the same topic. Each week's main selection is paired with another selection that is related in some way. "Reading Across Texts" asks student to think about and connect the two selections in various ways. "Test Talk" tips are given to guide students through the process of making meaningful connections. In each week's "Descriptive Writing" assignment, there are 3 leveled writing prompts. One prompt always presents an assignment that asks students to make connections between the two selections that were read. A specific graphic organizer is cited to help students organize thoughts before writing. 	<ul style="list-style-type: none"> SF <u>Imagine That!</u>, <u>Picture This!</u> "Comprehension: Compare –A-Story" C.010 (Activity Folder p 27) "How I Spent My Summer Vacation" (<i>tall tale</i>) and "The Picture Place" (<i>poem</i>) Unit 1 TE pg 39 "Goldilocks and the Three Bears" (<i>folk tale</i>) and "American Black Bears" (<i>informational article</i>) Unit 1 TE pg 67 For a complete list, see Making Connections Across Texts (See Anthology Appendix) "Me As a Cowboy" Unit 1 TE pg 39c-39d, "Writing Across Texts" <u>TRB</u> pg 10 "A Letter to Goldilocks" Unit 1 TE pgs 67c-67d, "Writing Across Texts" <u>TRB</u> pg 32 "Cowboy Vs Charro" Unit 1 TE pgs 89c-89d, "Writing Across Texts" <u>TRB</u> pg 54 See TE Units 1-6 (following each week's selections) for additional Descriptive Writing 	<ul style="list-style-type: none"> Comparison Chart or paragraph Student discussions or written responses Completed organizers Written responses

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		prompts.	
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Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3G Demonstrate** after reading understanding and interpretation of both fiction and nonfiction text.

State Assessment Anchor: **R3.B.1.1 Identify, interpret, compare and describe components of fiction and literary nonfiction.**

R3.B.1.2 Make connections between texts.

R3.A.2.4 Identify and explain main ideas and relevant details

Course Content	Student Performance	Resources	Assessments
<p>G. (cont)</p> <ul style="list-style-type: none"> • Make responsible assertions about the text by citing evidence from the text. • Identify main ideas/supporting details 	<ul style="list-style-type: none"> • Respond in writing to show understanding of text. • Identify main ideas/supporting details • Use graphic organizer to show main idea and supporting details in text <p>Science Connection:</p> <ul style="list-style-type: none"> • Read text, respond to questions, and complete graphic organizer to give an example of a main idea and 	<ul style="list-style-type: none"> • Test Talk: Unit 1 pgs 140-141, Unit 2 pgs 254-255, Unit 3 pgs 380-381, Unit 4 pgs 144-145, Unit 5 pgs 274-275, Unit 6 pgs 396-397 (See Anthology Appendix) • <u>PSSA Coach Reading Gr 3</u>, Triumph Learning, 2005, pgs 214-216 • SF Unit 2 TE pg 167b • SF Unit 2 pgs 226-227, <u>Practice Book 3.1</u> pgs 91 & 93, “Hamburger” graphic organizer (Activity Folder p 28) • “Comprehension: Expository Text Structure” C.012, C.013 (Activity Folder p 29) <u>Remediation:</u> <ul style="list-style-type: none"> • SF Unit 2 TE pg 247a • Take Home Reader # 6 • SF Science Grade 3 Leveled Readers Teachers Guide, Chapter 3, Science Leveled Reader: “Where Plants and 	<ul style="list-style-type: none"> • <u>Skills Test</u> Unit 2 • Selection questions • <u>Practice Book 3.1</u> pg 57 • <u>SF Leveled Practice and Test Link</u>, pgs 28-30 • <u>PSSA Coach Reading Gr 3</u>, pgs 193-202 • <u>TRB</u> pg 209 • “Looking Back” pg 8 • Questions and “Draw Conclusions” Chart

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Unit: **Learning to Read Independently**

State Curriculum Standard: 1.1.3G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.

State Assessment Anchor: **R3.B.1.2.1, R3.B.3.3.1, R3.A.1.3.1, R3.A.2.3.1**

Course Content	Student Performance	Resources	Assessments
<p>G. (cont)</p> <ul style="list-style-type: none"> • Draw conclusions and make inferences 	<ul style="list-style-type: none"> • Read and draw conclusions about characters' feelings. • Identify inferences in text <p>Science Connection:</p> <ul style="list-style-type: none"> • Read text, respond to questions, and complete graphic organizer to infer information about weather. 	<ul style="list-style-type: none"> • SF Unit 1 TE pgs 40 – 41, pg 67a, <u>Practice Book</u> 3.1, pg 11 • “Comprehension: Incredible Inferences” C.022 (Activity Folder p 30) <p>• <u>Scott Foresman Science Grade 3 Leveled Readers Teacher Guide</u>, Chapter 6, Leveled Reader- “Weather” questions and “Make Inferences” chart</p> <p><u>Remediation:</u></p> <ul style="list-style-type: none"> • Unit 1 TE pg 67a, <u>TRB</u> pg 30 • <u>Practice Book</u> 3.2 pg 7 <p>• <u>Scott Foresman Science Grade 3 Leveled Readers Teacher Guide</u>, Chapter 9, Leveled Reader- “Natural Resources”, questions and Compare and Contrast chart</p> <p>• <u>Picture This!</u> pgs 88-89,</p>	<ul style="list-style-type: none"> • Skills Test, Unit 1 • <u>SF Leveled Practice and Test Link in SAT 9 Format</u>, “Goldilocks and the Three Bears”, pgs 4 – 6 • <u>Practice Book</u> 3.1, pg 13 <p>• SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, “One Grain of Rice”, pgs 55 – 57</p> <p>• <u>Practice Book</u> 3.2, pg 33</p> <p>• <u>Practice Book</u> 3.2, pg 31</p>
<ul style="list-style-type: none"> • Compare/contrast 	<ul style="list-style-type: none"> • Complete a Venn diagram to compare and contrast information found in written text • Read text, respond to questions and complete graphic organizer to compare and contrast natural resources. • Identify clue words that signals comparisons and contrasts 		

Communication Arts Planned Course: Grade 3

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.**

State Assessment Anchor: **R3.A.2.3 Make inferences and draw conclusions based on text.**

R3.A.2.5 Summarize a nonfictional text as a whole.

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Follow steps in a process 	<ul style="list-style-type: none"> Identify the correct order of the steps taken to write a book. Follow directions in sequential order 	<ul style="list-style-type: none"> SF <u>Imagine That!</u> pgs 258-280, SF Unit 3 TE pgs 258-280, 283a, <u>Practice Book</u> 3.2, pgs 101 SF Unit 4 TE pg 87n <p><u>Remediation:</u></p> <ul style="list-style-type: none"> SF Unit 6 TE pg 365b 	<ul style="list-style-type: none"> <u>TRB</u> pg 234, 573 <u>Practice Book</u> 3.2, pg 30 <u>Practice Book</u> 3.2 pg 137 <u>PSSA Coach Reading Gr 3</u> pgs 188-189

Communication Arts Planned Course: Grade 3

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3H Demonstrate fluency and comprehension in reading.**

Course Content	Student Performance	Resources	Assessments
<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> Read familiar materials aloud with accuracy. Self-correct mistakes. Use appropriate rhythm, flow, meter and pronunciation. Read a variety of genres and types of text. Demonstrate comprehension (Standard 1.1.3.G.). <p>(Recommend:</p>	<p>Choose from the following:</p> <ul style="list-style-type: none"> Read silently Read aloud Participate in partner reading Participate in choral reading. Participate in Book Buddies. Self correct when reading aloud. Read with appropriate rhythm, flow, meter and pronunciation. Keep a reading log that documents a variety of genres read. Correctly answer questions relating to text read 	<p>Choose from the following:</p> <ul style="list-style-type: none"> Anthology Leveled readers Novels Library Books Trade Books Magazines Poetry books Directions for Administration – Oral Reading Fluency (See Anthology Appendix) “Develop Fluent Reading” Activities are listed on the “Literacy Activities” pages for each selection. See list above Reading Log (Activity Folder p 2) Comprehension: “Read and Ask” C.027 (Activity Folder p 31) Comprehension Checks, Test Prep questions, Selection 	<p>Choose from the following:</p> <ul style="list-style-type: none"> Teacher observation Observation Checklist Taped readings DIBELS Running Records Teacher Observation Teacher Observation Reading Log Skills Test Selection Questions Teacher made tests Practice Books

Communication Arts Planned Course: Grade 3

25 books/year)		Tests, Skills Tests	
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Communication Arts Planned Course: Grade 3

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3H Demonstrate fluency and comprehension in reading.**

State Assessment Anchor: **(In Bold)**

Course Content	Student Performance	Resources	Assessments
H. Demonstrate fluency and comprehension in reading.	SF Fluency Practice- Choose from the following: <ul style="list-style-type: none"> • Take turns reading dialog with a partner • Use punctuation to read nonfiction text fluently • Use appropriate phrasing when practicing reading fluently with a partner. • Change inflections when reading a mixture of dialog and narration. • Adjust rate, pitch, and volume to signal important parts of text or show mood when reading aloud. 	SF Fluency Practice- Choose from the following: <ul style="list-style-type: none"> • SF Unit 2, TE pg 187e <u>Imagine That!</u> “Guys From Space” pgs 170 – 183 • SF Unit 2, TE pg 207e <u>Imagine That!</u> “Tornado Alert” pgs 200 – 205 • SF Unit 2, TE pg 225e, <u>Imagine That!</u> “Danger-Icebergs!” pgs 210 – 221 • SF Unit 3, TE pg 283e, “Develop Fluent Reading”, <u>Imagine That!</u> “What Do Authors Do?”, pgs 260 – 279 • SF Unit 4 TE pg 37e “Read a Story” • Additional fluency activities are included in “Literacy Activities”, which are found in the TE for each week’s selections. 	Choose from the following: <ul style="list-style-type: none"> • Teacher observation • Observation Checklist • Taped readings • DIBELS • Reading Log • Skills Test • Selection Questions • Teacher made tests • Practice Books

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Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.3 A Read and understand essential content of informational texts and documents in all academic areas.**

State Assessment Anchor: **R3.B.3.1 Differentiate fact from opinion in nonfiction text.**

R3.B.1.2 Make connections between texts.

Course Content	Student Performance	Resources	Assessments
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> Read nonfiction or content area texts based on interest or theme. Differentiate fact from opinion within text. 	<ul style="list-style-type: none"> Use a variety of reference materials to locate information about related science or social studies topics. Complete a reading log to document types of nonfiction or content based texts read. View video and discuss and list types of science books that would be interesting to read or related to third grade science. Distinguish between fact and opinion in text Recognize words that indicate statements of opinion, and identify statements of fact and opinion in text. 	<ul style="list-style-type: none"> SF Unit 3 TE pg 373n Reading Log, SF Unit 1 TE (Activity Folder p 2) United Streaming Videos: <ul style="list-style-type: none"> "Part 2: Persuasive Writing: Non-Fiction" "Literature for Children: Series 5: Science Books: Nonfiction: Too Good to Miss" SF Unit 2 pgs 208 – 209, <u>Practice Book 3.1</u> pgs 81 and 83, SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, "Danger-Icebergs!", pgs 25-26 Comprehension: Fact or Opinion Football" C.019 (Activity Folder p 32) SF Unit 5 TE pgs 172-173, <u>Practice Book 3.2</u>, pg 61, 63 <u>Remediation:</u> Unit 2 TE pg 225e Unit 5 TE pg 245b 	<ul style="list-style-type: none"> <u>Practice Book 3.1</u> p 150 Reading Log Science book list <u>PSSA Coach Book Reading</u>, Triumph Learning, 2005, pgs. 154 - 158 Student facts and opinions <u>TRB</u> pg 187, 482 <u>Practice Book 3.2</u> pg 87

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Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.3 A Read and understand essential content of informational texts and documents in all academic areas.**

State Assessment Anchor: **R3.A.2.3 Make inferences and draw conclusions based on text.**

R3.B.3.2 Distinguish between essential and nonessential information within text.

Course Content	Student Performance	Resources	Assessments
<p>A. Read and understand essential content of informational texts and documents in all academic areas. (cont.)</p> <ul style="list-style-type: none"> Distinguish between essential and nonessential information within a text. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text. 	<ul style="list-style-type: none"> Highlight essential information in text <p>Science Connection:</p> <ul style="list-style-type: none"> Read text, respond to questions, and complete Draw Conclusions chart to show what would happen if part of the food chain was missing. 	<ul style="list-style-type: none"> <u>PSSA Coach Reading Grade 3</u>, Triumph Learning, 2005, pg. 34 <u>Scott Foresman Science Grade 3 Leveled Readers Teacher Guide</u>, Chapter 4, Science Leveled Reader-“How Animals Live”, questions and “Draw Conclusions” chart. 	<ul style="list-style-type: none"> <u>PSSA Coach Reading Grade 3</u>, “Test Practice”, pg. 54 “Draw Conclusions” chart

Communication Arts Planned Course: Grade 3

Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.3 A Read and understand essential content of informational texts and documents in all academic areas.**

State Assessment Anchor: **R3.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of nonfictional text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Read and understand essential content of informational texts and documents in all academic areas. (cont.)</p> <ul style="list-style-type: none"> Analyze text organization and content to derive meaning from text using established criteria. 	<ul style="list-style-type: none"> Identify text structure of expository nonfiction and use text features (headings, subheadings, boldfaced print, graphics) to monitor comprehension by using graphic organizers. Read and organize information from graphic sources Read a content related book and create a fact poster based on text read. 	<ul style="list-style-type: none"> SF Unit 2 pgs 206 - 207 3 column graphic organizer SF <u>Practice Book</u> 3.1, pg 77 SF Unit 2 pgs 244 – 245 “Comprehension: Book Look” C.011 (Activity Folder p 33) <p><u>Remediation:</u></p> <ul style="list-style-type: none"> SF TE pg 247a, Picture Encyclopedia (visuals with captions) SF Unit 3, pgs 308 – 309 Magazine Article: Unit 1, pgs 131 – 133 <ul style="list-style-type: none"> SF <u>Imagine That!</u> Unit 2, pgs 144 – 145, Unit 2 TE, pgs 144 – 145, <u>Practice Book</u> 3.1, pg 51, 53 Any science or social studies related grade level book. 	<ul style="list-style-type: none"> Graphic organizer <u>PSSA Coach Reading Gr 3</u>, Triumph Learning, 2005, pgs. 193 – 197 <u>Practice Book</u> 3.1 pgs 121, 123 <u>TRB</u>, pg 209 <u>TRB</u>, pg 121 Fact Poster

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Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.3 A Read and understand essential content of informational texts and documents in all academic areas.**

State Assessment Anchor: **R3.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of nonfictional text.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Identify and/or interpret text organization, including: <ul style="list-style-type: none"> sequence 	<ul style="list-style-type: none"> Identify when text structure is organized in chronological order and use flow charts to sequence events. <p>Science Connection:</p> <ul style="list-style-type: none"> Read text, respond to questions, and complete Sequence chart to tell about the phases of the moon in sequence. <p>Social Studies Connection:</p> <ul style="list-style-type: none"> Respond to questions about information in text (in writing or orally) 	<ul style="list-style-type: none"> SF Unit 1 pgs 14-15, <u>Practice Book</u> 3.1 pg 1, 3 Flowchart: "Follow the Bouncing Ball" (Activity Folder p 34)SF Unit 3 pgs 310 – 311, <u>Practice Book</u> 3.1, pgs 121, 123, <u>TRB</u> pg 8 SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, "Mom's Best Friend", pgs 37 – 39 <u>Reteach</u>, SF Unit 3 TE 327a, <u>TRB</u> p. 278 <u>Remediation</u>: Take Home Reader 1 – "I Would Like to Visit a Fantastic Place" <u>Scott Foresman Science Grade 3 Leveled Readers Teacher Guide</u>, Chapter 15, Science Leveled Reader- "Patterns in the Sky", questions and Sequence chart SF Unit 1 pages 140 – 141 Social Studies: <u>If You Sailed on the Mayflower</u> 	<ul style="list-style-type: none"> <u>PSSA Coach Book Reading</u>, Triumph Learning, 2005, pgs. 179 – 181 <u>Practice Book</u> 3.1, p 117 <u>Leveled Practice and Test Link</u>, pgs 1-3 <u>Scott Foresman Science Grade 3 Leveled Readers Teacher Guide</u>, Chapter 2, "How Animals Live" Sequence Chart <u>PSSA Coach Reading Gr 3</u>, Triumph Learning, 2005, pgs. 164 – 166

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Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.3 A Read and understand essential content of informational texts and documents in all academic areas.**

State Assessment Anchor: **R3.B.3.3.1 Identify, compare, explain, and interpret how text organization clarifies meaning of nonfictional text.**

Course Content	Student Performance	Resources	Assessments
<p>A. (cont.)</p> <ul style="list-style-type: none"> Identify and/or interpret text organization, including: <ul style="list-style-type: none"> compare/contrast 	<ul style="list-style-type: none"> Identify ways things are alike and different <p>Science Connection:</p> <ul style="list-style-type: none"> Examine illustrations and compare and contrast the two plants. <p>Science Connection:</p> <ul style="list-style-type: none"> Read text, respond to questions, and complete Venn Diagram to show how trees are alike and different. <p>Science Connection:</p> <ul style="list-style-type: none"> Read text, respond to questions, and complete Compare and Contrast chart to show tell how the inner and outer planets are alike and different. 	<ul style="list-style-type: none"> Unit 4 TE pg 88, <u>Practice Book</u> 3.2 pg 31, 33 Compare and Contrast Illustrations” SF Unit 2 TE p 167f Venn Diagram (See Anthology Appendix) <u>Scott Foresman Science Grade 3 Leveled Readers Teacher Guide</u>, Chapter 1, Science Leveled Reader-“Plants and How they Grow” <u>Scott Foresman Science Grade 3 Leveled Readers Teacher Guide</u>, Chapter 16, Science Leveled Reader-“The Solar System”, <p><u>Remediation:</u></p> <ul style="list-style-type: none"> Take Home Reader 2 - “The City Mouse and the Country Mouse” 	<ul style="list-style-type: none"> SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, “One Grain of Rice”, pg 55 – 57 Comparison Chart Questions and “Compare and Contrast” chart Questions and “Compare and Contrast” chart TRB pg 413 <u>PSSA Coach Reading Grade 3</u>, pgs 164-166

Communication Arts Planned Course: Grade 3

Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: 1.2.3 A Read and understand essential content of informational texts and documents in all academic areas.

State Assessment Anchor: **R3.B.3.3.1 Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.**

Course Content	Student Performance	Resources	Assessments
<p>A. (cont.)</p> <ul style="list-style-type: none"> Identify and/or interpret text organization, including: <ul style="list-style-type: none"> cause/effect 	<ul style="list-style-type: none"> Read and identify clue words for cause and effect Recognize the relationship between an effect and a cause Practice finding causes and effects in text using computer programs. (Technology connection) 	<ul style="list-style-type: none"> SF Unit 1, “Annabelle’s Party”, pgs 90 – 91 <u>Practice Book</u> 3.1 pg 31 SF Unit 4 TE 62-63, <u>Picture This!</u> pg 62-63, <u>Practice Book</u> 3.2 p 21, 23 “Comprehension:Cause and Effect Match” C.020 (Activity Folder p 35) “Cause and Effect” http://www.studyzone.org/tes...ffectl.cfm <p><u>Remediation:</u></p> <ul style="list-style-type: none"> SF Unit 4 TE pg 87a Take Home Reader 4 - “Up All Night” 	<ul style="list-style-type: none"> <u>PSSA Coach Reading, Gr 3</u>, Triumph Learning, 2005, pgs. 173 – 175 SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, “Herbie and Annabelle”, pgs 10 – 12 and “Thunder Cake” pgs 52-54
<ul style="list-style-type: none"> problem/ solution 	<ul style="list-style-type: none"> Create a web showing possible solutions to a problem. 	<ul style="list-style-type: none"> <u>PSSA Coach Reading Gr 3</u>, Triumph Learning, 2005, pgs. 176 - 177 	<ul style="list-style-type: none"> <u>TRB</u> p. 74, 391 Looking Back, pg 8 <u>PSSA Coach Reading Gr 3</u>, pg 178

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Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: 1.2.3 A **Read and understand essential content of informational texts and documents in all academic areas.**

State Assessment Anchor: **R3.B.3.3.4 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.**

Course Content	Student Performance	Resources	Assessments
<p>A. (cont.)</p> <ul style="list-style-type: none"> Use headings to locate information in a passage, or identify content that would best fit in a specific section of text. Interpret graphics and charts and/or make connections between text and the content of graphics and charts. 	<ul style="list-style-type: none"> Use headings to predict what the article is about. <p>Science Connection</p> <ul style="list-style-type: none"> Complete a graphic source that illustrates the parts of a plant. Plant Unit –“Parts of a Plant” Design a diagram that illustrates the parts of a plant. 	<ul style="list-style-type: none"> <u>PSSA Coach Reading Gr. 3</u>, Triumph Learning, 2005, pgs. 182 - 183 “Fly Traps! Plants That Bite Back”, SF Unit 2 pages 144a – 157n, “Parts of a Plant” graphic organizer (Activity Folder p 36) <u>Practice Book</u>, 3.1, pgs 51, 53 <u>Plants and How they Grow</u> (Science Leveled Reader) Remediation: SF Unit 2, Te p. 207b, <u>Practice Book</u> 3.1, p 77 	<ul style="list-style-type: none"> <u>Practice Book</u> 3.2 pg 140 <u>PSSA Coach Reading Gr 3</u>, Triumph Learning, 2005, pgs. 185 – 187 Plant poster with labeled parts

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Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.3 B Use and understand a variety of media and evaluate the quality of material produced.**

State Assessment Anchor: **(In Bold)**

Course Content	Student Performance	Resources	Assessments
<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Use electronic media for research. • Identify techniques used in television and distinguish between facts and misleading information. • Assess the quality of a media project (e.g., script, play, audiotape) that has been developed for a targeted audience. 	<ul style="list-style-type: none"> • Use the computer to develop skills for electronic research. • Watch and analyze commercials to distinguish between fact and fiction. • View a live performance and complete a review sheet to assess the quality of the performance. 	<ul style="list-style-type: none"> • LearnNet • ELMO • Graphic Organizer in <u>Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p. 37 • Graphic Organizer - <u>Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p. 27 	<ul style="list-style-type: none"> • Biography Project Timeline (Activity Folder p 37) • “Discuss Why Listening Is Important” Unit 1, TE pg 67e • Complete Envelope Fold, <u>Foldables</u>, (Macmillan/McGraw-Hill @ 2003) p. 27

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Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.3 C. Produce work in at least one literary genre that follows the conventions of the genre.**

State Assessment **Anchor R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
<p>C. Read, list characteristics, and compose examples of at least one of the following genre:</p> <ul style="list-style-type: none"> Drama Fantasy Realistic Fiction 	<ul style="list-style-type: none"> Recognize the features of a play or drama. Perform a play for an audience Read and define distinguishing features of a fantasy. Read and define distinguishing features of realistic fiction. Identify distinguishing characteristics of a realistic story and a fantasy. View video and list characteristics of fiction and types of fictional text 	<ul style="list-style-type: none"> SF Unit 1 “Herbie and Annabelle”, pgs 92 – 105 SF Unit 1, TE pgs 95, 109m <u>The Herbie Jones Reader’s Threater</u>, Scholastic (Activity Folder p 38) SF Unit 2 “The Naughty Umbrella”, pgs 169 <u>Practice Book</u> 3.1, pgs 65 - 66 “Guys from Space”, SF Unit 2 pgs 171 – 185 SF Unit 2 “Under the Umbrella”, p. 169 “Allie’s Basketball Dream”, SF Unit 1 pgs 112-128 <u>Picture This!</u> pg 366, <u>Practice Book</u> 3.2 pg 141 <u>Remediation:</u> SF Unit 2 TE pg 187a, TRB pg 143, SF Unit 6 TE pg 389a United Streaming Video “<u>Discovering Language Arts:</u> 	<ul style="list-style-type: none"> <u>PSSA Coach Reading Gr 3</u>, Triumph Learning, 2005, pgs. 140 – 152 SF <u>Leveled Practice and Test Link</u>, pgs 19 – 21 Unit 2 Skills and Benchmark Tests <u>TRB</u> p. 143, Unit 2 Skills and Benchmark Tests SF <u>Leveled Practice and Test Link</u>, pgs 88-90 <u>TRB</u> pg 661 Fiction Characteristics List (See Anthology appendix)

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		<u>Fiction"</u>	
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Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.3C Produce work in at least one literary genre that follows the conventions of the genre.**

State Assessment Anchor: **Anchor R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
<p>C. (cont.)</p> <ul style="list-style-type: none"> Expository Non-fiction Folk Tales 	<ul style="list-style-type: none"> Using information from “Tornado Alert”, work with a partner to deliver a TV news report on tornado safety tips. Read and define distinguishing features of folk tales. Identify the distinguishing features of a folk tale Practice reading and responding to a folktale. (Technology connection) 	<ul style="list-style-type: none"> “Tornado Alert”, SF Unit 2 pgs 190 – 203 Other Expository Non-fiction sources: “What Are Viruses”, SF Unit 1, pgs 108 – 109 “Danger – Icebergs”, SF Unit 2, pgs 210 – 221 “Games and Sports” SF Unit 3, pgs 372-373 “Tops and Bottoms” SF Unit 2, pgs 286 – 303 “Goldilocks and the Three Bears”, SF Unit 1, pgs 42 – 63 SF Unit 3 TE pg 309m “Genre Study” “Read and View Imaginative Texts”: http://www.studyzone.org/testprep/ela4/a/readviewtextl3.cfm 	<ul style="list-style-type: none"> <u>Practice Book</u> 3.1 pgs 75-76 <u>Practice Book</u> 3.1 pgs 35-36 <u>Practice Book</u> 3.1 pgs 85-86 <u>Practice Book</u> 3.1 pgs 105-106 <u>PSSA Coach Reading GR 3</u>, Triumph Learning, 2005, pgs. 128 – 139 Folk tale charts (See Anthology appendix) Discussion

Communication Arts Planned Course: Grade 3

Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.3C Produce work in at least one literary genre that follows the conventions of the genre.**

State Assessment Anchor: **R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
<p>C. (cont.)</p> <ul style="list-style-type: none"> • Biography 	<ul style="list-style-type: none"> • Develop a project that illustrates important facts about a person • Learn about Ben Franklin and the important parts of a biography. • Create a biography slideshow • Develop skills and strategies for understanding and interpreting informational texts 	<ul style="list-style-type: none"> • Bio-Cube http://readwritethink.org/materials/bio_cube/ • <u>United Streaming:</u> "Literature to Enjoy: Something to Write About: Interviewing: Biography" • Biography Project Directions (Activity Folder p 37) • PowerPoint Slideshow (Activity Folder p 39) • United Streaming- "Discovering Language Arts: Nonfiction" 	<ul style="list-style-type: none"> • Report • "L" part of KWL on Franklin • Biography Book Report • Discussion

Communication Arts Planned Course: Grade 3

Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.3 C Produce work in at least one literary genre that follows the conventions of the genre.**

State Assessment Anchor: **R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
<p>C. (cont.)</p> <ul style="list-style-type: none"> Narrative Poetry 	<ul style="list-style-type: none"> Create a story map about a pet. Discuss the characteristics of narrative nonfiction in “Nights of the Pufflings” Create a poster to warn about puffling crossing Listen, read, and respond to poems in a variety of ways: Identify alliteration and personification Connect ideas and themes across texts Technology connection 	<ul style="list-style-type: none"> “What Do Authors Do?”, SF Unit 3, pgs 260 – 261 SF Unit 2, TE pg 247m, Narrative Nonfiction Chart “Nights of the Pufflings”, SF Unit 2 pgs 228 – 242 <p><u>Remediation:</u></p> <ul style="list-style-type: none"> Unit 6 TE pg 365m <ul style="list-style-type: none"> SF Unit 1 pgs 134 – 137 SF Unit 2 pgs 248 – 251 SF Unit 3 pgs 374 – 377 SF Unit 4 pgs 138 – 141 SF Unit 5 pgs 368 – 371 SF Unit 6 pgs 340 – 341, 390-393 <p>Poetry Websites:</p> <ul style="list-style-type: none"> http://www.studyzone.org/testprep/ela4/a/readviewtextp3.cfm http://www.studyzone.org/testprep/ela4/h/flowerpoemkey.htm http://www.studyzone.org/testprep/ela4/h/snailpoem.htm 	<ul style="list-style-type: none"> Narrative Nonfiction Chart (See Anthology Appendix) <u>Practice Book</u> 3.1 pgs 95-96 <u>Practice Book</u> 3.1 pgs 125 - 126 Original poems Responses to questions about poems Selection tests Skills Tests Benchmark Tests

Communication Arts Planned Course: Grade 3

Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3 A Read and understand works of literature.**

State Assessment Anchor: **R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
A. Read and understand works of literature.	<ul style="list-style-type: none"> • Complete novel studies in a variety of genres. Literature may be read independently, in small or whole group. Novel studies may include: <ul style="list-style-type: none"> ○ Preview/predict ○ Vocabulary studies ○ Reading (oral and silent) and responding to literature ○ Discussion ○ Written responses to comprehension questions. ○ Practice in a variety of reading skills and strategies. ○ Making connections between texts ○ Spelling lists ○ Projects 	<ul style="list-style-type: none"> • See Appendix for complete list of approved novels for third grade literature study. • Novel packets (See Appendix) • Teacher created worksheets 	<ul style="list-style-type: none"> • Assessments options: <ul style="list-style-type: none"> ○ Quizzes ○ Tests ○ Running Records ○ Comprehension questions ○ Journals ○ Discussions ○ Projects

Communication Arts Planned Course: Grade 3

Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3B Identify literary elements in stories describing characters, setting and plot.**

State Assessment Anchor: **R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
<p>B. Identify literary elements:</p> <ul style="list-style-type: none"> • Characters/ <ul style="list-style-type: none"> ○ Narrator ○ Actions ○ Motive ○ Dialogs ○ Emotions ○ Feelings ○ Traits ○ Relationships • Setting <ul style="list-style-type: none"> ○ When ○ Where • Plot <ul style="list-style-type: none"> ○ Action ○ Conflict ○ Problem ○ Solution 	<ul style="list-style-type: none"> • Create a character web based on a character from a story, and write a paragraph that includes literary elements to describe the character • Recognize that dialog helps develop characterization • Write a character description • Describe and illustrate the setting of a story • Identify the important events that take place in the beginning, middle and end of a story. Create a flipbook describing various aspects of the plot. • Identify events that are important to the plot. • Write a book report that reflects literary elements. 	<ul style="list-style-type: none"> • “Kidspirations” – character web • <u>PSSA Reading Coach Gr 3, Lesson 10, pgs 99 – 102</u> • SF Unit 6 TE pg 341m • Beverly Cleary Book Report (Activity Folder p 40) • <u>PSSA Reading Coach Gr 3, Lesson 11, pgs 103 – 107</u> • <u>Picture This! Pg 298-299, Practice Book 3.2, pg 111</u> • <u>Picture This! pgs 246-247, Practice Book 3.2 pg 91, Unit 5 TE 246-247</u> • http://www.readwritethink.org/materials/flipbook/ • <u>PSSA Reading Coach Gr 3, Lesson 12, pgs 108 – 111</u> • <u>Picture This! Pg 342-343, Practice Book 3.2 pg 131</u> • SF Unit 4 TE pgs 61c-61d • Independent Reading Contract (Activity Folder p 41) 	<p>Character:</p> <ul style="list-style-type: none"> • Character web and paragraph • SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, “Allie’s Basketball Dream”, pg 13 <p>Setting:</p> <ul style="list-style-type: none"> • SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, “Sam and the Lucky Money”, pg 49 • SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, “Mailing May”, pg 79 <p>Plot:</p> <ul style="list-style-type: none"> • SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, “Leah’s Pony”, pg 73 • SF <u>Leveled Practice and Test Link in SAT 9 Format</u>, “Floating Home”, pg 85 • SF <u>Leveled Practice and Test Link</u>, pgs 85-87 • SF <u>Skills Test, Unit 6</u> • Book Report

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Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3C Identify literary devices in stories (e.g., rhyme, rhythm, personification).**

State Assessment Anchor: **R3.B.2.1.1 Identify and interpret figurative language in fiction and nonfiction.**

Course Content	Student Performance	Resources	Assessments
<p>D. Identify literary devices</p> <ul style="list-style-type: none"> • Rhyme * • Rhythm * • Personification * • Onomatopoeia • Simile • Metaphor 	<ul style="list-style-type: none"> • Read “My Brother Is as Generous as Could Be”, discuss how rhythm effects the mood, list the rhyming words pairs. • Read and identify personification used in the poem. • Find examples of onomatopoeia in “Allie’s Basketball Dream”. Place the words and the words they refer to in a web • Work with a partner to find words that make sounds • Read “Watering”, and identify the simile in the poem. • Read “The Steam Shovel” and identify the things that are being compared. 	<ul style="list-style-type: none"> • SF Unit 1 TE pg 134, <u>Imagine That!</u>, pg134 • SF Unit 2 TE pg 249 <u>Imagine That!</u>, pg 249, SF Unit 5 TE pg 223m • Word web, SF Unit 1 TE pg 133m, “Allie’s Basketball Dream”, pgs 112 – 129 • SF Unit 1 TE 109f “Find Words that Make Sounds” • SF Unit 1 TE pg 136, <u>Imagine That!</u>, pg 136, Simile Packet (Activity Folder p 42) • SF Unit 3 TE pg 374, <u>Imagine That!</u>, pg 374, Metaphor Packet (Activity Folder p 43) • <u>Remediation</u> (Simile and Metaphor): • SF Unit 5 TE pg 245m 	<ul style="list-style-type: none"> • Coach Lesson 16, pg 131 – 132 (Rhyme) • Coach Book, Lesson 15, pgs 128 – 130 (Rhythm) • Word Web • Student words lists • <u>PSSA Coach Reading Gr 3</u>, Lesson 22, pgs 159-160, 163 • <u>PSSA Coach Reading Gr 3</u>, Lesson 22, pgs 161-163 • <u>PSSA Coach Reading Gr 3</u>, Test Practice, pgs 167-172

Communication Arts Planned Course: Grade 3

Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3D Identify the structures in poetry (e.g., pattern books, predictable books, nursery rhymes).**

State Assessment Anchor: **R3.B.2.1.1 Identify and interpret figurative language in fiction and nonfiction.**

Course Content	Student Performance	Resources	Assessments
<p>D. Identify text structures</p> <ul style="list-style-type: none"> Poetry 	<ul style="list-style-type: none"> Identify patterns found in poetry. Identify rhyming parts and examples of onomatopoeia found in poems Identify the pattern found in haiku. Write a haiku. 	<ul style="list-style-type: none"> <u>PSSA Coach Reading</u> Gr 3, Lesson 15, pgs 128 – 130 <u>PSSA Coach Reading</u> Gr 3, Lesson 15, pgs 131-135 United Streaming Video: <u>Haiku</u> Haiku pamphlet (Activity Folder p 44) 	<ul style="list-style-type: none"> <u>PSSA Coach Reading</u> Gr 3, pg 129 <u>PSSA Coach Reading</u> Gr 3, pg 136-139 Original haiku

Communication Arts Planned Course: Grade 3

Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3E Identify the structures in drama (e.g., dialog, story enactment, acts, scenes).**

State Assessment Anchor: **R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
<p>E. Identify the structures in drama</p> <ul style="list-style-type: none"> Dialogue Story enactment Acts Scenes 	<ul style="list-style-type: none"> Identify features (dialog, stage directions, format, including acts and scenes) of a play. Practice reading a play, using stage directions. Identify the structures in drama when planning and performing a play 	<ul style="list-style-type: none"> <u>PSSA Reading Coach Gr 3</u> pgs 140-147 SF <u>Imagine That!</u> “Herbie and Annabelle”, pgs 92-102. <u>Social Studies Plus! A Hands-On Approach</u> <ul style="list-style-type: none"> Unit 1 page 6 Unit 2 pg 28 Unit 3 pg 50 Unit 4 pg 72 Unit 5 pg 94 Unit 6 pg 116 	<ul style="list-style-type: none"> <u>PSSA Reading Coach Gr 3</u> pgs 148-152 Oral reading, teacher observation Drama Rubric (p. xvi)

Communication Arts Planned Course: Grade 3

Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3F Read and respond to nonfiction and fiction including poetry and drama**

State Assessment Anchor: **R3.B.2 Understand literary devices in fictional and nonfictional text.**

Course Content	Student Performance	Resources	Assessments
<p>F. Read and respond to nonfiction and fiction including poetry and drama.</p> <ul style="list-style-type: none"> Identify purpose Identify character, setting, plot Make connections between text 	<ul style="list-style-type: none"> Identify the author's purpose for writing Complete a story map to identify the characters, setting and important events in the story Compare information and ideas about tornadoes after reading about the topic After reading <u>Aliens for Breakfast</u>, view the video and make comparisons between the novel and the movie. Respond to "Think and Connect" questions after reading the main and paired selections. 	<ul style="list-style-type: none"> <u>Picture This!</u> Unit 5 pg 224-225, Practice Book 3.2 pg 81 <u>Remediation:</u> SF Unit 5 TE pg 245a Story Map Organizer: http://www.readwritethink.org/materials/storymap/index.html SF <u>Imagine That!</u>, pgs 190 – 207, Unit 2, TE pg 207, "Think and Connect", Venn diagram Unit 4, TE pg 87f, Venn diagram, <u>Aliens for Breakfast</u> (novels and video) <u>Imagine That!</u> <u>Picture This!</u> (See list in appendix) 	<ul style="list-style-type: none"> <u>Leveled Practice and Test Link</u> pgs 70-72 <u>TRB</u> pg 526 Story map Written response to "Think and Connect" Comparison chart Student written responses

Communication Arts Planned Course: Grade 3

Unit: 1.4 Types of Writing

State Curriculum Standard: **1.4.3A. Write narrative pieces (e.g., stories, poems, plays).**

Course Content	Student Performance	Resources	Assessments
<p>A. Write narrative pieces (e.g., stories, poems, plays) using the steps of the writing process.</p> <ul style="list-style-type: none"> • Include detailed descriptions of people, places and things. • Use relevant illustrations. • Include literary elements (Standard 1.3.3.B.) 	<ul style="list-style-type: none"> • Follow the steps of the writing process to write a narrative piece • Write a narrative piece. • Write a picture description • Write a humorous poem to entertain classmates. • Write a 6 line poem about honor. • Write a poem that reflects sounds in the environment • Use good test taking strategies to write a narrative assessment • Demonstrate an understanding of the steps of the writing process. 	<ul style="list-style-type: none"> • <u>Write Source</u>, pg 90-123 • SF Unit 1, TE pgs. 67c – 67d SF Unit 1, TE pgs 109c – 109d SF Unit 1, TE pgs 133o – 133t • SF Unit 2 TE pg 207c-207d • SF Unit 2, TE pgs 187c – 187d • SF Unit 3 TE pg 377 • United Streaming Video: <u>Sounds of Poetry</u> • <u>Write Source</u> “Writing for Assessment”, pgs 130-133 • United Streaming Video: <u>TEAMS: The Writing Process</u>, Grades 2-3 <p><u>Remediation:</u> (Technology Connection) Writing Process Quiz</p> <ul style="list-style-type: none"> • http://www.studyzone.org/testprep/ela4/a/writingprocessp3.cfm 	<ul style="list-style-type: none"> • Rubric, WS pgs 122-123 • Personal Narrative • Picture Description • Original Poems • Narrative Response to Prompt • Discussion • Writing Process Checksheet • Teacher observation

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Unit 1.4 Types of Writing

State Curriculum Standard: **1.4.3B Write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant.**

Course Content	Student Performance	Resources	Assessments
<p>B. Write/illustrate informational pieces:</p> <ul style="list-style-type: none"> Letters Reports Descriptive paragraph 	<ul style="list-style-type: none"> Write a letter accepting an invitation to take a trip. Write a friendly letter to a friend who has moved away. Use the steps of the writing process to research and write a short report, using electronic sources to get information and download graphics. Use the steps of the writing process to write a descriptive paragraph or essay. Use test taking tips to write a response to a descriptive prompt. 	<ul style="list-style-type: none"> <u>Imagine That!</u> pg 252 “All Aboard”, computers and Letter Generator - http://readwritethink.org/materials/letter_generator/ SF Unit 6 TE pgs 319c-319d <u>Write Source</u>, “Practical Writing: Friendly Letter, pgs 128-129 <u>Write Source</u>, “Writing a Research Report, pgs 310-335 SF Unit 2 TE pgs AR18-AR19 “Tech Time”, computers, student directions, http://www.sfreading.com <u>Write Source</u>, “Writing a Descriptive Paragraph”, pgs 60-83 <u>Write Source</u>, “Writing for Assessment”, pgs 85-87 	<ul style="list-style-type: none"> Letter Friendly letter Research Report Descriptive paragraph or essay Descriptive response to prompt

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Unit 1.4 Types of Writing

State Curriculum Standard: **1.4.3B Write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Instructions Summary 	<ul style="list-style-type: none"> Write directions telling another person how to do something. Use the writing process to write a how-to report Write a summary of an information article. Write a summary of a story you have read recently. Include only important details. 	<ul style="list-style-type: none"> SF Unit 3 TE pg 283c-283d SF Unit 4 TE pgs 137o-137t, TRB pgs 450-452 (Activity Folder p 45) <u>Write Source</u>, "Writing a Summary Paragraph", pgs 306-309 SF Unit 3 TE pg 351c-351d <u>Write Source</u>, "Preparing for Tests, pgs 56-57 	<ul style="list-style-type: none"> Instructions for completing a task How-To Demonstrations Summary paragraph Story summary

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Unit: 1.4 Types of Writing

State Curriculum Standard: **1.4.3C Write an opinion and support it with facts.**

Course Content	Student Performance	Resources	Assessments
C. Write an opinion and support it with facts.	<ul style="list-style-type: none"> • Write an ad that contains an opinion and facts • Write an opinion, support it with facts • Create a newspaper article describing the sinking of the Titanic. Include your opinion facts to back up your opinion. • Write a letter to your parents persuading them to vacation at a place you would like to visit. Include reasons why it would be a good place for the family to visit. 	<ul style="list-style-type: none"> • SF Unit 5 TE pg 245c-245d • SF <u>Picture This!</u> “Chibi: A True Story from Japan” pgs 172-197 • <u>Imagine That</u> “Danger-Icebergs!, pgs 208-225 (Activity Folder p 46) • SF <u>Online Writer’s Guide</u>, pgs 154-155 	<ul style="list-style-type: none"> • Rubric for ad Unit 5 TE pg 245c • Practice Book 3.2 pg 63 • Practice Book 3.1 pg 81 • Persuasive letter

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Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.3A Write with a sharp, distinct focus identifying topic, task and audience.**

Course Content	Student Performance	Resources	Assessments
<p>A. Communicate ideas through writing and/or illustrations:</p> <ul style="list-style-type: none"> • Clear focus. • Definite purpose. • Sense of audience 	<ul style="list-style-type: none"> • Communicate ideas clearly by using six traits as a writing guide. <ul style="list-style-type: none"> ○ Good ideas ○ Organization ○ Voice ○ Word Choice ○ Sentence Fluency ○ Convention • Demonstrate understanding of traits of good writing 	<ul style="list-style-type: none"> • <u>Write Source</u>, Great Source Education Group, 2006, pgs 20-25 • <u>SF Online Writer's Guide</u>, pgs 6-22 	<ul style="list-style-type: none"> • Writing Rubric, <u>Write Source</u> pgs 26-31 • Writer's Guide questions

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Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.3B Write using well-developed content appropriate for the topic.**

- Gather and organize information.
- Write a series of related sentences or paragraphs with one central idea.
- Incorporate details relevant and appropriate to the topic.

Course Content	Student Performance	Resources	Assessments
<p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather information, organize, and write using: <ul style="list-style-type: none"> • Relevant details • Accurate facts and data • Relevant opinions • Reasons and examples 	<ul style="list-style-type: none"> • Write a report about the Titanic and include supporting details for each main idea • Write a biography about a famous person ie: Benjamin Franklin, Charles Lindberg 	<ul style="list-style-type: none"> • SF Unit 2, TE pgs 225c – 225d • <u>Write Source</u> pgs 310-339 	<ul style="list-style-type: none"> • Titanic Report • Present biography to class

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Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.3C Write with controlled and/or subtle organization.**

- Sustain a logical order.
- Include a recognizable beginning, middle and end.

Course Content	Student Performance	Resources	Assessments
<p>C. Write with controlled or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order using transition words: <ul style="list-style-type: none"> ○ Time sequence ○ Category ○ Importance ○ Cause/effect ○ Problem/solution ○ Point/counterpoint • Compare/contrast • Include a recognizable beginning, middle and end. 	<ul style="list-style-type: none"> • Organize a paragraph using correct transition words: <ul style="list-style-type: none"> ○ Time order- first, next, last ○ Importance- first of all, also, most importantly ○ Compare/contrast- and, also, both, although, but • Compare/Contrast: Use the Writing Process to write a paragraph comparing and contrasting two main characters • Use correct paragraph parts when writing a complete paragraph: <ul style="list-style-type: none"> ○ Topic sentence ○ Body ○ Closing 	<ul style="list-style-type: none"> • <u>Write Source</u>, pgs 442-443 • <u>Write Source</u>, pgs 50, 117 • <u>Write Source</u>, pgs 51 • SF Unit 3 TE pg 373o-373t, TRB pg 337-339, Revising and Editing checklists (See Anthology Appendix) SF Unit 3 TE pgs 373r and 373s • <u>Write Source</u> pgs 44-49 • “Compehension: Story Book” C.004 (Activity Folder p) 	<ul style="list-style-type: none"> • Written paragraphs • Written paragraphs • Written paragraph

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Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.3 D. Write with an awareness of the stylistic aspects of composition.**

- Use sentences of differing lengths and complexities.
- Use descriptive words and action verbs.

Course Content	Student Performance	Resources	Assessments
<p>D. Write with an awareness of the stylistic aspects of composition that include:</p> <ul style="list-style-type: none"> • Sentences of differing lengths and complexities. • Descriptive words and action verbs. • Varied word choice to make writing interesting. • Audience awareness • Figurative language • Visual devices • Sound devices 	<ul style="list-style-type: none"> • Combine short sentences to include some longer sentences to make writing smoother. • Write a descriptive paragraph about a favorite place, using vivid sense words and images • Use specific words to give the reader clear pictures and ideas. • Write for a specific audience • Include figurative language, visual, and sound devices to make writing interesting. 	<ul style="list-style-type: none"> • <u>Write Source</u> pg 120 • Unit 2 TE pgs 247o – 247t, revising and editing checklists (pg 247r, 247s), <u>TRB</u> pg 225 • <u>Write Source</u> pgs 119 • <u>Write Source</u> pgs 24, 118 • <u>SF Online Writer's Guide</u>, pgs 12-13 • Writing prompts • SF Unit 2 TE pgs 187c-187d 	<ul style="list-style-type: none"> • Student written work • Self Evaluation Guide (<u>TRB</u> p. 226) • <u>SF Online Writer's Guide</u>, pg 13 • Written piece • Humorous poem

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Unit 1.5 Quality of Writing

State Curriculum Standard: **1.5.3 E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.**

Course Content	Student Performance	Resources	Assessments
E. Revise writing to improve <ul style="list-style-type: none"> • Organization • Details • Word choice • Order 	<ul style="list-style-type: none"> • Use different ways to organize written ideas • Use exact nouns, strong verbs, and vivid adjectives to make writing interesting. • Revise writing to improve organization, details, word choice and order in various types of writing: <ul style="list-style-type: none"> • Descriptive Writing • Expository Writing • Narrative Writing • Research Writing • Persuasive Letter (Opinion and facts) • Book Review • Comparing texts 	<ul style="list-style-type: none"> • SF Online <u>Writer's Guide</u>, pg 8-9 • SF Online <u>Writer's Guide</u>, pg 12-13 • <u>Write Source</u> pgs 78-79 • <u>Write Source</u> pgs 154-155, 162-167 • <u>Write Source</u> pgs 108-109, 116-120 • <u>Write Source</u> pgs 328-331 • <u>Write Source</u> pgs 196-197 • <u>Write Source</u> pgs 240, 248 • <u>Write Source</u> pgs 254, 260 	<ul style="list-style-type: none"> • SF Online <u>Writer's Guide</u>, pg 9 • SF Online <u>Writer's Guide</u>, pg 13 • Final written piece

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Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.3F Edit writing using the conventions of language. (Spell common, frequently used words correctly.)**

Course Content	Student Performance	Resources	Assessments
<p>F. Edit writing:</p> <ul style="list-style-type: none"> • Spell high frequency words correctly. 	<p>Identify common spelling patterns and demonstrate proficiency when spelling words containing these patterns:</p> <ul style="list-style-type: none"> • short vowels – a, e, i, o, u • double consonants • long e, short e • long a, short a • long i, short i • compound words • short u, oo (as in book) • homophones 	<p>Scott Foresman Reading, Teacher's Resource Book, Blackline Masters, Answer Key</p> <ul style="list-style-type: none"> • <u>SF Reading Imagine That!</u>, Unit 1, TE pg 39L <u>TRB</u> pgs 19, 20, 21 • <u>SF Reading Imagine That!</u>, Unit 1, TE pg 67L <u>TRB</u> pgs 41, 42, 43 • <u>SF Reading Imagine That!</u>, Unit 1, TE pg 89L <u>TRB</u> pgs 63, 64, 65 • <u>SF Reading Imagine That!</u>, Unit 1, TE pg 109L <u>TRB</u> pgs 85, 86, 87 • <u>SF Reading Imagine That!</u>, Unit 1, TE pg 133L <u>TRB</u> pgs 107, 108, 109 • <u>SF Reading Imagine That!</u>, Unit 2, TE pg 167L <u>TRB</u> pgs 132, 133, 134 • <u>SF Reading Imagine That!</u>, Unit 2, TE pg 187L <u>TRB</u> pgs 154, 155, 156 • <u>SF Reading Imagine That!</u>, Unit 2, TE pg 207L <u>TRB</u> pgs 176, 177, 178 	<p>Scott Foresman Reading, <u>Imagine That!</u>, <u>Picture This!</u></p> <ul style="list-style-type: none"> • Pretest/Posttest included with each week's spelling list • Students use/spell weekly spelling words correctly in sentence context • Daily practice assignments, (blackline masters found in Teacher's Resource Book) <p>Enrichment:</p> <ul style="list-style-type: none"> • Student and/or teacher-generated challenge list of words that either follow same pattern or relate to content of the week's reading selections but exceed grade-level expectations for spelling proficiency. • Student created sentences Unit 2, TE pg 167f

Communication Arts Planned Course: Grade 3

Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.3F Edit writing using the conventions of language. (Spell common, frequently used words correctly.)**

Course Content	Student Performance	Resources	Assessments
<p>F. (cont.)</p> <ul style="list-style-type: none"> Spell high frequency words correctly. 	<ul style="list-style-type: none"> /j/ (spelled ge and j) /s/ (spelled c and s) long o, short o words with kn, wr, st, mb /ar/ spelled <i>air</i> hair /er/ spelled <i>er</i> in very /ir/ spelled <i>ear</i> or <i>eer</i> in near or deer suffixes: er, or, ist suffixes: ly, tion, ful words with ch, sh, th words with dr, sc, ft, st, fr words with unexpected letters vowel sounds in boy and moon 	<ul style="list-style-type: none"> <u>SF Reading Imagine That!</u>, Unit 2, TE pg 225L <u>TRB</u> pgs 198, 199, 200 <u>SF Reading Imagine That!</u>, Unit 2, TE pg 247L <u>TRB</u> pgs 220, 221, 222 <u>SF Reading Imagine That!</u>, Unit 3, TE pg 283L <u>TRB</u> pgs 245, 246, 247 <u>SF Reading Imagine That!</u>, Unit 3, TE pg 309L <u>TRB</u> pgs 267, 268, 269 <u>SF Reading Imagine That!</u>, Unit 3, TE pg 327L <u>TRB</u> pgs 289, 290, 291 <u>SF Reading Imagine That!</u>, Unit 3, TE pg 251L <u>TRB</u> pgs 311, 312, 313 <u>SF Reading Imagine That!</u>, Unit 3, TE pg 373L <u>TRB</u> pgs 333, 334, 335 <u>SF Reading Picture This!</u>, Unit 4, TE pg 37L <u>TRB</u> pgs 358, 359, 360 <u>SF Reading Picture This!</u>, Unit 4, TE pg 61L <u>TRB</u> pgs 380, 381, 382 <u>SF Reading Picture This!</u>, Unit 4, TE pg 87L 	<p>Scott Foresman Reading, <u>Imagine That!</u>, <u>Picture This!</u></p> <ul style="list-style-type: none"> Pretest/Posttest included with each week's spelling list Students use/spell weekly spelling words correctly in sentence context Daily practice assignments, (blackline masters found in Teacher's Resource Book) <p>Enrichment: Student and/or teacher-generated challenge list of words that either follow same pattern or relate to content of the week's reading selections but exceed grade-level expectations for spelling proficiency.</p>

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		<u>TRB</u> pgs 402, 403, 404	
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Unit: 1.5 Quality of Writing

State Curriculum Standard: 1.5.3F Edit writing using the conventions of language. (Spell common, frequently used words correctly.)

Course Content	Student Performance	Resources	Assessments
F. (cont.) <ul style="list-style-type: none"> Spell high frequency words correctly. 	<ul style="list-style-type: none"> contractions /er/ spelled <i>ear, ere, ir, ur</i>, and <i>or</i> plurals: add s and es words with /s/ and /k/ prefixes: un, re adding ed and ing words with w and wh vowels in final syllables using just enough letters vowel sound in ball 	<ul style="list-style-type: none"> <u>SF Reading Picture This!</u> Unit 4, TE pg 115L TRB pgs 424, 425, 426 <u>SF Reading Picture This!</u> Unit 4, TE pg 137L TRB pgs 446, 447, 448 <u>SF Reading Picture This!</u> Unit 5, TE pg 171L TRB pgs 471, 472, 473 <u>SF Reading Picture This!</u> Unit 5, TE pg 197L TRB pgs 493 494, 495 <u>SF Reading Picture This!</u> Unit 5, TE pg 223L TRB pgs 606, 607, 608 <u>SF Reading Picture This!</u> Unit 5, TE pg 245L TRB pgs 537, 538, 539 <u>SF Reading Picture This!</u> Unit 5, TE pg 267L TRB pgs 559, 560, 561 <u>SF Reading Picture This!</u> Unit 6, TE pg 297L TRB pgs 584, 585, 586 <u>SF Reading Picture This!</u> Unit 6, TE pg 319L TRB pgs 606, 607, 608 <u>SF Reading Picture This!</u> Unit 6, TE pg 341L TRB pgs 628, 629, 630 	<p>Scott Foresman Reading, <u>Imagine That!</u>, <u>Picture This!</u></p> <ul style="list-style-type: none"> Pretest/Posttest included with each week's spelling list Students use/spell weekly spelling words correctly in sentence context Daily practice assignments, (blackline masters found in Teacher's Resource Book) <p>Enrichment: Student and/or teacher-generated challenge list of words that either follow same pattern or relate to content of the week's reading selections but exceed grade-level expectations for spelling proficiency.</p>

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Unit: 1.5 Quality of Writing

State Curriculum Standard: 1.5.3F Edit writing using the conventions of language. (Spell common, frequently used words correctly.)

Course Content	Student Performance	Resources	Assessments
<p>F. (cont.)</p> <ul style="list-style-type: none"> Spell high frequency words correctly. 	<ul style="list-style-type: none"> letters in correct order dividing words Practice accuracy and proficiency in spelling: <ul style="list-style-type: none"> Spelling games: <ul style="list-style-type: none"> “Sparkle” “Hangman” “Jeopardy” “Spelling Baseball” Activities: <ul style="list-style-type: none"> Word search Word puzzles Water writing Crossword puzzles Computer Practice 	<ul style="list-style-type: none"> <u>SF Reading Picture This!</u> Unit 6, TE pg 365L <u>TRB</u> pgs 650, 651, 652 <u>SF Reading Picture This!</u> Unit 6, TE pg 389L <u>TRB</u> pgs 672, 673, 674 (See Anthology appendix) <p>Sandcastle Quiz http://www.bbc.co.uk/schools/wordsandpictures/phonics/sandcastle/flash/game.shtml</p> <p>Spell Check http://www.funbrain.com/spell/index.html</p> <ul style="list-style-type: none"> Dictionaries Encyclopedias Computer Spellcheck 	<p>Scott Foresman Reading, <u>Imagine That!</u>, <u>Picture This!</u></p> <ul style="list-style-type: none"> Pretest/Posttest included with each week's spelling list Students use/spell weekly spelling words correctly in sentence context Daily practice assignments, (blackline masters found in Teacher's Resource Book) <p>Enrichment: Student and/or teacher-generated challenge list of words that either follow same pattern or relate to content of the week's reading selections but exceed grade-level expectations for spelling proficiency.</p>
<ul style="list-style-type: none"> Use references to edit misspelled words correctly: <ul style="list-style-type: none"> Dictionaries 	<ul style="list-style-type: none"> Use a variety of references to edit misspelled words correctly 	<ul style="list-style-type: none"> Dictionaries Encyclopedias Computer Spellcheck 	<ul style="list-style-type: none"> Edited work

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<ul style="list-style-type: none">○ Glossaries○ Computer spellcheck		<ul style="list-style-type: none">● Word Wall Cards	
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Unit: 1.5 Quality of Writing

State Curriculum Standard: 1.5.3F Edit writing using the conventions of language.

- Use proper capitalization (names, sentence beginnings, “I”)
- Punctuate correctly (period, exclamation point, question mark, comma in a series)

Course Content	Student Performance	Resources	Assessments
<p>F. (cont.) Edit writing:</p> <ul style="list-style-type: none"> • Use proper capitalization <ul style="list-style-type: none"> ○ Names ○ Sentence beginnings ○ “I” • Punctuate correctly <ul style="list-style-type: none"> ○ Period ○ Exclamation point ○ Question mark ○ Comma in a series 	<ul style="list-style-type: none"> • Edit and/or rewrite incorrect sentences, using correct capitalization and punctuation. • Use capitalization rules to write sentences and edit written work. • Use punctuation rules to write sentences and edit written work. <p>Technology Connection:</p> <ul style="list-style-type: none"> • Proofread and edit capitalization, spelling and grammar in written text. 	<p>Choose from the following:</p> <ul style="list-style-type: none"> • <u>Write Source Daily Language Workouts</u> • <u>WS Skills Book</u> • <u>Daily Oral Language</u> • <u>Daily Word Work</u> • <u>Write Source</u> 470-475 • <u>Write Source Skills Book</u>, pgs 41-50 • <u>Write Source</u> 447—469 • <u>Write Source Skills Book</u>, pgs 3-40 • <u>PSSA Coach Reading</u> 3, pgs 248-249 • <u>PSSA Coach Reading</u> pgs 250-251 <p>Power Proofreading: http://www.eduplace.com/kids/hme/k_5/proofread/index.html</p> <p>Proofreading Makes Perfect http://www.harcourtschool.com/activity/language_arts/proofreading/interactive_guide/g03/g03home.htm</p>	<ul style="list-style-type: none"> • PSSA Coach Reading 3, pg 252-254 • <u>Write Source</u> 468-469 • <u>Write Source Skills Pages</u> • <u>SF Grammar Workbook</u> • <u>SF Online Writer’s Guide</u>, pgs 33-34, 38, 143, 144, <p>Additional Assessments Choose from the following:</p> <ul style="list-style-type: none"> • WS Assessment Book • WS Skills Book • Teacher Created Tests • Reading Coach Book • SF Grammar Book • SF Grammar and Writing Handbook • SF Skills Tests

Communication Arts Planned Course: Grade 3

Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.3F Edit writing using the conventions of language. Use correct grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions)**

Course Content	Student Performance	Resources	Assessments
<p>F. (cont.)</p> <ul style="list-style-type: none"> • Use correct grammar <ul style="list-style-type: none"> ○ Nouns ○ Pronouns ○ Verbs ○ Adjectives ○ Adverbs ○ Conjunctions 	<ul style="list-style-type: none"> • Read and complete grammar exercises • Practice using correct grammar • Identify the correct verb tense to complete sentences 	<ul style="list-style-type: none"> • SF <u>Grammar and Writing Handbook</u> pgs 46-65 • SF <u>Grammar and Writing Handbook</u> pgs 112-120 • SF <u>Grammar and Writing Handbook</u> pgs 68-87 • SF <u>Grammar and Writing Handbook</u> pgs 90-97 • SF <u>Grammar and Writing Handbook</u> pgs 98-101 • SF <u>Grammar and Writing Handbook</u> pgs 128 <p>Grammar Gorillas http://www.funbrain.com/grammar/index.html</p> <p>2Bee or NotTooBee http://www.funbrain.com/verb/index.html</p>	<ul style="list-style-type: none"> • <u>Write Source Handbook</u>, pgs 117-124 • <u>Write Source Handbook</u>, pgs 125-132 • <u>Write Source Handbook</u>, pgs 117-124 • <u>Write Source Handbook</u>, pgs 117-124 • <u>Write Source Handbook</u>, pgs 117-124 • <u>Write Source Handbook</u>, pgs 117-124 <p>Choose From:</p> <ul style="list-style-type: none"> • WS Assessment Book • WS Skills Book • Teacher Created Tests • Reading Coach Book • SF Grammar Book • SF Grammar and Writing Handbook • SF Skills Tests

Communication Arts Planned Course: Grade 3

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Communication Arts Planned Course: Grade 3

Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.3F Edit writing using the conventions of language. Punctuate correctly (period, exclamation point, question mark, comma in a series). Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).**

Course Content	Student Performance	Resources	Assessments
<p>F. (cont.)</p> <ul style="list-style-type: none"> • Write complete sentences with appropriate ending punctuation. <ul style="list-style-type: none"> ○ Simple ○ Compound ○ Declarative ○ Imperative ○ Interrogative ○ Exclamatory 	<ul style="list-style-type: none"> • Read and complete punctuation exercises • Complete worksheets • Complete DOL activities • Punctuate correctly in daily written work 	<ul style="list-style-type: none"> • SF <u>Reading and Writing Handbook</u>, pg 138-139 	<ul style="list-style-type: none"> • WS <u>Skills Book</u> pgs 85-88 • WS <u>Skills Book</u> pgs 89-90 <p>Cumulative Sentence Test:</p> <ul style="list-style-type: none"> • WS <u>Skills Book</u> pgs 91-92

Communication Arts Planned Course: Grade 3

Unit: Unit: **1.5 Quality of Writing**

State Curriculum Standard:

Course Content	Student Performance	Resources	Assessments
<p>F. (cont.) Edit writing:</p> <ul style="list-style-type: none"> • Handwriting <ul style="list-style-type: none"> ○ Write legibly. 	<ul style="list-style-type: none"> • During revision/edit step, teacher identifies letters incorrectly formed and has students do handwriting reinforcement worksheet which shows proper formation. <ul style="list-style-type: none"> • Spelling tests • Daily written work • Cursive lower case <ul style="list-style-type: none"> ○ Undercurve letters: (l, t, u, w, e, i, b, h, f, k, r, s, j, p) ○ Downcurve letters: (a, d, g, o, c, q) ○ Overcurve letters (n, m, y, x, v, z) ○ All lower case letters 	<ul style="list-style-type: none"> • <u>Zaner Bloser Handwriting Grade 3</u>, pgs T36-T52 • <u>Zaner Bloser Handwriting Grade 3</u>, pgs T53-TT61 • <u>Zaner Bloser Handwriting Grade 3</u>, pgs T65-T72 • <u>Zaner Bloser Handwriting Grade 3</u>, pgs T73-T77 	<ul style="list-style-type: none"> • Handwriting worksheets • Handwritten final copies • Teacher observation • Student Self Assessment

Communication Arts Planned Course: Grade 3

Unit: 1.5 Quality of Writing

State Curriculum Standard:

Course Content	Student Performance	Resources	Assessments
<p>F. (cont.) Edit writing:</p> <ul style="list-style-type: none"> • Handwriting <ul style="list-style-type: none"> ○ Write legibly. 	<ul style="list-style-type: none"> • Practice lower case letter handwriting skills • Cursive upper case letter instruction <ul style="list-style-type: none"> ○ Downcurve letters: (A, O, D, C, E) ○ Curve Forward letters: (N, M, H, K, U, Y, Z, V, W, X) ○ Overcurve and Doublecurve letters: (I, J, Q, T, F) ○ Undercurve-Loop and Undercurve-Slant (G, S, L, P, R, B) 	<ul style="list-style-type: none"> • www.kidzone.we/cursive.index.htm • www.kidzone.ws/tracers/none/tracer-form.asp • www.handwritingforkids.com/handwrite/cursive/animation/lowercase.htm • www.handwritingforkids.com/handwrite/cursive/animation/numbers.htm • www.handwritingforkids.com/handwrite/cursive/names/index.htm • <u>Zaner Bloser Handwriting Grade 3</u>, pgs T80-T87 • <u>Zaner Bloser Handwriting Grade 3</u>, pgs T88-T99 • <u>Zaner Bloser Handwriting Grade 3</u>, pgs T102-T109 • <u>Zaner Bloser Handwriting Grade 3</u>, pgs T110-T117 	<p>Choose from the following:</p> <ul style="list-style-type: none"> • Handwriting worksheets • Handwritten final copies • Teacher observation • Student Self Assessment

Communication Arts Planned Course: Grade 3

Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.3G. Present and/or defend written work for publication when appropriate.**

Course Content	Student Performance	Resources	Assessments
G. Present and/or defend written work for publication when appropriate.	<ul style="list-style-type: none">• Present a “How-To” report by demonstrating the steps to complete a project• After a presentation, answer three questions presented by peers	<ul style="list-style-type: none">• SF Unit 4, TE pg 137t (Activity Folder p 45)	<ul style="list-style-type: none">• Student demonstration, How-to Report• Teacher observation

Communication Arts Planned Course: Grade 3

Unit: 1.6 Speaking and Listening

State Curriculum Standard: **1.6.3A. Listen to others. Ask questions as an aid to understanding. Distinguish fact from opinion.**

State Assessment Anchor: **(In Bold)**

Course Content	Student Performance	Resources	Assessments
<p>A. Listen to others.</p> <ul style="list-style-type: none"> Ask questions to aid understanding. Distinguish presented facts from opinion. 	<ul style="list-style-type: none"> Listen to pick out main idea of a story that is retold. Ask questions to clarify understanding. Listen to book reviews and distinguish facts from opinions. Observe video and list ways people can be good listeners and communicators. 	<ul style="list-style-type: none"> SF Unit 3 TE pg 309e, “Retell a Story” SF Unit 5 TE pg 245e, “Listen for Speaker’s Purpose” United Streaming Video: <u>Life Skills 101: Active Listening</u> (15:00) 	<ul style="list-style-type: none"> Teacher observation Fact-Opinion Response Sheet Good Communicators List

Communication Arts Planned Course: Grade 3

Unit: 1.6 Speaking and Listening

State Curriculum Standard: **1.6.3B Listen to a selection of literature (fiction and/or nonfiction).** (Relate it to similar experiences, predict what will happen next, retell a story in chronological order, recognize character and tone, identify and define new words and concepts.)

Course Content	Student Performance	Resources	Assessments
<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> Relate it to similar experiences. Predict what will happen next. Retell a story in chronological order. Recognize character and tone. Identify and define new words and concepts. 	<ul style="list-style-type: none"> Listen to a “tornado chaser” talk about severe weather then tell about precautions families have taken before and during a severe weather event. During read alouds, predict what will happen next. Listen to a story summary and use clue words to note the order of events Listen to a story and discuss the characters and their actions. Listen to a botanist discuss unusual plants and list names of unfamiliar plants. After listening, choose an unfamiliar plant to research. Listen to a biography of Ben Franklin and list important events in his life. 	<ul style="list-style-type: none"> Building Background CD2/Tape 4, Side 2, Unit 2 TE pg 190a Teacher read-alouds “Listen and Summarize”, Unit 3 TE pg 351e Teacher Read-alouds Building Background tape or cd 3/Side 2, SF Unit 2, TE pg 146a United Streaming: <u>What's the Big Idea, Ben Franklin?</u> 	<ul style="list-style-type: none"> Discussion Teacher Observation Teacher Observation Teacher Observation List of unfamiliar plants List of important events

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Unit: 1.6 Speaking and Listening

State Curriculum Standard: **1.6.3B Listen to a selection of literature (fiction and/or nonfiction).** (Relate it to similar experiences, predict what will happen next, retell a story in chronological order, recognize character and tone, identify and define new words and concepts.)

Course Content	Student Performance	Resources	Assessments
<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Apply listening strategies: <ul style="list-style-type: none"> ○ Establish a purpose for listening ○ Listen actively and politely ○ Self monitor to assess understanding ○ Ask questions to clarify information ○ Make connections 	<p>A “Theme Launch” Read Aloud is included at the beginning of each Unit in the Scott Foresman Reading series. The Read Aloud introduces the theme of the unit, teaches and provides practice of listening strategies, genre study, author study, comprehension, vocabulary and discussion.</p> <ul style="list-style-type: none"> • Apply listening strategies • Use comprehension strategies when listening to teacher read alouds • Increase vocabulary • Respond after listening to a selection 	<p>Theme Launches are located in each Scott Foresman teacher edition, at the beginning of each unit:</p> <ul style="list-style-type: none"> • SF Unit 1 pgs 13a-13d, “Letters to Rosa Parks” • SF Unit 2 pgs 143a-143d, “The Storm” • SF Unit 3 pgs 257a-257d, “Sammy, Detective Dog” • SF Unit 4 pgs 11a-11d, “At Grandfather’s” • SF Unit 5 pgs 147a-147d, “The Sunday Outing” • SF Unit 6 pgs 277a-277d, “The Rag Coat” 	<p>Ideas for responding to the read alouds are found on the “d” page of each “Project Launch” and may be used for assessment. These ideas include:</p> <ul style="list-style-type: none"> • Discussion • Creative response • Written response • Assessment of the written response

Communication Arts Planned Course: Grade 3

Unit: 1.6 Speaking and Listening

State Curriculum Standard: **1.6.3C. Speak using skills appropriate to formal speech situations.**

Course Content	Student Performance	Resources	Assessments
<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use appropriate volume. • Pronounce most words accurately. • Pace speech appropriately. • Demonstrate an awareness of the audience. 	<ul style="list-style-type: none"> • In small groups, discuss why speaking is important, then report ideas to whole group. • Research and deliver short speeches describing what they like best about the ocean. Use speaking tips to guide steps to prepare speech. 	<ul style="list-style-type: none"> • Unit 1, TE p. 39e, “Listening and Speaking Tips” • Unit 2, TE p. 225e, “Deliver a Short Speech”, “Listening and Speaking Tips” • <u>Write Source</u> pgs 342-347 	<ul style="list-style-type: none"> • Teacher Observation • Speech

Communication Arts Planned Course: Grade 3

Unit: 1.6 Speaking and Listening

State Curriculum Standard **1.6.3D. Contribute to discussions.**

Course Content	Student Performance	Resources	Assessments
<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors. 	<ul style="list-style-type: none"> • Develop skills to participate productively in classroom discussions • Complete a response sheet after listening to a presentation. • Watch video to observe examples of effective ways to communicate. Stop to participate in activities and role plays to develop communication skills. 	<ul style="list-style-type: none"> • Speaking and Listening Activities found in Literacy Activities for each week's selection. • <u>Write Source</u> pg 18-19, 360-361 • United Streaming Video: <u>Learning to Communicate</u> (25:00) 	<ul style="list-style-type: none"> • Speaking and Listening Checklists (See Anthology Appendix) • Teacher Observation, response sheets • Teacher Observation

Communication Arts Planned Course: Grade 3

Unit: 1.6 Speaking and Listening

State Curriculum Standard: **1.6.3E Participate in small and large group discussions and presentations.**

Course Content	Student Performance	Resources	Assessments
<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> Participate in everyday conversation. Present oral readings. Deliver short reports (Show-and-Tell, field trip summary). Conduct short interviews. Give simple directions and explanations. Develop story telling skills Demonstrate how to report an emergency. 	<ul style="list-style-type: none"> In small groups, play animal guessing game. Give clues about an animals and students guess the animal. Read alternating lines of a poem, demonstrating the rhythm of the poem. Give an oral report. Conduct interviews about experiencing bad weather Demonstrate the steps taken to do a task. When telling a story use different voices for different characters and incorporate special sound effects to create excitement. Role play how to make a 911 call. 	<ul style="list-style-type: none"> SF Unit 2 TE pg 247e, "Oral Description Speaking and Listening Tips" <u>Imagine That!</u>, pgs 248, Unit 2 TE pg 248 "Oral Reading" SF Unit 1 TE pg 89e, "Oral Report Speaker and Listener List" SF Unit 5 TE pg 223e, "Conduct an Interview" SF Unit 3 TE pg 283e, "Discuss Steps in Order", "How-to" packet SF Unit 2 TE pg 255a255b "Storytelling: Special Story Sounds" (Storytelling is found at the end of each SF Unit in the TE.) Cell phone (old) 	<ul style="list-style-type: none"> Teacher observation Oral reading Oral Reports Partner interviews Student demonstration Student demonstration Teacher observation Teacher observation

Communication Arts Planned Course: Grade 3

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Unit 1.6 Speaking and Listening

State Curriculum Standard: **1.6.3F Use media for learning purposes.**

Course Content	Student Performance	Resources	Assessments
<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> Explain how television, radio, film and Internet affect the lives of people. Explain how advertising sells products. Use media forms to show or explain what was learned. 	<ul style="list-style-type: none"> Identify the characteristics and components of the media and how it affects our lives. Identify facts and opinions in advertisements Identify main ideas and details of a commercial View video and identify how commercials sell products. Create multimedia presentation about types of plants found in different ecosystems (science connection). Create a class website based on information learned about carnivorous plants 	<ul style="list-style-type: none"> United Streaming Video: <u>Discovering Language Arts: Viewing (Grades 3-5)</u> SF Unit 1, TE 110g "Advertising Facts and Opinions" SF Unit 4 TE pg 61f "Observe a Commercial" Prerecorded commercials, Commercial review form (Activity Folder p 47) United Streaming Video: <u>Life Skills 101: Media Wise</u> SF Unit 2, TE pg 144h "Technology: Multimedia Presentation", computers, Microsoft Power Point SF Unit 2, TE pg 167f "Create a Class Web Site", resource materials, computers 	<ul style="list-style-type: none"> Choose one media type and write a paragraph describing how your life would be different without it. Student notes "Create a Sales Advertisement" (Unit 4 TE pg 61f) Discussion Multimedia presentation Class Website

Communication Arts Planned Course: Grade 3

Unit: 1.7 Characteristics and Functions of the English Language

State Curriculum Standard: 1.7.3A. Identify words from other languages that are commonly used English words.

Course Content	Student Performance	Resources	Assessments
A. Identify words from other languages that are commonly used English words.	<ul style="list-style-type: none"> • Use clues words to figure out meanings of foreign words • Work in small groups to generate a list of words that are related to Mexican culture, students' culture, or the culture of others. Define the words and illustrate experiences they have had with them. 	<ul style="list-style-type: none"> • SF Unit 2 TE pg 247f "Use Context Clues", dictionaries • SF Unit 6, TE pg 297f "Vocabulary: Explore Cultural Words" 	<ul style="list-style-type: none"> • Word definitions • Word Lists

Communication Arts Planned Course: Grade 3

Unit: 1.7 Characteristics and Functions of the English Language

State Curriculum Standard: **1.7.3B Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.**

Course Content	Student Performance	Resources	Assessments
B. Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.	<ul style="list-style-type: none"> • Use a Japanese- English glossary to pronounce and say words that Japanese characters spoke. (Chibi) • Define words used in the story “Nights of the Pufflings”. • Watch video to determine the importance of the origin of a young boy’s name. 	<ul style="list-style-type: none"> • <u>Picture This!</u> pg 194 • <u>Imagine That!</u> “Night of the Pufflings” pgs 228-242 • United Streaming Video: <u>Ashok by Any Other Name</u> (14:00) 	<ul style="list-style-type: none"> • Speaking words • Word definitions • Journal entry

Communication Arts Planned Course: Grade 3

Unit: 1.8 Research

State Curriculum Standard: **1.8.3 A Select a topic for research.**

Course Content	Student Performance	Resources	Assessments
A. Select a topic for research.	<ul style="list-style-type: none"> • View <u>Discovering Language Arts: Research</u> to gain information about choosing a topic, gathering information, and presenting findings. • Brainstorm topics for a research report • Use the writing process to plan and prepare a research report. 	<ul style="list-style-type: none"> • United Streaming: <u>Discovering Language Arts: Research</u> (Grades 3-5) • School or classroom library • SF Unit 5 TE pgs 267o-267t, <u>TRB</u> pgs 563-565, Revising and Editing Checklists, Scoring Rubric 	<ul style="list-style-type: none"> • Quiz • Conference with teacher • Research Report

Communication Arts Planned Course: Grade 3

Unit: 1.8 Research

State Curriculum Standard: **1.8.3B Locate information using appropriate sources and strategies.**

Course Content	Student Performance	Resources	Assessments
<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> Locate resources for a particular task (dictionary, encyclopedias, Internet). Select resources to use for a variety of assignments 	<ul style="list-style-type: none"> Use a dictionary to locate information; use guide words and choose correct definition Use an encyclopedia to locate entries, use guide words to locate an entry, select the appropriate volume for a particular entry Identify features of a picture encyclopedia Recognize the purpose of a thesaurus and look up words in a thesaurus Use a manual to answer questions about a process Locate and use sources other than printed materials Use text structure to find information in a magazine article Identify and evaluate reference resources that would be useful and appropriate to locate different types of information Read and interpret timelines and graphs 	<ul style="list-style-type: none"> SF Unit 2 TE pg 225n, <u>Practice Book 3.1</u>, pg 90 SF Unit 3 TE pg 351n <u>Picture This!</u> pgs 318-319 SF Unit 6 TE pg 341n SF Unit 1 TE pg 67n, <u>Practice Book 3.1</u>, pg 20 Unit 1, TE pg 109n SF <u>Imagine That</u>, pgs 131 – 133, Unit 1, TE pg 131 – 133, 133n SF Unit 3 TE pg 373n, SF Unit 5 TE pg 267n, <u>Practice Book 3.2</u> pg 100 	<ul style="list-style-type: none"> SF Unit 2 Skills Test <u>Practice Book 3.1</u>, pg 140 <u>Practice Book 3.2</u> pg 130 <u>Practice Book 3.1</u> pg 40 <u>Practice Book 3.1</u> pg 50 <u>Practice Book 3.1</u>, pg 150

Communication Arts Planned Course: Grade 3

Unit: 1.8 Research

State Curriculum Standard: **1.8.3B Locate information using appropriate sources and strategies.**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Use tables of contents, key words, and guide words. Use traditional and electronic search tool 	<ul style="list-style-type: none"> Identify the parts of a book and how to use them to locate information in the book. Use guide words to locate entries in a dictionary Search the web for information about the weather Use a library database to search for books by subject, title, and author 	<ul style="list-style-type: none"> Unit 1, TE pg 39n, Practice Book 3.1, pg 10 Dino Hunters http://www.sadlier-oxford.com/phonics/student.cfm#grade3 Unit 2 TE pg 207f “Search the Web for Weather Reports” Unit 2 TE pg 247n, library computerized data bases 	<ul style="list-style-type: none"> <u>TRB</u> p. 22 Student reports <u>Practice Book 3.1</u> pg 100

Communication Arts Planned Course: Grade 3

Unit: 1.8 Research

State Curriculum Standard: **1.8.3C Organize and present the main ideas from research.**

Course Content	Student Performance	Resources	Assessments
<p>C. Organize and present the main ideas from research.</p> <ul style="list-style-type: none"> Take notes from sources using a graphic organizer. Summarize, orally or in writing, the main ideas. 	<ul style="list-style-type: none"> Take notes from an informational article and use the notes as a basis for writing an explanation of the process 	<ul style="list-style-type: none"> SF Unit 5 TE pg 223c-223d, 223n, <u>Practice Book</u> 3.2 pg 80 "Comprehension: Reading the Research" C.017 (Activity Folder p 48) <u>Write Source</u> pgs 310-339 <p>Interactive Animal Research</p> <ul style="list-style-type: none"> http://www.readwritethink.org/materials/animal-inquiry/ 	<ul style="list-style-type: none"> Student notes Written report

Communication Arts Planned Course: Grade 3