## YORK PUBLIC SCHOOLS Grade 3

## **General Course Description:**

Revised 4-30-12/jn

STRAND	<b>CURRICULAR INDICATORS</b> (What it looks like in the classroom)	DATES TAUGHT	DATE(S) ASSESSED	ASSESSMENT	RESOURCES Materials	SKILLS/ LEARNING ACTIVITIES	<b>VOCAB.</b> Listed on the P:Drive
	Students will	learn and ap		NG 3.1 kills and strategies	to comprehend tex	tt.	
LA 3.1.1	Knowledge of Print: Concept mastered at a previous grade level						
LA 3.1.2	Phonological Awareness: Concept mastered at a previous grade level						
LA 3.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.03.1.3.a - Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell 3.1.3.b - Use word structure to read	Unit 1 Aug Sept. Unit 2 Oct Nov. Unit 3 Nov Dec.	Weekly Weekly	Post Tests Grammar Worksheet	Scott Foresman Reading Series Compass	Spelling/Phonics <u>Unit 1</u> - short vowels VCCV patterns; -plurals . s, -es; - adding endings . ed, -ing, - er, and . est; - long vowel digraphs; - vowel sounds in out and toy. <u>Unit 2</u> -syllable pattern; Words ending in . le,-words	
	text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)	Unit 4 January Unit 5 Feb Mar. Unit 6 April	Fall/Spring Spring	MAPS NeSA-R		with spl, thr, squ, str, digraphs sh, th, ph, ch, tch; C+le, Words w/ Consonant Blends, Words w/ Consonant Digraphs <u>Unit 3</u> -Contractions; Prefixes, un, re, mis, dis; Consonant Sounds /j/ /k/; - suffixes, ly, ful, ness, less; -	

LA 3.1.4	Fluency: Students will develop	Aug May			Scott Foresman	words w/ wr, kn, mb, gn; silent consonants <u>Unit 4</u> -Irregular Plurals; - vowels with r; -prefixes pre, mid, over, out; -suffixes, er, or, ess, ist; -syllable pattern VCCCV Unit 5 - syllable patterns, CV VC and CV V; V V; homophones; - vowel sounds in ball; suffixes, y, ish, hood, and ment <u>Unit 6</u> - vowel sounds in tooth and cook; schwa; words with tion, sion, and ture; multisyllabic words; related words <u>Unit 1-6</u> - accuracy,	
	accuracy, phrasing, and expression while reading grade level text 3.1.4.a - Read phrases, clauses, and sentences that sound like natural language to support comprehension 3.1.4.b - Read words and phrases accurately and automatically 3.1.4.c - Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text 3.1.4.d - Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing	Spirals through Curriculum	Weekly Fall/Winter/ Spring	Fresh Reads DIEBELS	Reading Series	appropriate pace/rate, and expression; appropriate phrasing; read silently with fluency and accuracy; accuracy, appropriate pace/rate, and expression; express characterization; reading poetry	
LA 3.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. 3.1.5.a - Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables) 3.1.5.b - Relate new grade level	Aug May Spirals through Curriculum	Weekly Fall/Spring Spring	Selection Tests Unit Tests Maps NeSA-R	Scott Foresman Reading Series Compass	Unit 1 . 6 Build Concepts Vocabulary Concept webs from prior knowledge Introduce Vocabulary prior knowledge; homonyms; compound words; multiple meaning words; context clues;	

	vocabulary to prior knowledge and use in new situations 3.1.5.c - Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words 3.1.5.d - Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings) 3.1.5.e - Identify meaning using print and digital reference materials (e.g., dictionary, glossary) 3.1.5.f - Locate words in reference materials (e.g., alphabetical order, guide					glossary; unfamiliar words/context clues; Word parts, Chunking; Suffixes; Synonyms; Antonyms; Endings; Unfamiliar Words/ Dictionary; glossary new words; apply words to maps; syllable pattern V/CV; prefixes and suffixes <u>Vocabulary Strategy</u> homonyms; compound words; glossary/dictionary for unfamiliar words; multiple meaning words; prefix; suffix; Synonyms; Context Clues for Unfamiliar Words; Words: Antonyms; Context Clues Unfamiliar Words; Word Structure; word structure endings <u>Research/Study Skills</u> alphabetical order; dictionary/glossary; thesaurus; maps and globes; atlas; reference sources	
LA 3.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. 3.1.6.a - Identify author purpose(s) (e.g., explain entertain, inform, persuade) to support text comprehension 3.1.6.b - Identify elements of narrative text (e.g., characters, setting, plot, point of view) 3.1.6.c - Retell and summarize	Aug May Spirals through Curriculum	Weekly Fall/Spring Spring Fall/Winter/ Spring	Selection Tests Unit Tests Maps NeSA-R DIEBELS	Scott Foresman Reading Series Compass	Skills -Realism/Fantasy; Sequence of Events; Character and Setting; Main Idea & Details; Main Idea & Details; Author Purpose; Draw Conclusions; Generalize; Compare Contrast; Cause and Effect; fact and opinion; and plot and theme	

setting, and plot with supporting details     On going     May     AYP 3.1     Activate/Use Prior       Activate/Use Prior     Activate/Use Prior     Knowledge; Summarize; Visualize; Monitor & Fix Up; Story Structure; Graphic Organizers; Ask and Answer Questions, activate and use prior     Visualize; Monitor & Fix Up; Story Structure; Graphic Organizers; Ask and Answer Questions, activate and use prior       3.1.6.e. Retell and summarize the main ideas from informational text using supporting details     Story Structure; Structure     Build Background - prior knowledge; predict; text structure       3.1.6.f. P. Recognizers and apply knowledge of organizational patterns found in informational text again meaning from a text (e.g., table; compare/contrast)     Build Background - prior knowledge; picture     Build Background - prior knowledge; picture       3.1.6.f. Descriptions, fortiform attack, for active and gain meaning from attack (e.g., table of contents, maps, charts, fortiform attack, extbooks)     Proteading Strategies/Genress review Skills       3.1.6.f. Describe the defining 3.1.6.f. Describe the defining characteristics of narrative and informational stryles)     Review Skills 3.1.6.f. Use narrative or informational text dowledge a multi- cultural prespective 3.1.6.f. Generative and/or answer literal, inferential, and critcal questions, supporting answers using prior knowledge and literal and inferential information from the text 3.1.6.f. Use narrative or informational stryles)     Paired Reading/Selection maps; headings; captions; for information from the text 3.1.6.f. Use narrative or informational stryles prior for reading (e.g., information, pleasure, understanding)     Paired Reading/Selection maps; headings; captions; for information from					
details       Knowledge: Summarize;         31.6.6 - Identify literary devices and explain the ways in which language is used (e.g., simile, altiteration, construction; anagery, rhythm)       Visualize: Monitor & Fix Up; Story Structure;         31.6.6 - Retell and summarize the main ideas from informational text using supporting details       activate and use prior knowledge; predict; text         31.6.1 - Recognize and apply       structure       structure         31.6.1 - Recognize and apply       structure         structure       structure       structure         31.6.1 - Recognize and apply       structure         knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)       Build Background         31.6.2 - Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, forufformat styles)       Strateties/Genress review skills and genre         31.6.1 - Describe the defining character; takle and flation, biognaphies, poetry, historical flation, biognaphies, chapter books, textbooks)       Character; Authors Purpose; Draw Conclusions/Make         31.6.1 - Guid and framative or informational text to develop a multi- cultural perspective       Structure; Generalize; Fact & Opinion; Compare and Contrast; Polt and Theme literai, inferential, and orical inferential and orical inferential and information from the text 31.6.1 - Buil and activate prior knowledge in order to identify text to self, text to text, and text towordd connections before,	narrative text including character	rs,			<u>Strategy</u>
3.1.6.d - Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, commatopoeia, imagery, rhythm)       Up: Story Structure; Graphic Organizers; Ask and Answer Questions, activate and use prior knowledge of organizational patterns found in informational text using supporting details       using supporting details         3.1.6.7. Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast) <u>Build Background</u> - prior knowledge; picture walk         3.1.6.7. Apply knowledge of text features to locate information and effect, compare/contrast) <u>Prereading</u> <u>Strategles/Gennes</u> review skills and genre effect, compare/contrast)         3.1.6.1. Describe the defining characteristics of narrative and informational genres (e.g., toki tales, poerty, historical fiction, biographies, chapter books, lextbooks) <u>Review Skills</u> Character: Authors Purpose, Draw Conclusions/Make         3.1.6.1. Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge in order to teating activate generate and inferential information, prope for reading (e.g., information, peasure, understanding) <u>Paired Reading/Selection</u> manys, heading; captions; inferential information, peasure, understanding)         3.1.6.1. Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during and after reading <u>Paired Reading/Selection</u> manys, heading; fairy talefolk tale; picture encyclopedia; no-line	setting, and plot with supporting	On going	May	AYP 3.1	Activate/Use Prior
3.1.6.d - Identify literary devices and       Visualize; Monitor & Fix         explain the ways in which language       Up: Story Structure;         is used (e.g., simile, allteration,       Graphic Organizers; Ask         onomatopoeia, imagery, rhythm)       and Answer Questions,         3.1.6.a - Retell and summarize the       and Answer Questions,         using supporting details       structure         3.1.6.1 - Recognize and apply       knowledge; predict; text         knowledge of organizational patterns       fourd in informational text (e.g., sequence, description, cause and         effect, compare/contrast)       Build Background         3.1.6.1 - G Apply knowledge of text       features to locate information and         gain meaning from a text (e.g., table       Prereading         of contents, maps, charts,       Conclusions/Matke         illustrations, headings, captions,       Conclusions/Matke         forut/ormat styles)       3.1.6.1 - Bernative and         3.1.6.1 - Bernative and       Conclusions/Matke         informational genes (e.g., total)       Conclusions/Matke         informational text to develop a multi-       Cause & Effect; Word         cutural perspective       Structure / Generalize; Fact         3.1.6.1. Generate and/or answer       Baind Baing (e.g., information, peasure, undestanding)	details				Knowledge; Summarize;
explain the ways in which language       Up: Story Structure;         is used (e.g., simle, alteration,       Graphic Organizer; Ask         and Answer Questions,       activate and use prior         main ideas from informational text       kinowledge; predict; text         using supporting details       3.1.6.1 - Recognizer; Ask         3.1.6.1 - Recognizer and apply       Build Background         knowledge; or organizational patterns       prior knowledge; picture         gain meaning from at text (e.g.,       sequence, description, cause and         gain meaning from a text (e.g., table       Prereading         of contents, maps, charts,       Review Skills         illustrations, headings, captions,       Fortwowledge; picture         of contents, maps, charts,       Prereading         illustrations, headings, captions,       Conclusions/Make         formational genres (e.g., folk tals,       Purpose; Draw         contrast syles)       3.1.6.1 - Bescribe the defining         character fistics of narrative and       Informational genres (e.g., folk tals,         poetry, historical fiction, biographies,       Character; Authors         character fistics of narrative and       Structure; Grause & Effect; Word         3.1.6.1 - Bescribe the defining       Conclusions/Make         informational text to develop a multi-	3.1.6.d - Identify literary devices	and			
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3.1.6.e - Retell and summarize the main ideas from informational text using supporting details       activate and use prior knowledge; predict; text structure         3.1.6.1 - Recognize and apply       knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)       Build Background       - prior knowledge; picture walk         3.1.6.1 - Gapty knowledge of text       features to locate information and gain meaning from at text (e.g., table of contents, maps, charts, illustrations, headings, captions, fourt/format tyles)       Prereading       Strategies/Genres         3.1.6.1 - Describe the defining character; Kicst of narrative and informational genres (e.g., folk tales, poots, textbooks)       Review Skills       Conclusions/Make         3.1.6.1 - Use narrative or informational genres (e.g., folk tales, poots, textbooks)       Strategies/Genres; Sequence of Events; Realism; Cause & Effect; Word         3.1.6.1 - Use narrative or informational genres (e.g., folk tales, poots, textbooks)       Strategies/Genres; Fact       Structure; Generalize; Fact         3.1.6.1 - Use narrative or informational genres (e.g., folk tales, poots, textbooks)       Structure; Generalize; Fact       Structure; Generalize; Fact         3.1.6.1 - Use narrative or information from the text       3.1.6.1 - Use narrative or information; polesaber of answer       Spinter deating; Scaption; Suporting answers using prior knowledge and literal and maps; heading; Caption; Non-fiction text features; Poots; Structure; Generalize; Fact       Structure; Generalize; Fact         3.1.6.1 -					
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using supporting details       structure         3.1.6.1 - Recognize and apply       knowledge of organizational patterns         found in informational text (e.g.,       sequence, description, cause and         effect, compare/contrast)       3.1.6.1 - Recognize information and         gain meaning from a text (e.g., table       Prereading         of contents, maps, charts,       Illustrations, headings, captions,         illustrations, headings, captions,       Character; Authors         forthformational genres (e.g., folk tales,       Purpose; Draw         characteristics of narrative and       Inferences; Sequence of         porty, historical fiction, biographies,       characterial; Cause & Effect; Word         informational genres (e.g., folk tales,       Cause & Effect; Word         informational genres (e.g., folk tales,       Cancet and/or answer         literal, inferential, and critical       Quintom, biographies,         characterizitor       Cause & Effect; Word         structure; Generate and/or answer       Structure; Generate; Fact         literal, inferential, inferential, and critical       Paired Reading/Selection         questions, supporting answers using       prior knowledge and literal and         inferential information, peeses       Expository Non-Fiction;         peasure, understanding)       3.1.6.1 - Build and activate prior<					
3.1.6.1 - Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)       Build Background - prior knowledge; picture walk         3.1.6.1 - Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)       Prereading Strategies/Genress review skills and genre         3.1.6.1 - Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historial fiction, biographies, chapter books, textbooks)       Review Skills Character, Authors Purpose; Draw Conclusions/Make Inferences; Sequence of Events; Realism/Eantasy; Main Idea and details; Cause & Effect; Word Structure; Generalize; Fact & Opinion; Compare and 3.1.6.1 - Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential, information, pleasure, understanding) 3.1.6.1 - Build and activate prior knowledge in order to identify text to self, text to text, and text to world context; Pota text, and text to world inferential, information, pleasure, understanding) 3.1.6.1 - Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during and after encyclopedia; online					
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found in informational text (e.g., sequence, description, cause and effect, compare/contrast)       - prior knowledge; picture walk         3.1.6.g - Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, lillustrations, headings, captions, font/format styles)       Prereading         3.1.6. r) Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, charts, charts, charts, characteristics of narrative or informational text to develop a multicultural prepredictive or supporting narrative and structure; Generalize; Fact & & Opinion; Compare and Structure; Generalize; Fact & & Opinion; Compare and Structures, exploring, and critical questions, supporting narrawers using prior knowledge and literal and information, text features, satures, information, pleasure, understanding)       Paired Reading/Selection maps; headings; captions; Non-fiction text features, email/website; Fables; Expository Non-fiction text features, email/website; Fables; text to knowledge in order to identify text to self, text to text, and text to world connections before, during and after reading encyclopedia; on-line		orno			D. H.I.D. all second
sequence, description, cause and effect, compare/contrast)       walk         3.1.6.g - Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)       Prereading Strategies/Genres review skills and genre         3.1.6.h - Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)       Review Skills Character, churbors Purpose; Draw Conclusions/Make Inferences; Sequence of Events; Realism/Fantasy; Main Idea and details; Cause & Effect; Word Structure; Generalize; Fact cultural perspective         3.1.6. J. Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information, from the text 3.1.6.k - Identify and explain purpose for reading (e.g., information, pleasure, understanding)       Paired Reading/Selection maps; heading; captions; Sequence; Myth; Poetry; Online Reading; order to identify text to self, text to text, and text to world connections before, during and after reading		erris			
effect, compare/contrast)       3.1.6.g - Apply knowledge of text         features to locate information and       Strategies/Genres         gain meaning from a text (e.g., table       Strategies/Genres         of contents, maps, charts,       illustrations, headings, captions,         font/format styles)       Character; Authors         3.1.6.h - Describe the defining       Purgose; Draw         character;stics of narrative and       Conclusions/Make         informational genres (e.g., folk tales,       Inferences; Sequence of         poetry, historical fiction, biographies,       Events; Realism/F antasy;         chapter books, textbooks)       Strategies/Feat         3.1.6.j Benrative or       Informational text to develop a multi-         cultural perspective       Structure; Generalize; Fact         3.1.6.j. Generate and/or answer       Beired Reading/Selection         literal, inferential, and critical       Paired Reading/Selection         questions, supporting answers using       Paired Reading/Selection         pror knowledge and literal and       maps; headings; captions;         norter reading (e.g., information,       Expository Non-Fiction;         peagure, understanding)       Sequence; Myth; Poetry;         3.1.6.l - Build and activate prior       Knowledge and literal and         inferential information,					
3.1.6.g - Apply knowledge of text       Prereading         features to locate information and       Strategies/Genres         gain meaning from a text (e.g., table       review skills and genre         of contents, maps, charts,       illustrations, headings, captions,         font/format styles)       3.1.6.h - Describe the defining         characteristics of narrative and       Conclusions/Make         informational genres (e.g., folk tales,       Purpose; Draw         poetry, historical fiction, biographies,       Character; Authors         chapter books, textbooks)       S.1.6.i - Use narrative or         informational text to develop a multi-       Cause & Effect; Word         cultural perspective       Stratedies/Genres         3.1.6.i - Use narrative or       Informational text to develop a multi-         cultural perspective       Strate and/or answer         literal, inferential, and critical       Paired Reading/Selection         questions, supporting answers using       prior knowledge and literal and         inferential information,       peaired Reading/Selection         grior reading (e.g., information,       Paired Reading/Selection         maps; headings; captions;       Paired Reading/Selection         information from the text       S.1.6.k - Identify and explain purpose         for reading (e.g., information,<		a			walk
features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)       Strategies/Genres review skills and genre         3.1.6.1 - Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)       Review Skills Character, Authors         3.1.6.1 - Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)       Conclusions/Make         3.1.6.1 - Use narrative or informational text to develop a multi- cultural perspective 3.1.6.1 - Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text 3.1.6.k - Identify and explain purpose for reading (e.g., information, pleasure, understanding) 3.1.6.l - Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during and after reading       Paired Reading; fairy Nume iter encyclopedia; on-line					
gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)review skills and genre3.1.6.1 - Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)Review Skills Character; Authors Purpose; Draw Conclusions/Make Inferences; Sequence of Events; Realism/Fantasy; Main Idea and details; Cause & Effect; Word Structure; Generalize; Fact Contrast; Plot and Themeultural perspective questions, supporting answers using prior knowledge and literal and inferential information from the text 3.1.6.1 - Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during and after readingPaired Reading/Selection maps; heading; fairy knowledge in order to identify text to self, text to text, and text to world connections before, during and after reading					
of contents, maps, charts, illustrations, headings, captions, font/format styles)       Review Skills Character; Authors         3.1.6.h - Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)       Review Skills Character; Authors         3.1.6.i - Use narrative or informational text to develop a multi- cultural perspective       Structure; Generalize; Fact & Opinion; Compare and Contrast; Plot and Theme         guestions, supporting answers literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information, pleasure, understanding)       Paired Reading/Selection maps; headings; captions; Non-fiction text features, email/website; Fables; for reading (e.g., information, pleasure, understanding)         3.1.6.i - Use not develop and text to self, text to text, and text to world connections before, during and after reading       Paired Reading/Selection maps; headings; captions; Non-Fiction; Sequence; Myth; Poetry; Online Reading; fairvy tale/folk tale; picture encyclopedia; online directions; fantasy; picture encyclopedia; online					
illustrations, headings, captions,       Review Skills         font/format styles)       3.1.6.h - Describe the defining         characteristics of narrative and       Purpose; Draw         informational genres (e.g., folk tales,       Perpose; Draw         conclusions/Make       Inferences; Sequence of         poetry, historical fiction, biographies,       Events; Realism/Fantasy;         chapter books, textbooks)       Main Idea and details;         3.1.6.i - Use narrative or       Cause & Effect; Word         informational text to develop a multi-       Cultural perspective         3.1.6.i - Generate and/or answer       & Opinon; Compare and         literal, inferential, and critical       Questions, supporting answers using         prior knowledge and literal and       maps; headings; captions;         Non-fiction text features,       email/Weesite; Fables;         for reading (e.g., information,       peasure, understanding)         3.1.6.k - Identify and explain purpose       Sequence; Myth; Poetry;         on-fiction text features,       email/Weesite; Fables;         for reading (e.g., information,       peasure, understanding)         3.1.6.1 - Build and activate prior       Non-fiction text features,         knowledge in order to identify text to       sequence; Myth; Poetry;         Online Reading; fairy <t< td=""><td></td><td>able</td><td></td><td></td><td>review skills and genre</td></t<>		able			review skills and genre
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knowledge in order to identify text to self, text to text, and text to world connections before, during and after reading encyclopedia; online encyclopedia; online encyclopedia; on-line					
self, text to text, and text to world       encyclopedia; online         connections before, during and after       directions; fantasy; picture         reading       encyclopedia; on-line					<b>U</b>
connections before, during and after reading directions; fantasy; picture encyclopedia; on-line					
reading encyclopedia; on-line					
		after			
	3.1.6.m - Self-monitor				directions; fantasy;
comprehension by recognizing when expository non-fiction;		vhen			expository non-fiction;
meaning is disrupted and apply textbook; on-line reference	meaning is disrupted and apply				

	strategies to clarify, confirm, or correct 3.1.6.n - Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience) LA S 03.1.6.o - Use examples and details in a text to make inferences about a story or situation 3.1.6.p - Respond to text verbally, in writing, or artistically	Oct. Feb. April/May	Oct. Feb. April/May	Packets and Accelerated Reader Test		sources; interview; evaluating sources <u>Research/Study Skills</u> chart; table of contents; graphs; Dictionary/ Glossary; Follow Instructions; Magazine/ Periodical; encyclopedia; Diagram/Chart; Card Catalog/Database; Using Illustrations; Outlining/Summarizing: Newspaper/Newsletter; bar graphs; line graphs; evaluate and draw conclusions; summarize and make outlines; understanding questions; time line; reference sources; tables <u>Reading Poetry</u> <u>Novel Ties</u> <i>The Boxcar Children</i> <i>Helen Keller</i> <i>Charlotte's Web</i> <i>Molly's Pilgrim</i>
LA 3.2.1	Students w Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	<b>/ill learn and a</b> Aug May Spirals through Curriculum	LA 3.2 V apply writing Weekly	VRITING skills and strategie Final Drafts	s to communicate. Scott Foresman Reading Series Compass	<u>Writing Workshop</u> taking notes; outlining; informational paragraphs; write about a picture; write good paragraphs; personal narrative (song, math story; e-mail, paragraph); list

	<ul> <li>LA S 03.2.1.a - Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)</li> <li>LA S 03.2.1.b - Generate a draft by: <ul> <li>Selecting and organizing ideas relevant to topic, purpose, and genre</li> <li>Composing paragraphs with grammatically correct sentences of varying length and complexity, and type (e.g., declarative, interrogative, and exclamatory)</li> <li>Developing paragraphs with topic sentences and supporting facts and details</li> <li>LA S 03.2.1.c - Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</li> <li>LA S 03.2.1.c - Provide oral and/or written feedback to other writers; utilize othersqfeedback to improve own writing</li> <li>LA S 03.2.1.e - Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</li> <li>LA S 03.2.1.f - Publish a legible document (e.g., handwritten or electronic)</li> <li>LA S 03.2.1.g - Write legibly in cursive</li> </ul> </li> </ul>		February	State Writing CRA		rules; problem/solution; feature newspaper story; explanatory paragraph; journal entry; skit; friendly letter; news story; poem; describe a setting; memoir; describe a goal; editorial; write own opinion; ad; answer a question; story review <u>Grammar</u> capital letters; abbreviations; combining sentences; commas; quotations; sentences; subjects/predicates; statements/questions; common/proper nouns; singular/plural nouns; Irregular Plural Nouns; Singular Possessive Nouns; Plural Possessive Nouns; Action & Linking Verbs; Main & Helping Verbs; Subject/Verb Agreement; Present, Past, Future Tense; Irregular Verbs; singular and plural pronouns; subject and object pronouns; possessive pronouns; contractions; prepositions; adjectives that compare; adverbs; adverbs that compare; conjunctions; <u>Project</u> - research report	
LA 3.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres. LA S 03.2.2.a - Write in a selected	Aug May Spirals through Curriculum			Scott Foresman Reading Series	Writing Workshop taking notes; outlining; informational paragraphs; write about a picture; write	

genre considering purpose (e.g.,			good paragraphs; personal
inform, entertain, persuade, instruct)	Weekly	Final Draft	narrative (song, math story;
LA S 03.2.2.b - Write considering			e-mail, paragraph); list
audience and what the reader needs	Weekly	Selection Tests	rules; problem/solution;
to know			feature newspaper story;
LA S 03.2.2.c - Write considering		Unit Tests	explanatory paragraph;
typical characteristics of a selected			journal entry; skit; friendly
genre (e.g., variety of poems, friendly			letter; news story; poem;
letter, how-to books)			describe a setting; memoir;
LA S 03.2.2.d - Apply an			describe a goal; editorial;
organizational structure appropriate			write own opinion; ad;
to the task (e.g., logical, sequential			answer a question; story
order)			review
LA S 03.2.2.e - Analyze models and			
examples (own and others) of			Grammar
various genres to create a similar			capital letters;
piece			abbreviations; combining
			sentences; commas;
			quotations; sentences;
			subjects/predicates;
			statements/questions;
			common/proper nouns;
			singular/plural nouns;
			Irregular Plural Nouns;
			Singular Possessive
			Nouns; Plural Possessive
			Nouns; Action & Linking
			Verbs; Main & Helping
			Verbs; Subject/Verb
			Agreement; Present, Past,
			Future Tense; Irregular
			Verbs; singular and plural
			pronouns; subject and
			object pronouns;
			possessive pronouns;
			contractions; prepositions;
			adjectives and articles;
			adjectives that compare;
			adverbs; adverbs that
			compare; conjunctions;
			Project- research report

				unicate.
3.3.1	Speaking Skills: Students will	Unit 1	Scott Foresman	<u>Unit 1 -</u> Why We Speak;
	develop and apply speaking skills	Aug Sept.	Reading Series	How to be a good Speaker;
	to communicate key ideas in a			Narrate a Story; Retell a
	variety of situations.	Unit 2	Writeros	Message using visual aids;
	LA S 03.3.1.a - Communicate ideas	Oct Nov.	Workshop	Retell a Story
	and information in a clear and			Unit 2 - Informational
	concise manner (e.g., language,	Unit 3		Speech; Give Directions;
	word choice, sequence, relevance)	Nov Dec.		Speak to Solve Problems;
	LA S 0.3.3.1.b - Demonstrate			Compare & Contrast;
	speaking techniques for a variety of	Unit 4		Communicate Needs
	purposes and situations	January		<u>Unit 3</u> - Leave a Voicemail
	LA S 03.3.1.c - Utilize available			Message; Role
	media to enhance communication	Unit 5		Play/Dramatize; Recite
	(e.g., poster, overhead)	Feb Mar.		Short Poem from Memory;
				Give Descriptive
		Unit 6		Presentation; Report an
		April		Emergency
				Unit 4 - express an opinion;
				informational speech;
				conduct an interview; make
				an announcement; give an
				oral book review
				Unit 5 - make introductions;
				compare languages and
				oral traditions; recite a
				song or poem from
				memory; persuasive
				speech; speak to a target
				audience
				Unit 6 -
				using nonverbal cues;
				express an opinion;
				interviewing; oral
				presentation and
				evaluation; figurative
				language techniques

LA 3.3.2	Listening Skills: Students will	Unit 1	Scott Foresman	<u>Unit 1 -</u> Why We Listen;	
LA 3.3.2	develop and apply active listening	Aug Sept.	Reading Series	How to Be a Polite	
	skills across a variety of	Aug Sept.	Reading Series	Listener; Listen for Main	
		Linit O			
	situations.	Unit 2		Idea and Details; - Connect	
	LA S 03.3.2 - Develop and apply	Oct. Nov.		Experiences and Ideas	
	active listening skills across a				
	variety of situations.	Unit 3		<u>Unit 2 - Listen to</u>	
	LA S 03.3.2.a - Demonstrate	Nov Dec.		Directions; Listen to	
	listening skills needed for multiple			Broadcast; Listen to	
	situations and modalities (e.g.,	Unit 4		distinguish Fact & Opinion	
	electronic, one-to-one, small/large	January			
	group, presentation)			Unit 3 - Demonstrate	
	LA S 03.3.2.b - Use information in	Unit 5		Awareness of Media;	
	order to complete a task	Feb Mar.		Listen and Respond to	
	LA S 03.3.2.c - Listen, ask questions			Audio Text; Use Memory	
	to clarify, and take notes to ensure	Unit 6		Techniques; identify Words	
	accuracy of information	April		Appealing to senses;	
	LA S 03.3.2.d - Listen to and			Analyze Weather Map	
	summarize thoughts, ideas, and			, analyze rreacher map	
	information being communicated			Unit 4 - distinguish	
				between fact and	
				misleading information; ask	
				appropriate questions; use	
				memory techniques;	
				interpret perspective,	
				verbal and nonverbal	
				messages, and style	
				<u>Unit 5 - g</u> ain knowledge of	
				cultures; discuss musical	
				experiences	
				слрененсез	
				Unit 6 - perception and	
				understanding of what you	
				hear; help others make	
				their own view clear;	
				rhetorical devices	
LA 3.3.3	Reciprocal Communication:	Unit 1	Scott Foresman	Unit 1	
LA 0.0.0	Students will develop and apply			<u>Vocabulary</u>	
		Aug Sept.	Reading		
	reciprocal communication skills.	Linit 0	Series	multiple meaning	
	LA S 03.3.3.a - Develop awareness	Unit 2		words;	
	of and sensitivity to the use of words	Oct Nov.		Guided Groups	
	(e.g., stereotypes, multiple meanings			Speaking/Listening Skills	
	of words)	Unit 3		How to be a good	
	LA S 03.3.3.b - Apply conversation	Nov Dec.		speaker/listener	

strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non- verbal cues) LA S 03.3.3.c - Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	Unit 4 January Unit 5 Feb Mar. Unit 6 April			Unit 2         Multiple Meaning Words         Speak/Listen to Solve         Problems         Guided Groups         Unit 3         Vocabulary-         multiple meaning words;         Giving a descriptive         presentation         Analyze Weather Map         Listening/Responding to         Poetry         Analyzing Media         Guided Groups         Unit 4         Vocabulary         multiple meaning words         Guided Groups         Unit 4         Vocabulary         multiple meaning words         Guided Groups         Speaking/Listening -         conduct an interview         Unit 5         Guided Groups         Speaking/Listening Skills         make introductions;         speak to a target         audience         Unit 6         Guided Groups         Speaking/Listening Skills -         interview; presentation and         evaluation
	Oct. April/May	Oct. April/May	Glogster Glogster	evaluation Puff Mobiles Fish Report Mammal Report
S			LE LITERACIES e, and evaluate info	

	Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital). LA S 03.4.1.a - Select and use multiple resources to answer guiding questions (e.g., print, electronic) LA M 03.4.1.a - Select and use multiple resources to answer guiding questions (e.g., print, electronic) -Identify and narrow topics LA S 03.4.1.b - Develop ethical and legal use of information LA S 03.4.1.c - Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials) LA S 03.4.1.d - Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals) LA S 03.4.1.f - Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations) LA S 03.4.1.g - Experience social networks and information tools to gather and share information (e.g., social	Aug May Spirals through Curriculum	Oct. April/May	One pg. Glogster Glogster	Scott Foresman Reading Series Research info. from books/media Research info. books/websites/o ther media	Write a paragraph on the computer; reading websites for information; advertisement/posters;; use multiple texts; research mammal using magazines, articles and encyclopedia; word processing; explore mammal adaptations; explore good character; explore good character; explore colonial times experiment with graphics; search engines; card catalog/data base; thesauruses; outlining/summarizing; newspaper; conduct an interview; computer skills; online reference sources; explore different cultures; explore family life; write a description; write a report; Fish Report Mammal Report	
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