

**YORK PUBLIC SCHOOLS**  
Grade 3

**General Course Description:**

Revised 4-30-12/jn

<b>STRAND</b>	<b>CURRICULAR INDICATORS</b> (What it looks like in the classroom)	<b>DATES TAUGHT</b>	<b>DATE(S) ASSESSED</b>	<b>ASSESSMENT</b>	<b>RESOURCES Materials</b>	<b>SKILLS/ LEARNING ACTIVITIES</b>	<b>VOCAB.</b> Listed on the P:Drive
<b>READING 3.1</b> <b>Students will learn and apply reading skills and strategies to comprehend text.</b>							
LA 3.1.1	<b>Knowledge of Print: Concept mastered at a previous grade level</b>						
LA 3.1.2	<b>Phonological Awareness: Concept mastered at a previous grade level</b>						
LA 3.1.3	<b>Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.</b> 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 text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)	Unit 1 Aug.- Sept.  Unit 2 Oct. . Nov.  Unit 3 Nov. . Dec.  Unit 4 January  Unit 5 Feb. . Mar.  Unit 6 April	Weekly   Weekly   Fall/Spring   Spring	Post Tests   Grammar Worksheet   MAPS   NeSA-R	Scott Foresman Reading Series   Compass	<u>Spelling/Phonics</u> <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 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; -	

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

	<p>vocabulary to prior knowledge and use in new situations</p> <p>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</p> <p>3.1.5.d - Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)</p> <p>3.1.5.e - Identify meaning using print and digital reference materials (e.g., dictionary, glossary)</p> <p>3.1.5.f - Locate words in reference materials (e.g., alphabetical order, guide)</p>					<p>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</p> <p><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</p> <p><u>Research/Study Skills</u>  alphabetical order; dictionary/glossary; thesaurus; maps and globes; atlas; reference sources</p>	
<b>LA 3.1.6</b>	<p><b>Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</b></p> <p>3.1.6.a - Identify author purpose(s) (e.g., explain entertain, inform, persuade) to support text comprehension</p> <p>3.1.6.b - Identify elements of narrative text (e.g., characters, setting, plot, point of view)</p> <p>3.1.6.c - Retell and summarize</p>	Aug. . May Spirals through Curriculum	<p>Weekly</p> <p>Fall/Spring</p> <p>Spring</p> <p>Fall/Winter/ Spring</p>	<p>Selection Tests</p> <p>Unit Tests</p> <p>Maps</p> <p>NeSA-R</p> <p>DIEBELS</p>	<p>Scott Foresman Reading Series</p> <p>Compass</p>	<p><u>Skills</u></p> <p>-Realism/Fantasy; Sequence of Events; Character and Setting; Main Idea &amp; Details; Main Idea &amp; Details; Author's Purpose; Draw Conclusions; Generalize; Compare Contrast; Cause and Effect; fact and opinion; and plot and theme</p>	

	<p>narrative text including characters, setting, and plot with supporting details</p> <p>3.1.6.d - Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)</p> <p>3.1.6.e - Retell and summarize the main ideas from informational text using supporting details</p> <p>3.1.6.f - Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)</p> <p>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)</p> <p>3.1.6.h - Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)</p> <p>3.1.6.i - Use narrative or informational text to develop a multi-cultural perspective</p> <p>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</p> <p>3.1.6.k - Identify and explain purpose for reading (e.g., information, pleasure, understanding)</p> <p>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</p> <p>3.1.6.m - Self-monitor comprehension by recognizing when meaning is disrupted and apply</p>	On going	May	AYP 3.1		<p><u>Strategy</u>          Activate/Use Prior Knowledge; Summarize; Visualize; Monitor &amp; Fix Up; Story Structure; Graphic Organizers; Ask and Answer Questions, activate and use prior knowledge; predict; text structure</p> <p><u>Build Background</u>          - prior knowledge; picture walk</p> <p><u>Prereading Strategies/Genres</u>          review skills and genre</p> <p><u>Review Skills</u>          Character; Authors Purpose; Draw Conclusions/Make Inferences; Sequence of Events; Realism/Fantasy; Main Idea and details; Cause &amp; Effect; Word Structure; Generalize; Fact &amp; Opinion; Compare and Contrast; Plot and Theme</p> <p><u>Paired Reading/Selection</u>          maps; headings; captions; Non-fiction text features, email/website; Fables; Expository Non-Fiction; Sequence; Myth; Poetry; Online Reading; fairy tale/folk tale; picture encyclopedia; online directions; fantasy; picture encyclopedia; on-line directions; fantasy; expository non-fiction; textbook; on-line reference</p>	
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	<p>strategies to clarify, confirm, or correct</p> <p>3.1.6.n - Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)</p> <p>LA S 03.1.6.o - Use examples and details in a text to make inferences about a story or situation</p> <p>3.1.6.p - Respond to text verbally, in writing, or artistically</p>	<p>Oct.</p> <p>Feb.</p> <p>April/May</p>	<p>Oct.</p> <p>Feb.</p> <p>April/May</p>	<p>Packets and Accelerated Reader Test</p>		<p>sources; interview; evaluating sources</p> <p><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</p> <p><u>Reading Poetry</u></p> <p><u>Novel Ties</u>  <i>The Boxcar Children</i></p> <p><i>Helen Keller</i></p> <p><i>Charlotte's Web</i></p> <p><i>Molly's Pilgrim</i></p>	
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**LA 3.2 WRITING**

**Students will learn and apply writing skills and strategies to communicate.**

<p>LA 3.2.1</p>	<p><b>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></p>	<p>Aug. . May  Spirals through Curriculum</p>	<p>Weekly</p>	<p>Final Drafts</p>	<p>Scott Foresman Reading Series</p> <p>Compass</p>	<p><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</p>	
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	<p>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)</p> <p>LA S 03.2.1.b - Generate a draft by:</p> <ul style="list-style-type: none"> <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> </ul> <p>LA S 03.2.1.c - Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p> <p>LA S 03.2.1.d - Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing</p> <p>LA S 03.2.1.e - Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p> <p>LA S 03.2.1.f - Publish a legible document (e.g., handwritten or electronic)</p> <p>LA S 03.2.1.g - Write legibly in cursive</p>		February	State Writing CRA		<p>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</p> <p><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 &amp; Linking Verbs; Main &amp; 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;</p> <p><u>Project</u>- research report</p>	
<b>LA 3.2.2</b>	<p><b>Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.</b></p> <p>LA S 03.2.2.a - Write in a selected</p>	Aug. . May Spirals through Curriculum			Scott Foresman Reading Series	<p><u>Writing Workshop</u> taking notes; outlining; informational paragraphs; write about a picture; write</p>	

	<p>genre considering purpose (e.g., inform, entertain, persuade, instruct)          LA S 03.2.2.b - Write considering audience and what the reader needs to know          LA S 03.2.2.c - Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)          LA S 03.2.2.d - Apply an organizational structure appropriate to the task (e.g., logical, sequential order)          LA S 03.2.2.e - Analyze models and examples (own and others) of various genres to create a similar piece</p>		<p>Weekly          Weekly</p>	<p>Final Draft          Selection Tests          Unit Tests</p>		<p>good paragraphs; personal narrative (song, math story; e-mail, paragraph); list 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</p> <p><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 &amp; Linking Verbs; Main &amp; 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;</p> <p><u>Project</u>- research report</p>	
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**LA 3.3 SPEAKING AND LISTENING**  
**Students will learn and apply speaking and listening skills and strategies to communicate.**

<p><b>LA 3.3.1</b></p>	<p><b>Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.</b>          LA S 03.3.1.a - Communicate ideas and information in a clear and concise manner (e.g., language, word choice, sequence, relevance)          LA S 0.3.3.1.b - Demonstrate speaking techniques for a variety of purposes and situations          LA S 03.3.1.c - Utilize available media to enhance communication (e.g., poster, overhead)</p>	<p>Unit 1 Aug.- Sept.</p> <p>Unit 2 Oct. . Nov.</p> <p>Unit 3 Nov. . Dec.</p> <p>Unit 4 January</p> <p>Unit 5 Feb. . Mar.</p> <p>Unit 6 April</p>			<p>Scott Foresman Reading Series</p> <p>Writerç Workshop</p>	<p><u>Unit 1</u> - Why We Speak; How to be a good Speaker; Narrate a Story; Retell a Message using visual aids; Retell a Story  <u>Unit 2</u> - Informational Speech; Give Directions; Speak to Solve Problems; Compare &amp; Contrast; Communicate Needs  <u>Unit 3</u> -_Leave a Voicemail Message; Role Play/Dramatize; Recite Short Poem from Memory; Give Descriptive Presentation; Report an Emergency  <u>Unit 4</u> - express an opinion; informational speech; conduct an interview; make an announcement; give an oral book review  <u>Unit 5</u> - make introductions; compare languages and oral traditions; recite a song or poem from memory; persuasive speech; speak to a target audience  <u>Unit 6</u> - using nonverbal cues; express an opinion; interviewing; oral presentation and evaluation; figurative language techniques</p>	
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<p><b>LA 3.3.2</b></p>	<p><b>Listening Skills: Students will develop and apply active listening skills across a variety of situations.</b>  <b>LA S 03.3.2 - Develop and apply active listening skills across a variety of situations.</b>          LA S 03.3.2.a - Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)          LA S 03.3.2.b - Use information in order to complete a task          LA S 03.3.2.c - Listen, ask questions to clarify, and take notes to ensure accuracy of information          LA S 03.3.2.d - Listen to and summarize thoughts, ideas, and information being communicated</p>	<p>Unit 1 Aug.- Sept.</p> <p>Unit 2 Oct. . Nov.</p> <p>Unit 3 Nov. . Dec.</p> <p>Unit 4 January</p> <p>Unit 5 Feb. . Mar.</p> <p>Unit 6 April</p>			<p>Scott Foresman Reading Series</p>	<p><u>Unit 1</u> - Why We Listen; How to Be a Polite Listener; Listen for Main Idea and Details; - Connect Experiences and Ideas</p> <p><u>Unit 2</u> - Listen to Directions; Listen to Broadcast; Listen to distinguish Fact &amp; Opinion</p> <p><u>Unit 3</u> - Demonstrate Awareness of Media; Listen and Respond to Audio Text; Use Memory Techniques; identify Words Appealing to senses; Analyze Weather Map</p> <p><u>Unit 4</u> - distinguish between fact and misleading information; ask appropriate questions; use memory techniques; interpret perspective, verbal and nonverbal messages, and style</p> <p><u>Unit 5</u> - gain knowledge of cultures; discuss musical experiences</p> <p><u>Unit 6</u> - perception and understanding of what you hear; help others make their own view clear; rhetorical devices</p>	
<p><b>LA 3.3.3</b></p>	<p><b>Reciprocal Communication: Students will develop and apply reciprocal communication skills.</b>          LA S 03.3.3.a - Develop awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)          LA S 03.3.3.b - Apply conversation</p>	<p>Unit 1 Aug.- Sept.</p> <p>Unit 2 Oct. . Nov.</p> <p>Unit 3 Nov. . Dec.</p>			<p>Scott Foresman Reading Series</p>	<p><u>Unit 1 Vocabulary</u> multiple meaning words;  <u>Guided Groups</u>  <u>Speaking/Listening Skills</u>          How to be a good speaker/listener</p>	

	<p>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</p>	<p>Unit 4 January</p> <p>Unit 5 Feb. . Mar.</p> <p>Unit 6 April</p>				<p><u>Unit 2</u>  <u>Multiple Meaning Words</u>  <u>Speak/Listen to Solve Problems</u>  <u>Guided Groups</u></p> <p><u>Unit 3</u>  <u>Vocabulary-</u>          multiple meaning words;          Giving a descriptive presentation  <u>Analyze Weather Map</u>  <u>Listening/Responding to Poetry</u>  <u>Analyzing Media</u>  <u>Guided Groups</u></p> <p><u>Unit 4</u>  <u>Vocabulary</u>          multiple meaning words  <u>Guided Groups</u>  <u>Speaking/Listening -</u>          conduct an interview</p> <p><u>Unit 5</u>  <u>Guided Groups</u>  <u>Speaking/ Listening Skills</u>          make introductions;          speak to a target audience</p> <p><u>Unit 6</u>  <u>Guided Groups</u>  <u>Speaking/Listening Skills -</u>          interview; presentation and evaluation</p> <p>Puff Mobiles</p> <p>Fish Report</p> <p>Mammal Report</p>	
<p><b>LA 3.4 MULTIPLE LITERACIES</b>  <b>Students will identify, locate, and evaluate information.</b></p>							

<p><b>LA 3.4.1</b></p>	<p><b>Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).</b>  <b>LA S 03.4.1.a - Select and use multiple resources to answer guiding questions (e.g., print, electronic)</b>  <i>LA M 03.4.1.a - Select and use multiple resources to answer guiding questions (e.g., print, electronic) -Identify and narrow topics</i>          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.e - Identify bias and commercialism (e.g., product placement, advertising)          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 bookmarking, online collaborative tools)</p>	<p>Aug. . May Spirals through Curriculum</p>	<p>Oct.  April/May</p>	<p>One pg. Glogster  Glogster</p>	<p>Scott Foresman Reading Series   Research info. from books/media Research info. books/websites/o ther media</p>	<p>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 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;</p> <p>Fish Report  Mammal Report</p>	
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