

Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level: 3

Textbook(s)/Instructional Materials Used:

- Houghton Mifflin Reading ISBN # 978-0-618-61938-2
- Selections from guided reading resource collection

Dates: August – October
First Marking Period

Unit Plan: 1: Foundational Skills

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

Stage 1 – Desired Results

PA Core State Assessments/Standards:

- **CC.1.1.3.D:** Know and apply grade level phonics and word analysis skills in decoding words
- **CC.1.1.3.E:** Read with accuracy and fluency to support comprehension

Understanding(s):

Students will understand

1. prefixes and suffixes have meanings.
2. strategies to decode irregularly spelled words.
3. we read for purpose and understanding; what we read needs to make sense.
4. how to read orally with accuracy, fluency, and expression.
5. it is necessary to monitor their reading, asking themselves, “Does it sound right?” “Does it look right?” “Does it make sense?” in order to make meaning of what they are reading.

Essential Question(s):

- How do readers read (decode) unfamiliar words?
- What strategies do readers use before, during, and after reading?
- How does a reader check for comprehension?

Learning Objectives:

Students will know and be able to...

- **CC.1.1.3.D.a:** Identify and know the meaning of the most common prefixes and derivational suffixes
- **CC.1.1.3.D.d:** Read grade appropriate irregularly spelled words.
- **CC.1.1.3.E.a:** Read on-level text with purpose and understanding
- **CC.1.1.3.E.b:** Read on-level text orally with accuracy appropriate rate and expression on successive readings
- **CC.1.1.3.E.c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Dates: August – October
First Marking Period

Unit Plan 2: Reading Informational Text

Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Stage 1 – Desired Results

PA Core State Assessments/Standards:

Key Ideas and Details/ Main Idea

- **CC.1.2.3.A:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

Craft and Structure/Text Structure

- **CC.1.2.3.E:** Use text features and search tools to locate and interpret information

Vocabulary Acquisition and Use

- **CC.1.2.3.J:** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships
- **CC.1.2.3.K:** Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools

Understanding(s):

Students will understand...

1. the chronological order, sequential order, and cause and effect relationships used in nonfiction text.
2. how to explain the way in which events, ideas, or concepts are related to one another.
3. the different text features used in nonfiction text and how they can help aid in comprehension.
4. that affixes change word meaning.
5. how to use a root word to help determine the meaning of an unknown word.
6. how to use the text to help determine the meaning of unknown academic and domain specific words and phrases.
7. how to use the clues in the text to ascertain the literal and non-literal meanings of words and phrases.
8. how to use the text features and search tools efficiently to locate relevant information on a topic.
9. that illustrations, maps, photographs, and the words in a text, convey meaning.

Essential Question(s):

- What strategies do readers use to read informational texts to enhance comprehension?
- How do text features guide informational reading?
- How do readers make evidence-based connections among ideas and between texts?

Learning Objectives:

Students will know and be able to...

- **CC.1.2.3.C:** Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.
- **CC.1.2.3.E:** Identify and use text features to comprehend nonfiction text.
- **CC.1.2.3.J:** Determine the meaning of a new word when an affix is added to a known word.
- **CC.1.2.3.J:** Use a root word as a clue to the meaning of an unknown word with the same root.
- **CC.1.2.3.K:** Determine the meaning of general academic and domain specific words and phrases used in a text.
- **CC.1.2.3.K:** Distinguish the literal and non-literal meanings of words and phrases in context.
- **CC.1.2.3.J:** Use text features (e.g. headings, graphics, and charts) and search tools (e.g. key words, sidebars, and hyperlinks) to locate information relevant to a given topic efficiently.
- **CC.1.2.3.E:** Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

<p>Dates: August – October First Marking Period</p>	<p>Unit Plan: 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.3.3.B: Ask and answer questions about the text, make inferences from text, referring to the text to support responses ▪ CC.1.3.3.C: Describe characters in the story and explain how their actions contribute to the sequence of events ▪ CC.1.3.3.G: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting). ▪ CC.1.3.3.H: Compare and contrast theme, settings and plots of stories written by the same author about the same or similar characters. ▪ CC.1.3.3.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. ▪ CC.1.3.3.J: Acquire and use accurately grade appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial and temporal relationships. ▪ CC.1.3.3.K: Read and comprehend literary fiction on grade level, reading independently and proficiently. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. referring to the text when asking and answering questions helps to demonstrate comprehension. 2. how to analyze characters and identify their traits, motivations, and feelings. 3. how characters’ actions contribute to the sequence of events in a story. 4. an author may write using the same or similar themes, settings, and plots or characters. 5. the process for comparing and contrasting books with similar theme, setting, plot, or characters. 6. how to use the text to help determine the meaning of unknown words and phrases. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What skills do readers need to effectively read, analyze, interpret and enjoy literature?
<p>Learning Objectives: <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> ▪ CC.1.3.3.B: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ▪ CC.1.3.3.C: Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. ▪ CC.1.3.3.H: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). ▪ CC.1.3.3.I: Determine or clarify the meaning of unknown multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <p>Note: <i>“Story” means narration of events told through the text types of story, drama, or poem.</i></p>	

<p>Dates: August – October First Marking Period</p>	<p>Unit Plan 4: Writing</p> <p>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.4.3.M: Write narratives to develop real or imagined experiences or events. ▪ CC.1.4.3.N: Establish a situation and introduce a narrator and/or characters. ▪ CC.1.4.3.O: Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. ▪ CC.1.4.3.P: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event of order; provide a sense of closure. ▪ CC.1.4.3.Q: Choose words and phrases for effect. ▪ CC.1.4.3.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ▪ CC.1.4.3.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ▪ CC.1.4.3.U: With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. narrative writing can be based on actual events or created from one’s imagination. 2. to begin a story, it is necessary to decide who is going to narrate. 3. to develop the plot, there must be characters, an initial situation, and a sequence of events the characters work through throughout the story. 4. character development helps the reader connect and understand the characters; this includes descriptive details about the characters’ thoughts, feelings and actions. This can be conveyed through dialogue. 5. using temporal words and phrases helps to establish a sequence of events within the narrative. 6. it is necessary to provide a sense of closure at the end of the narrative. 7. when developing the narrative, choosing words and phrases that add vivid descriptions makes the story more lifelike. 8. choosing the proper verb tense is important for the flow of the narrative. 9. dialogue involves the use of a comma, and quotation marks; it is quoting exactly what someone said. 10. dialogue is effective if used properly in a narrative. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do writers organize written expression to communicate effectively with an audience? ▪ How does knowing the form, audience, topic, and purpose of writing enhance comprehension?

<p>11. there are strategies and rules to help when spelling high frequency words and words with patterns and when adding suffixes.</p>	
<p>Learning Objectives: <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> ▪ CC.1.4.3.M: Write narratives to develop real or imagined experiences or events. ▪ CC.1.4.3.N: Orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally to support the writer’s purpose. ▪ CC.1.4.3.N: Use descriptions of actions, thoughts, feelings, and other narrative techniques such as dialogue, to develop experiences and events or to show the response of characters to situations. ▪ CC.1.4.3.P: Use temporal words and phrases to signal event order. ▪ CC.1.4.3.P: Provide a sense of closure. ▪ CC.1.4.3.Q: Choose words and phrases for effect. ▪ CC.1.4.3.R: Form and use a simple (e.g. I walked, I walk; I will walk) verb tenses.(E03.D.1.1.5) ▪ CC.1.4.3.R: Uses commas and quotations in dialogue. (E03.D.1.2.3) ▪ CC.1.4.3.R: Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g.: sitting, smiled, cries, happiness). (E03.D.1.2.5) ▪ CC.1.4.3.R: Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (E03.D.1.2.6) 	
<p>Dates: August – October First Marking Period</p>	<p>Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly ▪ CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally ▪ CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail ▪ CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation ▪ CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification ▪ CC.1.5.3.G: Demonstrate command of the conventions of Standard English when speaking based on grade 3 level and content 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. how to appropriately discuss ideas on a specific topic with a group of people. 2. strategies for identifying the main idea when listening to a speaker or looking at a visual display. 3. the importance of asking relevant questions based on the content of the speech and being able to accurately answer the speaker’s questions. 4. the audience responds favorable when appropriate volume, pacing, and intonation are used while speaking. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we listen effectively? ▪ What skills do we use to appropriately contribute to class discussions? ▪ How do we speak effectively so others can comprehend?

<p>5. effective communicators speak in complete sentences.</p> <p>6. effective communicators practice in order to read fluently.</p> <p>7. visual displays aid in understanding facts or details.</p> <p>8. effective communicators use appropriate grammar.</p>	
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<p>Learning Objectives: <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> ▪ CC.1.5.3.A: Discuss grade level topics using their own and others ideas. ▪ CC.1.5.3.B: Identify the main idea of a text presented orally or visually. ▪ CC.1.5.3.C: Answer and ask question of a speaker. ▪ CC.1.5.3.D: Use correct volume, pacing, and intonation while giving a speech or a report. ▪ CC.1.5.3.E: Speak in complete sentences using appropriate grammar and usage. ▪ CC.1.5.3.E: Read fluently and provide visual displays. ▪ CC.1.5.3.G: Demonstrate command of the conventions of the English language. 	
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<p>Dates: November-January Second Marking Period</p>	<p>Unit Plan 1: Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. ▪ CC.1.1.3.E: Read with accuracy and fluency to support comprehension. 	
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<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. prefixes and suffixes have meanings. 2. there are strategies that can be used to help decode words containing Latin suffixes and multisyllabic words. (i.e.: able, ible, ness, ation, ment, ly) 3. each syllable has one vowel sound; identifying the vowels and segmenting can help to decode multisyllabic words. 4. strategies to decode irregularly spelled words. 5. we read for purpose and understanding; what we read needs to make sense. 6. how to read orally with accuracy, fluency, and expression. 7. it is necessary to monitor their reading, asking themselves, “Does it sound right?” “Does it look right?” “Does it make sense?” in order to make meaning of what they are reading. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do readers decode unfamiliar words? ▪ How does knowing the meaning of common and Latin affixes help in understanding words? ▪ What strategies do readers use before, during, and after reading to enhance comprehension? ▪ How does a reader check for understanding and comprehension of key elements of a passage? ▪ How do context clues and other text features guide a reader to understand important vocabulary?
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<p>Learning Objectives: <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> ▪ CC1.1.3.D.a: Identify and know the meaning of the most common prefixes and derivational suffixes ▪ CC.1.1.3.D.b: Decode words with common Latin suffixes ▪ CC.1.1.3.D.c: Decode multisyllabic words ▪ CC.1.1.3.D.d: Read grade appropriate irregularly spelled words. ▪ CC.1.1.3.E.a: Read on-level text with purpose and understanding 	
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<ul style="list-style-type: none"> ▪ CC.1.1.3.E.b: Read on-level text orally with accuracy appropriate rate and expression on successive readings ▪ CC.1.1.3.E.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	
Dates: November-January Second Marking Period	Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
Stage 1 – Desired Results	
PA Core State Assessments/Standards: <u>Key Ideas and Details/ Main Idea</u> <ul style="list-style-type: none"> ▪ CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea. ▪ CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to support responses. ▪ CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. ▪ CC.1.2.3.D: Explain the point of view of the author. <u>Vocabulary Acquisition and Use</u> <ul style="list-style-type: none"> ▪ CC.1.2.3.J: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. ▪ CC.1.2.3.K: Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. <u>Range of Reading</u> <ul style="list-style-type: none"> ▪ CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. 	
Understanding(s): <i>Students will understand...</i> <ol style="list-style-type: none"> 1. a text has a topic. 2. main idea is what the topic of the text is mainly about. 3. the key details provide more information about the main idea. 4. the chronological order, sequential order, and cause and effect relationships used in nonfiction text. 5. referring to the text when answering questions helps to demonstrate comprehension. 6. text clues can help to determine the meanings of unknown words. 7. how to use text clues to ascertain the literal and nonliteral meaning of words and phrases. 8. there are many types of informational text. 9. an author can express his/her point of view when he/she writes. 10. to make an inference, you combine clues from the text with your background knowledge. 	Essential Question(s): <ul style="list-style-type: none"> ▪ What strategies do readers use when reading informational texts to enhance comprehension? ▪ How do we make evidence-based connections among ideas and between different texts? ▪ What individual skills do readers need to read nonfiction effectively and for comprehension?
Learning Objectives: <i>Students will know and be able to...</i>	

- **CC.1.2.3.A:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **CC.1.2.3.C:** Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.
- **CC.1.2.3.B:** Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CC.1.2.3.K:** Use context as a clue to determine meaning.
- **CC.1.2.3.K:** Distinguish the literal and nonliteral meanings of words and phrases in context.
- **CC.1.2.3.L:** Read and understand a variety of informational text.
- **CC.1.2.3.D:** Explain the point of view from which a text is written.
- **CC.1.2.3.L:** Make inferences and ask questions relevant to the text.

Dates: November-January
Second Marking Period

Unit Plan 3: Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Stage 1 – Desired Results

PA Core State Assessments/Standards:

- **CC.1.3.3.A:** Determine the essential message, lesson, or moral in literary text; explain how it's conveyed in text.
- **CC.1.3.3.B:** Ask and answer questions about the text, make inferences from text, referring to the text to support responses.
- **CC.1.3.3.C:** Describe characters in the story and explain how their actions contribute to the sequence of events.
- **CC.1.3.3.D:** Explain the point of view of the author.
- **CC.1.3.3.E:** Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.
- **CC.1.3.3.G:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).
- **CC.1.3.3.H:** Compare and contrast theme, settings and plots of stories written by the same author about the same or similar characters.
- **CC.1.3.3.I:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- **CC.1.3.3.J:** Acquire and use accurately grade appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial and temporal relationships.
- **CC.1.3.3.K:** Read and comprehend literary fiction on grade level, reading independently and proficiently.

Understanding(s):
Students will understand...

1. referring to the text when asking and answering questions helps to demonstrate comprehension.
2. poems, dramas, and stories have a central message, lesson, or moral.
3. key details in the text will help the reader determine the theme, lesson or moral.
4. how to analyze characters and identify their traits, motivations, and feelings.
5. how characters' actions contribute to the sequence of events in a story.

Essential Question(s):

- What skills do readers need to utilize to read, interpret, analyze and enjoy literature?
- How can we use the parts of a passage, character development, illustrations, and text-based evidence to demonstrate understanding of independent reading skills?

<ol style="list-style-type: none"> 6. stories can be written in first person point of view or third person point of view. 7. first person point of view means someone in the story is telling the story (pronouns: I, me, my, we, our) 8. third person point of view means a narrator is telling the story (pronouns: he, she, him, her, them). 9. how to analyze characters and identify their traits, motivations, and feelings. 10. how characters actions contribute to the sequence of events in a story. 11. an author may write using the same or similar themes, settings and plots. 12. compare means alike or similar, contrast means different 13. the process for comparing and contrasting books with the same or similar themes, settings, plots, or characters. 	
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<p>Learning Objectives: <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> ▪ CC.1.3.3.B: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers ▪ CC.1.3.3.A: Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text ▪ CC.1.3.3.C: Describe characters in a story(e.g., their traits, motivations, feelings)and explain how their actions contribute to the sequence of events ▪ CC.1.3.3.D: Explain the point of view from which a story is narrated, including the difference between first- and third -person narration. ▪ CC.1.3.3.H: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <p><u>Note:</u> <i>“Story” means narration of events told through the text types of story, drama, or poem.</i></p>	
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<p>Dates: November-January Second Marking Period</p>	<p>Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.4.3.A: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ▪ CC.1.4.3.B: Identify the topic. ▪ CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate. ▪ CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. ▪ CC.1.4.3.E: Choose words and phrases for effect. ▪ CC.1.4.3.F: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. ▪ CC.1.4.3.S: Draw evidence from literary or informational texts to support analysis, reflection, and research; applying grade level reading standards for literature and informational texts. ▪ CC.1.4.3.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 	
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<ul style="list-style-type: none"> ▪ CC.1.4.3.U: With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ▪ CC.1.4.3.V: Conduct short research projects that build knowledge about a topic. ▪ CC.1.4.3.W: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ▪ CC.1.4.3.X: Write routinely over extended time frames (time for research, reflection, and revision, and shorter time frames (a single sitting of a day or two) for a range of discipline-specific tasks, purposes and audiences. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. informational writing looks at a topic and expresses ideas and information in a clear and concise manner. 2. the topic is revealed in the introductory paragraph. 3. as the piece is being developed, group information that is similar together in one paragraph. 4. informational writing is developed using facts, details, and definitions. 5. an informational text flows better when linking words are used to connect ideas. 6. that informational essays always need a conclusion. 7. using temporal words can establish an order which may be necessary depending on the type of informational piece being written. 8. how to form and use regular, and irregular plural nouns. 9. some plurals are formed by irregular spelling changes (child-children, foot-feet, mouse-mice, goose-geese). 10. abstract nouns name ideas, feelings, or qualities (sorrow, love, relief, patriotism, language, Labor Day). 11. irregular verbs do not follow any rules. You must learn the principal parts of each one. 12. choosing the proper verb tense is important when writing (present tense - walk, past tense - walked, future tense will walk). 13. subject-verb agreement. 14. a pronoun is a word that takes the place of the noun and its antecedent is a word or group of words that refers to the pronoun. 15. how pronouns and antecedents are in agreement. 16. an adjective is a word that describes a noun or pronoun. Adjectives tell: what kind (<i>tall</i> tree), which one (<i>that</i> boy), or how many (<i>three</i> dogs). 17. an adverb is a word that modifies or changes a verb, adjective, or another adverb. Most (but not all) adverbs end in <i>-ly</i>. Adverbs tell: when (<i>early, today, later</i>), where (<i>here, there, away</i>), how (<i>quickly, slowly, fearlessly</i>) or how much (<i>frequently, continually, regularly</i>). 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do writers organize written communication for an audience? ▪ What components do writers need to incorporate into their writing to make it effective? ▪ How do we revise and edit writings to improve content, focus, organization and conventions?

<p>18. comparative means more and ends in -er; superlative mean most and ends in -est.</p> <p>19. how to form comparative and superlative adjectives and adverbs.</p> <p>20. how to choose between comparative and superlative adjectives and adverbs depending on what is being modified.</p> <p>21. a simple sentence conveys one idea.</p> <p>22. a compound sentence consists of at least two independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so).</p> <p>23. a complex sentence consists of one independent clause and at least one dependent (subordinate) clause.</p> <p>24. possessive nouns show ownership and always has an apostrophe.</p> <p>25. there are strategies and rules to help when spelling high frequency words and words with patterns and when adding suffixes.</p>	
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<p>Learning Objectives: Students will know and be able to...</p> <ul style="list-style-type: none"> ▪ CC.1.4.3.A: Write an informational/explanatory text ▪ CC.1.4.3.B: Introduce a topic for the intended audience and group related information together to support the writer's purpose. (E03.C.1.2.1) ▪ CC.1.4.3.C: Develop a topic with facts, definitions, and/or details. (E03.C.1.2.2) ▪ CC.1.4.3.D: Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information. (E03.C.1.2.3) ▪ CC.1.4.3.D: Provide a concluding statement or section. (E03.C.1.2.4) ▪ CC.1.4.3.P: Use temporal words and phrases to signal event order. (E03.C.1.3.3) ▪ CC.1.4.3.F: Form and use regular and irregular plural nouns. (E03.D.1.1.2) ▪ CC.1.4.3.F: Use abstract nouns (e.g. childhood). (E03.D.1.1.3) ▪ CC.1.4.3.F: Form and use regular and irregular verbs. (E03.D.1.1.4) ▪ CC.1.4.3.F: Form and use a simple (e.g. I walked, I walk; I will walk) verb tenses. (E03.D.1.1.5) ▪ CC.1.4.3.F: Ensure subject-verb and pronoun-antecedent agreement. (E03.D.1.1.6) ▪ CC.1.4.3.F: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (E03.D.1.1.7) ▪ CC.1.4.3.F: Produce simple, compound, and complex sentences. (E03.D.1.1.9) ▪ CC.1.4.3.F: Capitalize appropriate words in titles. (E03.D.1.2.1) ▪ CC.1.4.3.F: Form and use possessives. (E03.1.2.4) ▪ CC.1.4.3.F: Use conventional spelling for high frequency for other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness). (E03.1.2.5) ▪ CC.1.4.3.F: Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (E03.1.2.6) ▪ CC.1.4.3.E: Choose words and phrases for effect. (E03.D.2.1.1) 	
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<p>Dates: November-January Second Marking Period</p>	<p>Unit Plan 5: Speaking and Listening</p> <p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

- **CC.1.5.3.B:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- **CC.1.5.3.C:** Ask and answer questions about information from a speaker, offering appropriate detail.
- **CC.1.5.3.D:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- **CC.1.5.3.E:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **CC.1.5.3.F:** Create engaging audio recording of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **CC.1.5.3.G:** Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. how to appropriately discuss ideas on a specific topic. 2. strategies for identifying the main idea when listening to a speaker or looking at a visual display. 3. the importance of asking relevant questions based on the content of the speech and being able to accurately answer the speaker's questions. 4. the audience responds favorably when appropriate volume, pacing, and intonation are used. 5. effective communicators speak in complete sentences. 6. effective communicators practice in order to read fluently. 7. visual displays aid in the understanding of facts and details. 8. effective communicators use appropriate grammar. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What listening skills do we need to build on others' ideas and collaborate in a discussion? ▪ How do we orally share information effectively so others can understand it?
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- Learning Objectives:**
Students will know and be able to...
- **CC.1.5.3.A:** Discuss grade level topics using their own and others' ideas.
 - **CC.1.5.3.B:** Identify the main idea of a text presented orally or visually.
 - **CC.1.5.3.C:** Answer and ask questions of a speaker.
 - **CC.1.5.3.D:** Use correct volume, pacing, and intonation while giving a speech or a report.
 - **CC.1.5.3.E:** Speak in complete sentences.
 - **CC.1.5.3.F:** Read fluently and provide visual displays.
 - **CC.1.5.3.G:** Demonstrate command of the conventions of the English language.

<p>Dates: January-March Third Marking Period</p>	<p>Unit Plan 1: Foundational Skills</p> <p>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p>
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Stage 1 – Desired Results

- PA Core State Assessments/Standards:**
- **CC.1.1.3.D:** Know and apply grade level phonics and word analysis skills in decoding words.
 - **CC.1.1.3.E:** Read with accuracy and fluency to support comprehension.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. prefixes and suffixes have meaning. 2. there are strategies that can be used to help decode words containing Latin suffixes and multisyllabic words. (i.e.: able, ible, ness, ation, ment, ly) 3. each syllable has one vowel sound; identifying the vowel and segmenting can help when decoding multisyllabic words. 4. strategies to decode irregularly spelled words. 5. we read for purpose and understanding; what we read needs to make sense. 6. how to read orally with accuracy, fluency, and expression. 7. it is necessary to monitor their reading; asking themselves, "Does it sound right?" "Does it look right?" "Does it make sense?" in order to make meaning of what they are reading. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do readers decode unfamiliar words? ▪ How does knowing the meaning of common and Latin affixes help in understanding words? ▪ What strategies do readers use before, during, and after reading to enhance comprehension? ▪ How does a reader check for understanding and comprehension of key elements of a passage? ▪ How do context clues and other text features guide a reader to understand important vocabulary?
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<p>Learning Objectives: <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> ▪ CC.1.1.3.D.a: Identify and know the meaning of the most common prefixes and derivational suffixes ▪ CC.1.1.3.D.b: Decode words with common Latin suffixes ▪ CC.1.1.3.D.c: Decode multisyllabic words ▪ CC.1.1.3.D.d: Read grade appropriate irregularly spelled words. ▪ CC.1.1.3.E.a: Read on-level text with purpose and understanding ▪ CC.1.1.3.E.b: Read on-level text orally with accuracy appropriate rate and expression on successive readings ▪ CC.1.1.3.E.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	
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<p>Dates: January-March Third Marking Period</p>	<p>Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p><u>Key Ideas and Details/ Main Idea</u></p> <ul style="list-style-type: none"> ▪ CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea. ▪ CC1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to support responses. ▪ CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. <p><u>Craft and Structure/Text Structure</u></p> <ul style="list-style-type: none"> ▪ CC1.2.3.F: Determine the meaning words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. <p><u>Integration of Knowledge and Ideas/Analysis across Texts</u></p> <ul style="list-style-type: none"> ▪ CC.1.2.3.I: Compare and contrast the most important points and key details presented in two texts on the same topic. <p><u>Vocabulary Acquisition and Use</u></p>	
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- **CC.1.2.3.K: Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.**

Range of Reading

- **CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.**

Understanding(s):

Students will understand...

1. a text has a topic.
2. main idea is what the topic of the text is mainly about.
3. the key details provide more information about the main idea.
4. the chronological order, sequential order, and cause and effect relationships used in nonfiction text.
5. referring to the text when answering questions helps to demonstrate comprehension.
6. that affixes determine word meaning.
7. how to use text to help determine the meaning of unknown academic and domain specific words and phrases.
8. how to use clues in the text to ascertain the literal and nonliteral meanings of words and phrases.
9. synonyms have similar meanings.
10. an author's choice of words give clues about the subject being discussed (i.e.: big, large, huge, gigantic, enormous), each word leaves a specific impression in your mind and has a varying degree in meaning.
11. there are many types of informational text.
12. to make an inference, you combine clues from the text with your background knowledge.

Essential Question(s):

- What skills and strategies do readers employ for the range of reading of informational texts?
- What individual skills do readers need to read nonfiction effectively and for comprehension?
- How do readers incorporate key ideas and details of nonfiction and informational passages to enhance comprehension and responses?
- How do readers make evidence-based connections among ideas and between different texts?

Learning Objectives:

Students will know and be able to...

- **CC.1.2.3.A:** Determine the main idea of a text; recount the key details and explain how they support the main idea
- **CC.1.2.3.C:** Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.
- **CC.1.2.3.B:** Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CC.1.2.3.J:** Determine the meaning of a new word when an affix is added to a known word
- **CC.1.2.3.K:** Determine the meaning of general academic and domain specific words and phrases used in a text.
- **CC.1.2.3.K:** Distinguish the literal and nonliteral meanings of words and phrases in context
- **CC.1.2.3.K:** Distinguish shades of meaning among related words
- **CC.1.2.3.L:** Read and understand a variety of informational text
- **CC.1.2.3.L:** Make inferences and ask questions relevant to the text

<p>Dates: Dates: January-March Third Marking Period</p>	<p>Unit Plan 3: Reading Literature</p> <p>Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.3.3.A: Determine the essential message, lesson, or moral in literary text; explain how it’s conveyed in text. ▪ CC.1.3.3.B: Ask and answer questions about the text, make inferences from text, referring to the text to support responses. ▪ CC.1.3.3.D: Explain the point of view of the author. ▪ CC.1.3.3.E: Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. ▪ CC.1.3.3.F: Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral as well as shades of meaning among related words. ▪ CC.1.3.3.G: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting). ▪ CC.1.3.3.H: Compare and contrast theme, settings and plots of stories written by the same author about the same or similar characters. ▪ CC.1.3.3.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. ▪ CC.1.3.3.J: Acquire and use accurately grade appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial and temporal relationships. ▪ CC.1.3.3.K: Read and comprehend literary fiction on grade level, reading independently and proficiently. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. referring to the text when asking and answering questions helps to demonstrate comprehension. 2. poems, dramas, and stories have a central message, lesson, or moral. 3. key details in the text will help the reader determine the theme, lesson or moral. 4. stories can be written in first person point of view or third person point of view. 5. first person point of view means someone in the story is telling the story (pronouns: I, me, my, we, our). 6. third person point of view means a narrator is telling the story (pronouns: he, she, him, her, them). 7. compare means alike or similar, contrast means different. 8. the process of comparing and contrasting books with the same or similar themes, plots, or characters. 9. how to use the text to determine the meanings of unknown words or phrases. 10. there are subtleties in word meanings. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What skills do readers need to utilize to read, interpret, analyze, and enjoy literature? ▪ How can we use the parts of a passage, character development, illustrations, and text-based evidence to demonstrate understanding of independent reading skills?

<p>Learning Objectives: <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> ▪ CC.1.3.3.B: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ▪ CC.1.3.3.A: Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text. ▪ CC.1.3.3.D: Explain the point of view from which a story is narrated, including the difference between first- and third -person narration. ▪ CC.1.3.3.H: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series). ▪ CC.1.3.3.I: Determine or clarify the meaning of unknown multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. ▪ CC.1.3.3.I: Demonstrate understanding of word relationships and nuances in word meanings. <p>Note: <i>“Story” means narration of events told through the text types of story, drama, or poem.</i></p>	
<p>Dates: January-March Third Marking Period</p>	<p>Unit Plan 4: Writing</p> <p>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.4.3.G: Write opinion pieces on familiar topics or texts. ▪ CC.1.4.3.H: Introduce the topic and state an opinion on the topic. ▪ CC.1.4.3.I: Support an opinion with reasons. ▪ CC.1.4.3.J: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. ▪ CC.1.4.3.K: Use a variety of words and sentence types to appeal to the audience. ▪ CC.1.4.3.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ▪ CC.1.4.3.Q: Choose words and phrases for effect. ▪ CC.1.4.3.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ▪ CC.1.4.3.S: Draw evidence from literary or informational texts to support analysis, reflection, and research; applying grade level reading standards for literature and informational texts. ▪ CC.1.4.3.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ▪ CC.1.4.3.U: With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ▪ CC.1.4.3.W: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ▪ CC.1.4.3.X: Write routinely over extended time frames (time for research, reflection, and revision, and shorter time frames (a single sitting of a day or two) for a range of discipline-specific tasks, purposes and audiences. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. a noun is a person, place, or thing 2. a pronoun is a word that takes the place of the noun and its antecedent is a word or group of words that refers to the pronoun. 3. a verb is an action, or state of being 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do writers organize written communication for an audience? ▪ What components do writers need to incorporate into their writing to make it effective?

4. an adjective is a word that modifies a noun or pronoun. Adjectives tell: what kind, (tall tree), which one (that boy), or how many (three dogs).
5. an adverb is a word that modifies or changes a verbs, adjectives, or another adverb. Most, but not all, adverbs end in -ly. Adverbs tell: when (early, today, later), where (here, there, away), how (quickly, slowly, fearlessly) or how much (frequently, continually, regularly).
6. how to form and use regular and irregular plural nouns.
7. some plurals are formed by irregular spelling changes (child-children, foot-feet, mouse-mice, goose-geese).
8. abstract nouns name ideas, feelings, or qualities (sorrow, love, relief, patriotism, language, Labor Day)
9. irregular verbs do not follow any rules. You must learn the principal parts of each one.
10. choosing the proper verb tense is important when writing (present tense - walk, past tense - walked, future tense - will walk).
11. subject-verb agreement.
12. how pronouns and antecedents are in agreement.
13. comparative means more and ends in -er; superlative means most and ends in -est.
14. how to form comparative and superlative adjectives and adverbs.
15. how to choose between comparative and superlative adjectives and adverbs depending on what is being modified.
16. a conjunction is a word that joins words or groups of words.
17. a coordinating conjunction joins words or word groups that have the same function in a sentence (for, and, nor, but, or, yet, so).
18. a subordinating conjunction is used at the beginning of a subordinate clause (after, although, as, because, since, unless, until, when, while, as long as).
19. a simple sentence conveys one idea.
20. a compound sentence consists of at least two independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so)
21. a complex sentence consists of one independent clause and at least one dependent (subordinate) clause.
22. that they should capitalize the first word, the last word, and any other important words in a title.
23. a little word such as *the*, *in*, *for*, *from*, *a*, or *an*, is not capitalized unless it comes first or last in the title.
24. a comma is used to separate the name of the city from the state.

- How do we revise and edit writings to improve content, focus, organization and conventions?
- How can writers incorporate meaningful dialogue into their writings?
- Why do we support written topics and opinions with evidence-based reasons and details?
- How do writing tools such as graphic organizers help writers to narrow ideas and incorporate facts, supporting ideas, illustrations, and definitions into their writings?

<p>25. when an address is written in a sentence, a comma is used to separate each item in the address except the zip code (4 Hall Street, Miami, Florida 33142).</p> <p>26. possessive nouns show ownership and always have an apostrophe.</p> <p>27. possessive nouns can be singular possessive or plural possessive.</p> <p>28. there are strategies and rules to help when spelling high frequency words and words with patterns and when adding suffixes.</p> <p>29. selecting words that are appealing to the readers is important when trying to influence their opinions.</p>	
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<p>Learning Objectives: Students will know and be able to...</p> <ul style="list-style-type: none"> ▪ E03.C.1.1.1: Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose. ▪ E03.C.1.1.2: Provide reasons that support the opinion. ▪ E03.C.1.1.3: Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons. ▪ E03.C.1.1.4: Provide a concluding statement or section. ▪ E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ▪ E03.D.1.1.2: Form and use regular and irregular plural nouns. ▪ E03.D.1.1.3: Use abstract nouns (e.g. childhood). ▪ E03.D.1.1.4: Form and use regular and irregular verbs. ▪ E03.D.1.1.5: Form and use a simple (e.g. I walked, I walk; I will walk) verb tenses. ▪ E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent agreement ▪ E03.D.1.1.7: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ▪ E03.D.1.1.8: Use coordinating and subordinating conjunctions. ▪ E03.D.1.1.9: Produce simple, compound, and complex sentences. ▪ E03.D.1.2.1: Capitalize appropriate words in titles. ▪ E03.D.1.2.2: Use commas in addresses. ▪ E03.D.1.2.4: Form and use possessives. ▪ E03.D.1.2.5: Use conventional spelling for high frequency for other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). ▪ E03.D.1.2.6: Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ▪ E03.D.2.1.1: Choose words and phrases for effect. 	
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<p>Dates: January-March Third Marking Period</p>	<p>Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. ▪ CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. ▪ CC1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.
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<ul style="list-style-type: none"> ▪ CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. ▪ CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ▪ CC.1.5.3.F: Create engaging audio recording of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ▪ CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. how to appropriately discuss ideas on a specific topic. 2. strategies for identifying the main idea when listening to a speaker or looking at a visual display. 3. the importance of asking relevant questions based on the content of the speech and being able to accurately answer the speaker's questions. 4. the audience responds favorably when appropriate volume, pacing, and intonation are used. 5. effective communicators speak in complete sentences, or communicate complete thoughts. 6. effective communicators practice in order to read fluently. 7. visual displays aid in understanding facts or details. 8. effective communicators use appropriate grammar. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What listening skills do we need to build on others' ideas and collaborate in a discussion? ▪ How do we orally share information effectively so others can understand it?
<p>Learning Objectives: <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> ▪ CC1.5.3.A: Discuss grade level topics using their own and other's ideas. ▪ CC.1.5.3.B: Identify the main idea of a text presented orally or visually. ▪ CC.1.5.3.C: Answer and ask question of a speaker. ▪ CC.1.5.3.D: Use correct volume, pacing, and intonation while giving a speech or a report. ▪ CC.1.5.3.E: Speak in complete sentences. ▪ CC.1.5.3.F: Read fluently and provide visual displays. ▪ CC.1.5.3.G: Demonstrate command of the conventions of the English language. 	
<p>Dates: March-June Fourth Marking Period</p>	<p>Unit Plan 1: Foundational Skills</p> <p>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. ▪ CC.1.1.3.E: Read with accuracy and fluency to support comprehension. 	
<p>Understanding(s): <i>Students will understand</i></p>	<p>Essential Question(s):</p>

<ol style="list-style-type: none"> 1. prefixes and suffixes have meanings. 2. there are strategies that can be used to help decode words containing Latin suffixes and multisyllabic words. (ie: able, ible, ness, ation, ment, ly) 3. each syllable has one vowel sound; identifying the vowels and segmenting can help to decode multisyllabic words. 4. strategies to decode irregularly spelled words. 5. we read for purpose and understanding; what we read needs to make sense. 6. how to read orally with accuracy, fluency, and expression. 7. it is necessary to monitor their reading, asking themselves, “Does it sound right?” “Does it look right?” “Does it make sense?” in order to make meaning of what they are reading. 	<ul style="list-style-type: none"> ▪ How do readers decode unfamiliar words? ▪ How does knowing the meaning of common and Latin affixes help in understanding words? ▪ What strategies do readers use before, during, and after reading to enhance comprehension? ▪ How does a reader check for understanding and comprehension of key elements of a passage? ▪ How do context clues and other text features guide a reader to understand important vocabulary? ▪ How do readers decode multi-syllabic words? ▪ How do context clues provide an avenue for readers to confirm and self-correct unfamiliar words? ▪ What strategies do readers use to demonstrate fluency in oral reading?
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<p>Learning Objectives: <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> ▪ CC.1.1.3.D.a: Identify and know the meaning of the most common prefixes and derivational suffixes ▪ CC.1.1.3.D.b: Decode words with common Latin suffixes ▪ CC.1.1.3.D.c: Decode multisyllabic words ▪ CC.1.1.3.D.d: Read grade appropriate irregularly spelled words. ▪ CC.1.1.3.E.a: Read on-level text with purpose and understanding ▪ CC.1.1.3.E.b: Read on-level text orally with accuracy appropriate rate and expression on successive readings ▪ CC.1.1.3.E.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	
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<p>Dates: March-June Fourth Marking Period</p>	<p>Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards: <u>Key Ideas and Details/ Main Idea</u></p> <ul style="list-style-type: none"> ▪ CC1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea. ▪ CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to support responses. ▪ CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. <p><u>Craft and Structure/Text Structure</u></p> <ul style="list-style-type: none"> ▪ CC.1.2.3.E: Use text features and search tools to locate and interpret information. ▪ CC.1.2.3.D: Explain the point of view of the author. <p><u>Craft and Structure/Vocabulary</u></p> <ul style="list-style-type: none"> ▪ CC.1.2.3.F: Determine the meaning words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. 	
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Integration of Knowledge and Ideas/Diverse Media

- **CC.1.2.3.G:** Use information gained from text features to demonstrate understanding of a text.
- **CC.1.2.3.H:** Describe how an author connects sentences and paragraphs in a text to support particular points.
- **CC.1.2.3.I:** Compare and contrast the most important points and key details presented in two texts on the same topic.

Vocabulary Acquisition and Use

- **CC.1.2.3.J:** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- **CC.1.2.3.K:** Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading

- **CC.1.2.3.L:** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Understanding(s):

Students will understand

1. the main idea is what the topic of the text is mainly about.
2. the key details provide more information about the main idea.
3. the chronological order, sequential order, and cause and effect relationships used in nonfiction text.
4. how to explain the way in which events, ideas, and concepts are related to one another.
5. referring to the text when answering questions helps to demonstrate comprehension.
6. the different text features used in nonfiction text and how they can help aid in comprehension.
7. text clues can help to determine the meanings of unknown words.
8. how to use the text to help determine the meaning of unknown academic and domain specific words and phrases.
9. how to use the words in the text to ascertain the literal and nonliteral meanings of words and phrases.
10. synonyms have similar meanings.
11. an author's choice of words gives clues about the subject being discussed (ie. big, large, huge, gigantic, enormous) each word leaves a specific impression in your mind and has a varying degree in meaning.
12. an author can express his/her point of view when he/she writes.
13. how to use the text features and search tools efficiently to locate information on a topic.

Essential Question(s):

- What skills and strategies do readers employ for the range of reading of informational texts?
- What individual skills do readers need to read nonfiction effectively and for comprehension?
- How do readers incorporate key ideas and details of nonfiction and informational passages to enhance comprehension and responses?
- How do readers make evidence-based connections among ideas and between different texts?
- How do readers make strong connections with details to support facts and opinions?
- How does the use of technology enhance comprehension of informational texts?
- How do spatial and temporal relationship words enhance informational reading and oral/written responses?
- How does text analysis (time, sequence of events, cause and effect, and point of view) enhance comprehension of informational texts?
- How does understanding the craft and structure of nonfiction passages increase comprehension of the topic?
- How do readers integrate the knowledge

Learning Objectives:

Students will know and be able to...

- **CC.1.2.3.A:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

- **CC.1.2.3.C:** Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.
- **CC.1.2.3.B:** Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CC.1.2.3.E:** Identify and use text features to comprehend nonfiction text.
- **CC.1.2.3.K:** Use context as a clue to determine meaning.
- **CC.1.2.3.K:** Determine the meaning of general academic and domain specific words and phrases used in a text.
- **CC.1.2.3.K:** Distinguish the literal and nonliteral meanings of words and phrases in context.
- **CC.1.2.3.K:** Distinguish shades of meaning among related words.
- **CC.1.2.3.L:** Read and understand a variety of informational text.
- **CC.1.2.3.D:** Explain the point of view from which a text is written.
- **CC.1.2.3.B:** Make inferences and ask questions relevant to the text.
- **CC.1.2.3.G:** Use text features (e.g. headings, graphics, and charts) and search tools (e.g. key words, sidebars, and hyperlinks) to locate information relevant to a given topic efficiently.

Dates: March-June Fourth Marking Period	Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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Stage 1 – Desired Results

- PA Core State Assessments/Standards:**
- **CC.1.3.3.A:** Determine the essential message, lesson, or moral in literary text; explain how it’s conveyed in text.
 - **CC.1.3.3.B:** Ask and answer questions about the text, make inferences from text, referring to the text to support responses.
 - **CC.1.3.3.C:** Describe characters in the story and explain how their actions contribute to the sequence of events.
 - **CC.1.3.3.D:** Explain the point of view of the author.
 - **CC.1.3.3.E:** Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.
 - **CC.1.3.3.F:** Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral as well as shades of meaning among related words.
 - **CC.1.3.3.G:** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).
 - **CC.1.3.3.H:** Compare and contrast theme, settings and plots of stories written by the same author about the same or similar characters.
 - **CC.1.3.3.J:** Acquire and use accurately grade appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial and temporal relationships.
 - **CC.1.3.3.K:** Read and comprehend literary fiction on grade level, reading independently and proficiently.

Understanding(s): <i>Students will understand</i> 1. referring to the text when asking and answering questions helps to demonstrate comprehension. 2. poems, dramas, and stories have a central message, lesson, or moral.	Essential Question(s): ▪ What skills do readers need to utilize to read, interpret, analyze, and enjoy literature? ▪ How can we use the parts of a passage, character development, illustrations, and text-
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<ol style="list-style-type: none"> 3. key details in the text will help the reader determine the theme, lesson or moral. 4. how to analyze characters and identify their traits, motivations, and feelings. 5. how characters' actions contribute to the sequence of events in a story. 6. stories can be written in first person point of view or third person point of view. 7. first person means someone in the story is telling the story (pronouns: I, me, my, we, our). 8. third person means a narrator is telling the story (pronouns: he, she, his, hers, them). 9. compare means alike or similar; contrast means different. 10. the process of comparing and contrasting books with the same or similar themes, plots, or characters. 11. there are subtleties in word meanings. 	<p>based evidence to demonstrate understanding of independent reading skills?</p> <ul style="list-style-type: none"> ▪ How do readers ask and answer questions while reading literature? ▪ How does text-based evidence support and guide literature responses and discussion?
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<p>Learning Objectives: Students will know and be able to...</p> <ul style="list-style-type: none"> ▪ CC.1.3.3.B: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ▪ CC.1.3.3.A: Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text. ▪ CC.1.3.3.C: Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. ▪ CC.1.3.3.D: Explain the point of view from which a story is narrated, including the difference between first- and third -person narration. ▪ CC.1.3.3.H: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series). ▪ CC.1.3.3.F: Demonstrate understanding of word relationships and nuances in word meanings. <p>Note: <i>“Story” means narration of events told through the text types of story, drama, or poem.</i></p>	
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<p>Dates: March-June Fourth Marking Period</p>	<p>Unit Plan 4: Writing</p> <p>Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.4.3.M: Write narratives to develop real or imagined experiences or events. ▪ CC.1.4.3.N: Establish a situation and introduce a narrator and/or characters. ▪ CC.1.4.3.O: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ▪ CC.1.4.3.P: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event of order; provide a sense of closure. ▪ CC.1.4.3.Q: Choose words and phrases for effect. ▪ CC.1.4.3.R: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. ▪ CC.1.4.3.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

<ul style="list-style-type: none"> ▪ CC.1.4.3.U: With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ▪ CC.1.4.3.X: Write routinely over extended time frames (time for research, reflection, and revision, and shorter time frames (a single sitting of a day or two) for a range of discipline-specific tasks, purposes and audiences. 	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. narrative writing can be based on actual events or created from one's imagination. 2. the elements of a fairy tale. 3. in fairy tales, the unlikely hero often wins in the end. 4. fairy tales are often shared by being told and retold. 5. to develop the plot, there must be characters, an initial situation, and a sequence of events the characters work through throughout the story. 6. character development helps the reader connect and understand the characters; this includes descriptive details about the characters' thoughts, feelings, and actions. This can be conveyed through dialogue. 7. using temporal words and phrases helps to establish a sequence of events within the narrative. 8. dialogue involves the use of a comma and quotation marks; it is quoting exactly what someone says. 9. dialogue is effective if used properly in a narrative. 10. peer editing and conferencing with adults are important steps in the publishing process. 11. revising and editing are necessary steps before publishing a final piece of writing. 12. the final step in the writing process is to publish the piece using some form of technology. 13. there are different purposes for writing and that each assignment varies in length and the amount of time it takes to complete the assignment. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do writers organize written communication for an audience? ▪ What components do writers need to incorporate into their writing to make it effective? ▪ How do we revise and edit writings to improve content, focus, organization and conventions? ▪ How can writers incorporate meaningful dialogue into their writings? ▪ Why do we support written topics and opinions with evidence-based reasons and details? ▪ How do writing tools such as graphic organizers help writers to narrow ideas and incorporate facts, supporting ideas, illustrations, and definitions into their writings? ▪ Why do writers routinely write (for short and long periods of time)? ▪ How do understanding tasks, purposes, and audiences make our writing effective? ▪ How does the use of technology enhance research, reflection, and revision of writings? ▪ What strategies do writers need to research topics that build knowledge? ▪ How do writers incorporate words and phrases with effect to add style to their written work? ▪ What skills and strategies are needed to write a narrative writing?
<p>Learning Objectives: <i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> ▪ CC.1.4.3.M: Write narratives to develop real or imagined experiences or events. ▪ CC.1.4.3.N: Establish a situation and introduce a narrator and/or characters. ▪ CC.1.4.3.O: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ▪ CC.1.4.3.P: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event of order; provide a sense of closure. ▪ CC.1.4.3.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ▪ CC.1.4.3.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 	

<ul style="list-style-type: none"> ▪ CC.1.4.3.U: With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ▪ CC.1.4.3.X: Write routinely over extended time frames (time for research, reflection, and revision, and shorter time frames (a single sitting of a day or two) for a range of discipline-specific tasks, purposes and audiences. 	
Dates: March-June Fourth Marking Period:	Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
Stage 1 – Desired Results	
PA Core State Assessments/Standards: <ul style="list-style-type: none"> ▪ CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly. ▪ CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. ▪ CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail. ▪ CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. ▪ CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ▪ CC.1.5.3.F: Create engaging audio recording of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ▪ CC.1.5.3.G: Demonstrate command of the conventions of Standard English when speaking based on grade 3 level and content. 	
Understanding(s): <i>Students will understand</i> <ol style="list-style-type: none"> 1. how to appropriately discuss ideas on a specific topic. 2. strategies for identifying the main idea when listening to a speaker or looking at a visual display. 3. the importance of asking relevant questions based on the content of the speech and being able to accurately answer the speaker’s questions. 4. the audience responds favorably when appropriate volume, pacing, and intonation are used. 5. effective communicators speak in complete sentences, or communicate complete thoughts. 6. effective communicators practice in order to read fluently. 7. visual displays aid in understanding facts or details. 8. effective communicators use appropriate grammar. 	Essential Question(s): <ul style="list-style-type: none"> ▪ What listening skills do we need to build on others’ ideas and collaborate in a discussion? ▪ How do we orally share information effectively so others can understand it? ▪ How do we ask and answer questions using details to provide clarification? ▪ What skills do students need to employ to create an audio reading with fluency?
Learning Objectives: <i>Students will know and be able to...</i> <ul style="list-style-type: none"> ▪ CC.1.5.3.A: Discuss grade level topics using their own and other’s ideas 	

- **CC.1.5.3.B:** Identify the main idea of a text presented orally or visually
- **CC.1.5.3.C:** Answer and ask question of a speaker
- **CC.1.5.3.D:** Use correct volume, pacing, and intonation while giving a speech or a report
- **CC.1.5.3.E:** Speak in complete sentences
- **CC.1.5.3.F:** Read fluently and provide visual displays
- **CC.1.5.3.G:** Demonstrate command of the conventions of the English language