

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

3rd Grade Language Arts

Course # 13

Length of Period (mins.) 125

Periods per Cycle: 5

Length of Course (yrs.) 1.0

Adopted: June, 2006

Revised: April, 2013

Developed by:

Nancy Cleff
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Description of Course #13

Course Title:

K – 5 Language Arts Program

Description:

The K – 5 Language Arts Program is an integration of reading, writing, listening, and speaking. This course of study encompasses a combination of literacy immersion and explicit instruction in a meaningful context.

Goals:

Children will effectively read, write, and communicate with others.

Requirements:

Students will:

- Learn to read independently
- Read critically in all content areas
- Read, analyze, and interpret literature
- Demonstrate speaking and listening skills
- Write legibly in manuscript and cursive

Text: Beck, Farr, Strickland, Ada, Hudson, McKeown, Scarcella, Washington, Harcourt Storytown (Twists and Turns, Breaking New Ground), Harcourt School Publishers, 2008

Key to Levels of Achievement (Listed with each learning objective)

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| Awareness (A): | Students are introduced to concepts, forms, and patterns. |
| Learning (L): | Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process. |
| Understanding (U): | Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level. |
| Reinforcement (R): | Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication. |

| Unit | Num | Objective | Level | Eligible Content | Evaluation | Standard |
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| 1.1 Foundational Skills <i>Phonics and Word Recognition</i> | 1 | Student will know and apply grade level phonics and word analysis skills in decoding words. | U | <ul style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. 17SS,18S, 19S, 23S, 26S, 28S, 29S. Decode words with common Latin suffixes. 11S, 14S, 27S Decode multi-syllable words. Read grade-appropriate irregularly spelled words. | <ul style="list-style-type: none"> Teacher observation District assessment (DRA, universal screening, running record) Tests/quizzes Projects Checklists | C.C.1.1.3.D |
| 1.1 Foundational Skills <i>Fluency</i> | 2 | Student will read with accuracy and fluency to support comprehension. | U | <ul style="list-style-type: none"> Read on-level text with purpose and understanding. ALL Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ALL Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ALL | <ul style="list-style-type: none"> Teacher observation District assessment (DRA, universal screening, running record) Tests/quizzes Projects Checklists | C.C.1.1.3.E |
| 1.2 Reading Informational Text <i>Key Ideas and Details</i> <i>Main Idea</i> | 3 | Student will determine the main idea of a text; recount the key details and explain how they support the main idea. | U | <ul style="list-style-type: none"> Determine the main idea of a text; recount the key details and explain how they support the main idea. 8SS E03.B-K.1.1.2 | <ul style="list-style-type: none"> Teacher observations Tests/quizzes Writing prompts District assessments Projects/reports | C.C.1.2.3.A |
| 1.2 Reading Informational Text <i>Key Ideas and Details</i> <i>Text Analysis</i> | 4 | Student will ask and answer questions about the text and make inferences from the text; refer to text to support responses. | U | <ul style="list-style-type: none"> Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ALL E03.B-K.1.1.1 | | C.C.1.2.3.B |

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| <p>1.2 Reading Informational Text</p> <p><i>Key Ideas and Details Text Analysis</i></p> | 5 | Students will 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. | U | <ul style="list-style-type: none"> 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/effect. (fiction only) Sequence – 21SS, 22SS E03.B-K.1.1.3 | | C.C.1.2.3.C |
| <p>1.2 Reading Informational Text</p> <p><i>Craft and Structure Point of View</i></p> | 6 | Student will explain the point of view of the author. | U | <ul style="list-style-type: none"> Explain the point of view from which a text is written. Author's message - 21SS E03.B-C.2.1.1 | | C.C.1.2.3.D |
| <p>1.2 Reading Informational Text</p> <p><i>Craft and Structure Text Structure</i></p> | 7 | Student will use text features and search tools to locate and interpret information. | U | <ul style="list-style-type: none"> Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 3SS, 4SS E03.B-C.2.1.2 | | C.C.1.2.3.E |
| <p>1.2 Reading Informational Text</p> <p><i>Craft and Structure Vocabulary</i></p> | 8 | Student will determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. | L U L | <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 27SS <ul style="list-style-type: none"> Use context as a clue to the meaning of a word or phrase. (fiction only) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 29SS (bi-, non-, over-) | | CC.1.2.3.F |

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| | | | U A L L L L | <p>c. Determine the meaning of general academic and domain-specific words and phrases used in a text. ALL</p> <p>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). 6 supp E03.B-V.4.1.1</p> <ul style="list-style-type: none"> ● Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered) 1 Supp Syn. - 7SS E03.B-V.4.1.2 | | |
| 1.2 Reading Informational Text <i>Integration of Knowledge and Ideas</i> <i>Diverse Media</i> | 9 | Student will use information gained from text features to demonstrate understanding of a text. | U | <ul style="list-style-type: none"> ● 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). 3SS, 4SS, 13SS, 14SS E03.B-C.3.1.3 | | CC1.2.3.G |
| 1.2 Reading Informational Text <i>Integration of Knowledge and Ideas</i> <i>Evaluating Arguments</i> | 10 | Student will describe how an author connects sentences and paragraphs in a text to support particular points. | U | <ul style="list-style-type: none"> ● Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect (fiction only), first/second/third in a sequence). 21SS, 22SS E03.B-C.3.1.1 | | CC1.2.3.H |

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| <p>1.2 Reading Informational Text</p> <p><i>Integration of Knowledge and Ideas</i></p> <p><i>Analysis Across Texts</i></p> | <p>11</p> | <p>Student will compare and contrast the most important points and key details presented in two texts on the same topic.</p> | <p>U</p> <p>U</p> | <ul style="list-style-type: none"> ● Compare and contrast the most important points and key details presented in two texts on the same topic. Supp 2 E03.B-C.3.1.2 ● 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). 3SS, 4SS E03.B-C.3.1.3 | | <p>CC1.2.3.I</p> |
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| <p>1.2 Reading Informational Text</p> <p><i>Vocabulary Acquisition and Use</i></p> | <p>12</p> | <p>Student will acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal (sequence/order words) relationships</p> | <p>U</p> <p>U</p> <p>U</p> <p>U</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> | <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and <u>multiple-meaning words</u> and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 27SS <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. (fiction only) b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 29S c. Determine the meaning of general academic and domain-specific words and phrases used in a text. All NF d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). E03.B-V.4.1.1 ● Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Supp 4 b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered) Supp 1 E03.B-V.4.1.2 | | <p>CC1.2.3.J</p> |
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| <p>1.2 Reading Informational Text</p> <p><i>Vocabulary Acquisition and Use</i></p> | 13 | Student will 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. | <p>U</p> <p>U</p> <p>U</p> <p>U</p> <p>L</p> | <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.27S <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. (fiction only) b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 28S, 29S c. Determine the meaning of general academic and domain-specific words and phrases used in a text. All NF d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Supp 6 <p>E03.B-V.4.1.1</p> | | CC1.2.3.K |
| <p>1.2 Reading Informational Text</p> <p><i>Range of Reading</i></p> | 14 | Student will read and comprehend literacy non-fiction and informational text on grade level, reading independently and proficiently. | U | <ul style="list-style-type: none"> ● ALL NF | | CC1.2.3.L |
| <p>1.3 Reading Literature</p> <p><i>Key Ideas and Details Theme</i></p> | 15 | Student will determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. | U | <ul style="list-style-type: none"> ● 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. (author’s message – NF) 9SS, 19SS <p>E03.A-K.1.1.2</p> | <ul style="list-style-type: none"> ● Teacher observations ● Tests/quizzes ● Writing prompts ● Projects/reports ● District assessments | CC1.3.3.A |

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| <p>1.3 Reading Literature</p> <p><i>Key Ideas and Details Text Analysis</i></p> | 16 | Student will ask and answer questions about the text and make inferences from text, referring to text to support responses. | U | <ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ALL F, Inference – 26SS E03.A-K.1.1.1 | | CC1.3.3.B |
| <p>1.3 Reading Literature</p> <p><i>Key Ideas and Details Literary Elements</i></p> | 17 | Student will describe characters in a story and explain how their actions contribute to the sequence of events. | U | <ul style="list-style-type: none"> Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Characters 1SS, 2SS Sequence (11 and 12 – non fiction only) Note: “Story” means narration of events told through the text types of story, drama, or poem. E03.A-K.1.1.3 | | CC1.3.3.C |
| <p>1.3 Reading Literature</p> <p><i>Craft Structure Point of View</i></p> | 18 | Student will explain the point of view of the author. | L | <ul style="list-style-type: none"> Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations. First – 6, 18, 28 Third – 1, 2, 9, 11, 12, 16, 17, 19, 23, 24, 26 Note: “Story” means narration of events told through the text types of story, drama, or poem. E03.A-C.2.1.1 | | CC1.3.3.D |
| <p>1.3 Reading Literature</p> <p><i>Craft Structure Text Structure</i></p> | 19 | Student will 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. | U | <ul style="list-style-type: none"> | | CC1.3.3.E |

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| <p>1.3 Reading Literature</p> <p><i>Craft Structure</i></p> <p><i>Vocabulary</i></p> | <p>20</p> | <p>Student will determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> | <p>U</p> <p>U</p> <p>U</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> | <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and <u>multiple-meaning words</u> and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 26SS <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase 11SS, 12SS b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, hear/preheat). 2S, 18S, 19S, 23S. 28S c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Supp 6 <p>E03.A-V.4.1.1</p> <ul style="list-style-type: none"> ● Demonstrate understanding of word relationships and nuances in word meanings. Supp 1 <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered). <p>E03.A-V.4.1.2</p> | | <p>CC1.3.3.F</p> |
| <p>1.3 Reading Literature</p> <p><i>Integration of Knowledge and Ideas</i></p> <p><i>Sources of Information</i></p> | <p>21</p> | <p>Student will 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).</p> | <p>U</p> | <ul style="list-style-type: none"> ● ALL F | | <p>CC1.3.3.G</p> |

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| <p>1.3 Reading Literature</p> <p><i>Integration of Knowledge and Ideas</i></p> <p><i>Text Analysis</i></p> | 22 | <p>Student will compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters.</p> | U | <ul style="list-style-type: none"> 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). 16SS, 17SS - theme Note: “Stories” means narration of events told through the text types of stories, dramas, or poems. E03.A-C.3.1.1 | | CC1.3.3.H |
| <p>1.3 Reading Literature</p> <p><i>Vocabulary Acquisition and Use Strategies</i></p> | 23 | <p>Student will 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.</p> | <p>U</p> <p>U</p> <p>L</p> | <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> Use context as a clue to the meaning of a word or phrase. 11SS, 12SS Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, hear/preheat). 2S, 18S, 19S, 23S Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Supp 6 E03.A-V.4.1.1 | | CC.1.3.3.I |
| <p>1.3 Reading Literature</p> <p><i>Vocabulary Acquisition and Use</i></p> | 24 | <p>Student will acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal (sequence/order words) relationships.</p> | <p>U</p> <p>U</p> <p>U</p> | <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> Use context as a clue to the meaning of a word or phrase. | | CC1.3.3.J |

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| | | | L | <ul style="list-style-type: none"> b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, hear/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). <p>E03.A-V.4.1.1</p> <ul style="list-style-type: none"> ● Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered). <p>E03.A-V.4.1.2</p> | | |
| 1.3 Reading Literature <i>Range of Reading</i> | 25 | Student will read and comprehend literary fiction on grade level, reading independently and proficiently. | U | <ul style="list-style-type: none"> ● ALL F | | CC1.3.3.K |
| 1.4 Writing <i>Informational/ Explanatory</i> | 26 | Student will write informative/explanatory texts to examine a topic and convey ideas and information clearly. | R | <ul style="list-style-type: none"> ● Theme 5 1W, 2W | <ul style="list-style-type: none"> ● Teacher observation ● Writing prompts ● Projects ● Rubrics ● Portfolios ● Tests/quizzes | CC1.4.3.A |

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| <p>1.4 Writing <i>Informational/ Explanatory Focus</i></p> | 27 | Students will identify and introduce the topic. | U | <ul style="list-style-type: none"> ● Introduce a topic for the intended audience and group related information together to support the writer’s purpose. E03.C.1.2.1 | | CC1.4.3.B |
| <p>1.4 Writing <i>Informational/ Explanatory Content</i></p> | 28 | Student will develop the topic with facts, definitions, details, and illustrations, as appropriate. | U U | <ul style="list-style-type: none"> ● Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E3.C.1.2.2 ● Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences. Theme 6 (research report) ● E03.E.1.1.2 | | CC1.4.3.C |
| <p>1.4 Writing <i>Informational/ Explanatory Organization</i></p> | 29 | Student will create an organizational structure that includes information grouped and connected logically with a concluding statement or section. | U U U | <ul style="list-style-type: none"> ● Introduce a topic for the intended audience and group related information together to support the writer’s purpose. Theme 2 (response to literature) E03.C.1.2.1 ● Use linking words and phrases (e.g.,also, another, and, more, but) to connect ideas within categories of information. Theme 5 (Explanation) 3W, 4W, 7W, 13W, 14W, 20 W, 21W, 28W, 29W E03.C.1.2.3 ● Provide a concluding statement or section. E03.C.1.2.4 | | CC1.4.3.D |
| <p>1.4 Writing <i>Informational/ Explanatory Style</i></p> | 30 | Student will choose words and phrases for effect. | U | <ul style="list-style-type: none"> ● Choose words and phrases for effect. 16G (adj), 17G(compare with adj) 8W, 9W, 26W, 27W E03.D.2.1.1. | | CC.1.4.3.E |

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| <p>1.4 Writing</p> <p><i>Informational/ Explanatory Conventions of Language</i></p> | <p>31</p> | <p>Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> | <p>U</p> <p>U</p> <p>L</p> <p>U</p> <p>U</p> <p>U/L</p> <p>U</p> <p>U</p> | <ul style="list-style-type: none"> ● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. E03.D.1.1.1 Nouns – 7, 9, 11 Verbs – 19, 21, 22, 23, 24, 26 Pronouns – 12, 13 Adjectives – 16, 17, 18 Adverbs -27 ● Form and use regular and irregular plural nouns. 9G, 12G E03.D.1.1.2 ● Use abstract nouns (e.g., childhood) Supp 5 E03.D.1.1.3 ● Form and use regular and irregular verbs. 19G, 21G, 22G, 23G, 24G, 26G E03.D.1.1.4 ● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. 21G, 22G, 23G, 24G E03.D.1.1.5 ● Ensure subject-verb and pronoun-antecedent agreement. 19G, 14G E03.D.1.1.6 ● Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 17G, 27G E03.D.1.1.7 ● Use coordinating and subordinating conjunctions. 4G, 6G E03.D.1.1.8 | | <p>CC.1.4.3.F</p> |
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| | | | U/L | <ul style="list-style-type: none"> ● Produce simple, compound, and complex sentences. 1G, 2G, 3G, 4G, 6G E03.D.1.1.9 | | |
| | | | U | <ul style="list-style-type: none"> ● Capitalize appropriate words in titles. 7G, 8G, 29G E03.D.1.2.1 | | |
| | | | U | <ul style="list-style-type: none"> ● Use commas in addresses. E03.D.1.2.2 | | |
| | | | L | <ul style="list-style-type: none"> ● Use commas and quotation marks in dialogue. 18W, Supp 3 E03.D.1.2.3 | | |
| | | | U | <ul style="list-style-type: none"> ● Form and use possessives. 11G E03.D.1.2.4 | | |
| | | | U | <ul style="list-style-type: none"> ● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). ALL spelling E03.D.1.2.5 | | |
| | | | U | <ul style="list-style-type: none"> ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ALL spelling E03.D.1.2.6 | | |
| 1.4 Writing <i>Opinion/Argumentative</i> | 32 | Student will write opinion pieces on familiar topics or texts. | U/R | <ul style="list-style-type: none"> ● 24W | | CC.1.4.3.G |
| 1.4 Writing <i>Opinion/Argumentative Focus</i> | 33 | Student will introduce the topic and state an opinion on the topic. | R | <ul style="list-style-type: none"> ● 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. 24W E03.C.1.1.1 | | CC.1.4.3.H |

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| | | | L/U | <ul style="list-style-type: none"> Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E03.E.1.1.1 | | |
| 1.4 Writing <i>Opinion/Argumentative Content</i> | 34 | Student will support an opinion with reasons. | U | <ul style="list-style-type: none"> Provide reasons that support the opinion. 24W E03.C.1.1.2 | | CC.1.4.3.I |
| 1.4 Writing <i>Opinion/Argumentative Organization</i> | 35 | Student will create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. | L/U L R | <ul style="list-style-type: none"> 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. 23W, 24W E03.C.1.1.1 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons. E03.C.1.1.3 Provide a concluding statement or section. E03.C.1.1.4 | | CC.1.4.3.J |
| 1.4 Writing <i>Opinion/Argumentative Style</i> | 36 | Student will use a variety of words and sentence types to appeal to the audience. | U U/L | <ul style="list-style-type: none"> Choose words and phrases for effect. E03.D.2.1.1 Produce simple, compound, and complex sentences. E03.D.1.1.9 | | CC.1.4.3.K |
| 1.4 Writing <i>Opinion/Argumentative Conventions of Language</i> | 37 | Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | U | <ul style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences. | | CC.1.4.3.L |

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| | | | <p>U</p> <p>L</p> <p>U</p> <p>U</p> <p>U</p> <p>U/L</p> <p>U</p> <p>U/L</p> <p>U</p> <p>U</p> <p>L</p> <p>U</p> | <p>See lessons under Informative objectives</p> <p>E03.D.1.1.1</p> <ul style="list-style-type: none"> ● Form and use regular and irregular plural nouns. <p>E03.D.1.1.2</p> <ul style="list-style-type: none"> ● Use abstract nouns (e.g, childhood) <p>E03.D.1.1.3</p> <ul style="list-style-type: none"> ● Form and use regular and irregular verbs. <p>E03.D.1.1.4</p> <ul style="list-style-type: none"> ● For and use the simple (e.g., I walked, I walk, I will walk) verb tense. <p>E03.D.1.1.5</p> <ul style="list-style-type: none"> ● Ensure subject-verb and pronoun-antecedent agreement. <p>E03.D.1.1.6</p> <ul style="list-style-type: none"> ● Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. <p>E03.D.1.1.7</p> <ul style="list-style-type: none"> ● Use coordinating and subordinating conjunctions. <p>E03.D.1.1.8</p> <ul style="list-style-type: none"> ● Produce simple, compound, and complex sentences. <p>E03.1.1.9</p> <ul style="list-style-type: none"> ● Capitalize appropriate words in titles. <p>E03.D.1.2.1</p> <ul style="list-style-type: none"> ● Use commas in addresses. <p>E03.D.1.2.2</p> <ul style="list-style-type: none"> ● Use commas and quotation marks in dialogue. <p>E03.D.1.2.3</p> <ul style="list-style-type: none"> ● Form and use possessives. <p>E03.D.1.2.4</p> | | |
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| | | | U | <ul style="list-style-type: none"> 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 | | |
| | | | U | <ul style="list-style-type: none"> 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 | | |
| 1.4 Writing <i>Narrative</i> | 38 | Student will write narratives to develop real or imagined experiences or events. | R | <ul style="list-style-type: none"> 6W | | CC.1.4.3.M |
| 1.4 Writing <i>Narrative Focus</i> | 39 | Student will establish a situation and introduce a narrator and/or characters. | R | <ul style="list-style-type: none"> 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. Theme 4 E03.C.1.3.1 | | CC.1.4.3.N |
| 1.4 Writing <i>Narrative Content</i> | 40 | Student will use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | L/U | <ul style="list-style-type: none"> 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. 6W, 18W E03.C.1.3.2 | | CC.1.4.3.O |
| 1.4 Writing <i>Narrative Organization</i> | 41 | Student will organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. | U L | <ul style="list-style-type: none"> 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. 23W E02.C.1.3.1 Use temporal words and phrases to signal events. E03.C.1.3.3 | | CC.1.4.3.P |

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| | | | U | <ul style="list-style-type: none"> ● Provide a sense of closure. E03.C.1.3.4 | | |
| 1.4 Writing <i>Narrative Style</i> | 42 | Student will choose words and phrases for effect. | U | <ul style="list-style-type: none"> ● Choose words and phrases for effect. Supp 1 E03.D.2.1.1 | | CC.1.4.3.Q |
| 1.4 Writing <i>Narrative Conventions of Language</i> | 43 | Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | U U L U U U U/L U | <ul style="list-style-type: none"> ● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences. 16W, 17W – see lessons with informative writing E03.D.1.1.1 ● Form and use regular and irregular plural nouns. E03.D.1.1.2 ● Use abstract nouns (e.g, childhood) E03.D.1.1.3 ● Form and use regular and irregular verbs. E03.D.1.1.4 ● For and use the simple (e.g., I walked, I walk, I will walk) verb tense. E03.D.1.1.5 ● Ensure subject-verb and pronoun-antecedent agreement. E03.D.1.1.6 ● 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 ● Use coordinating and subordinating conjunctions. E03.D.1.1.8 | | CC.1.4.3.R |

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| | | | U/L | <ul style="list-style-type: none"> ● Produce simple, compound, and complex sentences. E03.1.1.9 | | |
| | | | U | <ul style="list-style-type: none"> ● Capitalize appropriate words in titles. E03.D.1.2.1 | | |
| | | | U | <ul style="list-style-type: none"> ● Use commas in addresses. E03.D.1.2.2 | | |
| | | | L | <ul style="list-style-type: none"> ● Use commas and quotation marks in dialogue. E03.D.1.2.3 | | |
| | | | U | <ul style="list-style-type: none"> ● Form and use possessives. E03.D.1.2.4 | | |
| | | | U | <ul style="list-style-type: none"> ● 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 | | |
| | | | U | <ul style="list-style-type: none"> ● 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 | | |

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| <p>1.4 Writing <i>Response to Literature</i></p> | 44 | <p>Student will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> | <p>U L L U U</p> | <ul style="list-style-type: none"> ● Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. All weekly tests – response to literature and connect to texts. E03.E.1.1.1 ● Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences. E03.E.1.1.2 ● Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E03.E.1.1.3 ● Use precise language and domain-specific vocabulary to inform about or explain the topic. E03.E.1.1.4 ● Establish and maintain a formal style. E03.E.1.1.5 | <ul style="list-style-type: none"> ● | CC.1.4.3.S |
| <p>1.4 Writing <i>Production and Distribution of Writing</i> <i>Writing Process</i></p> | 45 | <p>Student will with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing,</p> | R | | | CC.1.4.3.T |
| <p>1.4 Writing <i>Technology and Publication</i></p> | 46 | <p>Student will with guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> | L/U | | | CC.1.4.3.U |

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| 1.4 Writing <i>Conducting Research</i> | 47 | Student will conduct short research projects that build knowledge about a topic. | L | <ul style="list-style-type: none"> • Theme 6 | | CC.1.4.3.V |
| 1.4 Writing <i>Credibility, Reliability, and Validity of Sources</i> | 48 | Students will recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | L | <ul style="list-style-type: none"> • | | CC.1.4.3.W |
| 1.4 Writing <i>Range of Writing</i> | 49 | Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | R | <ul style="list-style-type: none"> • | | CC.1.4.3. |
| 1.5 Speaking and Listening <i>Comprehension and Collaboration</i> <i>Collaboration Discussion</i> | 50 | Students will engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. | R | <ul style="list-style-type: none"> • Reading and discussing all stories | | CC.1.5.3.A |
| 1.5 Speaking and Listening <i>Comprehension and Collaboration</i> <i>Critical Listening</i> | 51 | Students will determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. | L/U | <ul style="list-style-type: none"> • 8SS, 9SS | <ul style="list-style-type: none"> • Teacher observations • Projects • Performance tasks | CC.1.5.3.B |

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| <p>1.5 Speaking and Listening</p> <p><i>Comprehension and Collaboration</i></p> <p><i>Evaluating Information</i></p> | 52 | Students will ask and answer questions about information from a speaker, offering appropriate detail. | R | | | CC.1.5.3.C |
| <p>1.5 Speaking and Listening</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>Purpose, Audience, and Task</i></p> | 53 | Students will 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. | L | | | CC.1.5.3.D |
| <p>1.5 Speaking and Listening</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>Context</i></p> | 54 | Students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | R | | • | CC.1.5.3.E |
| <p>1.5 Speaking and Listening</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>Multimedia</i></p> | 55 | Students will create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | L | | • | CC.1.5.3.F |
| <p>1.5 Speaking and Listening</p> <p><i>Conventions of Standard English</i></p> | 56 | Students will demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. | U | | | CC.1.5.3.G |

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| 1.6 Handwriting | 57 | Students will form lower case and upper case cursive letters correctly. | U/R | | | |
| | | Students will connect cursive letters correctly with proper slant, sizing, and spacing. | L | | | |
| | | Students will be able to read cursive words. | L | | | |