

**Scranton School District
Planned Course
Language Arts**

Unit: Third Grade

Estimated Time: Integrated and Ongoing

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.1 Learning to Read Independently	<p>A. Discuss and retell stories and articles.</p> <p>B. Hypothesize and predict to infer story events or outcome, reads to confirm.</p> <p>C. Identifies and recalls main ideas, characters, events, settings, problem, and solution from text.</p> <p>D. Relate reading to own knowledge and experiences before, during and after reading.</p> <p>E. Discuss motives of characters and compare traits of characters.</p> <p>F. Use punctuation as clue to meaning.</p>	<ol style="list-style-type: none"> 1. It's in the Bag. Give each child 3 index cards. Have students write brief description of 2 or 3 characters of one card and describe a story setting on the second card. Have students deposit their cards in 3 bags (labeled: character, setting and story problem). Students work in small groups, choose a card from each bag, use card for story element to recreate a story. 2. KWL charts. 3. Sequence diagram. 4. Prediction charts. 5. Myths and Fables From Around the World (1-6 grade level). Students will enjoy these illustrated, multi-cultural myths and fables. 6. Preview story using picture clues. 	<p>Curriculum based assessment.</p> <p>Teacher based testing.</p> <p>Standardized testing.</p> <p>Pennsylvania Reading Assessment Rubric.</p> <p>Standards assessment test – www. Lightspan.com</p> <p>Pennsylvania Writing Assessment Domain Scoring Guide</p> <p>Teacher created worksheet activity.</p> <p>Teacher observation; participation</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.1 Learning to Read Independently (cont.)</p>	<p>G. Analysis of purpose of reading. Identify types of text.</p> <p>H. Analyze where to find specific reading pieces (main idea/details).</p> <p>I. Follow written directions.</p> <p>J. Discriminate between reality/fantasy, fact and fiction.</p> <p>K. Identify and compare information.</p> <p>L. Adjust reading pace to accommodate purpose, style and difficulty of material.</p> <p>M. Relate one word to another.</p> <p>N. Use strategies of purpose, setting, predicting, confirming and self correcting.</p> <p>O. Recognize a point of view.</p> <p>P. Recognize use of literary devices.</p>	<p>7. Analyze 4 different reading samples. Students will realize differences in reading, whether it be studying, preview, scanning for information, enjoyment or pleasure.</p> <p>8. Reflection of context clues - children will determine the main idea and details. Write a response to where they found clues in reading to come to the solution.</p> <p>9. Personal journal – have students analyze story after rereading to understand what could actually happen/not happen.</p> <p>10. After reading news articles, students will find examples of exaggeration, stereotype, essential/non-essential information.</p> <p>11. Mystery Activity – have students take turns hiding a toy dog in the classroom and then write clues describing this mystery location for other students to guess.</p>	

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<p>1.1 Learning to Read Independently (cont.)</p>	<p>Q. Use familiar word parts to identify unknown words, compound words and inflectional endings.</p> <p>R. Identify words and construct meaning based on semantic, syntactic and graphoric clues.</p> <p>S. Consult a dictionary or reference materials for proper pronunciation of words.</p> <p>T. Use of word analysis (root word, prefix, suffix) use of picture/context clues, for understanding new words.</p> <p>U. Comprehension strategies.</p> <p>V. Identify synonym/antonym and multiple meaning words.</p> <p>W. Acquire a reading vocabulary, to understand and to put in use across the curriculum.</p>	<p>12. Word Find – (websites) Create challenging word search puzzles, crossword puzzles for students (or have students create their own) using lightspan.com or puzzlemaker.com</p> <p>13. Prefix Hunt – have students search for words with a prefix in the dictionary.</p> <p>14. Clue Mentors – students work with partners to use context clues to determine the meaning of the story words. The students share their clues from a sentence or surrounding sentences that helped them figure out the meaning.</p> <p>15. KWL chart</p> <p>16. Read familiar materials aloud with accuracy.</p> <p>17. Accelerated Reader</p> <p>18. Prediction chart.</p> <p>19. Journal writing.</p> <p>20. Interact with text with guided questions.</p>	

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1.1 Learning to Read Independently (cont.)		21. Movie Review – have students read movie reviews and use context clues to understand unknown words. 22. Play “Concentration” using synonyms and antonyms. 23. Word searches, crossword puzzles. 24. Continent Explorer – students learn the correct spelling and location of the 50 states and their capitols. (www.lightspan.com)	

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1.2 Reading Critically in All Content Areas	A. The students will read and understand essential content of informational text and documents in all academic areas. Integrate science, health and social studies. 1. Differentiate facts from opinion within text. 2. Distinguish between essential and non-essential information within a text.	Participate in class discussion on text. Keep a reading response journal. Read a variety of reading material: Weekly Reader, poetry, Scholastic news, novels, chapter books, etc. Teacher created worksheets	Write a constructed response question to go with the content text for the student’s assessment. Use the PSSA Reading Rubric to assess the students’ response. Tests and quizzes. Standards assessment test.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.2 Reading Critically In All Content Areas</p>	<p>3. Make inferences from text when studying a topic and draw conclusions based on text.</p> <p>4. Construct and organize information and ideas from reading:</p> <ul style="list-style-type: none"> • Sequencing • Comparing and contrasting • Classifying • Identify cause and effect • Identify problems and solutions • Main ideas and details 	<p>It's A Fact! Or is it? After reading a short article, students determine whether the statements are fact or opinion.</p> <p>Reciprocal questions.</p> <p>KWL</p> <p>Directed Reading – Thinking Activity – Activity - DR - TA</p> <p>Home Hunt – www.lightspan.com</p> <p>Ask Eric II – Request reciprocal teaching</p> <p>Three Little Pigs Revisited – students read various versions of the story; identify story elements, etc.</p> <p>What's It All About? – www.lightspan.com</p> <p>Textbook Activity Guide (TA6 Strategy)</p> <p>Circle Story Mapping</p> <p>Story Maps/Story Maps Plus</p> <p>Venn Diagram</p> <p>Graphic Organizer</p>	<p>Write a constructed response question to go with the content text for the students' assessment. Use the PSSA Reading Rubric to assess the students' response.</p> <p>Tests and quizzes.</p> <p>Standards Assessment Test</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.2 Reading Critically In All Content Areas (cont.)</p>	<p>B. The students will interpret information.</p> <ol style="list-style-type: none"> 1. Predict outcomes. 2. Follow directions. 3. Draw conclusions 4. Summarize 5. Make generalizations <p>C. The student will use a variety of media.</p> <ol style="list-style-type: none"> 1. Use electronic media for research. 2. Identify techniques used in television and use the knowledge to distinguish between facts and misleading information. 3. Develop a media project. 	<p>Surprise Ending – the students write a story, but do not write the ending. On a separate sheet of paper, have the students write the ending.</p> <p>Now or Later – Students read about different types of story settings to decide whether a story takes place in the past, present or future. Provide a variety of media materials: film, CD, software, newspaper, magazines, etc.</p> <p>Make an audio tape.</p> <p>Write a class play.</p> <p>Tick Tock – students learn about the origin of the clock and work in groups to research information about analog and digital clocks, sundials, sand timer and calendar.</p> <p>Spotlight on State – repast writing</p> <p>Using a Search Engine – this tutorial assists students in using search engines.</p> <p>http://owl.english.purdue.edu</p>	

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<p>1.2 Reading Critically in All Content Areas (cont.)</p>	<p>D. The students will produce a work in one literary genre.</p>	<p>Read a variety of genre to the students: picture books, poetry, fantasy, science text, historical text, realistic, biography and autobiographies.</p> <p>Have the students make a picture book on the alphabet.</p> <p>Haiku Maker – students learn the characteristics of haiku poetry, read sample poems and write their own haiku following the thru-line, five-seven-five format.</p> <p>Author! Author! – students learn to identify the beginning, middle and end elements of a story, then write original stories with a clear beginning, middle and end.</p> <p>Mag Net – online activity. www.lightspan.com</p> <p>Alan Shepard’s Young Author’s Page – tips and tricks for kids who write stories. http://www.aaronshep.com</p>	

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.3 Reading, Analyzing and Interpreting Literature</p>	<p>A. Identify literacy elements in stories describing characters, setting and plot.</p> <p>B. Identify literary devices in stories.</p> <ul style="list-style-type: none"> • Rhyme • Rhythm • Personification <p>C. Identify an author's purpose for writing.</p> <p>D. Recognize and appreciate the use of dialogue.</p> <p>E. Response to fiction/non-fiction, including poetry and drama.</p>	<p>Read plays</p> <p>Pantomime</p> <p>Dance</p> <p>Perform finger plays, attend and discuss performances</p> <p>Video/book comparison</p> <p>Watch videos</p> <p>Accelerated Reader</p> <p>Drama – role play roles of play production</p> <p>Compare literary styles</p> <p>Cartoon dialogue – have students use cartoon strips to recognize dialogues, then have the students rewrite the dialogue</p> <p>Complete story maps</p> <p>Illustrate the setting of the story.</p> <p>Book reports/discussion in class</p> <p>Around The World Series</p> <p>Attend a play</p> <p>Role play – director; actor</p>	<p>As written in 1.1, first page with additions that follow:</p> <p>Standards Assessment Test – www.lightspan.com</p> <p>Each child will write a poem or a story and present it to the class.</p> <p>PSSA made rubric to measure assessment</p> <p>Curriculum based assessment</p>

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1.4 Types of Writing	<p>A. The students will write narrative pieces such as stories, poems and plays that include:</p> <ol style="list-style-type: none"> 1. detailed descriptions of people, places and things; 2. relevant illustrations; 3. literacy elements <p>B. The students will write informational pieces such as descriptions, letters, reports and instructions, using illustrations when relevant.</p>	<p>Description Game – the students write descriptions and then guess.</p> <p>Create Your Own Adventure – www.lightspan.com</p> <p>Words Way – www.lightspan.com</p> <p>Story Builders (3-4) – Mysterious Delivery www.lightspan.com</p> <p>Wacky Tales – visitors choose from among fun stories that need help with their ending www.funbrain.com</p> <p>Review friendly letter format and have students write and then mail them.</p> <p>What’s It All About? – students gather important facts about a historical figure, then write a first-person narrative</p> <p>Dear American Postcard – if you could take a vacation anywhere in history, where and when would it be? While you’re away, don’t forget to drop us a postcard at the Dear America website.</p>	<p>Use the PSSA Writing Format to make a performance task, then use the PSSA Writing Assessment Domain Scoring Guide Rubric for grading the performance task.</p>

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1.4 Types of Writing (cont.)	<p>C. The students will write an opinion and support it with facts.</p> <p>D. The students will write a persuasive paragraph.</p>	<p>Have students read movie and play reviews to find opinion/fact sentences.</p> <p>Talk It Up – www.lightspan.com activity</p> <p>Let's Write! Students write essays; share essays; evaluate; rewrite</p> <p>Cereal Box – students make up a type of cereal and write a paragraph persuading us to buy the cereal.</p> <p>Why Scranton? Students write why people should live in Scranton.</p> <p>Author! Author! Students write original stories with a clear beginning, middle and end, after identifying beginning, middle and end elements of a story</p> <p>Home Hunt – students list characteristics of their ideal home, read the classified ads to find a home that appeals to them, then illustrate the ad's description.</p>	

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1.4 Types of Writing (cont.)		Proofreading Power – students research, revise, present, defend their writing; writing Process; prewriting, first draft, revision, proofreading. Learning log Reader response Journal	

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1.5 Quality of Writing	A. The student will write for a purpose and an audience. B. the students will gather and organize information on a topic. C. The students will write a series of related sentences on a topic.	Let's Get Focused – A Look At An Inventor – students pick an Inventor and write about him/her and his/her invention(s). President – students pick a president and report about his term in office. Crazy Stories – www.lightspan.com activity Graphic organizers Rock Solid Writing Skills – students will write a multi-paragraph informational piece about the specific topic, the three types of rocks.	Use the PSSA Writing Format to make a performance task , then use the PSSA Writing Assessment Domain Scoring Guide Rubric for grading the performance task.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing (cont.)	<p>D. The students will write sustaining a logical order.</p> <p>E. The students will write including a recognizable beginning, middle and end.</p> <p>F. The students will use sentences of differing lengths in their writings.</p> <p>G. The students will use descriptive words and action words.</p> <p>H. The students will revise their writing to improve detail and order.</p>	<p>Make up a recipe. Author! Author! Reader Rabbit Grade 1 CD for the computer. Class story Write a cartoon strip Write directions Author! Author! Easy Book – computer disk The Ink Zone – www.lightspan.com Learning Log Reader Response Journal Write descriptions of each other. Color Me Fun – have students record all of the things they can see that are their assigned color. Have them list descriptive terms with the colors to make them a good visual image. Animal Actions – students make a list of actions that animals do. Students then guess what animal goes with the action. Verb Tense Worksheet – past, present, future.</p>	

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1.5 Quality of Writing (cont.)	<p>I. The students will spell common frequently used words correctly.</p> <p>J. The students will use capital letters correctly.</p> <ol style="list-style-type: none"> 1. First word in a sentence. 2. Proper nouns. 3. Pronoun, I <p>K. The students will punctuate correctly.</p> <ol style="list-style-type: none"> 1. Period 2. Exclamation point 3. Question mark 4. Commas in a series 	<p>Spotlight On States – report writing</p> <p>Fable Writing – students read classic fables, then write their own fables using animal characters and ending with a clear moral.</p> <p>Everyday spelling puzzles – students make up puzzles</p> <p>Spelling Bee</p> <p>Word Drop Game – unscramble the words before time runs out; www.lightspan.com</p> <p>SpellaRoo – http://www.funbrain.com</p> <p>Teacher made worksheets</p> <p>That’s A Wrap – www.lightspan.com</p> <p>The Park – www.lightspan.com</p> <p>Blue – www.lightspan.com</p> <p>Teacher made worksheets.</p> <p>Chair Game – students take turns sitting in a question chair and statement chair.</p> <p>Series Comma – students practice separating words or groups of words with commas.</p>	<p>Test/quiz</p> <p>Tests and quizzes</p> <p>Teacher made test.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing (cont.)	<p>L. The students will use complete sentences.</p> <ol style="list-style-type: none"> 1. Simple 2. Compound 3. Declarative 4. Interrogative 5. Exclamatory 6. Imperative <p>M. The student will use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly.</p>	<p>Worksheets</p> <p>The Ink Zone – www.lightspan.com</p> <p>English Basics – http://www.rhischool.com</p> <p>Interview – students will interview a school employee and then write what was learned in the interview.</p> <p>Grammar Goullas Activity – www.lightspan.com</p> <p>Adjective Flower – have students place a noun in the center and then write adjectives on the petals and stem.</p> <p>Noun Search Activity – give the students a set time to find as many nouns in the classroom as possible.</p> <p>Computer Games – Crazy Stories</p>	Tests and Quizzes

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.6 Speaking and Listening	<p>A. Listen to others</p> <p>B. Distinguish fact from opinion</p> <p>C. Ask questions to aid in understanding</p> <p>D. Listen to a selection of literature</p> <p>E. Relate literature to real life experience</p> <p>F. Predict what happens next.</p> <p>G. Retell a story in chronological order.</p> <p>H. Recognize character and tone.</p> <p>I. Identify and define new words and concepts.</p> <p>J. Speak using appropriate tone and volume.</p> <p>K. Recognize the importance of pacing when giving a speech.</p> <p>L. Demonstrate an awareness of an audience.</p> <p>M. Explain the importance of television, radio, film and Internet in the lives of people.</p> <p>N. Explain how advertising sells products.</p>	<ol style="list-style-type: none"> 1. Listen to tapes, complete worksheets related to tape. Respond to other questions regarding the tape. 2. Telephone/operator game. Children use phone to take message and make phone calls. 3. Read a famous speech. Students write their own speech. 4. Participate in choral/echo reading. 5. Role play folk tales, listen to details that describe. 6. Conduct short interviews. 7. Tape children reading. 8. Recite poetry. 9. Read pieces of literature to the class. 10. Memorize poetry. 11. Review television shows. 12. Interview people regarding the use of the Internet. 13. Book vs. video comparisons. 14. Have students make up a product and advertise to the class. 	<p>As listed in previous standards' assessments and as follows:</p> <p>Oral reading of literature piece, PSSA-type rubric will be used to assess. This rubric will include points for listening to other students and asking questions.</p> <p>Teacher observation.</p> <p>Self evaluation.</p> <p>Teacher made test.</p>

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1.7 Characteristics and functions of the English Language.	<p>A. Identify words from other languages that are commonly-used English words.</p> <p>B. Identify variations in the dialogue of literary characters and relate them to differences in occupation or geographical location.</p> <p>C. Use the English Language to formulate specific written assignments using the correct conventions of the language.</p>	<p>Word Origin worksheets</p> <p>Invite immigrant speakers to class</p> <p>English or US English</p> <p>www.lightspan.com activity</p> <p>http://www.quia.com</p> <p>Complete Language Worksheets</p> <p>Write a friendly letter</p> <p>Write to persuade</p> <p>Write a short play or narrative</p> <p>Write a descriptive paragraph about a member of the faculty and have the other students guess what faculty member is being described.</p>	<p>Use the PSSA writing format to make a performance task.</p> <p>Then use the PA Writing Assessment Domain Scoring Guide Rubric for grading the Performance Task.</p> <p>Standard Assessment Test</p> <p>www.lightspan.com</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.8 Research	<p>A. Select a topic for research.</p> <p>B. Use appropriate information sources and strategies (effective sources, newspaper, magazines, letters and biographies).</p> <p>C. Use table of contents, key words and guide words.</p> <p>D. Use of traditional and electronic search tools for researching.</p>	<p>1. Use graphic organizers for:</p> <ul style="list-style-type: none"> • Webbing • KWL • Clustering • Outlining; • Flowchart; • Venn diagram; • Charts • Maps; • Graphs; 	<p>The students will write a research paper about a topic they have chosen. A PSSA rubric should be used to grade and guide the students.</p> <p>Standards Assessment Test</p> <p>www.lightspan.com</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.8 Research (cont.)	E. Organize and present main ideas from research.	<ul style="list-style-type: none"> • Schedules; • Tables • Diagram <ol style="list-style-type: none"> 2. Note taking activities. 3. How to Do Research – teacher’s video 4. Outlining Stories and Steps – the students work through the 28 sets using manipulatives and outlining each story. 5. Inspiration Swr – used to teach webbing. 6. Creating an Outline – teacher’s video 7. How to Write an Essay - teacher’s video 8. Internet – www.lightspan.com 	The students will write a research paper about a topic they have chosen. A PSSA rubric should be used to grade and guide the students. Standards Assessment Test – www.lightspan.com