

## Wilson Area School District Planned Course Guide

**Title of planned course:** Reading and Language Arts Grade 3

**Subject Area:** Reading and Language Arts

**Grade Level:** 3

**Course Description:** This course is designed to provide students with strategies to develop reading comprehension skills, reading fluency, vocabulary recognition, the conventions of grammar, and accurate spelling.

**Time/Credit for this Course:** One Academic Year

**Curriculum Writing Committee:** Amanda Powell and Chelsey Diefenderfer

## Curriculum Map

### August:

- Fluency/phonics review

### September: (1.1, 1.2, 1.3)

- Baseline DIBELS/Study Island Benchmark
- Vocabulary: prefixes (mis-, un-, non-); suffixes (-ful, -less); context clues
- Reading: genre focus on realistic fiction and fantasy; make and confirm predictions, monitor/clarify, make inferences, point of view, literary elements, theme, figurative language, text and graphic features
- Spelling: short vowels (a, e, i, o, u); VCe; long vowels (a, e, i, o, u)
- Fluency: Accuracy and self-correction, reading rate, expression
- Writing Workshop
  - Personal narrative writing
  - simple sentences, kinds of sentences, compound sentences
- Grammar Mini-Lesson: simple sentences, kinds of sentences, compound sentences (Topic 1, skills 1-3)

### October: (2.1, 2.2, 2.3, 3.1)

- Vocabulary: prefixes (re-, pre-, dis-); suffixes (-y, -ly, -less); synonyms and antonyms; multiple meaning words
- Reading: genre focus on letters and poetry (realistic fiction, poetry, memoirs, fantasy), retell/summarize, ask and answer questions, visualize, text and graphic features, synthesize, central idea, point of view, literary elements, elements of poetry
- Spelling: long o, long i, review of short and long vowels, 3 letter blends (spl, scr, spr, squ, str)
- Fluency: phrasing, reading rate, and expression
- Writing Workshop
  - Persuasive/correspondence letter writing, begin informational text writing
  - common and proper nouns, plural nouns with s/es, types of verbs, verb tense
- Grammar Mini-Lesson: subject/verb agreement, pronoun/verb agreement, complex sentences, common/proper nouns (Topic 1 skills 4-6; Topic 2 skill 1)

### November: (3.2, 3.3, 4.1)

- Study Island Benchmark
- Vocabulary: multiple meaning words; suffixes (-er, -est, -y, -less); prefix (dis-, im-, in-)
- Reading: continue genre focus on letters and poetry; intro focus on drama; retell, summarize, media techniques, text structure, content-area words, ask and answer questions, central idea, author's purpose, ideas and support, visualize, elements of drama, literary elements, figurative language
- Spelling: words with /j/, /k/, /kw/; silent consonants (kn, wr, gn, mb, rh); consonant digraphs (ch, tch, sh, wh, th, ph, ng; spelling the /ch/ sound
- Fluency: phrasing and expression
- Writing Workshop
  - Informational writing, narrative writing
  - Commas, abstract nouns, pronouns and antecedents
- Grammar Mini-Lessons: plural nouns, abstract nouns, possessive nouns/pronouns (Topic 2, skills 2-5)

**December:** (4.2, 4.3, 5.1)

- Vocabulary: shades of meaning; prefixes (in-, im-), suffixes (-er, -or, -er, -est); multiple meaning words; latin roots (aud, vis); homographs/homophones
- Reading: continue genre focus on drama; intro focus on realistic fiction; retell, summarize, media techniques, elements of drama, theme, monitor/clarify, text and graphic features, ask and answer questions, literary elements, author's craft
- Spelling: vowel diphthongs (ow, ou, oi, oy); vowel au, aw, al, o
- Fluency: intonation, reading rate, accuracy/self-correction
- Writing Workshop
  - Narrative writing (a story), argumentative writing (persuasive letter)
  - plural nouns, quotations, subject/verb agreement
- Grammar Mini-Lessons (Topic 2, skills 6-8) - possessive nouns/pronouns, pronouns/antecedents, correct pronouns, types of verbs

**January:** (5.2, 5.3, 6.1)

- DIBELS/Benchmark Study Island
- Vocabulary: homographs/homophones; greek roots (bio), latin root (vid); shades of meaning, suffix (-ment), greek prefix (uni-, bi-, tri-)
- Reading: continue genre focus on realistic fiction, monitor/clarify, media techniques, literary elements, author's purpose, predictions, figurative language, text structure, point of view, text and graphic features, retell/summarize, author's craft; intro genre focus on nonfiction.
- Spelling: homophones, contractions, vowel +r sounds (/ar/, /or/, /ore/)
- Fluency: intonation, reading rate, expression
- Writing Workshop
  - Persuasive letter writing, expository essay
  - Pronoun/verb agreement, verb tenses, adjectives and articles
- Grammar Mini-Lessons (Topic 3, skills 2-4) - types of verbs, verb tense (past/present/future), the Verb "be" and helping verbs

**February:** (6.2, 6.3, 7.1, 7.2)

- Vocabulary: thesaurus, prefix (un-), homograph, homophone, suffix (-ly, -ion, -ness, -able); analogies
- Reading: genre focus on nonfiction and narrative nonfiction, ask and answer questions, central idea, figurative language, text and graphic features, monitor and clarify, text structure, author's purpose, predictions, point of view, making inferences
- Spelling: vowel +r (er, ir, ur, or, air, are, ear); compound words; abbreviations; irregular plurals
- Fluency: reading rate, accuracy/self correction, phrasing, intonation
- Writing workshop
  - Expository essay, argument writing
  - Adjectives that compare, the verb "be" and helping verbs, irregular verbs, types of adverbs
- Grammar Mini-Lessons (Topic 3, skills 5; Topic 4, skills 1-4) - irregular verbs, adjectives/articles, adjectives that compare, adverbs, adverbs that compare

**March:**

- Study Island Benchmark
- PSSA prep using PA Coach and assessment books (comprehension, vocabulary, compare/contrast within and between text)
  - \*\*Subject to change in accordance to PSSA testing window
- Grammar using into Reading and other teacher created materials: Topic 5 and Topic 6 (commas, quotation marks, contractions, abbreviations)

**April:**

- PSSA prep using assessment books and state-released item sampler (comprehension, vocabulary, grammar)
- Grammar using into Reading and other teacher created materials: Topic 7 (misspelled words) and Comprehensive Review from Modules 11 and 12
- PSSA Testing

**May: (7.3, 8.1, 8.2, 8.3)**

- Vocabulary: reference sources (thesaurus), compound words, greek root words (graph), suffix (-logy), prefix (ex-), latin roots (vis, men)
- Reading: focus on multiple genres, synthesize, literary elements, text and graphic features, figurative language, making inferences, making and confirming predictions, retelling with summarizing
- Spelling: /oo/, /oo/ (two different sounds), words with ed, ing, prefixes (re-, un-), suffixes (-less, -ness), changing final y to i
- Fluency: reading rate, accuracy/self correction
- Writing workshop
  - Argument writing, research report
  - Adverbs that compare, making comparisons, possessive nouns, complex sentences

## Wilson Area School District Planned Course Materials

**Course Title:** Reading and Language Arts Grade 3

**Textbook:**

- Houghton Mifflin Harcourt into Reading

**Supplemental Books:**

- into Reading student workbooks
- into Reading guided reading books
- PSSA Performance Coach Book: Language Arts
- PSSA Coach Practice Assessment Book

**Teacher Resources:**

- Study Island and other websites
- Teacher created worksheets and activities

## Curriculum Scope and Sequence

**Planned Course:** Reading and Language Arts Grade 3

**Module:** 1

**Time Frame:** Three Weeks

**Common Core Standards:** 1.1.3.D-E; 1.2.3.A-H; 1.2.3.J-L; 1.3.3.A-G; 1.3.3.I-K; 1.4.3.M-T; 1.5.3.A-D

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- **Vocabulary**
  - Use and understand the prefixes mis-, un-, non-
  - Understand the meanings of suffixes -ful, -less
  - Use newly acquired vocabulary expressively
  - Continue to practice to master the following skills:
    - Use context to determine the meaning of unfamiliar words
    - Use a dictionary or glossary to determine the meaning of unknown words
    - Identify real-life connections between words and their use
    - Create words of meaning lists using vocabulary
    - Discuss targeted vocabulary words and expand vocabulary knowledge
- **Comprehension**
  - Recognize characteristics of realistic fiction
  - Identify the narrator of a story
  - Distinguish between first and third person point of view
  - Make correct and confirm predictions based on text features and genre characteristics
  - Express predictions using words predict and correct
  - Identify major and minor characters and setting
  - Explain how major, minor characters and setting influence the plot
  - Write a response that demonstrates understanding of the text
  - Identify and infer the author's theme or message
  - Distinguish theme from topic
  - Monitor comprehension and make adjustments when understanding breakdowns
  - Describe the author's use of figurative language to achieve a purpose
  - Explain the meaning of similes, metaphors, hyperbole and idioms
  - Make inferences and use evidence to support understanding
  - Identify text and graphic features and analyze the author's purpose for using them
  - Synthesize information from multiple selections
- **Phonics and Spelling**
  - Differentiate and decode the short vowel and long vowel sounds for a, e, i, o, u
  - Recognize the VC pattern for short vowel sounds and the VCe pattern for long vowel words
  - Read words with short vowel sounds and understand their meaning
  - Decode multisyllabic words with short and long vowel syllables
  - Differentiate and recognize spelling patterns for the long a (ay, ai, ea) and long e (ee, e, ea, ie) sounds

- **Fluency**
  - Listen to fluent reading
  - Use accuracy and self-correction, proper reading rate and expression while reading various grade level texts
- **Grammar and Writing**
  - Identify the subject and predicate of a simple sentence
  - Identify and correct sentence fragments
  - Produce simple sentences
  - Identify and produce statements, questions, commands, exclamations
  - Identify compound sentences
  - Identify conjunctions to form compound sentences
  - Identify run on sentences
  - Apply strategies for writing to a prompt
  - Write a personal narrative following the steps of the writing process (plan, draft, revise, edit, publish)

**Core Activities:** Students will complete/participate in the following:

- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
- **Comprehension**
  - Use sequence strips to put story events in the correct order
  - Daily review of time order words
  - Use “Somebody wanted but so then” or other organizer to have students practice writing summaries
  - Use “Piece of the Pie” activity to identify the author’s purpose
  - Use the questioning strategy (before, during, after reading) to aid understanding
  - Use read alouds to identify figurative language, and literary elements
  - Practice writing figurative language using classroom objects/observations
  - Use a story map to label the characters, setting, and plot of stories
  - Create a character map to practice using character traits
  - Desk activity or some other graphic organizer to teach main idea and supporting details (create desk with the main idea and each individual leg lists the supporting details)
  - Use Scholastic News to practice analyzing graphic and text features
  - Use texts on the same topic to practice point of view
  - Use fables to introduce and practice identifying theme
  - Use Study Island to practice skills
- **Phonics and Spelling**
  - into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spelling journal, partner practice of words

- **Fluency**
  - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
- **Grammar and Writing**
  - into Reading series grammar assignments
  - Practice writing declarative, interrogative, imperative, and exclamatory sentences
  - Correctly separate sentences into subjects and predicates
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish a personal narrative

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Guided reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

**Assessments:**

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation



## Curriculum Scope and Sequence

**Planned Course:** Reading and Language Arts Grade 3

**Module:** 2

**Time Frame:** Three Weeks

**Common Core Standards:** 1.1.3.D-E; 1.2.3.A-H; 1.2.3.J-L; 1.3.3.A-G; 1.3.3.I-K; 1.4.3.F-L; 1.5.3.A-D

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- **Vocabulary**
  - Use and understand prefixes re-, pre-, dis- and suffixes -y, -ly, -less
  - Use, review and extend knowledge of synonyms and antonyms
  - Use context clues to determine to determine the meaning of unfamiliar words, such as multiple meaning words
  - Use newly acquired vocabulary expressively
  - Continue to practice to master the following skills:
    - Review and extend understanding of word meanings
    - Use a dictionary or glossary to determine the meaning of unknown words
    - Identify real-life connections between words and their use
    - Create words of meaning lists using vocabulary
    - Discuss targeted vocabulary words and expand vocabulary knowledge
- **Comprehension**
  - Identify text and graphic features
  - Explain how the use of text and graphic features achieves specific purposes
  - Evaluate details to determine key ideas
  - Retell and paraphrase key events and details
  - Identify the narrator of a story
  - Distinguish between first and third person point of view
  - Explain the relationship among characters
  - Recognized the influence of setting on a plot
  - Recognize sequence of events
  - Ask and answer questions about a text to gain a deeper understanding
  - Read poetry fluently
  - Identify and explain the elements of poetry using the words stanza, rhyme, and rhyme pattern
  - Explain structure and rhyme scheme of a poem
  - Write a response that demonstrates understanding of text
  - Explain the author's use of figurative language to achieve a specific purpose
  - Explain the meaning of metaphors within a text
  - Discuss similes and metaphors within academic vocabulary
  - Use story details to create mental images of what is read
- **Phonics and Spelling**
  - Recognize, decode and read words with the long o spelling patterns and understand their meanings
  - Recognize, spell and decode words with long and short vowel sounds

- **Fluency**
  - Listen to fluent reading and recount details from a read aloud text
  - Use accuracy and self-correction, proper reading rate and expression while reading various grade level texts
- **Grammar and Writing**
  - Form subject/verb agreement in present tense
  - Identify when to add s or es to a word
  - Form present tense verbs with singular and plural subjects
  - Form and use simple present tense verbs
  - Form pronoun/verb agreement
  - Identify complex sentences with subordinating conjunctions
  - Understand the function of nouns verbs in the sentences
  - Use dependent clauses and subordinating conjunctions to form complex sentences
  - Identify nouns and their functions in a particular sentence
  - Distinguish between common and proper nouns and identify which nouns should be capitalized
  - Learn and apply strategies for writing to a prompt
  - Write a persuasive letter following the steps of the writing process (plan, draft, revise, edit, publish)

**Core Activities:** Students will complete/participate in the following:

- **Vocabulary:**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
- **Comprehension:**
  - Use sequence strips to put story events in the correct order
  - Daily review of time order words
  - Use “Somebody wanted but so then” or other organizer to have students practice writing summaries
  - Use “Piece of the Pie” activity to identify the author’s purpose
  - Use the questioning strategy (before, during, after reading) to aid understanding
  - Use read alouds to identify figurative language, and literary elements
  - Practice writing figurative language using classroom objects/observations
  - Use a story map to label the characters, setting, and plot of stories
  - Create a character map to practice using character traits
  - Desk activity or some other graphic organizer to teach main idea and supporting details (create desk with the main idea and each individual leg lists the supporting details)
  - Use Scholastic News to practice analyzing graphic and text features
  - Use texts on the same topic to practice point of view
  - Use fables to introduce and practice identifying theme
  - Use Study Island to practice skills
- **Phonics and Spelling:**
  - into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spelling journal, partner practice of words, Word-O

- **Fluency**
  - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
- **Grammar and Writing**
  - into Reading series grammar assignments
  - Practice writing declarative, interrogative, imperative, and exclamatory sentences
  - Correctly separate sentences into subjects and predicates
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish a personal narrative

### **Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

### **Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

### **Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

### **Materials & Resources:**

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Guided reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

### **Assessments:**

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

## Curriculum Scope and Sequence

**Planned Course:** Reading and Language Arts Grade 3

**Module:** 3

**Time Frame:** Three Weeks

**Common Core Standards:** 1.1.3.D-E; 1.2.3.A-H; 1.2.3.J-L; 1.3.3.A-K; 1.4.3.A-F; 1.5.3.A-D

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- **Vocabulary**
  - Use and understand multiple suffixes -er, -est, -y, -less and prefix dis-
  - Use context to determine the meaning of unfamiliar and meaning words
  - Use newly acquired vocabulary expressively
  - Continue to practice to master the following skills:
    - Review and extend understanding of word meanings
    - Use a dictionary or glossary to determine the meaning of unknown words
    - Identify real-life connections between words and their use
    - Create words of meaning lists using vocabulary
    - Discuss targeted vocabulary words and expand vocabulary knowledge
- **Comprehension**
  - Recognize characteristics of an informational text
  - Synthesize information to create a new understanding of text
  - Recognize the central ideas and details in an informational text
  - Identify text and graphic features
  - Recognize a sequence text structure by identifying sequence words
  - Analyze the author's purpose
  - Recognize and explain how the use of text and graphic features achieves specific purposes
  - Summarize the main idea of a video
  - Analyze the use of media techniques to achieve specific purposes
  - Retell and paraphrase key events and details
  - Interpret and analyze messages and media techniques used within media
  - Ask and answer questions before, during and after reading to gain a deeper understanding
  - Identify the setting in a narrative nonfiction text and recognize changes within the setting which influence the plot
- **Phonics and Spelling**
  - Recognize, decode, spell and read multisyllabic words with three letter blends and understand their meanings
  - Recognize, decode, spell and read words with /j/, /k/, /kw/
  - Recognize, decode, spell and read words with consonant digraphs with silent letters (kn, wr, gn, mb, rh)
- **Fluency**
  - Listen to fluent reading and recount details from a read aloud text
  - Use accuracy and self-correction, proper reading rate and expression while reading various grade level texts

- **Grammar and Writing**

- Identify and use singular nouns that use s, or es to form their plural
- Recognize and use plural nouns
- Identify, use and explain abstract nouns
- Form and use regular and irregular plural nouns
- Form the plural of nouns that end with the consonant -y, change in spelling or have no spelling change
- Form and use singular and possessive nouns
- Write an informative article following the steps of the writing process (plan, draft, revise, edit, publish)

**Core Activities:** Students will complete/participate in the following:

- **Vocabulary**

- Identify context clues in sentences
- Create K-W-L charts to activate prior knowledge
- Identify prefixes and suffixes and list additional words which contain them
- Use the glossary to define vocabulary words
- Participate in various center activities
- Illustrate words and write sentences with the words used in the correct context

- **Comprehension**

- Use sequence strips to put story events in the correct order
- Daily review of time order words
- Use “Somebody wanted but so then” or other organizer to have students practice writing summaries
- Use “Piece of the Pie” activity to identify the author’s purpose
- Use the questioning strategy (before, during, after reading) to aid understanding
- Use read alouds to identify figurative language, and literary elements
- Practice writing figurative language using classroom objects/observations
- Use a story map to label the characters, setting, and plot of stories
- Create a character map to practice using character traits
- Desk activity or some other graphic organizer to teach main idea and supporting details (create desk with the main idea and each individual leg lists the supporting details)
- Use Scholastic News to practice analyzing graphic and text features
- Use texts on the same topic to practice point of view and compare and contrast
- Use fables to introduce and practice identifying theme
- Use Study Island to practice skills

- **Spelling**

- into Reading series spelling assignments
- Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spelling journal, partner practice of words, Word-O

- **Fluency**

- Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
- Listen as text is read with expression, appropriate phrasing, rate, and accuracy

- **Grammar and Writing**

- into Reading series grammar assignments
- Practice writing declarative, interrogative, imperative, and exclamatory sentences
- Correctly separate sentences into subjects and predicates
- Use Study Island to practice skills
- Choose a topic, organize, draft, revise, edit, and publish a personal narrative

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Guided reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

**Assessments:**

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

## Curriculum Scope and Sequence

**Planned Course:** Reading and Language Arts Grade 3

**Module:** 4

**Time Frame:** Three Weeks

**Common Core Standards:** 1.1.3.D-E; 1.2.3.A-H; 1.2.3.J-L; 1.3.3.A-K; 1.4.3.S-T; 1.5.3.A-D

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- **Vocabulary**
  - Use and understand words with shades of meaning
  - Understand the meaning of prefixes in-, im-, suffixes -er, -or
  - Understand the latin roots aud and vis
  - Use context to determine the meaning of unfamiliar words and multiple meaning words
  - Use newly acquired vocabulary expressively
  - Continue to practice to master the following skills:
    - Review and extend understanding of word meanings
    - Use a dictionary or glossary to determine the meaning of unknown words
    - Identify real-life connections between words and their use
    - Create words of meaning lists using vocabulary
    - Discuss targeted vocabulary words and expand vocabulary knowledge
- **Comprehension**
  - Recognize characteristics of argumentative text
  - Identify author's claim supporting facts and intended audience
  - Distinguish between fact and opinion
  - Create mental images when reading
  - Identify and explain the elements of a drama
  - Analyze plot elements and how they reveal the author's purpose
  - Explain author's use of figurative language
  - Write sentences using imagery
  - Summarize the main idea of an informational video
  - Evaluate details to identify key ideas
  - Retell a drama in ways that maintain meaning and order
  - Identify author's message or theme and distinguish the theme from the topic
  - Monitor comprehension and make adjustments when needed
  - Analyze plot using conflict and resolution
- **Phonics and Spelling**
  - Recognize, decode, spell and read words with consonant digraphs (ch, tch, sh, wh, th, ph, ng)
  - Recognize, decode, spell and read words with vowel diphthongs (ow, ou)
  - Recognize, decode, spell and read words with vowels (au, aw, al, o)
- **Fluency**
  - Listen to fluent reading and recount details from a read aloud text
  - Use accuracy and self-correction, proper reading rate and expression while reading various grade level texts

- **Grammar and Writing**
  - Identify subject and object pronouns
  - Recognize that a pronoun can take the place of a noun
  - Identify and use subject and object pronouns to ensure pronoun and antecedent agreement
  - Explain the function of, and correctly use, the pronouns I and me as well as the pronouns its, their, and your and their homophones
  - Proofread to use nouns and pronouns correctly
  - Understand how to use pronouns with homophones
  - Write a response to a prompt following the steps of the writing process (plan, draft, revise, edit, publish)

**Core Activities:** Students will complete/participate in the following:

- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
- **Comprehension**
  - Use sequence strips to put story events in the correct order
  - Daily review of time order words
  - Use “Somebody wanted but so then” or other organizer to have students practice writing summaries
  - Use “Piece of the Pie” activity to identify the author’s purpose
  - Use the questioning strategy (before, during, after reading) to aid understanding
  - Use read alouds to identify figurative language, and literary elements
  - Practice writing figurative language using classroom objects/observations
  - Use a story map to label the characters, setting, and plot of stories
  - Create a character map to practice using character traits
  - Desk activity or some other graphic organizer to teach main idea and supporting details (create desk with the main idea and each individual leg lists the supporting details)
  - Use Scholastic News to practice analyzing graphic and text features
  - Use texts on the same topic to practice point of view
  - Use fables to introduce and practice identifying theme
  - Use Study Island to practice skills
- **Phonics and Spelling**
  - into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spelling journal, partner practice of words, Word-O
- **Fluency**
  - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
- **Grammar and Writing**
  - into Reading series grammar assignments
  - Practice writing declarative, interrogative, imperative, and exclamatory sentences
  - Correctly separate sentences into subjects and predicates
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish a personal narrative



**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Guided reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

**Assessments:**

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

## Curriculum Scope and Sequence

**Planned Course:** Reading and Language Arts Grade 3

**Module:** 5

**Time Frame:** Three Weeks

**Common Core Standards:** 1.1.3.D-E; 1.2.3.A-H; 1.2.3.J-L; 1.3.3.A-K; 1.4.3.F-L; 1.5.3.A-D

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- **Vocabulary**

- Use and understand homographs/homophones
- Understand the meaning and use of greek roots (bio) and latin root (vid)
- Understand that words have shades of meaning
- Use and understand the meaning of the suffixes -ment, -er, -or and -est
- Continue to practice to master the following skills:
  - Review and extend understanding of word meanings
  - Use context to determine the meaning of unfamiliar words
  - Use newly acquired vocabulary expressively
  - Determine the meaning of grade level vocabulary with prefixes and suffixes
  - Use a dictionary or glossary to determine the meaning of unknown words
  - Identify real-life connections between words and their use
  - Create words of meaning lists using vocabulary
  - Discuss targeted vocabulary words and expand vocabulary knowledge

- **Comprehension**

- Recognize characteristics of photo essays
- Explain the relationships among characters, the influence of setting on plot and the use of text structure
- Identify author's message or theme and distinguish the theme from the topic
- Analyze how the author's use and voice contribute to the mood
- Monitor comprehension and make adjustments when needed
- Identify sounds and visual elements
- Identify and explain author's purpose
- Make correct and confirm predictions based on text features, genre and characteristic
- Explain the use of sound devices and imagery
- Identify the narrator and distinguish between first and third person point of view

- **Phonics and Spelling**

- Recognize, decode, spell and read words with vowel diphthongs (oi, oy)
- Recognize, decode, spell and read homophones
- Recognize, decode, spell and read contractions with n't, 'd, 've

- **Fluency**

- Listen to fluent reading and recount details from a read aloud text
- Use accuracy and self-correction, proper reading rate and expression while reading various grade level texts

- **Grammar and Writing**

- Identify and use verbs in the past, present and future tenses
- Form and use the past tense of regular verbs and verbs that end in e

- Understand how to use pronouns with homophones
- Identify and use the verb be, have, and has
- Use helping verbs correctly for subject/verb agreement
- Correctly use the past tense form of irregular verbs come, do, go, run and see, give, eat, grow, take, and write
- Identify form and use of irregular verbs
- Write an editorial that states an opinion and is supported by reasons and text evidence following the steps of the writing process (plan, draft, revise, edit, publish)

**Core Activities:** Students will complete/participate in the following:

- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
- **Comprehension**
  - Use sequence strips to put story events in the correct order
  - Daily review of time order words
  - Use “Somebody wanted but so then” or other organizer to have students practice writing summaries
  - Use “Piece of the Pie” activity to identify the author’s purpose
  - Use the questioning strategy (before, during, after reading) to aid understanding
  - Use read alouds to identify figurative language, and literary elements
  - Practice writing figurative language using classroom objects/observations
  - Use a story map to label the characters, setting, and plot of stories
  - Create a character map to practice using character traits
  - Desk activity or some other graphic organizer to teach main idea and supporting details (create desk with the main idea and each individual leg lists the supporting details)
  - Use Scholastic News to practice analyzing graphic and text features
  - Use texts on the same topic to practice point of view
  - Use fables to introduce and practice identifying theme
  - Use Study Island to practice skills
- **Phonics and Spelling**
  - into Reading series spelling assignments.
  - Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spelling journal, partner practice of words, Word-O
- **Fluency**
  - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
- **Grammar and Writing**
  - into Reading series grammar assignments
  - Practice writing declarative, interrogative, imperative, and exclamatory sentences
  - Correctly separate sentences into subjects and predicates
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish a personal narrative

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Guided reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

**Assessments:**

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

## Curriculum Scope and Sequence

**Planned Course:** Reading and Language Arts Grade 3

**Module:** 6

**Time Frame:** Three Weeks

**Common Core Standards:** 1.1.3.D-E; 1.2.3.A-H; 1.2.3.J-L; 1.3.3.A-K; 1.4.3.A-F; 1.5.3.A-D

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- **Vocabulary**
  - Understand the meaning of suffixes -ment, and -ly
  - Understand the meaning of greek prefixes uni-, bi-, tri-, and un-
  - Use context to determine the meaning of homographs and homophones
  - Use newly acquired vocabulary expressively
  - Continue to practice to master the following skills
    - Review and extend understanding of word meanings
    - Use a dictionary or glossary to determine the meaning of unknown words
    - Identify real-life connections between words and their use
    - Create words of meaning lists using vocabulary
    - Discuss targeted vocabulary words and expand vocabulary knowledge
- **Comprehension**
  - Recognize characteristics of an informational text
  - Recognize text and graphic features and the author's purpose for using them
  - Summarize key ideas in a text
  - Recognize author's purpose
  - Recognize that authors use language to create a style or voice which contributes to the overall mood
  - Ask and answer questions to deepen the understanding of a topic
  - Recognize the central or main idea in a text
  - Identify evidence for central ideas
  - Identify key ideas to support the central idea
  - Explain the use of sound devices and imagery
  - Monitor comprehension and make adjustments when needed
- **Phonics and Spelling**
  - Recognize, decode, spell and read words with the spelling pattern ar, or, ore
  - Recognize, decode, spell and read the vowel sound /ur/ spelled er, ir, ur, or
  - Recognize, decode, spell and read the vowel sound /ar/ and /ir/
  - Recognize, decode, spell and read contractions with n't, 'd, 've
- **Fluency**
  - Listen to fluent reading and recount details from a read aloud text
  - Use accuracy and self-correction, proper reading rate and expression while reading various grade level texts
- **Grammar and Writing**
  - Identify and use adjectives that tell how many, what kind, and which one
  - Review using adjectives and articles correctly
  - Identify adjectives that compare by adding er, ier, and more

- Form and use comparative and superlative adjectives
- Strengthen writing by revising and editing
- Identify adverbs that tell when, where and how many
- Identify and use comparative and superlative adverbs
- Write a science article following the steps of the writing process (plan, draft, revise, edit, publish)

**Core Activities:** Students will complete/participate in the following:

- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
- **Comprehension**
  - Use sequence strips to put story events in the correct order
  - Daily review of time order words
  - Use “Somebody wanted but so then” or other organizer to have students practice writing summaries
  - Use “Piece of the Pie” activity to identify the author’s purpose
  - Use the questioning strategy (before, during, after reading) to aid understanding
  - Use read alouds to identify figurative language, and literary elements
  - Practice writing figurative language using classroom objects/observations
  - Use a story map to label the characters, setting, and plot of stories
  - Create a character map to practice using character traits
  - Desk activity or some other graphic organizer to teach main idea and supporting details (create desk with the main idea and each individual leg lists the supporting details)
  - Use Scholastic News to practice analyzing graphic and text features
  - Use texts on the same topic to practice point of view
  - Use fables to introduce and practice identifying theme
  - Use Study Island to practice skills
- **Phonics and Spelling**
  - into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spelling journal, partner practice of words, Word-O
- **Fluency**
  - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
- **Grammar and Writing**
  - into Reading series grammar assignments
  - Practice writing declarative, interrogative, imperative, and exclamatory sentences
  - Correctly separate sentences into subjects and predicates
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish a personal narrative

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Guided reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

**Assessments:**

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

## Curriculum Scope and Sequence

**Planned Course:** Reading and Language Arts Grade 3

**Module:** 7

**Time Frame:** Three Weeks

**Common Core Standards:** 1.1.3.D-E; 1.2.3.A-H; 1.2.3.J-L; 1.3.3.A-K; 1.4.3.A-F; 1.5.3.A-D

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- **Vocabulary**

- Review and extend understanding of word meanings
- Understand the meaning of suffixes -ion, -ness, -able
- Use and understand compound words
- Understand the relationship in analogies
- Use newly acquired vocabulary expressively
- Continue to practice to master the following skills:
  - Review and extend understanding of word meanings
  - Use context to determine the meaning of unfamiliar words
  - Use newly acquired vocabulary expressively
  - Use a dictionary or glossary to determine the meaning of unknown words
  - Identify real-life connections between words and their use
  - Create words of meaning lists using vocabulary
  - Discuss targeted vocabulary words and expand vocabulary knowledge

- **Comprehension**

- Recognize characteristics of an argumentative text
- Recognize author's purpose
- Make predictions
- Ask and answer questions to deepen the understanding of a topic
- Recognize organizational patterns such as problem/solution, sequence, compare/contrast and cause/effect
- Identify the use of first or third person point of view
- Make inferences and use text evidence to support and develop understanding
- Evaluate text details to determine their importance
- Synthesize information to create new understanding
- Explain the relationship among characters
- Explain the influence of the setting on a plot
- Analyze plot elements
- Recognize text and graphic features and the author's purpose for using them
- Identify examples of figurative language

- **Phonics and Spelling**

- Recognize, decode, spell and read words with compound words and abbreviations
- Recognize, decode, spell and read irregular plural nouns
- Recognize, decode, spell and read words with various sounds of /oo/

- **Fluency**

- Listen to fluent reading and recount details from a read aloud text
- Use accuracy and self-correction, proper reading rate and expression while reading various grade level texts



- **Grammar and Writing**
  - Identify and use prepositional phrases that tell when and where
  - Use prepositional phrases to combine sentences
  - Identify and use commas in a series of nouns, verbs, and addresses
  - Identify and use introductory words, commas in sentences, and commas in a series
  - Identify and use quotations marks correctly with correct capitalization and punctuation
  - Write a report following the steps of the writing process (plan, draft, revise, edit, publish)

**Core Activities:** Students will complete/participate in the following:

- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
- **Comprehension**
  - Use sequence strips to put story events in the correct order
  - Daily review of time order words
  - Use “Somebody wanted but so then” or other organizer to have students practice writing summaries
  - Use “Piece of the Pie” activity to identify the author’s purpose
  - Use the questioning strategy (before, during, after reading) to aid understanding
  - Use read alouds to identify figurative language, and literary elements
  - Practice writing figurative language using classroom objects/observations
  - Use a story map to label the characters, setting, and plot of stories
  - Create a character map to practice using character traits
  - Desk activity or some other graphic organizer to teach main idea and supporting details (create desk with the main idea and each individual leg lists the supporting details)
  - Use Scholastic News to practice analyzing graphic and text features
  - Use texts on the same topic to practice point of view
  - Use fables to introduce and practice identifying theme
  - Use Study Island to practice skills
- **Phonics and Spelling**
  - into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spelling journal, partner practice of words, Word-O
- **Fluency**
  - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
- **Grammar and Writing**
  - into Reading series grammar assignments
  - Practice writing declarative, interrogative, imperative, and exclamatory sentences
  - Correctly separate sentences into subjects and predicates
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish a personal narrative

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Guided reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

**Assessments:**

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

## Curriculum Scope and Sequence

**Planned Course:** Reading and Language Arts Grade 3

**Unit:** PSSA Prep

**Time frame:** 6 weeks

**Common Core Standards:** 1.1.3.D-E; 1.2.3.A-H; 1.2.3.J-L; 1.3.3.A-K; 1.4.3.S-T; 1.5.3.A-D

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Comprehension**
  - Identify the author's claim and purpose
  - Analyze and interpret text and graphic features
  - Synthesize information to further understand a text
  - Analyze the author's craft and text structure
  - Understand the meaning of content area words
  - Visualize to aid in comprehension
  - Identify the point of view of a text
  - Identify the central idea of a text
  - Ask and answer questions to aid comprehension of a text
  - Identify and interpret figurative language
  - Monitor and clarify to aid in comprehension
  - Analyze characters and character traits
  - Put story events into the correct sequence
  - Use the summarize strategy to aid comprehension
  - Compare and contrast different points of view
  - Compare and contrast two texts
  - Understand literary elements-character, setting, and plot
  - Identify theme
  - Understand elements of poetry and drama, fiction and nonfiction
  - Make inferences using evidence from the text
- **Vocabulary**
  - Identify context clues in sentences
  - Identify prefixes and suffixes and list additional words which contain them
  - Use suffixes, prefixes, and roots to understand unfamiliar words
  - Use formal and informal language in the correct situations
  - Identify the most specific vocabulary to describe a topic by using shades of meaning
- **Fluency**
  - Read grade level text with expression, appropriate phrasing, rate, and accuracy
- **Grammar and Writing**
  - Write open ended responses to a prompt that follows PSSA guidelines
  - Use correct punctuation and capitalization in writing
  - Form contractions with pronouns and "not" by using apostrophes
  - Write abbreviations with days, months and places
  - Review essential grammar components that follow PSSA guidelines

**Core Activities:** Students will complete/participate in the following:

- **Comprehension**
  - Use the questioning strategy (before, during, after reading) to aid understanding
  - Use a story map to label the characters, setting, and plot of stories
  - Use texts on the same topic to practice point of view
  - Use ELA coach book, assessment books, and state provided item sampler to practice skills with complex texts
- **Fluency**
  - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
- **Grammar and Writing**
  - into Reading series review grammar assignments
  - Use ELA coach book, assessment books, and state provided item sampler to practice skills
  - Use Study Island assignments to practice skills
  - Complete practice open ended responses independently
  - Review of OER rubrics and student scoring of item sampler essays

**Extensions:**

- Additional texts will be used
- Creative and critical thinking questions will be provided
- Read additional texts

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

**Materials & Resources:**

- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Guided reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

**Assessments:**

- DIBELS
- Study Island Benchmark and assignment results
- Weekly fluency checks
- Teacher observation

## Curriculum Scope and Sequence

**Planned Course:** Reading and Language Arts Grade 3

**Module:** 8

**Time Frame:** Three Weeks

**Common Core Standards:** 1.1.3.D-E; 1.2.3.A-H; 1.2.3.J-L; 1.3.3.A-K; 1.4.3.F-L; 1.5.3.A-D

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- **Vocabulary**
  - Use and understand greek word root “graph” and suffix -logy
  - Use and understand prefixes ex-
  - Understand the meaning of latin root “vis” and “mem”
  - Use a dictionary to understand unfamiliar words
  - Understand the relationship in analogies
  - Use newly acquired vocabulary expressively
  - Continue to practice to master the following skills:
    - Review and extend understanding of word meanings
    - Use a dictionary or glossary to determine the meaning of unknown words
    - Identify real-life connections between words and their use
    - Create words of meaning lists using vocabulary
    - Discuss targeted vocabulary words and expand vocabulary knowledge
- **Comprehension**
  - Recognize features of an informational text
  - Explain the purpose of a text and graphic features
  - Make inferences and use text evidence and background knowledge
  - Identify the purpose of compare and contrast text structure
  - Recognize the central idea and supporting evidence to evaluate details in order to determine key ideas
  - Make correct and confirm predictions about an informational text and narrative poems
  - Recognize and explain the author's purpose and text structure in an argumentative text
  - Identify major and minor characters
  - Analyze and discuss the author's use of imagery
  - Summarize text
  - Distinguish between fact and opinion
- **Phonics and Spelling**
  - Recognize, decode, spell and read words with prefixes and suffixes
  - Recognize, decode, spell and read words with -ed, -ing
  - Recognize, decode, spell and read plural words by changing y to an i
- **Fluency**
  - Use the questioning strategy (before, during, after reading) to aid understanding
    - Listen to fluent reading and recount details from a read aloud text
    - Use accuracy and self-correction, proper reading rate and expression while reading various grade level texts

- **Grammar and Writing**
  - Introduce and identify irregular verbs
  - Spell, review and write high frequency words and commonly misspelled words
  - Write an argumentative text that presents an opinion following the steps of the writing process (plan, draft, revise, edit, publish)

**Core Activities:** Students will complete/participate in the following:

- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
- **Comprehension**
  - Use sequence strips to put story events in the correct order
  - Daily review of time order words
  - Use “Somebody wanted but so then” or other organizer to have students practice writing summaries
  - Use “Piece of the Pie” activity to identify the author’s purpose
  - Use the questioning strategy (before, during, after reading) to aid understanding
  - Use read alouds to identify figurative language, and literary elements
  - Practice writing figurative language using classroom objects/observations
  - Use a story map to label the characters, setting, and plot of stories
  - Create a character map to practice using character traits
  - Desk activity or some other graphic organizer to teach main idea and supporting details (create desk with the main idea and each individual leg lists the supporting details)
  - Use Scholastic News to practice analyzing graphic and text features
  - Use texts on the same topic to practice point of view
  - Use fables to introduce and practice identifying theme
  - Use Study Island to practice skills
- **Phonics and Spelling**
  - into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spelling journal, partner practice of words, Word-O
- **Fluency**
  - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
- **Grammar and Writing**
  - into Reading series grammar assignments
  - Practice writing declarative, interrogative, imperative, and exclamatory sentences
  - Correctly separate sentences into subjects and predicates
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish a personal narrative

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
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- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

**Assessments:**

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation