



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> English Language Arts	<b>Length of Course:</b> Full Year
<b>Grade Level(s):</b> 3	<b>Periods Per Cycle:</b> 6
<b>Units of Credit:</b> N/A	<b>Length of Period:</b> 2 Hours
<b>Classification:</b> Required	<b>Total Instructional Time:</b> 360 Hours

***Course Description***

This course provides students with a foundation of skills in reading, writing, speaking, and listening.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Anchor Charts	Internet Research	Readers' Theater
Anticipatory Sets	Journals	Reports and Speeches
Bell Ringers	Paper and Pencil Activities	Research
Class Discussions	Posted Objectives	Small Group Interventions
Closure	Practice Exercises	Teacher Demonstrations
Critical Thinking	Presentations	Teacher-Made Tests
Graphic Organizers	PSSA Released Passages	Technology Integration
Guided Reading	Question-Answer Relationships	Videos
Higher Level Questioning	Quizzes	Wait-Time
Homework	Notice and Note	Wait-Time Extended
Interaction Sequence		

***Assessments***

District Unit/Cycle Tests	Reports	Acadience
Homework	Teacher Observations	BAS (Benchmark Assessment System)
Oral Projects	Teacher-Made Tests and Quizzes	CORE
Presentations	MAZE	
Projects		

## ***Materials/Resources***

4 Square Writing

Guest Speakers

lpads (one to one)

ELA Websites (ReadWorks and Common Lit)

Leveled Readers (F&P)

Mentor Texts

Resource Books

SAS (Standards Aligned System)

SeeSaw or Schoology

Supplemental Readings

Trade Books, Picture Books, Big Books

Videos

**Adopted:** 1/27/88

**Revised:** 9/3/91; 7/15/98; 10/04; 1/17/11; 5/20/13, 5/22/23

[https://springgroveareasco.sharepoint.com/sites/PrivateSGASD/Shared Documents/AASG/NEWCURR/English Language Arts/2023/Grade 3/REWRITE\\_Planned Course Overview - ELA Gr 3.doc](https://springgroveareasco.sharepoint.com/sites/PrivateSGASD/Shared Documents/AASG/NEWCURR/English Language Arts/2023/Grade 3/REWRITE_Planned Course Overview - ELA Gr 3.doc)

<b>1.1 Foundational Skills</b>	
<b>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Phonics and Word Recognition	CC.1.1.3.D - Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"><li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li><li>• Decode words with common Latin suffixes.</li><li>• Decode multisyllable words.</li><li>• Read grade-appropriate irregularly spelled words.</li></ul>
Fluency	CC.1.1.3.E - Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"><li>• Read on-level text with purpose and understanding.</li><li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li><li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>

<b>1.2 Reading Informational Text</b>	
<b>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Key Ideas and Details – Main Idea	CC.1.2.3.A - Determine the main idea of a text; recount the key details and explain how they support the main idea.
Key Ideas and Details – Text Analysis	CC.1.2.3.B - Ask and answer questions about the text and make inferences from text; refer to text to support responses.  CC.1.2.3.C - Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure – Point of View	CC.1.2.3.D - Explain the point of view of the author.
Craft and Structure – Text Structure	CC.1.2.3.E - Use text features and search tools to locate and interpret information.
Craft and Structure – Vocabulary	CC.1.2.3.F - 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.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.3.G - Use information gained from text features to demonstrate understanding of a text.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.3.H - Describe how an author connects sentences and paragraphs in a text to support particular points.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.1.2.3.I - Compare and contrast the most important points and key details presented in two texts on the same topic.
Vocabulary Acquisition and Use	CC.1.2.3.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.  CC.1.2.3.K - Determine 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.

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<b>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Range of Reading	CC.1.2.3.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

<b>1.3 Reading Literature</b>	
<b>Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Key Ideas and Details – Theme	CC.1.3.3.A - Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
Key Ideas and Details – Text Analysis	CC.1.3.3.B - Ask and answer questions about the text and make inferences from text, referring to text to support responses.
Key Ideas and Details – Literary Elements	CC.1.3.3.C - Describe characters in a story and explain how their actions contribute to the sequence of events.
	CC.1.3.3.D - Explain the point of view of the author.
Craft and Structure – Point of View	CC.1.3.3.E - Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.
Craft and Structure – Text Structure	CC.1.3.3.F - 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.
Craft and Structure – Vocabulary	CC.1.3.3.G - Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Integration of Knowledge and Ideas – Sources of Information	CC.1.3.3.H - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
Integration of Knowledge and Ideas – Text Analysis	CC.1.3.3.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
Vocabulary Acquisition and Use – Strategies	CC.1.3.3.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
Vocabulary Acquisition and Use	
Range of Reading	CC.1.3.3.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

<b>1.4 Writing</b>	
<b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Informative/Explanatory	CC.1.4.3.A - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Informative/Explanatory Focus	CC.1.4.3.B - Identify and introduce the topic.
Informative/Explanatory Content	CC.1.4.3.C - Develop the topic with facts, definitions, details, and illustrations, as appropriate.
Informative/Explanatory Organization	CC.1.4.3.D - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
Informative/Explanatory Style	CC.1.4.3.E - Choose words and phrases for effect.
Informative/Explanatory Conventions of Language	CC.1.4.3.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Opinion/Argumentative	CC.1.4.3.G - Write opinion pieces on familiar topics or texts.
Opinion/Argumentative Focus	CC.1.4.3.H - Introduce the topic and state an opinion on the topic.
Opinion/Argumentative Content	CC.1.4.3.I - Support an opinion with reasons.
Opinion/Argumentative Organization	CC.1.4.3.J - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
Opinion/Argumentative Style	CC.1.4.3.K - Use a variety of words and sentence types to appeal to the audience.
Opinion/Argumentative Conventions of Language	CC.1.4.3.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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Narrative	CC.1.4.3.M - Write narratives to develop real or imagined experiences or events.
Narrative Focus	CC.1.4.3.N - Establish a situation and introduce a narrator and/or characters.
Narrative Content	CC.1.4.3.O - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Narrative Organization	CC.1.4.3.P - Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
Narrative Style	CC.1.4.3.Q - Choose words and phrases for effect.
Narrative Conventions of Language	CC.1.4.3.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Response to Literature	CC.1.4.3.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
Production and Distribution of Writing / Writing Process	CC.1.4.3.T - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Technology and Publication	CC.1.4.3.U - With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Conducting Research	CC.1.4.3.V - Conduct short research projects that build knowledge about a topic.
Credibility, Reliability, and Validity of Sources	CC.1.4.3.W - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Range of Writing	CC.1.4.3.X - 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.



<b>1.5 Speaking and Listening</b>	
<b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Comprehension and Collaboration / Collaborative Discussion	CC.1.5.3.A - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
Comprehension and Collaboration / Critical Listening	CC.1.5.3.B - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
Comprehension and Collaboration / Evaluating Information	CC.1.5.3.C - Ask and answer questions about information from a speaker, offering appropriate detail.
Presentation of Knowledge and Ideas / Purpose, Audience, and Task	CC.1.5.3.D - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
Presentation of Knowledge and Ideas / Context	CC.1.5.3.E - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Integration of Knowledge and Ideas / Multimedia	CC.1.5.3.F - 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.
Conventions of Standard English	CC.1.5.3.G - Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.