

# Third Grade Camp Hill School District Planned Course Document Cover Page

Subject: ELA \_\_\_\_\_ Grade Level(s): 3rd Grade \_\_\_\_\_

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***“The Camp Hill School Community strives to prepare every student with the skills and knowledge necessary to thrive in a global society.”***





## CAMP HILL SCHOOL DISTRICT

### Reading Standards for Literature

#### Big Ideas:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	<u>Essential Vocabulary</u>	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	<u>Suggested Timeframe</u> (If applicable)
<b>1. How do questions help us understand text?</b>	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	Who, What, Where, When, Why, How, Analyze, Explain, Summarize, Restate (RATE)	1. <b>Read Aloud:</b> Use think aloud strategies to model questioning and making predictions <b>Shared Reading:</b> Use think aloud Strategies: Think-Pair-Share, predicting,	1. Written/Oral Responses (i.e. comprehension checks, Reading Response journals, discussion), Selected Response) PSSA tests	1. A variety of texts, Response Journals, Comprehension questions,, PSSA 3rd grade released Items	Ongoing

			<p>student generated questions, discussion.</p> <p><b>Guided Reading:</b> oral (discussion) or written responses to teacher/student initiated questions citing evidence from text</p> <p><b>Independent Reading:</b> Informal oral discussion or written response using RATE model</p>			
<p><b>2. What is the important message in this story? How is the important message shown?</b></p>	<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Summarize, elements, theme, culture, moral, lesson, message</p>	<p>2. <b>Read Aloud:</b> Use think aloud strategy to model orally.</p> <p><b>Shared Reading:</b> model summarizing a story with the whole group (i.e. graphic organizer, written paragraph)</p> <p><b>Guided Reading:</b> Mark text to show support of central idea (i.e. graphic organizer, sticky notes), oral discussion</p> <p><b>Independent Reading:</b> Written response</p>	<p>2. Written response, oral discussion, reflective journals, long term project, PSSA tests</p>	<p>2. A variety of texts, Response Journals, Comprehension questions,, PSSA 3rd grade released Items</p>	<p>Ongoing; specific lessons planned for Marking Period 3 (Folktale Unit)</p>
<p><b>3. How does a character contribute to this story?</b></p>	<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Character traits, sequence (beginning, middle, end)</p>	<p>3. <b>Read Aloud:</b> Use think aloud strategy to model orally.</p> <p><b>Shared Reading:</b> Model graphic organizer (i.e. character map), oral discussion</p> <p><b>Guided Reading:</b> Oral discussion, written response, graphic organizer</p> <p><b>Independent Reading:</b> Written response, graphic organizer</p>	<p>3. Visual Product, Written Response, Oral Performance, Student Demonstration, PSSA test</p>	<p>3. A variety of texts, Response Journals, Comprehension questions,, PSSA 3rd grade released Items</p>	<p>Ongoing; introduced in Marking Period 1</p>
<p><b>4. How can you use context clues to find the meanings of words or phrases?</b></p>	<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from</p>	<p>Context clues, synonyms, unknown vocabulary, multiple meaning words</p>	<p>4. <b>Read Aloud:</b> Model using think aloud strategy of context clues</p> <p><b>Shared Reading:</b> Develop vocabulary through a vocabulary notebook/writing</p>	<p>4. Selected Response, Written Response, Word Games, DIBELS, PSSA,</p>	<p>4. Nonfiction text (i.e. Social Studies text , Science books, Guided Reading Non-fiction books, <i>National</i></p>	<p>Ongoing</p>

	nonliteral language.		context sentences, whole group discussion of vocabulary applications <b>Guided Reading:</b> Vocabulary word work including use of context clues		<i>Geographic Kids</i> , Computer Research, Cloze Activities, Study guides, DIBELS, PSSA, 95%	
<b>5. How can you break apart a story into its parts to better understand it?</b>	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Sentence, paragraph, chapter, stanza, line, rhyme pattern, act, scene, dialogue, etc.	<b>5. Shared Reading/Guided Reading:</b> Oral discussion and use of content area and nonfiction text <b>Independent Reading:</b> Research and model/independent structured outline	5. Informal Observation, Written outlines, reports	5. Nonfiction text (i.e. Social Studies , Science articles, Guided Reading Non-fiction books, Newspaper, Computer Research)	Ongoing
<b>6. What is your opinion of the story?</b>	6. Distinguish their own point of view from that of the narrator or those of the characters.	Narrator, opinion, persuade, point of view- first person, and third person	<b>6. Read Aloud:</b> Oral discussion of point of view <b>Shared Reading:</b> Share group opinions (i.e. Come up with several opinions and do a class survey; Think Pair Share etc.), model fact/opinion strategies <b>Guided Reading:</b> Group discussion about their opinion, model fact/opinion strategies <b>Independent Reading:</b> Write a critique using their viewpoint	6. Written/Oral Response, Fact/Opinion T-charts	6. Response Journal, Graphic Organizers, National Geographic for Kids, Newspaper, Fact/Opinion T-chart	Ongoing
<b>7. How can the pictures help us understand the story?</b>	7. Illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Illustration, photographs, maps, charts, captions	<b>7. Shared Reading:</b> picture walk and discuss mood/setting/characters <b>Guided reading:</b> oral and written discussion of stories and application to the story	7. Discussion (whole group, small group, think-pair-share), written response, comprehension checks	7. Variety of text with illustrations, Response journal/ SeeSaw on Text Features/Imbed pictures in our writing on Google	Ongoing
<b>8. (Not applicable to literature)</b>	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

<p><b>9. How are these author's stories similar? How are they different?</b></p>	<p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>compare, contrast, same, different, plot, setting, time, place, theme, similar</p>	<p>9. <b>Read Aloud</b>- use think aloud strategy to model orally  <b>Shared Reading</b>- model use of Venn Diagram (or other graphic organizer) after reading text whole group  <b>Guided Reading</b>- oral (discussion) or written (graphic organizer) responses to teacher/student initiated questions citing evidence from text  <b>Independent Reading</b>- student reading journal to respond to prompt citing evidence from text</p>	<p>9. Written Response (2 paragraph), Long term project</p>	<p>9. Multiple texts from same author, multiple texts with the same theme but different authors, graphic organizer (story elements, Venn Diagram), Response Journal/ writing piece</p>	<p>Ongoing: Specific lessons planned for Marking Period 1 (Author/ biography comparison)</p>
<p><b>10. What do good readers do to understand different types of literature?</b></p>	<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Fiction, nonfiction, drama, poetry</p>	<p><b>10. Read aloud</b>- use different types of literature at the high end of grade 3  <b>Shared/Guided/Independent Reading</b>- oral or written responses to different types of literature</p>	<p>10. Selected Response, Written/Oral Response, Long Term projects, informal and formal observations, PSSA test, comprehension checks</p>	<p>10. A variety of text, Guided reading selections, Response Journals, graphic organizers, PSSA released items for 3rd grade</p>	<p>Ongoing</p>



## CAMP HILL SCHOOL DISTRICT

### Reading Standards for Informational Text

#### Big Ideas:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	<b>Essential Vocabulary</b>	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	<b>Suggested Timeframe</b> (If applicable)
<b>1. How do questions help us understand informational text?</b>	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as	Restate, text evidence, who, what, where, when, how, analyze, summarize, explain, (RATE)	1. <b>Read Aloud:</b> Use think aloud strategies to model questioning and making predictions <b>Shared Reading:</b> Use think aloud Strategies:	1. Written/Oral Responses (i.e. comprehension checks, Reading Response journals, discussion), Selected Response) PSSA tests	1. A variety of texts, Response Journals, Comprehension questions,, PSSA 3rd grade released Items	Ongoing

	the basis for the answers.		Think-Pair-Share, predicting, student generated questions, discussion. <b>Guided Reading:</b> oral (discussion) or written responses to teacher/student initiated questions citing evidence from text <b>Independent Reading:</b> Informal oral discussion or written response using RATE model			
<b>2. How do the main idea and details help me to understand the text?</b>	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Main idea, text evidence, key details, support	2. <b>Read Aloud:</b> Use think aloud strategy to model orally. <b>Shared Reading:</b> model summarizing a story with the whole group (i.e. graphic organizer, written paragraph) <b>Guided Reading:</b> Mark text to show support of central idea (i.e. graphic organizer, sticky notes), oral discussion <b>Independent Reading:</b> Written response	2. Written response, oral discussion, reflective journals, long term project, PSSA tests	2. A variety of texts, Response Journals, Comprehension questions,, PSSA 3rd grade released Items	Ongoing
<b>3. How can I use transition words to help me summarize what I read?</b>	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Organization, sequence, flow, various transition words (list in writing folder and in classroom)	3. <b>Read Aloud:</b> Use think aloud strategy to model orally. <b>Shared Reading:</b> Model graphic organizer (i.e. character map), oral discussion <b>Guided Reading:</b> Oral discussion, written response, graphic organizer	3. Visual Product, Written Response, Oral Performance, Student Demonstration, PSSA test	3. A variety of texts, Response Journals, Comprehension questions,, PSSA 3rd grade released Items	Ongoing; all writing pieces starting in Marking Period 1.

			<b><u>Independent Reading:</u></b> Written response, graphic organizer			
<b>4. How can I use context clues to figure out the meaning of unknown words?</b>	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	Context clues, synonyms, unknown vocabulary, content specific (bolded words), multiple meaning words	4. <b><u>Read Aloud:</u></b> Model using think aloud strategy for context clues <b><u>Shared Reading:</u></b> Develop vocabulary through a vocabulary notebook/writing context sentences, whole group discussion of vocabulary applications <b><u>Guided Reading:</u></b> Vocabulary word work including use of context clues	4. Selected Response, Written Response, Word Games, PSSA test	4. Nonfiction text (i.e. Social Studies text , Science books, Guided Reading Non-fiction books, <i>National Geographic Kids</i> , Current event articles, Cloze Activities, Study guides, PSSA released items for 3rd grade	Ongoing- cross curricular
<b>5. How do I find the important information in a text?</b>	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Text features, key words, side bars, hyperlinks, headings, captions, research	5. <b><u>Shared Reading/Guided Reading:</u></b> Oral discussion and use of content area and nonfiction text <b><u>Independent Reading:</u></b> Research and model/independent structured outline	5. Informal Observation, Written outlines, reports, written response to questions	5. Nonfiction text (i.e. Social Studies , Science articles, Guided Reading Non-fiction books)	Ongoing
<b>6. What is your opinion about this article?</b>	6. Distinguish their own point of view from that of the author of a text.	Narrator, opinion, persuade, point of view- first person, and third person	6. <b><u>Read Aloud:</u></b> Oral discussion of point of view <b><u>Shared Reading:</u></b> Share group opinions (i.e. Come up with several opinions and do a class survey. Model fact/opinion strategies <b><u>Guided Reading:</u></b> Group discussion about opinion, model fact/opinion strategies	6. Written/Oral Response, Fact/Opinion T-charts	6. Response Journal, Graphic Organizers, <i>National Geographic for Kids</i> , Newspaper, Fact/Opinion T-chart	Ongoing



			<b><u>Independent Reading:</u></b> Write a critique using own viewpoint			
<b>7. How can I use illustrations to help me understand the text?</b>	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).	Illustration, photographs, maps, charts, captions	7. <b><u>Read Aloud:</u></b> Oral discussion of the picture. <b><u>Shared Reading:</u></b> Group discussion including written responses/graphic organizer <b><u>Guided Reading:</u></b> Group discussion with independent written responses/graphic organizer <b><u>Independent Reading:</u></b> Response journal using illustrations from text	7. Written/oral response, student demonstration	7. Nonfiction text (i.e. Science articles, Guided Reading Non-fiction books), maps, graphs, photographs. Text feature activities	Ongoing
<b>8. What skills do I use to understand the text?</b>	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Comparison, cause/effect, problem/ solution, first/second/third in a sequence	8. <b><u>Read Aloud:</u></b> Model a variety of ways to record thinking (post-it notes, graphic organizers and highlighting) <b><u>Shared Reading:</u></b> Oral/written retell, graphic organizer <b><u>Guided Reading:</u></b> Record thinking (i.e. post-it notes, graphic organizers and highlighting), oral discussion/written responses <b><u>Independent Reading:</u></b> Written response, Response journals	8. Written response, oral discussion	8. Nonfiction text (i.e. Science articles, Read Works articles, Guided Reading Non-fiction books, National Geographic For Kids), Response Journal, Graphic Organizers.	Ongoing

<p><b>9. How are these two texts alike and different?</b></p>	<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Compare/ Contrast, Same/ similar, different, difference, content specific vocabulary, Venn Diagram, text evidence</p>	<p>9. <b><u>Read Aloud:</u></b> Model a variety of ways to record thinking (post-it notes, graphic organizers and highlighting) <b><u>Shared Reading:</u></b> Oral/written retell, graphic organizer <b><u>Guided Reading:</u></b> Record thinking (i.e. post-it notes, graphic organizers and highlighting), oral discussion/written responses <b><u>Independent Reading:</u></b> Written response, Response journals</p>	<p>9. Written/Oral response, graphic organizers</p>	<p>9. Nonfiction text (i.e.Science articles, Read Works articles,Guided Reading Non-fiction books, National Geographic For Kids), Response Journal, Graphic Organizers.</p>	<p>Ongoing</p>
<p><b>10. What do good readers do to understand different types of informational text?</b></p>	<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Nonfiction text features: headings, captions, photographs, charts, data, diagrams, graph, bolded vocabulary, glossary, table of contents, highlight, graphic organizers,</p>	<p>10. <b><u>Read aloud-</u></b> use different types of informational text at the high end of grade 3 <b><u>Shared/Guided/Independent Reading-</u></b> oral or written responses to informational text</p>	<p>10. Selected Response, Written/Oral Response, Long Term projects, informal and formal observations,, PSSA test</p>	<p>10. Nonfiction text (i.e. Science articles, Guided Reading, ReadWorks, Non-fiction books, Response Journal, Graphic Organizers (story maps, timelines), PSSA released items for 3rd grade</p>	<p>Ongoing</p>



## CAMP HILL SCHOOL DISTRICT

### Reading Standards for Foundations

**Big Ideas:**

**3. Phonics and Word Recognition-** These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

**4. Fluency-** These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	<b>Essential Vocabulary</b>	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	<b>Suggested Timeframe</b> (If applicable)

<p><b>3. What strategies do I use to read unknown words?</b></p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>Syllables, decode, closed/ open syllables, long/ short vowel sounds, consonant, word patterns, blends</p>	<p><b>3. <u>Guided Reading/Independent Reading:</u></b> vocabulary/word work</p>	<p>3. Oral performance (i.e. Reader’s Theatre), student demonstration, formal and informal observation, Acadience Reading Assessment, Word Work weekly/biweekly assessments, Six Minute Fluency</p>	<p>3. Word Ladders, Word puzzles/games (i.e. Apples to Apples, Buzz Word, Scrabble Jr. Smart Exchange lessons, Quizlet), Progress Monitoring through fluency checks using 3rd grade text, Word Work, 95% Multisyllabic words, Six minute fluency</p>	<p>Ongoing</p>
<p><b>4. What does a good reader sound like?</b></p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency, expression, inflection, phrasing, pace</p>	<p><b>4. <u>Read Aloud:</u></b> Model what a good reader sounds like <b><u>Guided Reading:</u></b> Practice oral reading skills (i.e. choral reading, Reader’s Theatre, poetry, text from novel, reading own work) <b><u>Independent Reading:</u></b> Practice for individual performances/self assessments</p>	<p>4. Oral performance (i.e. Reader’s Theatre), student demonstration, formal and informal observation, formal fluency checks, Six Minute Fluency, Acadience Reading</p>	<p>4. Guided Reading novels, Six Minute Fluency, poetry books, scripts, passages on third grade level (all classes use the same passages), Progress Monitoring, Epic, Teacher Read aloud</p>	<p>Ongoing</p>

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