Lehighton Area School District
Curriculum Framework

Course Title:	Reading
Content Area:	English Language Arts
Grade Level(s):	3
Course Overview:	The Grade 3 Reading course supports students as they transition from learning to read toward reading to learn while continuing to strengthen foundational literacy skills when needed. Students read increasingly complex literary and informational texts, applying strategies to build comprehension, vocabulary, fluency, and critical thinking. Instruction emphasizes analyzing text, making evidence-based inferences, comparing ideas, and communicating understanding through discussion and writing. Aligned to the Pennsylvania Core Standards, instruction incorporates explicit teaching, collaborative learning, and differentiated supports within a Multi-Tiered System of Supports (MTSS) to promote continued literacy growth for every student.
PA Core Standards:	PA Core Standards for ELA PK-5
Key Course Text and Materials:	
Key Assessments:	

Big Idea/Unit:	Foundational Skills			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.1.3.D	Know and apply grade-level phonics and word analysis skills in decoding words. ~Identify and know the meaning of the most common prefixes and derivational suffixes. ~Decode words with common Latin suffixes. ~Decode multisyllable words. ~Read gradeappropriate irregularly spelled words.	Multiple Syllable Root Word		
CC.1.1.3.E	Read with accuracy and fluency to support comprehension. ~Read on-level text with purpose and understanding. ~Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ~Use context to confirm or selfcorrect word recognition and understanding, rereading as necessary.			

Big Idea/Unit:	Comprehension of Informational Text			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.2.3.A E03.B-K.1.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Main idea		
CC.1.2.3.B E03.B-K.1.1.1	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Inference		
CC.1.2.3.C E03.B-K.1.1.3	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.			
CC.1.2.3.D E03.B-C.2.1.1	Explain the point of view of the author.			
CC.1.2.3.E E03.B-C.2.1.2	Use text features and search tools to locate and interpret information.	Chronology Comparison Cause/Effect Problem/Solution		
CC.1.2.3.G E03.B-C.3.1.3	Use information gained from test features to demonstrate understanding of a text.	Text Features		
CC.1.2.3.H E03.B-C.3.1.1	Describe how an author connects sentences and paragraphs in a text to support particular points.			

CC.1.2.3.I E03.B-C.3.1.2	Compare and contrast the most important points and key details presented in two texts on the same topic.
CC.1.2.3.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Big Idea/Unit:	Vocabulary of Informational Text			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.2.3.F E03.B-V.4.1.1 E03.B-V.4.1.2	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.			
CC.1.2.3.G E03.B-C.3.1.3	Use information gained from text features to demonstrate understanding of a text.			
CC.1.2.3.J E03.B-V.4.1.1 E03.B-V.4.1.2	Aquire 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 E03.B-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaing words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.			

Big Idea/Unit:	Comprehension of Literature			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.3.3.A E03.A-K.1.1.2	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.			
CC.1.3.3.B E03.A-K.1.1.1	Ask and answer questions about the text and make inferences from text, referring to text to support responses.			
CC.1.3.3.C E03.A-K.1.1.3	Describe characters in a story and explain how their actions contribute to the sequence of events.			
CC.1.3.3.D E03.A-C.2.1.1	Explain the point of view of the author.			

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.	Character Scene Stanza		
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).	Mood Character Traits		
CC.1.3.3.H E03.A-C.3.1.1	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Theme		
CC.1.3.3.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.			

Big Idea/Unit:	Vocabulary of Literature			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.3.3.F E03.A-V.4.1.1 E03.A-V.4.1.2	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.	Connotation Denotation Literal Non-literal		
CC.1.3.3.I E03.A-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaing words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.			
CC.1.3.3.J E03.A-V.4.1.1 E03.A-V.4.1.2	Aquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.			

Big Idea/Unit:	Writing Informative and Explanatory Texts			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.4.3.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
CC.1.4.3.B E03.C.1.2.1	Identify and introduce the topic.			

CC.1.4.3.C E03.C.1.2.2	Develop the topic with facts, definitations, details, and illustrations, as appropriate.
CC.1.4.3.D E03.C.1.2.1 E03.C.1.2.3 E03.C.1.2.4	Create an organizational structure that includes informations grouped and connected logically with a concluding statement or section.
CC.1.4.3.E E03.D.2.1.1	Choose words and phrases for effect.
CC.1.4.3.F E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Big Idea/Unit:	Writing Opinions and Argumentative Texts			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.4.3.G	Write opinion pieces on familiar topics or text.			
CC.1.4.3.H E03.C.1.1.1	Introduce the topic and state an opinion on the topic.			
CC.1.4.3.I E03.C.1.1.2	Support an opinion with reasons.			
CC.1.4.3.J E03.C.1.1.1 E03.C.1.1.3 E03.C.1.1.4	Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.			
CC.1.4.3.K E03.C.1.1.9 E03.C.2.1.1	Use a variety of words and sentence types to appeal to the audience.			

CC.1.4.3.L E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.3.L E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Big Idea/Unit:	Writing Narratives			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.4.3.M	Write narratives to develop real or imagined experiences or events.			
CC.1.4.3.N E03C.1.3.1	Establish a situation and introduce a narrator and/or characters.			

CC.1.4.3.O E03C.1.3.2	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of charcaters to situations.
CC.1.4.3.P E03.C.1.3.1 E03.C.1.3.3 E03.C.1.3.4	Organize an event sequence that unfolds natruallly, using temporal words and phrases to signal event order; provide a sense of closure.
CC.1.4.3.Q E03.D.2.1.1	Choose words and phrases for effect.
CC.1.4.3.R E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.3.S	Draw evidence from literary or informational texts to support analysis, reflections, and research, applying grade-level reading standards for literature and informational texts.
CC.1.4.3.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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.
CC.1.4.3.V	Conduct short research projects that build knowledge about a topic.
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.

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.

Big Idea/Unit:	Speaking and Listening			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.5.3.A	Enage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.			
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.			
CC.1.5.3.C	Ask and answer questions about information from a speaker, offering appropriate detail.			
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.			
CC.1.5.3.E	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
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.			
CC.1.5.3.G	Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.			