

<h2>Mifflin County School District Planned Instruction</h2>

Title of Planned Instruction: Language Arts
Subject Area: Reading, Writing, Speaking, and Listening
Grade Level: 3
Prerequisites: None

Course Description:

Our goal is to enable our students to develop and utilize the processes of effective oral and written communication by emphasizing fluency and comprehension; to read and write for a variety of purposes; to follow directions; to develop a lifelong appreciation of literature and the literacy necessary for success.

Required Time: One year

Course Credit: 1.0

NOTE: Items printed in **BOLD** represent eligible content that will be tested by the PSSA test.

Major Text(s) and Resources:

McGraw-Hill Reading, McGraw-Hill, 2001

Assorted Authentic Texts

Names of District Subject Area Curriculum Writing Committee:

Janet F. Headings
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Date of Board Approval: May 25, 2006

Strand: Reading, Writing, Speaking, and Listening
 Standard: 1.1 Learning to Read Independently
 Grade: 3

Grade Level Objectives	Performance Indicators	Assessments
A. Before reading, identify the purposes and types of text (e.g., literary, informational), including poetic text.	Set a purpose for reading by identifying type of text (e.g., realism, fantasy, fiction, nonfiction, and informational texts).	<ul style="list-style-type: none"> • Oral responses • Written responses • Standardized tests • PSSA
B. Understand the text formats (e.g., title, headings, chapters, and table of contents).	Identify and preview the text formats and use the title page, glossary, and table of contents.	<ul style="list-style-type: none"> • Oral responses • Teacher observation • Workbook • Standardized tests • PSSA
C. During reading, use knowledge of phonics, word analysis to decode and understand new words.	Identify base words, prefixes (e.g., re, pre, in, un, dis, mis, non) and suffixes (e.g., ful, less, bly, ly, or, ness, ment), and use syllabication, picture and context clues for the purpose of decoding and understanding new words and applying them in sentences.	<ul style="list-style-type: none"> • Workbook • DIBELS (or other standardized tests) • PSSA • Oral reading • Discussion • Running records • Miscue analysis • PSSA
D. Read text using self-monitoring comprehension strategies (e.g., predicting, self-questioning, revising predictions, rereading, clarifying, making associations, and drawing conclusions).	<ul style="list-style-type: none"> • Predict. • Self-question. • Revise predictions. • Reread. • Clarify. • Make associations. • Draw conclusions. • Activate personal knowledge. • Adjust reading rates. 	<ul style="list-style-type: none"> • Oral responses • Workbook • Reading prompts • Standardized tests • PSSA
E. Acquire a reading vocabulary by identifying and correctly using words.	<ul style="list-style-type: none"> • Identify and correctly use words (e.g., synonyms, antonyms, homophones, multiple 	<ul style="list-style-type: none"> • Oral responses • Workbook • Journal writing • DIBELS (or other

	<p>meanings, homographs, and word related through base words, suffixes, and/or prefixes.</p> <ul style="list-style-type: none"> • Use a dictionary. 	<p>standardized tests)</p> <ul style="list-style-type: none"> • PSSA
<p>F. Understand the meaning of new vocabulary from various subject areas.</p>	<p>Apply and use key vocabulary from various subject areas.</p>	<ul style="list-style-type: none"> • Projects • Essay questions • Writing assignments • DIBELS (or other standardized tests) • PSSA
<p>G. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text.</p>	<ul style="list-style-type: none"> • Retell and summarize the major ideas and important details of text. • Connect new information and ideas from text to known information. • Clarify ideas through rereading and discussion. • Draw conclusions by citing evidence from the text. • Expand ideas found in text. • Make inferences • Identify and/or explain stated or implied main ideas and relevant supporting details from the text. 	<ul style="list-style-type: none"> • Reading prompts • Story telling • Workbook • Discussion • 4Sight (or other standardized tests) • PSSA
<p>H. Demonstrate fluency and comprehension in reading.</p>	<ul style="list-style-type: none"> • Read aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter, and pronunciation. • Read a variety of genres and types of texts. 	<ul style="list-style-type: none"> • Teacher observation • Oral responses • Workbook • Reading prompts • Commercially-prepared assessment materials • Discussions • DIBELS (or other

	<ul style="list-style-type: none"> • Demonstrate comprehension by answering questions. 	standardized tests) <ul style="list-style-type: none"> • PSSA
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.2 Reading Critically in All Content Areas
Grade: 3

<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p>	<ul style="list-style-type: none"> • Differentiate fact from opinion within text. • Distinguish between essential and nonessential information. • Make inferences from text when studying a topic (e.g., science, social studies). • Draw conclusions based on text. • Analyze text organization and content to derive meaning using established criteria. • Determine author’s purpose. • Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, case/effect, or problem/solution. • Use headings to locate information in a passage, or identify content that would best fit in a specific section of text. • Interpret graphics and charts and/or make connections between text and the content of graphics and charts. 	<ul style="list-style-type: none"> • Discussion • Workbook • Projects • Oral/written reports • Demonstrations with rubrics • Performances with rubrics • Standardized tests • PSSA
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	<ul style="list-style-type: none"> • Identify exaggeration (bias) where present. 	
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B. Use and understand a variety of media and evaluate the quality of material produced.	<ul style="list-style-type: none"> • Use electronic media for research. • Identify techniques used in television and use the knowledge to distinguish between facts and misleading information. • Develop media project (e.g., script, play, audiotape) for a targeted audience. 	<ul style="list-style-type: none"> • Teacher observation • Rubrics • Oral/written responses • Performance tasks
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C. Produce work in at least one literary genre that follows the conventions of the genre.	<p>Respond to literature by doing the following:</p> <ul style="list-style-type: none"> • Act out stories • Write narrative, expository, and persuasive essays. 	<ul style="list-style-type: none"> • Performance tasks • Rubrics • Literacy portfolios
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.3 Reading, Analyzing, and Interpreting Literature

Grade: 3

A. Understand a variety of works of literature.	Read a variety of works of literature.	<ul style="list-style-type: none"> • Teacher observation • Literacy portfolios
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B. Identify literary elements in stories.	<ul style="list-style-type: none"> • Identify, interpret, compare, and describe components of fiction and literary nonfiction: <ol style="list-style-type: none"> 1. Character (may also be called narrator, speaker, subject of a biography. 2. character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters 	<ul style="list-style-type: none"> • Discussions • Workbook • Reading prompts • PSSA • 4Sight (or other standardized tests)
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	<p>within fictional or literary non-fictional text.</p> <p>3. The relationship between characters and other components of text.</p> <p>4. The setting (when or where a story or personal narrative takes place)</p> <p>5. Plot (may also be called action)</p>	
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C. Identify literary and sound devices in stories.	Identify rhyme, rhythm, and figurative language (e.g., similes, metaphors, and personification.	<ul style="list-style-type: none"> • Discussions • Workbook • Standardized tests • Commercially-prepared assessment materials • PSSA
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D. Identify the structures in poetry.	Interpret the effects of sound and structure in poetry (e.g., rhyme, alliteration, and verse form).	<ul style="list-style-type: none"> • Discussions • Teacher observation • Class participation
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E. Identify the structures in drama.	Recognize and explain structures of dialogue, story enactment, acts, and scenes.	<ul style="list-style-type: none"> • Discussions • Role play • Teacher observation
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F. Read and respond to nonfiction and fiction, including poetry and drama.	Read nonfiction and fiction works of literature and respond through discussions and writings.	<ul style="list-style-type: none"> • Discussion • Oral/written responses • Workbook
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.4 Types of Writing
Grade: 3

A. Write narrative pieces.	Write stories, poems, and plays that include detailed descriptions of people, places, things, relevant	<ul style="list-style-type: none"> • Writing-PSSA • Rubrics • Literacy portfolios • Journal writing
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	illustrations, and literary elements already addressed.	<ul style="list-style-type: none"> • Writer’s Workshop or Collins-Chadwell sample
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B. Write informational pieces such as descriptions, letters, reports, and instructions, using illustrations when relevant.	Write descriptions, letters, reports, and instructions, using illustrations when relevant.	<ul style="list-style-type: none"> • Writing-PSSA • Rubrics • Literacy portfolios • Journal writing • Thank-you notes • Writer’s Workshop or Collins-Chadwell sample
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C. Write a persuasive piece.	Write an argument supported with facts.	<ul style="list-style-type: none"> • Literacy portfolios • Rubrics • Writing-PSSA • Journal writing • Writer’s Workshop or Collins-Chadwell sample
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.5 Quality of Writing

Grade: 3

A. Write with a sharp, distinct focus.	Identify the topic, task, purpose, and audience in writings.	<ul style="list-style-type: none"> • Writing-PSSA • Rubrics/checklists • Literacy portfolios • Journal writing • Writer’s Workshop or Collins-Chadwell sample
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B. Write using well-developed content appropriate for the topic.	<ul style="list-style-type: none"> • Gather and organize information. • Write a series of related sentences with one central idea. • Incorporate details relevant and appropriate to the topic. 	<ul style="list-style-type: none"> • Rubrics • Literacy portfolios • Peer editing • Writing-PSSA • Journal writing • Writer’s Workshop or Collins-Chadwell sample
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C. Write with controlled and/or subtle organization.	<ul style="list-style-type: none"> • Sustain a logical order. • Include a recognizable beginning, middle, and end. 	<ul style="list-style-type: none"> • Literacy portfolios • Rubrics • Writing-PSSA • Writer’s Workshop or Collins-Chadwell sample Journal writing
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D. Write with an awareness of the stylistic aspects of composition.	<ul style="list-style-type: none"> • Use sentences of differing lengths and complexities. • Use descriptive words and action verbs. • Use specific details that convey the writer’s meaning. 	<ul style="list-style-type: none"> • Writing-PSSA • Rubrics • Literacy portfolios • Journal writing • Writer’s Workshop or Collins-Chadwell sample
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E. Revise writing to improve detail and order.	<ul style="list-style-type: none"> • Identify missing information. • Determine if ideas follow logically. 	<ul style="list-style-type: none"> • Teacher editing • Rubrics • Performance task • Journal writing • Writer’s Workshop or Collins-Chadwell sample
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F. Edit writing using the conventions of language.	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”). • Punctuate correctly (period, exclamation point, question mark, commas in a series). • Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly. • Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative). 	<ul style="list-style-type: none"> • Rubrics • Literacy portfolios • Writing-PSSA • Performance task • Journal writing • Writer’s Workshop or Collins-Chadwell sample
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G. Present and/or orally defend written work for publication when appropriate.	Develop, present, and defend written work for publication.	<ul style="list-style-type: none"> • Teacher observation • Rubrics • Performance tasks
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H. Develop manuscript and cursive handwriting skills.	<ul style="list-style-type: none"> • Stress form, size, slant, rhythm, spacing, and control. • Apply handwriting skills to write legibly in daily work. 	<ul style="list-style-type: none"> • Writer’s Workshop or Collins-Chadwell samples • Worksheets • Performance task
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.6 Speaking and Listening

Grade: 3

A. Listen to others.	<ul style="list-style-type: none"> • Ask questions as an aid to understanding. • Distinguish fact from opinion. 	<ul style="list-style-type: none"> • Teacher observation
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B. Listen to a selection of literature (fiction and/or nonfiction).	<ul style="list-style-type: none"> • Relate selection to similar experiences. • Predict what will happen next. • Retell a story in chronological order. • Recognize character and tone. • Identify and define new words and concepts. 	<ul style="list-style-type: none"> • Discussion • Oral responses • Story retelling • PSSA • Written responses • Workbook • Commercially-prepared assessment materials
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C. Speak using skills appropriate to formal speech situations.	<ul style="list-style-type: none"> • Use complete thoughts. • Use appropriate volume. • Pronounce most words accurately. • Pace speech so that it is understandable. • Demonstrate an awareness of audience. 	<ul style="list-style-type: none"> • Teacher observation • Checklists
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<p>D. Contribute to discussions.</p>	<ul style="list-style-type: none"> • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors. • Express personal experiences and points of view. 	<ul style="list-style-type: none"> • Teacher observations • Checklists
<p>E. Participate in small and large group discussions and presentations.</p>	<ul style="list-style-type: none"> • Participate in everyday conversation. • Give oral readings. • Deliver short reports (e.g., show and tell, field trip summary). • Give simple directions and explanations. • Report an emergency. • Participate orally in group presentations, projects, or reports. 	<ul style="list-style-type: none"> • Teacher observations • Checklists
<p>F. Use media for learning purposes.</p>	<ul style="list-style-type: none"> • Recognize the importance of television, radio, film, and Internet in the lives of people. • Explain how advertising sells products. • Show or explain what was learned (e.g., audiotape, computer download). 	<ul style="list-style-type: none"> • Teacher observations • Workbook • Checklists • Rubrics

Strand: Reading, Writing, Speaking, and Listening
Standard: 1.7 Characteristics and Functions of the English Language
Grade: 3

A. Identify words from other languages that are commonly used English words.	Use resources to determine origin and meaning of words from other languages.	<ul style="list-style-type: none"> • Workbook • Class discussions
B. Identify variations in the dialogues of literary characters.	Relate differences in dialogue to occupation, geographical location, or cultural group.	<ul style="list-style-type: none"> • Class discussions

Strand: Reading, Writing, Speaking, and Listening
Standard: 1.8 Research
Grade: 3

A. Develop the research process.	Select a topic for research.	<ul style="list-style-type: none"> • Project • Rubrics
B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> • Locate resources for a particular task (e.g., newspapers, dictionary). • Select sources (e.g., dictionaries, encyclopedias, interviews to write a family history, observations, and electronic media). • Use table of contents, key words, and guide words. • Use traditional and electronic search tools. 	<ul style="list-style-type: none"> • Rubrics • Workbook • Homework assignments • Commercially-prepared assessment materials
C. Organize and present main ideas from the research.	<ul style="list-style-type: none"> • Take notes from sources using a structured format. • Summarize orally or in writing the main ideas. • Present the topic using relevant information. 	<ul style="list-style-type: none"> • Teacher observations • Rubrics • Literacy portfolios

District Recommended Instructional Approach For the Course
To Drive Teacher's Instructional Activities

- Whole group instruction
- Small group instruction
- Flexible groups
- Cooperative groups
- Peer revising and editing
- Writing workshop
- Teacher and peer conferencing
- Games
- Projects
- Creative activities
- Class discussion
- Modeling process
- Direct instruction
- Self-reflection
- Newspapers (used in literacy activities)
- Caught' yas (required)
- Writer's Workshop or Collins Chadwell Writing (required)