



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: English Language Arts	Length of Course: Full Year	
Grade Level(s): 3	Periods Per Cycle: 6	
Units of Credit: N/A	Length of Period: 2 Hours	
Classification: Required	Total Instructional Time: 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 Anticipatory Sets Bell Ringers Class Discussions Closure Critical Thinking Graphic Organizers Guided Reading Higher Level Questioning Homework Interaction Sequence	Internet Research Journals Kid Writing Paper and Pencil Activities Posted Objectives Practice Exercises Presentations PSSA Released Passages Question-Answer Relationships Quizzes	Readers' Theater Reports and Speeches Research Small Group Interventions Teacher Demonstrations Teacher-Made Tests Technology Integration Videos/DVDs Wait-Time Wait-Time Extended
Assessments		
Daze – Cloze Comprehension Passage Homework Oral Projects Presentations Projects	Reports Selection Tests Study Island Benchmarks Teacher Observations Teacher-Made Tests and Quizzes	Unit Tests – Journeys 2011 DRA (Developmental Reading Assessment) DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

Materials/Resources

4 Square Writing
Destination Reading
Earobics – Reading Intervention Program
Guest Speakers
Imagination Station
Internet

Journeys 2011 [Houghton-Mifflin]
Leveled Readers
Mentor Texts
Resource Books
SAS (Standards Aligned System)

Study Island
Supplemental Readings
Trade Books, Picture Books, Big Books
Trait Crates
Videos / DVDs

Adopted: 1/27/88

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

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

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1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
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.

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

1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
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.
Craft and Structure – Point of View	CC.1.3.3.D - Explain the point of view of the author.
Craft and Structure – Text Structure	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 – Vocabulary	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.
Integration of Knowledge and Ideas – Sources of Information	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 – Text Analysis	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.
Vocabulary Acquisition and Use – Strategies	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	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.
Range of Reading	CC.1.3.3.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
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.

1.4 Writing	
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
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.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
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.