

## Curriculum Map: 3 English Language Arts

Course: 3 Language Arts Sub-topic: Uncategorized

Grade(s): None specified

**Course Description:** Students increase their focus on vocabulary development, comprehension strategies and writing. They decode multi-syllabic words and read with appropriate pacing, intonation and expressions. They extend their literal and inferential comprehension of grade level material and increase their ability to read in a variety of genres. They apply comprehension skills such as, but not limited to, main ideas and details; determine the author's purpose; make inferences; fact and opinion; story elements; sequence and cause and effect in fiction and nonfiction text. Students write paragraphs that develop a topic sentence with supporting facts or details. They write compositions with well-chosen details.

**Course Textbooks, Workbooks, Materials Citations:**

1. Reading/Writing Workshop; Literature Anthology  
Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121
2. Old grade level anthologies for selected stories

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**Curriculum Map Contributors:** Darcie Vezzi  
Mindy Tedrow

### Unit: Reading Literature

**Unit Description:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**Unit Student Learning Outcomes:**

1. Demonstrate understanding of key ideas and details in literature.
2. Demonstrate understanding of craft and structure in literature.
3. Demonstrate understanding of connections within, between, and/or among texts.
4. Demonstrate understanding of vocabulary and figurative language in literature.

**Unit Essential Questions:** How do we think while reading in order to understand and respond to literature?

**Unit Big Ideas:** Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text

**Unit Materials:**

1. Reading/Writing Workshop; Literature Anthology; Your Turn Workbook  
Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121
2. Old grade level anthologies for selected stories

### Unit Key

## Terminology & Definitions:

1. author--a person who writes a book, story, play or article
2. illustration--a picture, diagram, drawing or map used to explain or decorate detail
3. plot--the actions or events in a story, book, movie or play
4. setting--the time and place of a story
5. story--a narrative, either real or imaginary designed to interest, amuse or instruct the hearer or reader
6. character--a person, thing or animal in a story, poem, book, play or movie
7. point of view--the way an author tells a story
8. narrator--the person telling a story
9. sequence of events--the order in which things happen in a story
10. stanza--group of lines that make up a verse of a poem or song
11. poem/poetry--a composition written in verse that often uses rhythm and rhyme
12. drama--a written work that tells a story through action or speech and is intended to be acted out
13. central message--the main idea or most important part of a written selection; theme
14. character trait--a description of a character that may include physical appearance, personality, speech, behavior, actions, thoughts, feelings or interactions with other characters
15. literal meaning--the simplest or primary meaning of a word, statement or text
16. non-literal meaning--meaning that is determined beyond the printed word or text
17. context--parts of a written or spoken statement that precede or follow a specific word or passage

## STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.3.A \(Mastered\)](#) Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
- [CC.1.3.3.B \(Introduced\)](#) Ask and answer questions about the text and make inferences from text, referring to text to support responses.
- [CC.1.3.3.C \(Practiced\)](#) Describe characters in a story and explain how their actions contribute to the sequence of events.
- [CC.1.3.3.D \(Introduced\)](#) Explain the point of view of the author.
- [CC.1.3.3.F \(Introduced\)](#) 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.
- [CC.1.3.3.G \(Introduced\)](#) 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).
- [CC.1.3.3.H \(Practiced\)](#) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- [CC.1.3.3.I \(Practiced\)](#) 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.
- [CC.1.3.3.J \(Practiced\)](#) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- [CC.1.3.3.K \(Mastered\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

## Topic: Key Ideas and Details in Literature

**Core Lesson Description:** Students demonstrate an understanding of key ideas and details in literature.

**Core Lesson Student Learning Outcomes:**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount poems, dramas, or 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.
3. Describe characters in a story and explain how their actions contribute to the sequence of events.

**Core Lesson Essential Questions:** How do we think while reading in order to understand and respond to literature?

**Core Lesson Big Ideas:** Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text

**Core Lesson Materials:** Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121

2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

1. author--a person who writes a book, story, play or article
2. illustration--a picture, diagram, drawing or map used to explain or decorate detail
3. plot--the actions or events in a story, book, movie or play
4. setting--the time and place of a story
5. story--a narrative, either real or imaginary designed to interest, amuse or instruct the hearer or reader
6. character--a person, thing or animal in a story, poem, book, play or movie
7. point of view--the way an author tells a story
8. narrator--the person telling a story
9. sequence of events--the order in which things happen in a story

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.3.A \(Mastered\)](#) Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

[CC.1.3.3.B \(Introduced\)](#) Ask and answer questions about the text and make inferences from text, referring to text to support responses.

[CC.1.3.3.C \(Practiced\)](#) Describe characters in a story and explain how their actions contribute to the sequence of events.

## Topic: Craft and Structure

**Core Lesson Description:** Students demonstrate an understanding of craft and structure in literature.

**Core Lesson Student Learning Outcomes:** Explain the point of view from which a story, drama or poem are narrated, including the difference between first and third-person narrations.

**Core Lesson Essential Questions:** How do we think while reading in order to understand and respond to literature?

**Core Lesson Big Ideas:** Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

**Core Lesson Materials:** Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121

2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

1. point of view- the way an author tells a story, drama or poem

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.3.D \(Introduced\)](#)

Explain the point of view of the author.

[CC.1.3.3.E \(Practiced\)](#)

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.

### Topic: Integration of Knowledge and Ideas

**Core Lesson Description:**

Students demonstrate an understanding of connections within, between, and/or among texts.

**Core Lesson Student Learning Outcomes:**

Compare and contrast the themes, settings, and plots of stories, dramas or poems written by the same author about the same or similar characters

**Core Lesson Essential Questions:**

How do we think while reading in order to understand and respond to literature?

**Core Lesson Big Ideas:**

Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text

**Core Lesson Materials:**

Wonders, Grade 3, 2017,

McGraw-Hill Education

Two Penn Plaza

New York, NY 10121

2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

1. plot--the actions or events in a story, book, movie or play
2. setting--the time and place of a story
3. central message--the main idea or most important part of a written selection; theme
4. character- a person, thing, or animal in a story, poem; play; book or movie
5. character trait--a description of a character that may include physical appearance, personality, speech, behavior, actions, thoughts, feelings or interactions with other characters

### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.3.H \(Mastered\)](#)

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

### Topic: Vocabulary Acquisition and Use

**Core Lesson Description:**

Students demonstrate understanding of vocabulary and figurative language in literature.

**Core Lesson Student Learning Outcomes:**

1. Use context as a clue to the meaning of a word or phrase.
2. Distinguish the literal and nonliteral meanings of words and phrases in context
3. Distinguish shades of meaning among related words

**Core Lesson Essential Questions:**

How do we think while reading in order to understand and respond to literature?

**Core Lesson Big Ideas:**

Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text

**Core Lesson Materials:**

Wonders, Grade 3, 2017,

McGraw-Hill Education

Two Penn Plaza

New York, NY 10121

2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

1. literal meaning-the simplest or primary meaning of a word, statement or text
2. non-literal meaning- meaning that is determined beyond the printed word or text
3. context- the parts of a written or spoken statement that precede or follow a specific word or passage

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.3.F \(Introduced\)](#) 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.

[CC.1.3.3.I \(Practiced\)](#) 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.

[CC.1.3.3.J \(Practiced\)](#) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

## Topic:

### Unit: Reading Informational Text

**Unit Description:** Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

**Unit Student Learning Outcomes:**

1. Demonstrate understanding of key ideas and details in nonfiction.
2. Demonstrate understanding of craft and structure in informational texts.
3. Demonstrate understanding of connections within, between, and/or among informational texts.
4. Demonstrate understanding of vocabulary and figurative language in informational text reading and content; choosing flexibly from a range of strategies and tools.

**Unit Essential Questions:** How do we think while reading in order to understand and respond to informational text?

**Unit Big Ideas:** Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text

**Unit Materials:** Wonders, Grade 3, 2017,

McGraw-Hill Education

Two Penn Plaza

New York, NY 10121

2. Old grade level anthologies for selected stories

### Unit Key Terminology & Definitions:

1. author--a person who writes a book, story, play or article
2. illustration--a picture, diagram, drawing or map used to explain or decorate
3. sequence of events--the order in which things happen in a story
4. cause-a thing that brings about a result
5. compare-to consider or describe as similar
6. contrast-to compare two persons or things to show the difference between them
7. effect-an event or condition that is produced by a cause
8. informational text-selection written to inform
9. key detail/idea-the single most important part of a whole or a thought
10. main idea-the most important thought or message in a paragraph
11. search tool-a computer program that searches a database, gather and reports information that contains or is related to specified terms
12. sequence-the order in which things are arranged, actions are carried out or events happen
13. text feature-an element that stands out from other parts of text to help the reader understand
14. topic-the main thought or subject of a written work

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.3.A (Introduced)</a>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<a href="#">CC.1.2.3.B (Introduced)</a>	Ask and answer questions about the text and make inferences from text; refer to text to support responses.
<a href="#">CC.1.2.3.C (Introduced)</a>	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.
<a href="#">CC.1.2.3.D (Introduced)</a>	Explain the point of view of the author.
<a href="#">CC.1.2.3.E (Introduced)</a>	Use text features and search tools to locate and interpret information.
<a href="#">CC.1.2.3.F (Introduced)</a>	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.
<a href="#">CC.1.2.3.G (Introduced)</a>	Use information gained from text features to demonstrate understanding of a text.
<a href="#">CC.1.2.3.H (Introduced)</a>	Describe how an author connects sentences and paragraphs in a text to support particular points.
<a href="#">CC.1.2.3.I (Mastered)</a>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<a href="#">CC.1.2.3.J (Introduced)</a>	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
<a href="#">CC.1.2.3.K (Practiced)</a>	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.
<a href="#">CC.1.2.3.L (Mastered)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

**Topic: Key Ideas and Details in Informational Text**

<b>Core Lesson Description:</b>	Students demonstrate an understanding of key ideas and details in informational texts.
<b>Core Lesson Student Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>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.</li> </ol>
<b>Core Lesson Essential Questions:</b>	How do we think while reading in order to understand and respond to informational text?
<b>Core Lesson Big Ideas:</b>	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
<b>Core Lesson Materials:</b>	<p>Wonders, Grade 3, 2017, McGraw-Hill Education</p> <p>Two Penn Plaza New York, NY 10121</p> <p>2. Old grade level anthologies for selected stories</p>
<b>Core Lesson Student Performance Tasks:</b>	<ol style="list-style-type: none"> <li>1. main idea-the most important thought or message in a paragraph</li> <li>2. text feature-an element that stands out from other parts of the text to help the reader understand</li> <li>3. cause-a thing that brings about a result</li> <li>4. effect-an event or condition that is produced by a cause</li> </ol>

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.3.A \(Introduced\)](#)

Determine the main idea of a text; recount the key details and explain how they support the main idea.

[CC.1.2.3.B \(Introduced\)](#)

Ask and answer questions about the text and make inferences from text; refer to text to support responses.

[CC.1.2.3.C \(Introduced\)](#)

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.

### Topic: Integration of Knowledge and Ideas

**Core Lesson Description:**

Students demonstrate an understanding of connections within, between, and/or among informational texts.

**Core Lesson Student Learning Outcomes:**

1. Describe the logical connection between particular sentences and paragraphs to support specific points in a text.
2. Compare and contrast the most important points and key details presented in two texts on the same topic.
3. Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text.

**Core Lesson Essential Questions:**

How do we think while reading in order to understand and respond to informational text?

**Core Lesson Big Ideas:**

Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text

**Core Lesson Materials:**

Wonders, Grade 3, 2017,

McGraw-Hill Education

Two Penn Plaza

New York, NY 10121

2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

1. sequence of events--the order in which things happen in a story
2. cause-a thing that brings about a result
3. compare-to consider or describe as similar
4. contrast-to compare two persons or things to show the difference between them
5. effect-an event or condition that is produced by a cause

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.3.G \(Introduced\)](#)

Use information gained from text features to demonstrate understanding of a text.

[CC.1.2.3.H \(Introduced\)](#)

Describe how an author connects sentences and paragraphs in a text to support particular points.

[CC.1.2.3.I \(Mastered\)](#)

Compare and contrast the most important points and key details presented in two texts on the same topic.

### Topic: Craft and Structure for Informational Text

**Core Lesson Description:**

Students demonstrate an understanding of craft and structure in informational texts.

**Core Lesson Student Learning Outcomes:**

1. Explain the point of view from which a text is written.
2. Use text features and search tools to efficiently locate information relevant to a given topic.

**Core Lesson Essential Questions:**

How do we think while reading in order to understand and respond to informational text?

**Core Lesson Big Ideas:**

Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text

**Core Lesson Materials:** Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121  
2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:** 1. point of view-the way an author tells a story  
2. search tool-a computer program that searches a database, gathers and reports information that contains or is related to specified terms  
3. key detail /idea- the single most important part of a whole or a thought  
4. text features- elements that stand out from other parts of the text to help the reader understand

### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.3.D \(Introduced\)](#) Explain the point of view of the author.

[CC.1.2.3.E \(Introduced\)](#) Use text features and search tools to locate and interpret information.

### Topic: Vocabulary Acquisition and Use

**Core Lesson Description:** Demonstrate understanding of vocabulary and figurative language in informational texts.

**Core Lesson Student Learning Outcomes:** 1. Use context as a clue to the meaning of a word or phrase.  
2. Distinguish the literal and nonliteral meanings of words and phrases in context  
3. Distinguish shades of meaning among related words

**Core Lesson Essential Questions:** How do we think while reading in order to understand and respond to informational text?

**Core Lesson Big Ideas:** Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text

**Core Lesson Materials:** Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121  
2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:** 1. literal meaning-the simplest or primary meaning of a word, statement or text  
2. non-literal meaning- meaning that is determined beyond the printed word or text  
3. context- the parts of a written or spoken statement that precede or follow a specific word or passage

### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.3.F \(Introduced\)](#) 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.J \(Introduced\)](#) 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 \(Practiced\)](#) 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.



## Unit: Reading Foundational Skills

**Unit Description:** Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, they apply them as effective readers

**Unit Student Learning Outcomes:**

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension

**Unit Essential Questions:** How can the knowledge of language help us to communicate and understand?

**Unit Big Ideas:**

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.
3. Effective use of vocabulary builds social and academic knowledge

**Unit Materials:** Wonders, Grade 3, 2017,

McGraw-Hill Education

Two Penn Plaza

New York, NY 10121

2. Old grade level anthologies for selected stories

### Unit Key Terminology & Definitions:

1. affix- a group of letters added to the beginning or end of a word that changes the meaning of a word
2. base word -a root word to which prefixes and suffixes may be added to change
3. fluency - to speak or write easily, smoothly, or readily
4. prefix - a word part added to the beginning of a root word that changes its meaning
5. prose- the ordinary of spoken or written language, not poetry
6. purpose- an intended or desired result
7. root word - a base word to which prefixes and suffixes may be added forming a new word with a different meaning
8. suffix--a word part added to the end of a root word that changes its meaning
9. syllable--a word or part of a word that has a single vowel sound

### Unit Misconceptions

**Misconceptions & Proper Conceptions:**

1. Students feel close reading is "racing through the passages" and retelling information.
2. Students point out what is similar and different between two texts on similar topics based on their background knowledge or perceptions.

### Proper Conceptions

1. Students should do a "close reading of text" through analyzing text read, questioning the text itself, interpreting what is written, and justifying their reasoning behind their interpretation - using text evidence to support their response.
2. Students should be able to identify basic similarities in and difference between two texts of the same topic. Students will be required to determine whether the similarities and differences between the texts are due to author's interpretation or based on factual information - drawing information from the text to support their conclusions.

## STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Practiced\)](#) 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 grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Practiced\)](#) 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 self-correct word recognition and understanding, rereading as necessary.

**Topic:**

**Topic: Phonics and Word Recognition**

**Core Lesson Description:** Students know and apply grade-level phonics and word analysis skills in decoding words.

**Core Lesson Student Learning Outcomes:**

1. Determine the meaning of the new word formed when a known affix is added to a known word .
2. Use a known root word as a clue to the meaning of an unknown word with the same root
3. Decode multi-syllable words.
4. Read grade level appropriate irregularly spelled words from a word wall.
5. Recognize and access meaning of words in text by using phonics and word analysis skills.
6. Identify and correctly use affixes, regular and irregular plurals, and inflectional endings.

**Core Lesson Essential Questions:** How can the knowledge of language help us to communicate and understand?

**Core Lesson Big Ideas:**

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.
3. Effective use of vocabulary builds social and academic knowledge

**Core Lesson Materials:**

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Two Penn Plaza  
New York, NY 10121

2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

1. affix- a group of letters added to the beginning or end of a word that changes the meaning of a word
2. base word -a root word to which prefixes and suffixes may be added to change
3. prefix - a word part added to the beginning of a root word that changes its meaning
4. root word - a base word to which prefixes and suffixes may be added forming a new word with a different meaning
5. suffix--a word part added to the end of a root word that changes its meaning
6. syllable--a word or part of a word that has a single vowel sound

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Practiced\)](#) 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 grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Practiced\)](#) 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 self-correct word recognition and understanding, rereading as necessary.

**Topic: Fluency**

**Core Lesson Description:** Students read with sufficient accuracy and fluency to support comprehension

**Core Lesson Student Learning Outcomes:**

1. Build fluency, accuracy and prosody by reading words in connected text.
2. Read on- level text with purpose and understanding
3. Read on -level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
4. Use context to self-correct or confirm word recognition and understanding, rereading as necessary.

**Core Lesson Essential Questions:** How can the knowledge of language help us to communicate and understand?

**Core Lesson Big Ideas:**

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.
3. Effective use of vocabulary builds social and academic knowledge

**Core Lesson Materials:**

Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121

2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

1. fluency - to speak or write easily, smoothly, or readily
2. purpose- an intended or desired result, aim
3. prose- the ordinary form of spoken or written language, not poetry

### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Practiced\)](#) 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 grade-appropriate irregularly spelled words.

[CC.1.1.3.E \(Practiced\)](#) 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 self-correct word recognition and understanding, rereading as necessary.

### Unit: Writing

**Unit Description:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**Unit Student Learning Outcomes:**

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Unit Essential Questions:**

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

**Unit Big Ideas:**

1. Writing is a means of documenting thinking
2. Writing is a recursive process that conveys ideas, thoughts and feelings
3. Purpose, topic and audience guide types of writing

**Unit Materials:** Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121

2. Old grade level anthologies for selected stories

**Unit Key  
Terminology &  
Definitions:**

1. concluding statement--the final sentence/section in a written selection or speech
2. dialogue--the conversation between two or more persons
3. informative/explanatory text---a written selection intended to explain an idea or a topic or a process
4. narrative---a story or description of events that may or may not be true
5. opinion--a belief based on thoughts or feelings rather than facts
6. point of view--the way an author tells a story
7. publish--the final step in the writing process when the writer shares their work with others
8. purpose--an intended or desired result
9. reflect--to express carefully considered thoughts
10. research---careful investigation or study of a topic
11. revise--a step in the writing process used to correct or improve the original work
12. sequence of events---the order in which things happen in a story
13. source--a person, place or thing that provides information
14. supporting detail--information that tells more about an idea
15. topic--a main thought or subject of a written work

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.4.3.B \(Practiced\)](#) Identify and introduce the topic clearly.
- [CC.1.4.3.C \(Practiced\)](#) Develop the topic with facts, definitions, details, and illustrations, as appropriate.
- [CC.1.4.3.D \(Introduced\)](#) Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
- [CC.1.4.3.H \(Practiced\)](#) Introduce the topic and state an opinion on the topic.
- [CC.1.4.3.I \(Mastered\)](#) Support an opinion with reasons.
- [CC.1.4.3.J \(Practiced\)](#) Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
- [CC.1.4.3.N \(Practiced\)](#) Establish a situation and introduce a narrator and/or characters.
- [CC.1.4.3.O \(Introduced\)](#) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- [CC.1.4.3.P \(Practiced\)](#) Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
- [CC.1.4.3.Q \(Practiced\)](#) Choose words and phrases for effect.
- [CC.1.4.3.R \(Mastered\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.3.S \(Practiced\)](#) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
- [CC.1.4.3.T \(Practiced\)](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- [CC.1.4.3.U \(Practiced\)](#) 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 \(Introduced\)](#) Conduct short research projects that build knowledge about a topic.
- [CC.1.4.3.W \(Introduced\)](#) 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 \(Practiced\)](#) 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.

**Topic: Text Types and Purposes**

**Core Lesson**

Students write opinion pieces on topics or texts, supporting a point of view with reasons.

**Description:**

**Core Lesson Student Learning Outcomes:**

1. Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.
2. Provide reasons that support the opinion.
3. Use linking words and phrases to connect an opinion and reasons.
4. Provide a concluding statement or section.
5. Use a variety of words and sentence types to appeal to the audience.
6. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
7. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
8. With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.

**Core Lesson Essential Questions:**

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

**Core Lesson Big Ideas:**

1. Writing is a means of documenting thinking
2. Writing is a recursive process that conveys ideas, thoughts and feelings
3. Purpose, topic and audience guide types of writing

**Core Lesson Materials:**

Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121

2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

1. concluding statement--the final sentence/section in a written selection or speech
2. opinion--a belief based on thoughts or feelings rather than facts
3. purpose--an intended or desired result
4. reflect--to express carefully considered thoughts
5. research---careful investigation or study of a topic
6. revise--a step in the writing process used to correct or improve the original work
7. sequence of events---the order in which things happen in a story
8. source--a person, place or thing that provides information
9. supporting detail--information that tells more about an idea
10. topic--a main thought or subject of a written work

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.3.G \(Practiced\)](#) Write opinion pieces on familiar topics or texts.

[CC.1.4.3.H \(Practiced\)](#) Introduce the topic and state an opinion on the topic.

[CC.1.4.3.I \(Introduced\)](#) Support an opinion with reasons.

[CC.1.4.3.J \(Practiced\)](#) Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

## Topic: Text Types and Purposes: Informative/Explanatory pieces

**Core Lesson Description:** Students write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Core Lesson Student Learning Outcomes:**

1. Introduce a topic for the intended audience, and group related information together to support the writer's purpose.
2. Develop the topic with facts, definitions, and/or details.
3. Use linking words and phrases to connect ideas within categories of information
4. Provide a concluding statement or section.
5. Use a variety of words and sentence types to appeal to the audience.
6. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
7. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
8. With guidance and support, use technology to produce and publish writing as well as to interact and

- collaborate with others.
- 9. Draw evidence from literary or informational texts to support analysis, reflection and research
- 10. Conduct short research projects that build knowledge about a topic

**Core Lesson Essential Questions:**

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

**Core Lesson Big Ideas:**

1. Writing is a means of documenting thinking
2. Writing is a recursive process that conveys ideas, thoughts and feelings
3. Purpose, topic and audience guide types of writing

**Core Lesson Materials:**

Wonders, Grade 3, 2017,  
 McGraw-Hill Education  
 Two Penn Plaza  
 New York, NY 10121

2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

1. concluding statement--the final sentence/section in a written selection or speech
2. informative/explanatory text---a written selection intended to explain an idea or a topic or a process
3. publish--the final step in the writing process when the writer shares their work with others
4. purpose--an intended or desired result
5. reflect--to express carefully considered thoughts
6. research---careful investigation or study of a topic
7. revise--a step in the writing process used to correct or improve the original work
8. sequence of events---the order in which things happen in a story
9. source--a person, place or thing that provides information
10. supporting detail--information that tells more about an idea
11. topic--a main thought or subject of a written work

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.3.A \(Practiced\)](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CC.1.4.3.B \(Practiced\)](#) Identify and introduce the topic clearly.

[CC.1.4.3.C \(Practiced\)](#) Develop the topic with facts, definitions, details, and illustrations, as appropriate.

[CC.1.4.3.D \(Introduced\)](#) Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

**Topic: Text Types and Purposes: Narrative Pieces**

**Core Lesson Description:** Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Core Lesson Student Learning Outcomes:**

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
2. Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.
3. Use temporal words and phrases to signal event order.
4. Provide a sense of closure.
5. Choose words and phrases for effect.
6. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
7. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
8. With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others

**Core Lesson Essential Questions:**

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

**Core Lesson Big Ideas:** 1. Writing is a means of documenting thinking  
2. Writing is a recursive process that conveys ideas, thoughts and feelings  
3. Purpose, topic and audience guide types of writing

**Core Lesson Materials:** Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121  
2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

1. concluding statement--the final sentence/section in a written selection or speech
2. dialogue--the conversation between two or more persons
3. narrative---a story or description of events that may or may not be true
4. point of view--the way an author tells a story
5. publish--the final step in the writing process when the writer shares their work with others
6. purpose--an intended or desired result
7. reflect--to express carefully considered thoughts
8. research---careful investigation or study of a topic
9. revise--a step in the writing process used to correct or improve the original work
10. sequence of events---the order in which things happen in a story
11. supporting detail--information that tells more about an idea
12. topic--a main thought or subject of a written work

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.3.M \(Practiced\)](#) Write narratives to develop real or imagined experiences or events.  
[CC.1.4.3.N \(Practiced\)](#) Establish a situation and introduce a narrator and/or characters.  
[CC.1.4.3.O \(Introduced\)](#) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  
[CC.1.4.3.P \(Practiced\)](#) Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

## Unit: Speaking and Listening

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

**Unit Student Learning Outcomes:**

1. Engage effectively in a range of collaborative discussions with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
4. Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.
5. 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 acts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Unit Essential Questions:** 1. How does productive oral communication rely on speaking and listening?

**Unit Big Ideas:** 1. Listening provides the opportunity to learn, reflect, and respond  
2. Effective speaking and listening are essential for productive communication.

**Unit Materials:** Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza

New York, NY 10121

2. Old grade level anthologies for selected stories

**Unit Key Terminology & Definitions:** 1.main idea--the most important thought or idea in a paragraph or story supporting 2.detail-- information that tells more about an idea  
3.topic--the main thought or subject of a written work

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.5.3.A \(Introduced\)](#) Engage 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 \(Introduced\)](#) 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 \(Mastered\)](#) Ask and answer questions about information from a speaker, offering appropriate detail.
- [CC.1.5.3.D \(Introduced\)](#) 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 \(Mastered\)](#) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- [CC.1.5.3.F \(Introduced\)](#) 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 \(Mastered\)](#) Demonstrate command of the conventions of standard English when speaking, based on grade 3 level and content.

**Topic:**

**Topic: Comprehension and Collaboration**

**Core Lesson Description:** Students engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly; determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats; ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Core Lesson Student Learning Outcomes:**

1. Follow agreed upon rules for discussion
2. Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
3. Explain their own ideas and understanding in light of the discussion.
4. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats.
5. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Core Lesson Essential Questions:**

- 1.How does productive oral communication rely on speaking and listening?

**Core Lesson Big Ideas:**

- 1.Listening provides the opportunity to learn, reflect, and respond
- 2.Effective speaking and listening are essential for productive communication

**Core Lesson Materials:**

Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121

2. Old grade level anthologies for selected stories



**Core Lesson Student Performance Tasks:**

- 1.main idea--the most important thought or idea in a paragraph or story
- 2.supporting detail--information that tells more about an idea
- 3.topic--the main thought or subject of a written work

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.3.A \(Introduced\)](#) Engage 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 \(Introduced\)](#) 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 \(Mastered\)](#) Ask and answer questions about information from a speaker, offering appropriate detail.

## Topic: Presentation of Knowledge and Ideas

**Core Lesson Description:** Students report on a topic or text, tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking or reading clearly at an understandable pace and in complete sentences.

**Core Lesson Student Learning Outcomes:**

- 1.Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.
- 2.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 acts or details.
- 3.Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Core Lesson Essential Questions:**

- 1.How does productive oral communication rely on speaking and listening?

**Core Lesson Big Ideas:**

- 1.Listening provides the opportunity to learn, reflect, and respond
- 2.Effective speaking and listening are essential for productive communication.

**Core Lesson Materials:**

Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121

2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

- 1.main idea--the most important thought or idea in a paragraph or story supporting
- 2.detail--information that tells more about an idea
- 3.topic--the main thought or subject of a written work

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.3.D \(Introduced\)](#) 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 \(Mastered\)](#) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[CC.1.5.3.F \(Introduced\)](#) 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 \(Mastered\)](#) Demonstrate command of the conventions of standard English when speaking, based on grade 3 level and content.

**Topic:**

**Unit: Language**

**Unit Description:** Demonstrate command of the conventions of the standard English when writing, speaking, reading and/or listening.

**Unit Student Learning Outcomes:**

1. Demonstrate command of the conventions of standard English grammar and usage
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
3. Use knowledge of language and its conventions

**Unit Essential Questions:**

1. How do we develop into effective writers?
2. To what extent do the conventions of standard English contribute to the quality of writing?

**Unit Big Ideas:**

1. The conventions of standard English in writing is a means of accurately documenting thinking.
2. Writing is a recursive process that conveys ideas, thoughts and feelings using the conventions of standard English.

**Unit Materials:** Wonders, Grade 3, 2017,

McGraw-Hill Education

Two Penn Plaza

New York, NY 10121

2. Old grade level anthologies for selected stories

**Unit Key Terminology & Definitions:**

1. abstract noun-a noun that expresses a quality or characteristic apart from a specific object or instance
2. adjective – a word that describes a noun
3. adverb – a word that describes a verb
4. antecedent-a word, phrase or clause that is replaced by a pronoun, base word-a root word to which prefixes and suffixes may be added forming a new word with a different meaning
5. capitalization – to make the first letter in a word a capital letter
6. comma – a special mark used to separate items in a list
7. comparative adjective-the form of an adjective used when comparing two objects, people or ideas
8. comparative adverb- the form of an adverb used when comparing two verbs, adjectives or adverbs
9. complex sentence- a sentence that contains one independent clause and at least one dependent clause
10. compound sentence- two sentences joined by a conjunction to create a new sentence
11. coordinating conjunction-a conjunction that joins two independent clauses
12. dialogue – the spoken lines characters say to each in a drama
13. glossary- an alphabetical listing of words and their meanings found in the back of a book
14. irregular plural noun-a plural noun that is not formed by adding -s
15. irregular verb-a verb that does not follow common patterns in forming the past tense
16. literal meaning- the simplest or primary meaning of a word, statement ,or text
17. non-literal meaning-a meaning that is determined beyond the printed word or text
18. noun-a part of speech that names a person, place, thing or idea
19. possessive- a noun that shows ownership
20. prefix- a word part added to the beginning of a root word that changes its meaning
21. pronoun- a word that takes the place of a noun
22. pronoun antecedent agreement- the agreement in number of a pronoun and its antecedent
23. punctuation-marks or symbols used to make the meaning of written material clear
24. quotation marks- punctuation marks (" ")used at the beginning and end of the words a character speaks or used to identify the title of a magazine article, poem, or story
25. reference material- a source that provides information
26. regular plural noun-a noun in which -s or -es is added to the end of a word to indicate more than one
27. regular verb-a verb in which the past tense is formed by adding -ed
28. simple sentence-a sentence with a subject and verb that creates a complete thought
29. spelling-a group of letters representing a word
30. subject-verb agreement-the agreement in number of a subject and verb
31. subordinating conjunction-a conjunction that is used to introduce a dependent/subordinate clause
32. suffix-a word part added to the end of a root word that changes its meaning
33. superlative adjective-an adjective used when comparing three or more objects, people or ideas

34. superlative adverb-an adverb that indicates a comparison of three or more actions
35. verb- part of speech that expresses action or state of being
36. verb tense-a verb that indicates the time in which an action is performed

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.4.3.E \(Practiced\)](#) Choose words and phrases for effect.
- [CC.1.4.3.F \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.3.K \(Practiced\)](#) Use a variety of words and sentence types to appeal to the audience.
- [CC.1.4.3.L \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.3.O \(Practiced\)](#) Choose words and phrases for effect.
- [CC.1.4.3.R \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Topic: Conventions of Standard English**

**Core Lesson Description:** Students demonstrate command of the conventions of standard English grammar and usage.

**Core Lesson Student Learning Outcomes:**

- 1.Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
2. Form and use regular and irregular plural nouns.
3. Use abstract nouns
4. Form and use regular and irregular verbs.
5. Form and use the simple verb tenses
6. Ensure subject-verb and pronoun-antecedent agreement.
7. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
8. Use coordinating and subordinating conjunctions
9. Produce simple, compound, and complex sentences. Capitalize appropriate words in titles.
10. Use commas in addresses.
11. Use commas and quotation marks in dialogue.
12. Form and use possessives.
13. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words
14. Use spelling patterns and generalizations in writing words

**Core Lesson Essential Questions:**

1. How do we develop into effective writers?
2. To what extent do the conventions of standard English contribute to the quality of writing?

**Core Lesson Big Ideas:**

1. The conventions of standard English in writing is a means of accurately documenting thinking.
2. Writing is a recursive process that conveys ideas, thoughts and feelings using the conventions of standard English.

**Core Lesson Materials:**

Wonders, Grade 3, 2017,  
 McGraw-Hill Education  
 Two Penn Plaza  
 New York, NY 10121

2. Old grade level anthologies for selected stories

**Core Lesson Student Performance Tasks:**

1. abstract noun-a noun that expresses a quality or characteristic apart from a specific object or instance
2. adjective – a word that describes a noun
3. adverb – a word that describes a verb
4. antecedent-a word, phrase or clause that is replaced by a pronoun, base word-a root word to which prefixes and suffixes may be added forming a new word with a different meaning
5. capitalization – to make the first letter in a word a capital letter

6. comma – a special mark used to separate items in a list
7. comparative adjective-the form of an adjective used when comparing two objects, people or ideas
8. comparative adverb- the form of an adverb used when comparing two verbs, adjectives or adverbs
9. complex sentence- a sentence that contains one independent clause and at least one dependent clause
10. compound sentence- two sentences joined by a conjunction to create a new sentence
11. coordinating conjunction-a conjunction that joins two independent clauses
12. dialogue – the spoken lines characters say to each in a drama
13. glossary- an alphabetical listing of words and their meanings found in the back of a book
14. irregular plural noun-a plural noun that is not formed by adding -s
15. irregular verb-a verb that does not follow common patterns in forming the past tense
16. literal meaning- the simplest or primary meaning of a word, statement ,or text
17. non-literal meaning-a meaning that is determined beyond the printed word or text
18. noun-a part of speech that names a person, place, thing or idea
19. possessive- a noun that shows ownership
20. prefix- a word part added to the beginning of a root word that changes its meaning
21. pronoun- a word that takes the place of a noun
22. pronoun antecedent agreement- the agreement in number of a pronoun and its antecedent
23. punctuation-marks or symbols used to make the meaning of written material clear
24. quotation marks- punctuation marks (" ")used at the beginning and end of the words a character speaks or used to identify the title of a magazine article, poem, or story
25. reference material- a source that provides information
26. regular plural noun-a noun in which -s or -es is added to the end of a word to indicate more than one
27. regular verb-a verb in which the past tense is formed by adding -ed
28. simple sentence-a sentence with a subject and verb that creates a complete thought
29. spelling-a group of letters representing a word
30. subject-verb agreement-the agreement in number of a subject and verb
31. subordinating conjunction-a conjunction that is used to introduce a dependent/subordinate clause
32. suffix-a word part added to the end of a root word that changes its meaning
33. superlative adjective-an adjective used when comparing three or more objects, people or ideas
34. superlative adverb-an adverb that indicates a comparison of three or more actions
35. verb- part of speech that expresses action or state of being
36. verb tense-a verb that indicates the time in which an action is performed

## STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.4.3.F \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.3.K \(Practiced\)](#) Use a variety of words and sentence types to appeal to the audience.
- [CC.1.4.3.L \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.3.R \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

## Topic: Knowledge of Language

- Core Lesson Description:** Students use knowledge of language and its conventions.
- Core Lesson Student Learning Outcomes:**
- 1.Choose words and phrases for effect.
  2. Recognize and observe differences between the conventions of spoken and written standard English.
- Core Lesson Essential Questions:**
- 1.How do we develop into effective writers?
  - 2.To what extent do the conventions of standard English contribute to the quality of writing?
- Core Lesson Big Ideas:**
- 1.The conventions of standard English in writing is a means of accurately documenting thinking.
  - 2.Writing is a recursive process that conveys ideas, thoughts and feelings using the conventions of standard English.
- Core Lesson Materials:**
- Wonders, Grade 3, 2017,  
McGraw-Hill Education  
Two Penn Plaza  
New York, NY 10121
2. Old grade level anthologies for selected stories

**Core Lesson  
Student  
Performance  
Tasks:**

1. abstract noun-a noun that expresses a quality or characteristic apart from a specific object or instance
2. adjective – a word that describes a noun
3. adverb – a word that describes a verb
4. antecedent-a word, phrase or clause that is replaced by a pronoun, base word-a root word to which prefixes and suffixes may be added forming a new word with a different meaning
5. comparative adjective-the form of an adjective used when comparing two objects, people or ideas
6. comparative adverb- the form of an adverb used when comparing two verbs, adjectives or adverbs
7. complex sentence- a sentence that contains one independent clause and at least one dependent clause
8. compound sentence- two sentences joined by a conjunction to create a new sentence
9. coordinating conjunction-a conjunction that joins two independent clauses
10. dialogue – the spoken lines characters say to each in a drama
11. literal meaning- the simplest or primary meaning of a word, statement ,or text
12. non-literal meaning-a meaning that is determined beyond the printed word or text
13. pronoun- a word that takes the place of a noun
14. pronoun antecedent agreement- the agreement in number of a pronoun and its antecedent
15. punctuation-marks or symbols used to make the meaning of written material clear
16. quotation marks- punctuation marks (" ")used at the beginning and end of the words a character speaks or used to identify the title of a magazine article, poem, or story
17. simple sentence-a sentence with a subject and verb that creates a complete thought
18. subject-verb agreement-the agreement in number of a subject and verb
19. subordinating conjunction-a conjunction that is used to introduce a dependent/subordinate clause
20. superlative adjective-an adjective used when comparing three or more objects, people or ideas
21. superlative adverb-an adverb that indicates a comparison of three or more actions

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.4.3.E \(Practiced\)](#) Choose words and phrases for effect.
- [CC.1.4.3.K \(Practiced\)](#) Use a variety of words and sentence types to appeal to the audience.
- [CC.1.4.3.Q \(Practiced\)](#) Choose words and phrases for effect.