

Seneca Valley School District

ELA Curriculum

Grade 3

Valerie McGee, Nicole Ehmann, Denise Harlan, Rebecca Hester, Tracy Dentel
5/20/2014

Links and documents to support the ELA Curriculum Document

The Pennsylvania Department of Education publishes the **Standards Aligned System (SAS)** website to provide resources to school districts across the state. <http://www.pdesas.org> This site is utilized by the curriculum committee to access documents in the process of creating the Seneca Valley curriculum document.

Multiple documents have been utilized to create the Seneca Valley Curriculum Documents including:

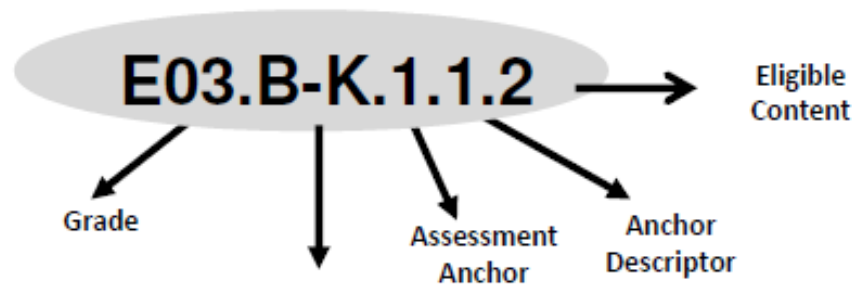
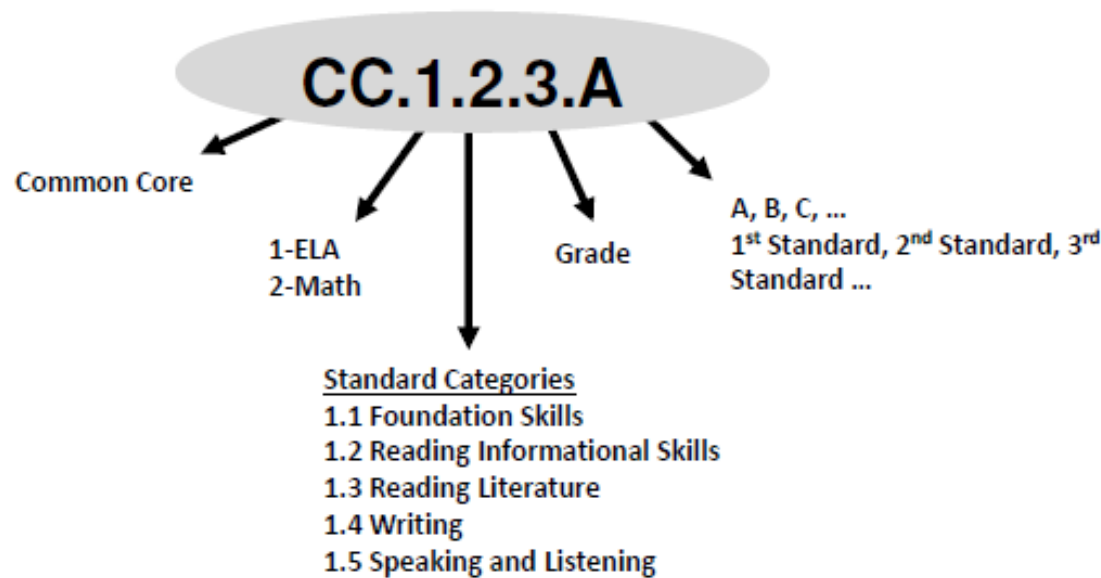
Pennsylvania Core Standards - This link will take you directly to the state PA Core Standards from which our documents are based upon. In addition, page 2 of the document provides an introduction to the five standard categories. <http://www.pdesas.org/Standard/PACore>

PA Core Curriculum Framework – This link will take you the framework developed by the state. You can select a subject/grade level and search by standard and grade level. This link will be helpful to dig deeper into the standards and view long term transfer goals, essential questions and concepts.

<http://www.pdesas.org/CurriculumFramework/PAC/>

ELA Assessment Anchors and Eligible Content – This link will take you ELA Assessment Anchors and Eligible Content for grades 3 – 8 as well as Literature and English Composition Assessment. (Please choose from the links listed in blue on the left side of the screen.) <http://www.pdesas.org/Standard/PACore>

Understanding the Organization of the PA Common Core Standards



Reporting Categories

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language

<p>STANDARD CATEGORY 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.</p>	
<p>GRADE LEVEL STANDARD CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	
<p>ASSESSMENT ANCHOR-The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it. E03.B-K.1 Key Ideas and Details</p>	
<p>ANCHOR DESCRIPTOR-The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content unified under and aligned to it. E03.B-K.1.1 Key Ideas and Details Demonstrate the understanding of key ideas and details in informational texts.</p>	<p>ELIGIBLE CONTENT-The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA. E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>

Foundational Skills

Overall Learning Focus/Goal

Effective readers use appropriate strategies to construct meaning.
--

PA Common Core Standards		
CC.1.1.3.D Phonics and Word Recognition Know and apply grade level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none">• _____	
CC.1.1.3.E Fluency Read with accuracy and fluency to support comprehension	<ul style="list-style-type: none">• _____	

Embedded Speaking & Listening Standards:

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.
--

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

media formats, including visually, quantitatively, and orally.

CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.F: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.

Suggested Resources to Support Learning

Reading Informational Texts

Overall Learning Focus/Goal

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one’s ability to express ideas and information.

PA Common Core Standards		
CC.1.2.3.A Main Idea Determine the main idea of a text; recount the key details and explain how they support the main idea.		
CC.1.2.3.B Text Analysis Ask and answer questions about the text and make inferences from text; refer to text to support responses.		
CC.1.2.3.C Text Analysis Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect		
CC.1.2.3.D Point of View Explain the point of view of		

Seneca Valley School District
Language Arts Curriculum, Grade 3

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

the author.		
CC.1.2.3.E Text Structure Use text features and search tools to locate and interpret information.		
CC.1.2.3.F Vocabulary Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.		
CC.1.2.3.G Diverse Media Use information gained from text features to demonstrate understanding		
CC.1.2.3.H Evaluating Arguments Describe how an author connects sentences and paragraphs in a text to support particular points.		
CC.1.2.3.I Analysis Compare and contrast the most important points and		

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

key details presented in two texts on the		
CC.1.2.3.J Vocabulary 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 Vocabulary 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.1.2.3.L Range of Reading Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		

Embedded Speaking & Listening Standards:

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

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.

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.F: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.

Suggested Resources to Support Learning

Reading Literature

Overall Learning Focus/Goal

- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one's ability to express ideas and information.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

PA Common Core Standards

Seneca Valley School District
Language Arts Curriculum, Grade 3

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

Theme Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.		
CC.1.3.3.B Text Analysis Ask and answer questions about the text and make inferences from text, referring to text to support responses.		
CC.1.3.3.C Literary Elements Describe characters in a story and explain how their actions contribute to the sequence of events.		
CC.1.3.3.D Point of View Explain the point of view of the author.		
CC.1.3.3.E Text Structure 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		
CC.1.3.3.F Determine the meaning of words		

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

<p>and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p>		
<p>CC.1.3.3.G Sources of Information 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).</p>		
<p>CC.1.3.3.H Text Analysis Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>		
<p>CC.1.3.3.I Strategies 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</p>		

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

tools.		
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.		
CC.1.3.3.K Range of Reading Read and comprehend literary fiction on grade level, reading independently and proficiently.		

Embedded Speaking & Listening Standards:

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.

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.F: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking based on grade 3 level and

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

content.

Suggested Resources to Support Learning

Informative/Explanatory Writing

Overall Learning Goal/Focus

- Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques.
- Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Effective research requires multiple sources of information to gain or expand knowledge.

PA Common Core Standards		
CC.1.4.3.A Write informative/explanatory texts to examine a topic and		

Seneca Valley School District
Language Arts Curriculum, Grade 3

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

convey ideas and information clearly.		
CC.1.4.3.B Identify and introduce the topic clearly.		
CC.1.4.3.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.		
CC.1.4.3.D		
CC.1.4.3.E Use precise language and domain-specific vocabulary to inform about or explain the topic.		
CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Opinion/Argumentative Writing

Overall Learning Focus/Goals

- Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques.
- Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Effective research requires multiple sources of information to gain or expand knowledge.

PA Common Core Standards		
CC.1.4.3.G Write opinion pieces on topics or texts.		
CC.1.4.3.H Introduce the topic and state an opinion on the topic.		
CC.1.4.3.I Provide reasons that are supported by facts and details.		
CC.1.4.3.J Create an organizational structure that includes related ideas grouped to		

Seneca Valley School District
Language Arts Curriculum, Grade 3

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.		
CC.1.4.3.K Choose words and phrases to convey ideas precisely.		
CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Narrative Writing

Overall Learning Goal/Focus

- Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques.
- Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Effective research requires multiple sources of information to gain or expand knowledge.

PA Common Core Standards		
Identify introduce the topic.		
CC.1.4.3.M Write narratives to develop real or imagined experiences or events.		
CC.1.4.3.N Orient the reader by establishing a situation and		

Seneca Valley School District
Language Arts Curriculum, Grade 3

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

introducing a narrator and/or characters.		
CC.1.4.3.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.		
CC.1.4.3.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.		
CC.1.4.3.Q Choose words and phrases to convey ideas precisely.		
CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Seneca Valley School District
Language Arts Curriculum, Grade 3

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

--	--	--

Additional Writing Standards

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		
CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		
CC.1.4.3.V Conduct short research projects that build knowledge about a topic.		
CC.1.4.3.W Recall information from experiences or gather		

Seneca Valley School District
Language Arts Curriculum, Grade 3

Denise Harlan, Nicole Schmidt, Valerie McGee, Nicole Ehmann, Rebecca Hester

information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.		