

LANGUAGE ARTS – GRADE 3

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes):

Length of Course:

Unit of Credit:

Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1: All students will read and comprehend text independently using strategies and skills including use of picture clues, word attack skills, and context clues.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 1</p> <p>25. Before reading, identify the purposes and types of text (e.g., literary, informational).</p> <p>26. Preview the text formats (e.g., title, headings, chapters, and table of contents).</p> <p>27. During reading, use knowledge of phonics, word analysis (e.g., root words, prefixes, and suffixes), syllabication, picture and context clues to decode and understand new words.</p> <p>28. Read text using self-monitoring comprehension strategies (e.g., predicting, revising predictions, rereading, using headings, graphics, charts, organization of text, and adjusting reading rate).</p>	<p>25. Discussion of purposes and types of text using key words and phrases.</p> <p>26. Students will use the textbook to identify parts of books. Discussion on purposes of book parts.</p> <p>27. During reading, use teacher prompts and/or identifying patterns. Discuss picture and/or context clues.</p> <p>28. Students use self-monitoring comprehension strategies.</p> <p>29. Discuss and compile list of vocabulary in individual notebook using dictionary. Orally use vocabulary words in a sentence correctly.</p> <p>30. Students keep a notebook of new</p>	<ul style="list-style-type: none"> • Vocabulary notebooks • Classroom work • Independent assignments • Texts/quizzes • Skill application written and oral work • Classroom discussions • Teacher designed activities • Homework assignments • Teacher observation 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Teacher-generated resources

<p>29. Acquire a reading vocabulary by identifying and correctly using words, (e.g., antonyms, synonyms, categories of words). Use a dictionary when appropriate.</p> <p>30. Understand the meaning of and use correctly new vocabulary learned in various subject areas.</p> <p>31. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text. Retell or summarize the major ideas, themes, or procedures of the text; connect the new information or ideas in the text to know information; clarify ideas and understandings through rereading and discussion; make responsible assertions about the text by citing evidence from the text.</p> <p>32. Demonstrate fluency and comprehension in reading. Read familiar materials aloud with accuracy, self-correct mistakes, use appropriate rhythm, flow, meter, and pronunciation; read a variety of genres and types of text; demonstrate comprehension.</p>	<p>vocabulary learned in various subject areas.</p> <p>31. Students demonstrate understanding by discussing story and citing evidence.</p> <p>32. Students read selected materials aloud. Students answer given comprehension questions appropriately.</p> <p><u>Correctives</u> – Students will be given extra teacher help and extra time to complete given tasks. Use study cards for reinforcement of vocabulary and meaning.</p> <p><u>Extensions</u> – Provide extra reading material through trade books.</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #2: All students will read, understand, and evaluate the content of informational texts and media.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 2</p> <p>10. Read and understand essential content of informational texts and documents in all academic areas. Differentiate fact from opinion within text. Distinguish between essential and nonessential information within a text. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text.</p> <p>11. Analyze text organization and content to derive meaning from text using established criteria.</p> <p>12. Use and understand a variety of media and evaluate the quality of material produced. Use electronic media for research. Identify techniques used in television and use of knowledge to distinguish</p>	<p>10. Read and discuss essential materials in content areas – Social Studies, Science, and Health.</p> <p>11. Discuss the meaning of content in text.</p> <p>12. Student develops a project individually or in a group to show understanding of given content.</p> <p>13. Produce work in at least one literary form to show understanding of content area.</p> <p><u>Correctives</u> – Students will be given extra teacher help and extra time to complete given tasks. Modify the assignment to meet the needs of the learner.</p>	<ul style="list-style-type: none"> • Vocabulary notebooks • Classroom work • Independent assignments • Texts/quizzes • Skills application written and oral work • Classroom discussions • Teacher-designed activities • Projects • Homework assignments • Teacher observation 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Teacher-generated resources

between facts and misleading information. Develop media project (e.g., script, play, audiotape) for a targeted audience.

13. Produce work in at least one literary genre that follows the conventions of the genre.

Extensions – Student will be encouraged to do an additional project.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #3: All students will be able to understand literature, poetry, and drama by identifying literary elements, devices, and structure.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 3</p> <p>19. Read and understand works of literature.</p> <p>20. Identify literary elements in stories describing characters, setting, and plot.</p> <p>21. Identify literary devices in stories; rhyme, rhythm, and personification.</p> <p>22. Identify the structures in poetry (e.g., pattern books, predictable books, and nursery rhymes).</p> <p>23. Identify the structures in drama (e.g., dialogue, story enactment, acts, and scenes).</p> <p>24. Read and respond to nonfiction and fiction, including poetry and drama.</p>	<p>19. Read and discuss different types of literature.</p> <p>20. Identify characters, setting, and plot through discussion and reading.</p> <p>21. Identify rhyme, rhythm, and personification in literature.</p> <p>22. Identify and discuss different structures in poetry.</p> <p>23. Identify and discuss structures in plays.</p> <p>24. Read and discuss fiction/nonfiction, including poetry and drama.</p> <p><u>Correctives</u> – Students will be given extra teacher help and extra time to</p>	<ul style="list-style-type: none"> • Projects • Cooperative assignments • Classroom work • Independent assignments • Tests/quizzes • Skill application written/oral work • Classroom discussions • Teacher-designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Teacher-generated resources • Textbook resources

complete given tasks. Modify the assignments to meet the needs of the learner.		
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<u>Extensions</u> – Student will be encouraged to do an additional writing assignment.		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #4: All students will write for a variety of purposes, including to narrate, inform, and state opinions.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 4</p> <p>10. Write narrative pieces such as stories, poems, and plays that include: detailed descriptions of people, places, things, relevant illustrations, and literary elements (Standard 1.3.3.B).</p> <p>11. Write informational pieces such as descriptions, letters, reports, and instructions using illustrations when relevant.</p> <p>12. Write an opinion and support it with facts.</p>	<p>10. Write descriptive pieces such as stories, poems, and plays showing a definite beginning, middle, and end.</p> <p>11. Write various types of informational pieces showing knowledge of correct format.</p> <p>12. Discuss fact/opinion. Write an opinion and support it with facts.</p> <p><u>Correctives</u> – Students will be given extra teacher help and extra time to complete given tasks. Modify the assignment to meet the needs of the learner.</p> <p><u>Extensions</u> – Student will be encouraged to do an additional writing assignment.</p>	<ul style="list-style-type: none"> • Classroom work • Independent assignments • Checklist/rubrics • Classroom discussion • Portfolios • Teacher-directed activities 	<ul style="list-style-type: none"> • Textbook • Teacher-generated resources

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #5: All students will be able to use the writing process and characteristics of effective writing to produce written work.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 5</p> <p>22. Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>23. Write using well-developed content appropriate for the topic. Gather and organize information. Write a series of related sentences or graphs with one central idea. Incorporate details relevant and appropriate to the topic.</p> <p>24. Write with controlled and/or subtle organization. Sustain a logical order. Include a recognizable beginning, middle, and end.</p> <p>25. Write with an awareness of the stylistic aspects of composition. Use sentences of differing lengths and complexities. Use descriptive words and action verbs.</p>	<p>22. Develop a guided writing assignment identifying topic.</p> <p>23. Gather and organize information into related sentences with one main idea.</p> <p>24. Write with recognizable beginning, middle, and end.</p> <p>25. Discuss and write using sentences of different lengths, using descriptive words, and action words.</p> <p>26. Revise writing to improve details and sequence.</p> <p>27. Edit writing using correct spelling, punctuation, and grammar with teacher and/or peers.</p>	<ul style="list-style-type: none"> • Classroom work • Independent assignments • Skill application of written/oral work • Classroom discussion • Portfolios • Teacher-designed activities 	<ul style="list-style-type: none"> • Textbook • Teacher-generated resources • Textbook resources

<p>26. Revise writing to improve detail and order by identifying missing information and determining if ideas follow logically.</p> <p>27. Edit writing using the conventions of language. Spell common, frequently used words correctly. Use capital letters correctly (first word in sentence, proper nouns, pronoun "I"). Punctuate correctly (period, exclamation point, question mark, commas in a series). Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly. Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative).</p> <p>28. Present and/or defend written work for publication when appropriate.</p>	<p>28. Publish written work.</p> <p><u>Correctives</u> – Students will be given extra teacher help and extra time to complete given tasks. Modify the assignment to meet the needs of the learner.</p> <p><u>Extensions</u> – Students will be encouraged to do an additional writing assignment.</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #6: All students will be able to demonstrate active listening skills through demonstration of appropriate oral responses.

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<p>STANDARD 6</p> <p>19. Listen to others. Ask questions as an aid to understanding. Distinguish fact from opinion.</p> <p>20. Listen to a selection of literature (fiction and/or nonfiction). Relate it to similar experiences. Predict what will happen next. Retell a story in chronological order. Recognize character and tone. Identify and define new words and concepts.</p> <p>21. Speak using skills appropriate to formal speech situations. Use appropriate volume. Pronounce most words accurately. Pace speech so that it is understandable. Demonstrate an awareness of audience.</p> <p>22. Contribute to discussions. Ask</p>	<p>19. Read to student and provide opportunity to develop questions related to topic.</p> <p>20. Read to student and provide opportunity for student to relate to experience, predict, retell in sequence, and recognize character traits in literature.</p> <p>21. Give a book talk displaying appropriate volume, pronunciation, and pace of words to the class.</p> <p>22. After being given material to class, student will generate appropriate questions and contribute to discussion.</p> <p>23. Students will participate in small and/or large group discussions</p>	<ul style="list-style-type: none"> • Teacher observation • Cooperative presentation • Classroom work • Independent assignments • Skill application written/oral work • Classroom discussion • Teacher-designed activities • Role play activities 	<ul style="list-style-type: none"> • Textbooks • Teacher-generated resources • Textbook resources

<p>relevant questions. Respond with appropriate information or opinions to questions asked. Listen to and acknowledge the contributions of others. Display appropriate turn-taking behaviors.</p> <p>23. Participate in small and large group discussions and presentations. Participate in everyday conversation. Give oral readings. Deliver short reports (e.g., Show and Tell, field trip summary). Conduct short interviews. Give simple directions and explanations. Report an emergency.</p> <p>24. Use media for learning purposes. Explain the importance of television, radio, film, and Internet in the lives of people. Explain how advertising sells products. Show or explain what was learned (e/g., audiotape, computer download).</p>	<p>pertaining to everyday activities.</p> <p>24. Explain the importance of television, film, radio, and Internet in lives of people. Design an individual advertisement.</p> <p><u>Correctives</u> – Student will be given extra teacher help and extra time to complete given task. Modify the assignment to meet the needs of the learner.</p> <p><u>Extensions</u> – Student could prepare an additional presentation using various media to gather necessary information.</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #7: All students will become familiar with dialects and word origin.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 7</p> <p>7. Identify words from other languages that are commonly used English words.</p> <p>8. Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.</p>	<p>7. Read stories containing words from other languages used in the English language (e.g., <u>Paddington Paints a Picture</u>, <u>A Gift for Tia Rosa</u>, <u>The Keeping Quilt</u>, <u>Spending Time with Grandpa</u>) * Taken from HBJ reading book.</p> <p>8. Read articles and stories from various geographical locations and/or occupations and discuss differences.</p> <p><u>Correctives</u> – Student will be given extra teacher help and extra time to complete given task. Modify the assignment to meet the needs of the student.</p> <p><u>Extensions</u> – Student could do an additional project depicting changing dialects within their community.</p>	<ul style="list-style-type: none"> • Classroom work • Teacher observation • Teacher-designed activities 	<ul style="list-style-type: none"> • Textbook • Teacher-generated resources

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #8: All students will be able to locate, select, and use materials appropriate to personal needs and classroom assignments.

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<p>STANDARD 8</p> <p>10. Select a topic for research.</p> <p>11. Locate information using appropriate sources and strategies. Locate resources for a particular task (e.g., newspapers, dictionary). Select sources (e.g., dictionaries, encyclopedias, interviews to write a family history, observations, and electronic media). Use table of contents, key words, and guide words. Use traditional and electronic search tools.</p> <p>12. Organize and present the main ideas from the research. Take notes from sources using a structured format. Summarize, orally or in writing, the main ideas.</p>	<p>10. After discussion, student will decide on topic for research.</p> <p>11. Discuss and decide which reference sources are appropriate for topic research.</p> <p>12. Discuss and organize main ideas gathered from research.</p> <p><u>Correctives</u> – Students will be given extra teacher help and extra time to complete given tasks. Modify the assignment to meet the needs of the learner.</p> <p><u>Extension</u> – Student will be encouraged to write an additional project.</p>	<ul style="list-style-type: none"> • Teacher observation • Classroom work/discussions • Independent assignment • Skill application written/oral work 	<ul style="list-style-type: none"> • Teacher-generated resources

