

Wallenpaupack Area School District
Wallenpaupack Elementary Schools
Course Title: Grade Three Communications
Length of Course: Full Year

District Policies:

Academic Integrity:

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

Assessment:

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the Common Core Standards and the WASD curriculum.

Attendance:

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

Special Education:

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

Course Description: Communications includes reading, writing, spelling, speaking, and listening.

Common Core Standards:

Reading

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. 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 tasks, purposes, and audiences.

Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Student Responsibilities:

Attendance expectations:

Attendance is essential to reaching your full potential in literacy.

Homework expectations:

Assigned homework is expected to be completed to reinforce skills and concepts taught in the classroom.

Assessment:

Grading Components:

Tests and writing assignments

Content Pacing Guide:

Topic	Estimated Time Frame/Month
<p>Phonics: short vowels; base words and inflected endings; vowel digraphs; diphthongs; blend syllables to decode multisyllabic words</p> <p>Reading/Vocabulary: read aloud with accuracy comprehension and appropriate rate; read aloud with expression and intonation; attend to punctuation and use appropriate phrasing; practice fluency; use word structure to figure out word meaning; use context clues to determine word meaning; use reference sources to learn word meanings; use descriptive words; activate and use prior knowledge; monitor comprehension and use fix-up strategies; recognize text structure: story and informational; main idea and supporting details; summarize, realism/fantasy; sequence of events; characterization; setting</p> <p>Spelling: short vowels; VCCV; plurals: adding -ed, -ing, -er, -est; long vowel; digraphs; V/CV; VC/V; words ending in -le</p> <p>Grammar: sentences; subjects and predicates; statements and questions; commands</p>	<p>September/October</p>

<p>and exclamations; compound sentences; common and proper nouns; singular and plural nouns</p> <p>Writing: writing a personal narrative</p>	
<p>Phonics: consonant blends and digraphs; short vowels; long vowels; compound words; blend syllables to decode multisyllabic words</p> <p>Reading/Vocabulary: read aloud with accuracy and expression; practice fluency in a variety of ways, including choral reading, paired reading, repeated oral reading; use context clues to determine word meaning; use reference sources to learn word meanings; monitor comprehension and use fix-up strategies; make and modify predictions; generate questions; use mental imagery; author's purpose; draw conclusions; main idea and supporting details; follow directions; use graphic organizers to better understand text; graphic sources; realism/fantasy; sequence of events; characterization</p> <p>Spelling: compound words; words with spl, the, squ, str; digraphs sh, th, ph, ch, tch; contractions, prefixes un-, re-, mis-, dis-; consonant sounds /j/ and /k/</p> <p>Grammar: irregular plural nouns; singular possessive nouns; plural possessive nouns; action and linking verbs; main and helping verbs; subject-verb agreement</p> <p>Writing: writing a how-to report</p>	November/December
<p>Phonics: consonants; contractions; suffixes and prefixes</p> <p>Reading/Vocabulary: read aloud with accuracy and expression; attend to punctuation and use appropriate phrasing; practice fluency in a variety of ways, including choral reading, paired reading, repeated oral reading; use word structure to figure out word meaning; use context clues to determine word meaning; use reference sources to learn word meaning; use graphic organizers to better understand text; answer questions; generate questions; recognize text structure: story and informational; summarize; author's purpose; cause and effect; compare and contrast; draw conclusions; follow directions; graphic sources</p> <p>Spelling:</p> <p>Grammar:</p> <p>Writing: writing a compare and contrast essay</p>	January/February
<p>Phonics: base words and inflected endings; r-controlled vowels; suffixes and prefixes; blend syllables to decode multisyllabic words</p> <p>Reading/Vocabulary: read aloud with accuracy and expression; attend to punctuation and use appropriate phrasing; practice fluency in a variety of ways, including choral reading, paired reading, repeated oral reading; use word structure to figure out word meaning; use context clues to determine word meaning; use descriptive words; activate and use prior knowledge; monitor comprehension and fix-up strategies; use graphic organizers to better understand text; answer questions; generate questions; cause and effect; compare and contrast; fact and opinion; generalize; graphic sources; plot and plot structure; theme</p> <p>Spelling:</p> <p>Grammar:</p> <p>Writing: writing a story</p>	February/March
<p>Phonics: short vowels; other vowel patterns; suffixes and prefixes; blend syllables to decode multisyllabic words</p> <p>Reading/Vocabulary: read aloud with accuracy and expression; attend to punctuation and use appropriate phrasing; practice fluency in a variety of ways, including choral reading, paired reading, repeated oral reading; , use word structure to figure out word meaning; use context clues to determine word meaning; use descriptive words; activate and use prior knowledge; make and confirm predictions; monitor comprehension and fix-up strategies; recognize text structure; summarize; author's purpose; compare and contrast; draw conclusions</p> <p>Spelling:</p> <p>Grammar:</p> <p>Writing: writing a persuasive letter</p>	April/May
<p>Phonics: other vowel patterns; suffixes and prefixes; blend syllables to decode multisyllabic words</p> <p>Reading/Vocabulary: read aloud with accuracy and expression; attend to punctuation</p>	May/June

and use appropriate phrasing; practice fluency in a variety of ways, including choral reading, paired reading, repeated oral reading; use word structure to figure out word meaning; use context clues to determine word meaning; use reference sources to learn word meanings; make and confirm predictions; use graphic organizers to better understand text; answer questions; generate questions; answer questions; recognize text structure: story and informational; cause and effect; fact and opinion; generalization; plot structure; theme

Spelling:

Grammar:

Writing: writing a research report