Berlin Brothersvalley School District
ELA
3rd Grade Curriculum Framework
3rd Nine Weeks

Big Idea(s) of 3rd nine weeks	Concept(s) of 3rd nine weeks	Competencies of 3rd nine weeks	Essential Questions of 3rd nine weeks
Effective research required the use of various resources to gain or expand knowledge.	**Students will know:** ● Summary ● Text features ● Imagery ● Author's purpose ● Main idea and details ● Explicit and Implicit evidence	**Students will be able to:** ● Write and tell a summary ● Analyze and evaluate information in nonfiction text features ● Visualize ● 'Identify author's purpose ● Identify main idea and details ● Use implicit and explicit evidence to draw meaning	What does a reader look for and how can they find it? How does one best present findings?
Unit/Chapter/Selection of Study **Humorous Fiction** **Judy Moody** **Academic Vocabulary** Story Structure Theme Context Clues Purpose **Grammar** Adjectives & Articles **Spelling**	**Approx. # of weeks - % of time** 1 week	**PA Academic Standards** **CC.1.3.3.A** Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. **CC.1.3.3.C** Describe characters in a story and explain how their actions contribute to the sequence of events. **CC.1.3.3.D** Explain the point of view of the author.	**Assessment Anchors & Eligible Content** E03.A-K.1.1.2 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between

Vowel + r Sounds in air and fear **Writing** R. A. C. E Restate the Question in Written Responses Answer the Question in Written Responses Cite Evidence from the Text in Written Responses Evidence Explain connection between the evidence and answer Opinion: Persuasive Letter		**CC.1.4.3.G** Write opinion pieces on familiar topics or texts. **CC.1.4.3.J** Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. **CC.1.4.3.K** Use a variety of words and sentence types to appeal to the audience. **CC.1.4.3.L** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	first- and third-person narrations. E03.D.1.1.9 Produce simple, compound, and complex sentences. E03.D.2.1.1 Choose words and phrases for effect.* E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. E03.D.1.1.2 Form and use regular and irregular plural nouns E03.D.1.1.3 Use abstract nouns (e.g., childhood). E03.D.1.1.4 Form and use regular and irregular verbs. E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. * E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. E03.D.1.1.8 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. E03.D.1.1.9 Produce simple, compound, and complex

			sentences. E03.D.1.2.1 Capitalize appropriate words in titles. E03.D.1.2.2 Use commas in addresses. E03.D.1.2.3 Use commas and quotation marks in dialogue. E03.D.1.2.4 Form and use possessives. E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
Unit/Chapter/Selection of Study **Informational Text** **Albertosaurus** **Academic Vocabulary** Conclusions Point of View Visualize **Grammar** Adjectives That Compare **Spelling**	**Approx. # of weeks - % of time** 1 week	**PA Academic Standards** **CC.1.2.3.D** Explain the point of view of the author. **CC.1.4.4.I** Provide reasons that are supported by facts and details.	**Assessment Anchors & Eligible Content** E03.B-C.2.1.1 Explain the point of view from which a text is written.

/j/ and /s/ **Writing** R. A. C. E Restate the Question in Written Responses Answer the Question in Written Responses Cite Evidence from the Text in Written Responses Evidence Explain connection between the evidence and answer Opinion			

Unit/Chapter/Selection of Study	Approx. # of weeks - % of time	PA Academic Standards	Assessment Anchors & Eligible Content
Informational Text **A Tree is Growing** **Academic Vocabulary** Text Features Graphic Label Caption Diagram Author's Purpose **Grammar** "Be" and helping verbs **Spelling** /k/ and /kw/ **Writing** R. A. C. E Restate the Question in Written Responses Answer the Question in Written Responses Cite Evidence from the Text in Written Responses Evidence Explain connection between the evidence and answer Opinion: Problem/Solution	1 week	**CC.1.2.3.F** 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.E** Use text features and search tools to locate and interpret information.	E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered). Reference: CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguish E03.B-C.2.1.2 Use text features (e.g., headings, graphics,

Unit/Chapter/Selection of Study	Approx. # of weeks - % of time	PA Academic Standards	Assessment Anchors & Eligible Content
			charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.
Myth/Play **Two Bear Cubs** **Academic Vocabulary** Drama Act Scene Character Dialogue Message Summarize Story Structure **Grammar** Irregular Verbs **Spelling** Vowel Sounds in "spoon" and "wood" **Writing** R. A. C. E Restate the Question in Written Responses Answer the Question in Written Responses Cite Evidence from the Text in Written Responses Evidence	1 week	**CC.1.3.3.A** Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. **CC.1.3.3.C** Describe characters in a story and explain how their actions contribute to the sequence of events. **CC.1.3.3.E** Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.	E03.A-K.1.1.2 Recount poems, dramas, or stories, including 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. E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: "Story" means narration of events told through the text types of story, drama, or poem.

Explain connection between the evidence and answer Opinion: Persuasive			
Unit/Chapter/Selection of Study **Informational Text** **Academic Vocabulary** Main Idea Details Literal Meaning Nonliteral Meaning Infer Predict **Grammar** Adverbs **Spelling** Compound Words **Writing** R. A. C. E Restate the Question in Written Responses Answer the Question in Written Responses Cite Evidence from the Text in Written Responses Evidence Explain connection between the evidence and answer	**Approx. # of weeks - % of time** 1 week	**PA Academic Standards** **CC.1.2.3.F** 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.A** Determine the main idea of a text; recount the key details and explain how they support the main idea. **CC.1.2.2.B** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**Assessment Anchors & Eligible Content** E03.A-V.3.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). E03.A-V.3.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

Opinion: Persuasive			

Unit/Chapter/Selection of Study	Approx. # of weeks - % of time	PA Academic Standards	Assessment Anchors & Eligible Content
Historical Fiction Story structure Point of VIew **Grammar** Adverbs that compare **Vocabulary** Prefixes **Spelling** Ed and ing suffixes 1-1-1 Rule **Writing** R. A. C. E Restate the Question in Written Responses Answer the Question in Written Responses Cite Evidence from the Text in Written Responses Evidence Explain connection between the evidence and answer Fictional Narrative	2 weeks	CC.1.3.3.D Explain the point of view of the author. CC.1.3.3.F 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.1.4.3.P 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.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	E03.A-V.3.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). E03.A-V.3.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered). E03.C.1.3.1

		<mark>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</mark>	Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Unit/Chapter/Selection of Study	**Approx. # of weeks - % of time**	**PA Academic Standards**	**Assessment Anchors & Eligible Content**
Informational Text Compare/Contrast Author's Word choice Visualize **Grammar** Comparisons Roots?? Spelling Final y to i Suffixes S and ed Writing R. A. C. E Restate the Question in Written Responses Answer the Question in Written Responses Cite Evidence from the Text in	1 week	<mark>CC.1.2.3.L</mark> <mark>Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</mark> <mark style="background-color:magenta">CC.1.2.3.H</mark> <mark style="background-color:magenta">Describe how an author connects sentences and paragraphs in a text to support particular points.</mark> <mark style="background-color:magenta">CC.1.2.3.G</mark> <mark style="background-color:magenta">Use information gained from text features to demonstrate understanding of a text.</mark> <mark style="background-color:lime">CC.1.4.43U</mark> <mark style="background-color:lime">With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of</mark>	E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Written Responses Evidence Explain connection between the evidence and answer Narrative/Descriptive		keyboarding skills to type a minimum of one page in a single sitting.	

Unit/Chapter/Selection of Study	Approx. # of weeks - % of time	PA Academic Standards	Assessment Anchors & Eligible Content
Fantasy Sequence of Events Informal and Formal Language Analyze and Evaluate Grammar Er and est Possessive Nouns and Pronouns Spelling Suffixes Ly, ful, er Writing R. A. C. E Restate the Question in Written Responses Answer the Question in Written Responses	1 week	CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.3.3.F 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.	E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

Cite Evidence from the Text in Written Responses Evidence Explain connection between the evidence and answer Narrative/Dialogue			