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# Third Grade ELA

Curriculum Guide

Dunmore School District

Dunmore, PA



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Curriculum Guide**

**Third Grade ELA**

**Prerequisite:**

- Successful completion of second grade

**Course Description:**

The third grade students select and combine skills to read fluently with meaning and purpose. They apply grade level reading and writing skills to literature and informational texts with a variety of literary genres to demonstrate thoughtful analysis, reflection, and research using evidence from texts to support their claims. Students write for a range of purposes. They will write narrative, opinion, and informational text including a short research paper. Students become more proficient in the proper use of grammar, specific vocabulary and transition words to convey order and meaning to the writing piece.

**Special Education:**

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

<b>Subject: Third Grade ELA</b>	<b>Grade Level: 3</b>	<b>Date Completed: 3/11/2019</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	Standards
<b>Let's Learn Foundational Skills Reading</b> <b>Let's Learn Foundational Skills Writing</b>	<b>Approved textbook TREASURES grade 3</b>  <b>Leveled readers</b>  <b>Practice Book</b>  <b>Grammar Book</b>  <b>Spelling Workbook</b>  <b>Connect Ed online</b>  <b>CD's Listening Library</b>  <b>Storyworks Jr.</b>	<b>1.1 Foundational Skills</b>  <b>1.2 Reading Informational Text</b>  <b>1.3 Reading Literature Text</b>  <b>1.4 Writing</b>  <b>1.5 Speaking and Listening</b>

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**2<sup>nd</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
<b>Neighborhoods and Communities Foundational Skills Reading</b> <b>Neighborhoods and Communities Foundational Skills Writing</b>	<b>Approved textbook,</b> <b>TREASURES Grade3</b>  <b>Leveled readers</b>  <b>Practice Book</b>  <b>Grammar Book</b>  <b>Spelling Workbook</b>  <b>Connect Ed online</b>  <b>CD's Listening Library</b>	1.1 Foundational Skills  1.2 Reading Informational Text  1.3 Reading Literature Text  1.4 Writing  1.5 Speaking and Listening

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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
<b>Express Yourself Foundational Skills Reading</b> <b>Express Yourself Foundational Skills Writing</b>	<b>Approved textbook, TREASURES Grade3</b>  <b>Leveled readers</b>  <b>Practice Book</b>  <b>Grammar Book</b>  <b>Spelling Workbook</b>  <b>Connect Ed online</b>  <b>CD's Listening Library</b>  <b>Storyworks Jr.</b>	<b>1.1 Foundational Skills</b>  <b>1.2 Reading Informational Text</b>  <b>1.3 Reading Literature Text</b>  <b>1.4 Writing</b>  <b>1.5 Speaking and Listening</b>

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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
<b>Amazing Animals and Storytellers Foundational Skills Reading</b> <b>Amazing Animals and Storytellers Foundational Skills Writing</b>	<b>Approved textbook</b> <b>TREASURES Grade 3</b>  <b>Leveled readers</b>  <b>Practice Book</b>  <b>Grammar Book</b>  <b>Spelling Workbook</b>  <b>Connect Ed online</b>  <b>CD's Listening Library</b>  <b>Storyworks Jr.</b>	<b>1.1 Foundational Skills</b>  <b>1.2 Reading Informational Text</b>  <b>1.3 Reading Literature Text</b>  <b>1.4 Writing</b>  <b>1.5 Speaking and Listening</b>
<b>Reinforcement of Reading and Writing Skills through of the use of Science and Social Studies texts.</b>		

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Let's Learn Foundational Skills/Reading</b>	<p>Short vowels, Final e, Long a, o, i</p> <p>Analyze Story Structure Literary Text/Fiction, Fantasy, Legend, Figurative Language Personification</p> <p>Informational Text/Expository Biography</p> <p>Character, Plot, Setting</p> <p>Cause and Effect</p> <p>Main Idea and Details</p> <p>Compare and Contrast</p> <p>Make and Confirm Predictions</p> <p>Word Origins: Prefixes dis-, un-, non-, in- Thesaurus: Synonyms Context Clues: Multiple Meaning words Suffixes -er, -est</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Chuckled,</li> <li>• Nervous</li> <li>• Nonsense</li> <li>• Fumbled</li> </ul>	<p>Approved textbook, TREASURES Grade3</p> <p>Leveled readers</p> <p>Practice Book</p> <p>Grammar Book</p> <p>Spelling Workbook</p> <p>Connect Ed online</p> <p>CD's Listening Library</p> <p>Storyworks Jr.</p>	<p>Teacher prepared tests, quizzes</p> <p>Series available assessments online. (Optional) Connect Ed online Student/Weekly Assessment</p>	<p>36 days</p>

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	<ul style="list-style-type: none"> <li>• Trudged</li> <li>• Auditions</li> <li>• Adventure</li> <li>• Exploring</li> <li>• Sparkling</li> <li>• Fantastic</li> <li>• Success</li> <li>• Donate</li> <li>• Unaware</li> <li>• Members</li> <li>• Contribute</li> <li>• Passion</li> <li>• Bothering</li> <li>• Admire</li> <li>• Concentrate</li> <li>• Ached</li> <li>• Splendid</li> <li>• Separate</li> <li>• Determination</li> <li>• Storage</li> <li>• Exact</li> <li>• Ruined</li> <li>• Luckiest</li> </ul>			
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**Anchor Descriptor:**

- E03.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E03.A-C.2.1 Demonstrate understanding of craft and structure in literature.
- E03.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
- E03.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
- E03.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E03.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
- E03.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.



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**Eligible Content:**

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.A-K.1.1.2 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.

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations. Note: "Story" means narration of events told through the text types of story, drama, or poem.

E03.A-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.

- Use context as a clue to the meaning of a word or phrase.
- 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*).
- 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.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Distinguish shades of meaning among related words (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

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.

E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

E03.B-K.1.1.3 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.

E03.B-C.2.1.1 Explain the point of view from which a text is written.

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

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*,

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first/second/third in a sequence)

E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.

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).

**PA Core Standards: ELA**

**CC.1.1.3.D**

- 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 multi-syllable words.
- Read grade-appropriate irregularly spelled words.

**CC.1.1.3.E**

- 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.

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.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

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.

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.

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.1.3.3.G 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 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 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 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 Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.

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CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses

CC.1.2.3.C 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 Explain the point of view of the author.

CC.1.2.3.E Use text features and search tools to locate and interpret information.

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

CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.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.1.2.3.K 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 Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Let's Learn Writing</b>	<b>Statements and Questions</b>  <b>Commands and Exclamations</b>  <b>Subjects</b>  <b>Predicates</b>  <b>Compound Sentences</b>  <b>Personal Narrative</b>	<b>Approved textbook, TREASURES Grade3</b>  <b>Leveled reader</b>  <b>Practice Book</b>  <b>Grammar Book</b>  <b>Spelling Workbook</b>  <b>Connect Ed online</b>  <b>CD's Listening Library</b>  <b>Collins Writing</b>  <b>Storyworks Jr.</b>	<b>Teacher prepared tests, quizzes</b>  <b>Series available assessments online. (Optional)</b>  <b>Grade Level Specific FCA's</b>	<b>Included in the Let's Learn Foundational Skills/Reading number of days</b>

**Anchor Descriptor**

E03.C.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

E03.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E03.D.2.1 Use knowledge of language and its conventions

**Eligible Content:**

E03.C.1.3.1 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.

E03.C.1.3.2 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.

E03.C.1.3.3 Use temporal words and phrases to signal event order.

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EO3.C.1.3.4 Provide a sense of closure.

EO3.D.1.2.1 Capitalize appropriate words in titles.

EO3.D.1.2.2 Use commas in addresses.

EO3.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).

EO3.D.2.1.1 Choose words and phrases for effect.

EO3.D.1.1.9 Produce simple, compound, and complex sentences.

**PA Core Standards: ELA**

CC.1.4.3.M Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O 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 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 Choose words and phrases for effect

CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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.W 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 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.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Neighborhoods and Communities</b> <b>Foundational Skills/Reading</b>	<p>Long e, Silent letters, Three letter blends, Contractions</p> <p>Summarize Literary Text: Historical Fiction, Fiction, Figurative Language: Personification, Assonance</p> <p>Informational Text/Expository Text Features</p> <p>Sequence</p> <p>Draw Conclusions</p> <p>Main Idea and Details</p> <p>Author’s Purpose</p> <p>Theme</p> <p>Word Origins: Compound words, Multiple-Meaning Words Thesaurus: Antonyms Context Clues: Examples/Paragraph</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Sidewalks</li> <li>• Grumbled</li> <li>• Wailed</li> </ul>	<p>Approved textbook, TREASURES Grade3</p> <p>Leveled readers</p> <p>Practice Book</p> <p>Grammar Book</p> <p>Spelling Workbook</p> <p>Connect Ed online</p> <p>CD’s Listening Library</p> <p>Storyworks Jr.</p>	<p>Teacher prepared tests, quizzes</p> <p>Series available assessments online. (Optional) Connect Ed online Student/Weekly Assessment</p>	<p>36 days</p>

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	<ul style="list-style-type: none"> <li>• Traders</li> <li>• Blossomed</li> <li>• Lonesome</li> <li>• Disappear</li> <li>• Protect</li> <li>• Harming</li> <li>• Supply</li> <li>• Capture</li> <li>• Enclosure</li> <li>• Culture</li> <li>• Established</li> <li>• Communities</li> <li>• Immigrants</li> <li>• Tradition</li> <li>• Tour</li> <li>• Volunteers</li> <li>• Thrilled</li> <li>• Slogan</li> <li>• Deserve</li> <li>• Appliances</li> <li>• Owners</li> <li>• Construction</li> <li>• Project</li> <li>• Equipment</li> <li>• leaky</li> </ul>			
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**Anchor Descriptor:**

- E03.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E03.A-C.2.1 Demonstrate understanding of craft and structure in literature.
- E03.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
- E03.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
- E03.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E03.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

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E03.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

**Eligible Content:**

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.A-K.1.1.2 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.

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations. Note: "Story" means narration of events told through the text types of story, drama, or poem.

E03.A-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.

- Use context as a clue to the meaning of a word or phrase.
- 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*).
- 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.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Distinguish shades of meaning among related words (e.g., *knew, believed, suspected, heard, wondered*).

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.

E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

E03.B-K.1.1.3 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.

E03.B-C.2.1.1 Explain the point of view from which a text is written.

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information



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relevant to a given topic.

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

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).

**PA Core Standards: ELA**

**CC.1.1.3.D**

- 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 multi- syllable words.
- Read grade-appropriate irregularly spelled words.

**CC.1.1.3.E**

- 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.

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.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

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.

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.

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

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.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.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly

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from a range of strategies and tools

CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Neighborhoods and Communities Writing</b>	<b>Nouns: Common, Proper, Singular, Plural, Irregular, Possessive, Sentence combining with Nouns</b>  <b>Opinion Writing</b>	<b>Approved textbook, TREASURES Grade3</b>  <b>Leveled readers</b>  <b>Practice Book</b>  <b>Grammar Book</b>  <b>Spelling Workbook</b>  <b>Connect Ed online</b>	<b>Teacher prepared tests and quizzes</b>  <b>Series available assessments online. (Optional)</b>	<b>Included in the Neighborhoods and Communities Foundational Skills/Reading number of days</b>

**Anchor Descriptor:**

- E03.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
- E03.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

**Eligible Content:**

- E03.C.1.1.1. 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
- E03.C.1.1.2. Provide reasons that support the opinion.
- E03.C.1.1.3 Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect an opinion and reasons.
- E03.C.1.1.4 Provide and concluding statement or section.
- 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.1.1.9 Produce simple, compound and complex sentences.
- E03.D.1.2.1 Capitalize appropriate words in titles.
- E03D1.2.2 Use commas in addresses.

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E03D1.2.4 Form and use possessives.

**PA Core Standards: ELA**

CC.1.4.3.G Write opinion pieces on familiar topics or texts.

CC.1.4.3.H Introduce the topic and state an opinion on the topic.

CC.1.4.3.I Support an opinion with reasons.

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.

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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Express Yourself</b> <b>Foundational Skills/Reading</b>	<b>r-controlled vowels er, ir, ur, ar, or</b> <b>Prefixes re-, un-, pre-, mis-,dis-</b> <b>Diphthong /oi/</b> <b>Variant Vowels</b>  <b>Analyze Text Structure</b>  <b>Generate Questions</b>  <b>Figurative Language</b>  <b>Onomatopoeia Rhythm</b>  <b>Literary Text Poetry</b>  <b>Literary Nonfiction/Autobiography</b>  <b>Informational Text/Expository</b>  <b>Author’s Purpose</b>  <b>Character, Setting, Plot</b>  <b>Cause and Effect</b>  <b>Sequence</b>  <b>Make Inferences</b>  <b>Word Origins:</b>	<b>Approved textbook,</b> <b>TREASURES Grade3</b>  <b>Leveled readers</b>  <b>Practice Book</b>  <b>Grammar Book</b>  <b>Spelling Workbook</b>  <b>Connect Ed online</b>  <b>CD’s Listening Library</b>  <b>Storyworks Jr.</b>	<b>Teacher prepared tests,</b> <b>quizzes, etc.</b>  <b>Series available assessments</b> <b>online. (Optional)</b> <b>Connect Ed online</b> <b>Student/Weekly Assessment</b>	<b>36 days</b>

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	<p><b>Word clues, Sentence clues Homographs, Homophones Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Talented</li><li>• Single</li><li>• Proper</li><li>• Excitement</li><li>• Acceptance</li><li>• Useful</li><li>• Crackle</li><li>• Announced</li><li>• Soared</li><li>• Starry</li><li>• Notice</li><li>• Record</li><li>• Estimate</li><li>• Focus</li><li>• Instance</li><li>• Illustrate</li><li>• Style</li><li>• Textures</li><li>• Sketches</li><li>• Suggestions</li><li>• Annual</li><li>• Potential</li><li>• Expensive</li><li>• Politely</li><li>• Wrapping</li><li>• Innocent</li></ul>			
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**Anchor Descriptor:**

E03.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E03.A-C.2.1 Demonstrate understanding of craft and structure in literature.

E03.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E03.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

E03.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E03.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E03.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

**Eligible Content:**

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.A-K.1.1.2 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.

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations. Note: "Story" means narration of events told through the text types of story, drama, or poem.

E03.A-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.

- Use context as a clue to the meaning of a word or phrase.
- 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*).
- 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.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Distinguish shades of meaning among related words (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered* ).

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).

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Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

E03.B-K.1.1.3 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.

E03.B-C.2.1.1 Explain the point of view from which a text is written.

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

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

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).

**PA Core Standards: ELA**

CC.1.1.3.D

- 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 multi-syllable words.
- Read grade-appropriate irregularly spelled words.

CC.1.1.3.E

- 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.

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.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

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.

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.

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.



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CC.1.3.3.G

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

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.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.1.2.3.K 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 Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Express Yourself Writing	Verbs;  Action,  Present Tense,  Past Tense,  Future Tense  Combining Sentences with Verbs  Adjectives- Sensory Words  Writing a Letter	Approved textbook, <b>TREASURES Grade3</b>  Leveled readers  Practice Book  Grammar Book  Spelling Workbook  Connect Ed online	Teacher prepared tests, quizzes, etc.  Series available assessments online. (Optional)	Included in the Express Yourself Foundational Skills/Reading number of days

**Anchor Descriptor:**

E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.  
 E03.D.2.1 Use knowledge of language and its conventions.

**Eligible Content:**

E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  
 E03.C.1.1.3 Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect an opinion and reasons.  
 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.1.1.9 Produce simple, compound, and complex sentences.  
 E03.C.1.1.1 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.  
 E03.C.1.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.  
 E03.C.1.1.4 Provide a concluding statement or section.  
 E03.D.2.1.1 Choose words and phrases for effect.

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**PA Core Standards: ELA**

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

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 conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C.C.1.4.4.F Demonstrate a grade appropriate command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Our Teams Foundational Skills/ Reading</b></p>	<p>Diphthong ou, ow, Plural words, Variant vowels au, aw, alt, alk, all, ough, Homophones, Soft c and g</p> <p>Visualize Literary Text, Fable, Folktale, Text/Humor,</p> <p>Informational Text/Expository</p> <p>Literary Nonfiction/Biography</p> <p>Literary Nonfiction/Poetry</p> <p>Draw conclusion</p> <p>Theme Problem and Solution Sequence</p> <p>Word Origins: Multiple meaning words Thesaurus: Synonyms Suffixes –less, -ful, -ly Prefixes</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Beamed</li> <li>• Argued</li> <li>• Possession</li> <li>• Fabric</li> </ul>	<p>Approved textbook, TREASURES Grade3</p> <p>Leveled readers</p> <p>Practice Book</p> <p>Grammar Book</p> <p>Spelling Workbook</p> <p>Connect Ed online</p> <p>CD’s Listening Library</p> <p>Storyworks Jr.</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional) Connect Ed online Student/Weekly Assessment</p>	<p>36 days</p>

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	<ul style="list-style-type: none"> <li>• Purchased</li> <li>• Quarreling</li> <li>• Brilliance</li> <li>• Affection</li> <li>• Pleaded</li> <li>• Exhausted</li> <li>• Guarantee</li> <li>• Preparation</li> <li>• Utilize</li> <li>• Awareness</li> <li>• Pollution</li> <li>• Emphasize</li> <li>• Anxious</li> <li>• Cross</li> <li>• Manage</li> <li>• Alarmed</li> <li>• Pretend</li> <li>• Unfortunately</li> <li>• Decisions</li> <li>• Communicate</li> <li>• Essential</li> <li>• Responsible</li> <li>• Research</li> <li>• Specialist</li> </ul>			
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**Anchor Descriptor:**

- E03.B-K.1.1 Demonstrate understanding of key ideas and details in an informational text.
- E03.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.
- E03.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E03.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E03.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
- E03.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

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**Eligible Content:**

E03B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

E03.B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps and technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

E03B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

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).

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)

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

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.A-K.1.1.2 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.

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.

Demonstrate command of the conventions of standard English when speaking based on Grade 3 level and content.

E03.A-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,

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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.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).

**PA Core Standards: ELA**

CC.1.1.3.D

- 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 multi-syllable words.
- Read grade-appropriate irregularly spelled words.

CC.1.1.3.E

- 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.

CC.1.2.3.C 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.E Use text features and search tools to locate and interpret information.

CC.1.2.3.F 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.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.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.1.2.3.K 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 Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

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C.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.

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

CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and 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 Read and comprehend literary fiction on grade level, reading independently and proficiently.

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; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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.



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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Our Teams Writing</b>	<b>Verbs (be, do, have)</b>  <b>Linking Verbs</b>  <b>Contractions with not</b>  <b>Main and Helping Verbs</b>  <b>Fictional Narrative</b>	<b>Approved textbook, TREASURES Grade3</b>  <b>Leveled readers</b>  <b>Practice Book</b>  <b>Grammar Book</b>  <b>Spelling Workbook</b>  <b>Connect Ed online</b>	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Series available assessments online. (Optional)</b>	<b>Included in the Our Teams Foundational Skills/ Reading number of days</b>

**Anchor Descriptor:**

E03.C.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

E03.D.2.1 Use knowledge of language and its conventions

E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

**Eligible Content:**

E03.C.1.3.1 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.

E03.C.1.3.2 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.

E03.C.1.3.3 Use temporal words and phrases to signal event order.

E03.C.1.3.4 Provide a sense of closure.

E03.D.2.1.1 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.1.1.4 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).

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E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.

E03.D.1.1.9 Produce simple, compound, and complex sentences.

**PA Core Standards: ELA**

CC.1.4.3.M Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O 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 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 Choose words and phrases for effect

CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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.W 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 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.

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Those Amazing Animals Foundational Skills/Reading</b></p>	<p><b>Compound words, Inflectional Endings y to I</b></p> <p><b>Summarize,</b></p> <p><b>Analyze text structure,</b></p> <p><b>Monitor comprehension, Literary text, Fantasy</b></p> <p><b>Informational Texts/Expository</b></p> <p><b>Nonfiction Article</b></p> <p><b>Main Idea and Details</b></p> <p><b>Description</b></p> <p><b>Draw Conclusions</b></p> <p><b>Word Origins:</b>  <b>Homographs</b>  <b>Homophones</b>  <b>Prefixes (re-,un-,dis-,pre-)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Fierce</li> <li>• Echoes</li> <li>• Shuffles</li> <li>• Huddle</li> <li>• Junior</li> <li>• Down</li> </ul>	<p><b>Approved textbook, TREASURES Grade3</b></p> <p><b>Leveled readers</b></p> <p><b>Practice Book</b></p> <p><b>Grammar Book</b></p> <p><b>Spelling Workbook</b></p> <p><b>ConnectEd online</b></p> <p><b>CD's Listening Library</b></p> <p><b>Storyworks Jr.</b></p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Series available assessments online. (Optional)</b></p> <p><b>ConnectEd online Student/Weekly Assessment</b></p>	<p><b>36 days</b></p>

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	<ul style="list-style-type: none"> <li>• <b>Architects</b></li> <li>• <b>Structures</b></li> <li>• <b>Contain</b></li> <li>• <b>Retreats</b></li> <li>• <b>Shallow</b></li> <li>• <b>Shelter</b></li> <li>• <b>Conversation</b></li> <li>• <b>Interrupted</b></li> <li>• <b>Boasting</b></li> <li>• <b>Scrambled</b></li> <li>• <b>Seized</b></li> <li>• <b>rebuild</b></li> </ul>			
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**Anchor Descriptor:**

- E03.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E03.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
- E03.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.
- E03.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E03.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E03.A-C.2.1 Demonstrate understanding of craft and structure in literature.
- E03.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

**Eligible Content:**

- E03B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- E03B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- E03.B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps and technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- E.03.B-C.2.1.1 Explain the point of view from which a text is written.
- E03B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.
- 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,

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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).

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)

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

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.A-K.1.1.2 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.

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third person narrations.

Note; "Story" means narration of events told through the text types of story, drama, or poem.

E03.A-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. 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.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).

**PA Core Standards: ELA**

CC.1.1.3.D

- 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 multi-syllable words.

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- Read grade-appropriate irregularly spelled words.

CC.1.1.3.E

- 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.

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

CC.1.2.3.C 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 Explain the point of view of the author.

CC.1.2.3.E Use text features and search tools to locate and interpret information.

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

CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.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.1.2.3.K 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 Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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.

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.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

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C.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.

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.

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

CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and 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 Read and comprehend literary fiction on grade level, reading independently and proficiently.

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; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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.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.G Demonstrate command of the conventions of standard English when speaking based on Grade 3 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Those Amazing Animals Writing	<b>Pronouns; Subject and Object</b>  <b>Subject (Pronoun)Verb Agreement</b>  <b>Possessive Pronouns</b>  <b>Pronoun/Verb Contractions</b>  <b>Writing a Research paper</b>	<b>Approved textbook, TREASURES Grade3</b>  <b>Leveled readers</b>  <b>Practice book</b>  <b>Grammar book</b>  <b>Spelling Workbook</b>  <b>Connect Ed Online</b>	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Series available assessments online. (Optional)</b>	<b>Included in the Those Amazing Animals Foundational Skills/Reading number of days</b>

**Anchor Descriptor:**

E03.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

E03.D.2.1 Use knowledge of language and its conventions.

E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

**Eligible Content:**

E03.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer’s purpose.

E03.C.1.2.2 Develop the topic with facts, definitions, and/or details.

E03.C.1.2.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

E03.C.1.2.4 Provide a concluding statement or section.

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.

E03D.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)

E03D.1.1.6 Ensure subject-verb and pronoun antecedent agreement



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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 Use coordinating and subordinating conjunctions.

E03.D.1.1.9 Produce simple, compound, and complex sentences.

**PA Core Standards:**

CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B Identify and introduce the topic.

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate

CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.E Choose words and phrases for effect.

CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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<b>Appendix: A</b>			
<b>IEP Enhancements</b>			
<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>Let's Learn Foundational Skills/Reading</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Modified Notes</li> <li>• Visual Aids</li> <li>• Small Group Instruction</li> <li>• One-on-One instruction</li> <li>• Additional Workspace</li> <li>• Scratch Paper provided</li> <li>• Interactive Online Videos</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of Vocabulary provided</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Access to computer to type written responses</li> <li>• Writing Samples provided,</li> <li>• Graphic Organizer</li> <li>• Audio recordings of texts</li> </ul>	<ul style="list-style-type: none"> <li>• plot</li> <li>• setting</li> <li>• cause /effect</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Word Bank</li> <li>• Larger Print</li> </ul> <p><b>Suggested Time:</b> 36 days as specified in the curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Let's Learn Writing	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Modified Notes</li> <li>• Visual Aids</li> <li>• Small Group Instruction</li> <li>• One-on-One instruction</li> <li>• Additional Workspace</li> <li>• Scratch Paper provided</li> <li>• Interactive Online Videos</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of Vocabulary provided</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Access to computer to type written responses</li> <li>• Writing Samples provided,</li> <li>• Graphic Organizer</li> <li>• Audio recordings of texts</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Word Bank</li> <li>• Larger Print</li> </ul> <p><b>Suggested Time:</b> Included in the Let's Learn Foundational Skills/Reading number of days</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p><b>Neighborhoods and Communities Foundational Skills/Reading</b></p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Modified Notes</li> <li>• Visual Aids</li> <li>• Small Group Instruction</li> <li>• One-on-One instruction</li> <li>• Additional Workspace</li> <li>• Scratch Paper provided</li> <li>• Interactive Online Videos</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of Vocabulary provided</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Access to computer to type written responses</li> <li>• Writing Samples provided,</li> <li>• Graphic Organizer</li> <li>• Audio recording of texts</li> </ul>	<ul style="list-style-type: none"> <li>• sequence</li> <li>• main idea/details</li> <li>• author's purpose</li> <li>• theme</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Word Bank</li> <li>• Larger Print</li> </ul> <p><b>Suggested Time:</b> 36 days as specified in the curriculum with additional time as needed per individual student</p>

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<p><b>Neighborhoods and Communities Writing</b></p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Modified Notes</li> <li>• Visual Aids</li> <li>• Small Group Instruction</li> <li>• One-on-One instruction</li> <li>• Additional Workspace</li> <li>• Scratch Paper provided</li> <li>• Interactive Online Videos</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of Vocabulary provided</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Access to computer to type written responses</li> <li>• Writing Samples provided,</li> <li>• Graphic Organizer</li> <li>• Audio recordings of texts</li> </ul>	<ul style="list-style-type: none"> <li>• common and proper nouns</li> <li>• opinion</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Word Bank</li> <li>• Larger Print</li> </ul> <p><b>Suggested Time:</b> Included in the Neighborhoods and Communities Foundational Skills/Reading number of days</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Express Yourself Foundational Skills/Reading	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Modified Notes</li> <li>• Visual Aids</li> <li>• Small Group Instruction</li> <li>• One-on-one instruction</li> <li>• Additional Workspace</li> <li>• Scratch Paper provided</li> <li>• Interactive Online Videos</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of Vocabulary provided</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Access to computer to type written responses</li> <li>• Writing Samples provided,</li> <li>• Graphic Organizer</li> <li>• Audio recordings of texts</li> </ul>	<ul style="list-style-type: none"> <li>• author's purpose</li> <li>• sequence</li> <li>• cause/effect</li> <li>• inferences</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Word Bank</li> <li>• Larger Print</li> </ul> <p><b>Suggested Time:</b> 36 days as specified in the curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Express Yourself Writing	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Modified Notes</li> <li>• Visual Aids</li> <li>• Small Group Instruction</li> <li>• One-on-one instruction</li> <li>• Additional Workspace</li> <li>• Scratch Paper provided</li> <li>• Interactive Online Videos</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of Vocabulary provided</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Access to computer to type written responses</li> <li>• Writing Samples provided,</li> <li>• Graphic Organizer</li> <li>• Audio recordings of texts</li> </ul>	<ul style="list-style-type: none"> <li>• past</li> <li>• present</li> <li>• future</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Word Bank</li> <li>• Larger Print</li> </ul> <p><b>Suggested Time:</b> Included in the Express Yourself Foundational Skills/Reading number of days</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>Our Teams Foundational Skills/ Reading</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Modified Notes</li> <li>• Visual Aids</li> <li>• Small Group Instruction</li> <li>• One-on-one instruction</li> <li>• Additional Workspace</li> <li>• Scratch Paper provided</li> <li>• Interactive Online Videos</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of Vocabulary provided</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Access to computer to type written responses</li> <li>• Writing Samples provided,</li> <li>• Graphic Organizer</li> <li>• Audio recordings of texts</li> </ul>	<ul style="list-style-type: none"> <li>• fable</li> <li>• folktale</li> <li>• non fiction</li> <li>• biography</li> <li>• conclusions</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Word Bank</li> <li>• Larger Print</li> </ul> <p><b>Suggested Time:</b> 36 days as specified in the curriculum with additional time as needed per individual student</p>



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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p><b>Our Teams Writing</b></p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Modified Notes</li> <li>• Visual Aids</li> <li>• Small Group Instruction</li> <li>• One-on-one instruction</li> <li>• Additional Workspace</li> <li>• Scratch Paper provided</li> <li>• Interactive Online Videos</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of Vocabulary provided</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Access to computer to type written responses</li> <li>• Writing Samples provided,</li> <li>• Graphic Organizer</li> <li>• Audio recordings of texts</li> </ul>	<ul style="list-style-type: none"> <li>• contractions</li> <li>• main and helping verbs</li> <li>• fiction</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Word Bank</li> <li>• Larger Print</li> </ul> <p><b>Suggested Time:</b> Included in the Our Teams Foundational Skills/Reading number of days</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>Those Amazing Animals Foundational Skills/Reading</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Modified Notes</li> <li>• Visual Aids</li> <li>• Small Group Instruction</li> <li>• One-on-one instruction</li> <li>• Additional Workspace</li> <li>• Scratch Paper provided</li> <li>• Interactive Online Videos</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of Vocabulary provided</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Access to computer to type written responses</li> <li>• Writing Samples provided,</li> <li>• Graphic Organizer</li> <li>• Audio recordings of texts</li> </ul>	<ul style="list-style-type: none"> <li>• main idea//detail</li> <li>• homographs</li> <li>• homophones</li> <li>• prefixes</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended Time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Word Bank</li> <li>• Larger Print</li> </ul> <p><b>Suggested Time:</b> 36 days as specified in the curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>Those Amazing Animals Writing</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Modified Notes</li> <li>• Visual Aids</li> <li>• Small Group Instruction</li> <li>• One-on-one instruction</li> <li>• Additional Workspace</li> <li>• Scratch Paper provided</li> <li>• Interactive Online Videos</li> <li>• <a href="https://connected.mcgraw-hill.com/connected/">https://connected.mcgraw-hill.com/connected/</a></li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of Vocabulary provided</li> <li>• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Access to computer to type written responses</li> <li>• Writing Samples provided,</li> <li>• Graphic Organizer</li> <li>• Audio recordings of texts</li> </ul>	<ul style="list-style-type: none"> <li>• pronoun</li> <li>• subject</li> <li>• contractions</li> </ul>	<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Word Bank</li> <li>• Larger Print</li> </ul> <p>Suggested Time: Included in the Those Amazing Animals Foundational Skills/Reading number of days</p>