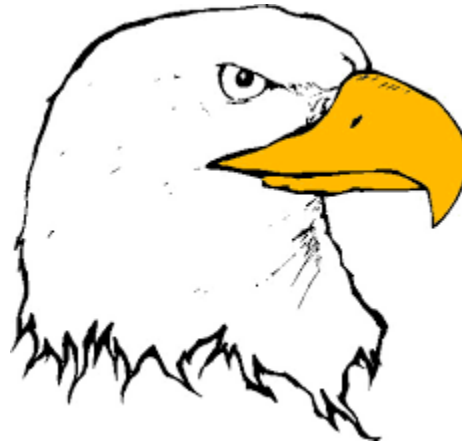


Learning to Soar

Mountain View School District

Humanities Curriculum

Aligned to PA Core Standards, PA Academic Standards, PA English
Language Proficiency Standards



Length of Courses: Full Year

Length of Period: 80-120 minutes

Duration: Daily

Adopted by the Mountain View Board of Directors on: August 22, 2016

Third Grade

Learning to Soar
The Humanities Curriculum Committee

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Learning to Soar

What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable **standards of what the student should know and be able to do**.

A Curriculum Framework is part of **standards aligned system**. The framework is the first step, defining clear, high standards which will be **achieved by all students**. The curriculum is based upon the standards, and students are assessed against the standards. When the standards are reached, there will be no **achievement gap** where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings/Big Ideas**, which will lead to **life-long learning**; **Essential Questions** that guide student learning; **Grade Level Skills/Competencies** that students are to master in order to meet the overarching **Standards**; potential **Resources and Materials** for teachers and students to utilize to **introduce, develop, master, and practice the skills**; **Academic Vocabulary/Concepts** necessary for the students to understand the content; and **Common Assessments with Criteria**, or opportunities, for students to demonstrate their level of achieving the standards. The framework allows for differentiation and alternative assessments for students with special needs.

From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include **differentiation through multiple resources, learning opportunities, and assessments**. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is **a living document** that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of each student of the Mountain View School District.

A Curriculum Framework is **not a textbook**. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. A Curriculum Framework is **not a unit plan or collection of daily lesson plans** with specific teaching strategies.

Aligning with PA Core Standards, an English/Language Arts curriculum focuses on the four domains of literacy: Speaking, Listening, Reading and Writing. It is the intent that the four domains are taught through **an integrated approach**, including vocabulary, spelling, syntax, grammar, and conventions. Students demonstrate their understanding of the content and mastery of the literacy skills through speaking and/or writing assessments about what they have heard and/or read. Research supports this approach of integrating all four domains of literacy in a thematic approach as opposed to teaching each in isolation. Even in the case when language arts may be taught by a teacher different from the teacher who teaches reading, integration is vital for students' language development.

Learning to Soar

An Integrated Curriculum for ELA and Social Studies

The Humanities Curriculum Committee (2016) has combined literacy and social studies, with socialization skills. Through a thematic approach, students will learn important social skills to be a good citizen while learning the Pennsylvania standards for literacy. Each year, students will focus on one overarching social goal which will build upon the previous year's goal. Kindergarten will develop KIND KIDS; First Grade, COOPERATIVE WORKERS; Second Grade, PERSISTENT LEARNERS; Third Grade, RESPONSIBLE SCHOLARS; Fourth Grade, CONFIDENT THINKERS; Fifth Grade, PROBLEM SOLVERS; Sixth Grade, OPEN-MINDED INDIVIDUALS. These skills and overarching goals will develop accepting and understanding global thinkers for the 21st Century.

Third Grade: Goal: Responsible Scholars

(Descriptor) Transitioning from primary to intermediate grades, third grade students need to become more responsible for their own learning. They need to learn organizational skills so that they may be successful in school. Along with being a risk taker to try new ways of thinking about a subject, students also need to know how to use their resources to their fullest potential. And with these skills, these young scholars can think a situation through to its completion.

Theme One: *Keep it Together—Organizing Myself*

Theme Two: *Take a Chance—Trying New Ways to Think*

Theme Three: *Use Your Resources—Making the Most of What I Have*

Theme Four: *Think It Out—Using all Possibilities*

Learning to Soar

PA ELA Core Standards for Third Grade

(www.pdesad.org)

Foundational Skills

CC.1.1.3.D.-E. Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Reading

CC.1.2.3.A.-L. Students read, understand, and respond to informational text—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

CC.1.3.3.A.-K. Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Writing

CC.1.4.3.A.-X. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Speaking and Listening

CC.1.5.3.A.-G. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PA Academic Standards for Social Studies

Civics and Government

- 5.1.3.A.-F. Principles and Documents of Government
- 5.2.3.A.-D. Rights and Responsibilities of Citizenship
- 5.3.3.A.-I. How Government Works
- 5.4.3.A.-B. How International Relationships Function

Geography

- 7.1.3.A.-B. Basic Geographic Literacy
- 7.2.3.A.-B. Physical Characteristics of Places and Regions
- 7.3.3.A. Human Characteristics of Places and Regions
- 7.4.3.A.-B. Interactions between People and the Environment

Economics

- 6.1.3.A.-D. Scarcity and Choice
- 6.2.3.A.-G. Markets and Economic Systems
- 6.3.3.A.-D. Functions of Government
- 6.4.3.A.-D. Economic Interdependence
- 6.5.3.A.-H. Income, Profit, and Wealth

History

- 8.1.3.A.-C. Historical Analysis and Skills Development
- 8.2.3.A.-D. Pennsylvania History
- 8.3.3.A.-D. United States History
- 8.3.3.A.-D. World History

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PA English Language Proficiency Standards: Classroom/Formative Framework

Standard 1: English language learners communicate in English for **Social** and **Instructional** purposes within the school setting

Grade Level: Third Grade

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6 - Reaching
Listening	Position manipulatives or realia according to one-step oral commands to show spatial relations (such as: "Put the books on the table").	Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: "Put the cubes in a row across the paper").	Follow oral directions verifying requests with cues from teachers or peers (such as: "Fold the paper in half and place it on your table the long way").	Follow simple oral directions with visual or nonverbal support (such as: "Write your name on the top left-hand side of the paper").	Follow sequence from multiple oral directions (such as: "Write your name on the top left-hand side of the paper, then put the date on the top right-hand side").		
Reading	Respond to icons, pictures, and/or words on board games or in activities.	Respond to words and/or phrases on board games or in activities.	Follow written directions supported visually.	Follow written directions, with peer or teacher assistance.	Follow high frequency written directions.		
Speaking	Give and ask for permission or make requests using gestures as needed.	Share feelings and emotions, likes or dislikes using visual supports.	Discuss interests, opinions, or preferences working with a partner.	Persuade peers to join in activities or games by working within a small group.	Negotiate solutions to problems, interpersonal misunderstandings and/or disputes working with a partner.		
Writing	Illustrate personal experiences working with a partner.	Label illustrations of personal experiences with phrases and short sentences working with a partner.	Participate in a shared writing activity about a common experience (such as: a field trip or guest speaker).	Write an email message using a picture dictionary.	Write in a dialogue journal about personal experiences.		

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Standard 2: English language learners communicate in English for **Language Arts** purposes within the school setting.

Grade Level: Third Grade

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6 - Reaching
Listening	Point to illustrations during teacher's reading of picture books.	Sort pictures of short segments of a read aloud using a graphic organizer.	Sequence pictures from a read-aloud using a graphic organizer.	Respond to a read-aloud by role-playing working with a partner.	Draw conclusions from a read-aloud using a graphic organizer.	1.6.3B	
Reading	Retell stories using a series of pictures.	Match sentence strips to illustrations in a story.	Sequence a series of illustrated sentence strips to tell a story.	Identify phrases or sentences in a story that support the main idea working with a partner.	Participate in a reading/literature circle to draw conclusions about grade level text.	R3.A1.3	
Speaking	Answer WH-questions based on illustrations in response to stories, chants or poems.	Describe a character from an illustrated story to a partner.	Retell a story using picture prompts with a partner.	Discuss reasons for a character's actions working with a partner.	Justify reasons for a character's actions with visual supports.	1.6D 1.6E	
Writing	Label family members in a drawing or picture using a word wall.	Write short sentences about a family picture or drawing using a word wall.	Write a journal entry about a family event using a picture dictionary or word wall.	Write a paragraph describing a family trip using a guided model.	Write a letter to a friend describing a family vacation using a guided model.	1.4.3A	

Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Third Grade

“Responsible Scholars”—Taking Ownership of My Learning

(Social Studies Focus—Communities)

MARKING PERIOD 1

Overarching Concept: Organization

Theme: Keep it Together—Organizing Myself

Big Idea/Enduring Understanding: Organization is vital for success. To be responsible, one needs to find information, books, and belongs in a timely manner. Organizing one’s space and mind helps to keep all in order so that he/she may quickly locate needed materials. Likewise, it helps to keep oneself together so that he/she shows respectful behavior when working with others. This unit will focus on ways to help students stay focused and organized in their thoughts and belongs.

Essential Questions:

- Why do I need to be organized?
- How do I organize myself?
- How can I keep it together when I am frustrated?
- How does being organized help me to learn?
- Who can help me keep it together?
- What does it mean to “keep it together”?

Cumulating Assessment: Students will write a narrative piece of writing (personal narrative, short story, or friendly letter), answering at least one of the Essential Questions and referring to at least one text studied.

Common Assessment Tool: PSSA Narrative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Narrative%20Scoring%20Guidelines%203-5.pdf>

Other Assessments: McGraw-Hill Wonders Unit 1 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=non-negotiable

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Suggested Community Outreach: Local government representative

Resources: for ELA and Social Studies

Tier I: McGraw-Hill's Wonders Unit 1, On-Grade Level Leveled Readers, Accelerated Reader, teacher selected materials.

Tier II: Approaching and Beyond Leveled Readers, ESL Leveled Readers, REACH (ESL), Moby Max, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: character actions, character thoughts, complete sentence, dialogue, flexibility, multi-syllable, paragraph structure, pronoun case, simple subject, simple verb, subject/verb agreement.

Social Studies: community activities, disagreement, elections, individual interests, influence, just, laws, local community, nation, opportunities, participate, personal rights, resolve, sources of conflict, unjust.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alongs, Read alouds.	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

Learning to Soar

Standards: ELA

Students will...

Master	Develop	Introduce
<p>Foundation Skills Phonics and Word Recognition</p> <ul style="list-style-type: none"> Decode multi-syllable words. Read grade-appropriate irregularly spelled words. <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> Ask and answer questions about text. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including spatial and temporal relationships. Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Reading Literature Key Ideas and Details</p> <ul style="list-style-type: none"> Ask and answer questions about text. Describe characters and explain how their actions contribute to the plot. 	<p><i>To Be Mastered in 3rd Grade MP 2</i></p> <p>Foundation Skills Phonics and Word Recognition</p> <ul style="list-style-type: none"> Decode words with common Latin suffixes. <p>Fluency</p> <ul style="list-style-type: none"> 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 recognition and understanding, rereading as necessary. <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> Identify main idea and key details, showing how they support the main idea. <p>Craft and Structure</p> <ul style="list-style-type: none"> Explain an author’s point of view. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Use text features to demonstrate understanding of text. 	<p><i>To be Mastered in 3rd Grade MP 4</i></p> <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> Explain how a series of events, concepts, or steps in a process is connected, using language for time, sequence, and cause/effect. <p>Craft and Structure</p> <ul style="list-style-type: none"> Distinguish between literal and non-literal meaning as well as shades of meaning among related words. <p>Grammar</p> <ul style="list-style-type: none"> Correctly use verb forms for present, past, future, and present perfect tenses for regular and irregular verbs. <p>Response to Literature</p> <ul style="list-style-type: none"> Draw evidence from literary or information texts to support analysis, reflection, and research. Apply grade level reading standards for literature and informational texts. <p>Technology and Publication</p>

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- Vocabulary Acquisition and Use**
- Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including spatial and temporal relationships.
 - Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

Writing

	Narrative
<i>Focus</i>	Establish a situation and introduce a narrator and/or character.
<i>Content</i>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<i>Organization</i>	Organize an event sequence that unfolds naturally, using temporal words and phrases and provide a sense of closure.
<i>Style</i>	Choose words and phrases for effect.

- Compare and contrast key and supporting details in two texts on same topic.
- Reading Literature**
- Key Ideas and Details**
- Explain how central message, lesson, or moral is conveyed in text.
- Craft and Structure**
- Explain an author’s point of view.
- Integration of Knowledge and Ideas**
- Explain how illustrations convey meaning, create mood, and emphasize character and setting.

Writing

	Informative
<i>Focus</i>	Identify and introduce the topic.
<i>Content</i>	Develop the topic with facts, definitions, details and illustrations.
<i>Organization</i>	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
<i>Style</i>	Choose words and phrases for effect.

- With guidance, use technology to produce and publish (keyboarding) as well as to interact and collaborate with others.
- Conducting Research**
- Conduct short research projects that build upon knowledge about a topic.
- Speaking and Listening**
- Comprehension and Collaboration**
- Critical Listening**
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats.
- Evaluating Information**
- Ask and answer questions about information from a speaker, offering appropriate detail.
- Presentation of Knowledge and Ideas**
- Purpose, Audience, and Task**
- 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.

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<p><i>Conventions</i></p> <ul style="list-style-type: none"> Use complete sentences. Use appropriate paragraph structure. Use correct subject-verb agreement. Use correct pronoun case. Use commas in letter writing. Use correct grade-level spelling. Use correct word in troublesome pairs. 	<p><i>Conventions</i></p> <ul style="list-style-type: none"> Use complete sentences. Use appropriate paragraph structure. Use correct subject-verb agreement. Use correct pronoun case. Use commas in letter writing. Use correct grade-level spelling. Use correct word in troublesome pairs. 	<p>Context</p> <ul style="list-style-type: none"> Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification. <p>Integration of Knowledge and Ideas</p> <p>Multimedia</p> <ul style="list-style-type: none"> Create engaging audio recordings of stories and poems that demonstrate fluid reading at an understanding pace. Add visual displays when appropriate to emphasize certain facts or details. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of Standard English when speaking based on Grade 3 level and content.
<p>Grammar</p> <ul style="list-style-type: none"> Use declarative, interrogative, exclamatory and imperative sentences. Identify the simple subject and simple verb of a sentence. Correctly identify and use pronoun case. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> With guidance and support, focus on a topic. 	<p>Grammar</p> <ul style="list-style-type: none"> Identify the compound subjects and compound predicates in sentences. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> With guidance and support, strengthen writing through revising and editing. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Express one’s own ideas clearly. Engage effectively in a range of collaborative discussions on grade level topics. 	

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	<p><i>To be Mastered in 3rd Grade MP 3</i></p> <p>Foundation Skills</p> <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> Identify and know the meaning of most common prefixes and derivational suffixes. <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Make inferences and refer to text to support responses. <p>Craft and Structure</p> <ul style="list-style-type: none"> Use text features and search tools to locate and interpret information. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Describe how an author connects sentences and paragraphs. <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Make inferences and refer to text to support responses. <p>Craft and Structure</p> <ul style="list-style-type: none"> Refer to text by using terms such as chapter, scene, stanza. Show how one part builds upon an earlier part of the text. <p>Writing</p> <table border="1" data-bbox="779 1276 1320 1352"> <tr> <td data-bbox="779 1276 966 1352"></td> <td data-bbox="966 1276 1320 1352">Argumentative</td> </tr> </table>		Argumentative	
	Argumentative			

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	<p><i>Focus</i></p>	<p>Introduce the topic and state an opinion.</p>	
	<p><i>Content</i></p>	<p>Support opinion with reasons.</p>	
	<p><i>Organization</i></p>	<p>Create an organizational structure that includes reasons linked in a logical order and includes a concluding statement or section.</p>	
	<p><i>Style</i></p>	<p>Use a variety of words and sentence types to appeal to the audience.</p>	
	<p><i>Conventions</i></p>	<p>Use complete sentences. Use appropriate paragraph structure. Use correct subject-verb agreement. Use correct pronoun case. Use commas in letter writing. Use correct grade-level spelling. Use correct word in troublesome pairs.</p>	
	<p>Grammar</p> <ul style="list-style-type: none"> • Define, classify, identify, and use nouns (concrete or abstract) and verbs (action, linking or being). • Use commas with modifiers. 		

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	<p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> Recall information from experience or gather information from print or digital resources. Take brief notes on sources. Sort evidence into provided categories. <p>Speaking and Listening Comprehension and Collaboration Collaborative Discussion</p> <ul style="list-style-type: none"> Build upon others' ideas. 	
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Social Studies—Local Government

Essential Questions:

- How do local government leaders help to shape and/or design communities?
- How can maps and graphs help us with organization?
- How does a community organize itself through government and mapping?
- What community services are available in our local community?

Suggested Activities/Assessments:

- Student will create original graphic organizers for sensory details for a place in a community.
- Students will create and write directions for someone to follow to get from point A to point B in a community.
- Students will create a map for an original community of their own.

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Standards: Social Studies

Students will...

Master	Develop	Introduce
<p>Civics and Government Principles and Documents of Government</p> <ul style="list-style-type: none"> • Explain the purposes of rules, laws, and consequences. • Explain rules and laws for the classroom. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Identify personal rights and responsibilities. • Identify the sources of conflict and disagreement and different ways conflict can be resolved. • Identify leadership and public service opportunities in the school, community, state, and nation. • Describe how citizens participate in school and community activities. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify how laws are made in the local community. 	<p><i>To be Mastered in 3th Grade MP 2</i></p> <p>Economics Scarcity and Choice</p> <ul style="list-style-type: none"> • Define scarcity and identify examples of resources, wants, and needs. • Identify needs and wants of people. • Identify examples of natural, human, and capital resources. • Explain what is given up when making a choice. • Identify reasons why people make a choice. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Identify goods, services, consumers, and producers in the local community. • Identify competing sellers in the local market. • Identify types of advertising designed to influence personal choice. • Define price and how prices vary for products. 	<p><i>To be Mastered in 3th Grade MP 4</i></p> <p>Civics and Government Principles and Documents of Government</p> <ul style="list-style-type: none"> • Define the principles and ideals shaping local government: liberty/freedom, democracy, justice, equality. • Identify state symbols, national symbols, and national holidays. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify the roles of the three branches of government. <p>History Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Identify the difference between past, present, and future using timelines and or other graphic representations. • Identify fact, opinion, and multiple points of view and primary sources as related to historical events.

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<ul style="list-style-type: none"> • Identify services performed by the local governments. • Identify positions of authority at school and community. • Explain the purpose for elections. • Explain how an action may be just or unjust. • Identify individual interests and explain ways to influence others. 	<ul style="list-style-type: none"> • Describe the effect of local businesses opening and closing. • Identify private economic institutions. • Identify characteristics of the local economy. <p>Functions of Government</p> <ul style="list-style-type: none"> • Identify goods and services provided by the government. • Identify examples of government involvement in local economic activities. • Define tax and explain the relationship between taxation and government services. <p>Economic Independence</p> <ul style="list-style-type: none"> • Identify local examples of specialization and division of labor. • Identify examples of trade, imports, and exports in the local community. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Explain why people work. • Identify different occupations. • Identify tangible and intangible assets. • Define saving and explain why people save. • Identify the role of banks in our local community. 	<ul style="list-style-type: none"> • Conduct teacher guided inquiry on assigned topics using specific historical sources.
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Learning to Soar

To be Mastered in 3th Grade MP 3

Civics and Government

Principles and Documents of Government

- Explain rules and laws for the community.

Geography

- Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.
- Identify and locate places and regions as defined by physical and human features.
- Identify the physical characteristics of places and regions.
- Identify the basic physical processes that affect the physical characteristics of places and regions.
- Identify the human characteristics of places and regions using the following criteria: Population, culture, settlement, economic activities, and political activities.
- Identify the effect of the physical systems on people within a community.

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	<ul style="list-style-type: none">• Identify the effect of people on the physical system within a community.	
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Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Third Grade

“Responsible Scholars”—Taking Ownership of My Learning

(Social Studies Focus—Communities)

MARKING PERIOD 2

Overarching Concept: Success

Theme: *Take a Chance—Trying New Ways to Think*

Big Idea/Enduring Understanding: Being a responsible thinker means that one is a risk taker. One is willing to try a new approach to problem, rather than relying on the way he/she has always done it. New worlds may open for the student if he/she takes an opportunity to learn some new a new way. “Thinking outside of the box” enhances creativity and leads to more responsible thinkers.

Essential Questions:

- Why is important to try new things?
- What does it mean to try?
- What can I do when I feel like giving up?
- How can I keep trying?
- Will I always succeed if I do try? Will I like everything I try?
- Does everyone succeed on his/her first attempt?
- Does everyone’s success look the same?
- How is success measured?
- If I try and it does not work, should I try again?

Cumulating Assessment: Students will write either a cause/effect or comparison/contrast piece of writing that answers at least one of the Essential Questions and references at least one text studied.

Common Assessment Tool: PSSA Informative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Informational%20Scoring%20Guidelines%203-5.pdf>

Learning to Soar

Other Assessments: McGraw-Hill Wonders Units 2 and 3 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=non-negotiable

Suggested Community Outreach: Local bank

Resources: for ELA and Social Studies

Tier I: McGraw-Hill's Wonders Units 2 and 3, On-Grade Level Leveled Readers, Accelerated Reader, teacher selected materials.

Tier II: *Approaching* and *Beyond* Leveled Readers, ESL Leveled Readers, *REACH* (ESL), Moby Max, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: connected logically, conveyed, demonstrate, emphasize, illustrations, key details, Latin, mood, point of view, organizational structure, support,

Social Studies: capital resources, characteristics, exports, define, division of labor, government services, human resources, imports, intangible assets, local economy, local market, natural resources, occupation, tangible assets, taxation, trade, wants of people, work.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alongs, Read alouds.	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

Learning to Soar

Standards: ELA

Students will...

Master	Develop	Introduce		
<p>Foundation Skills Phonics and Word Recognition</p> <ul style="list-style-type: none"> Decode words with common Latin suffixes. <p>Fluency</p> <ul style="list-style-type: none"> 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 recognition and understanding, rereading as necessary. <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> Identify main idea and key details, showing how they support the main idea. <p>Craft and Structure</p> <ul style="list-style-type: none"> Explain an author’s point of view. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Use text features to demonstrate understanding of text. 	<p><i>To be Mastered in 3rd Grade MP 3</i></p> <p>Foundation Skills Phonics and Word Recognition</p> <ul style="list-style-type: none"> Identify and know the meaning of most common prefixes and derivational suffixes. <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> Make inferences and refer to text to support responses. <p>Craft and Structure</p> <ul style="list-style-type: none"> Use text features and search tools to locate and interpret information. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Describe how an author connects sentences and paragraphs. <p>Reading Literature Key Ideas and Details</p> <ul style="list-style-type: none"> Make inferences and refer to text to support responses. <p>Craft and Structure</p> <ul style="list-style-type: none"> Refer to text by using terms such as chapter, scene, stanza. Show how one part builds upon an earlier part of the text. 	<p><i>To be Mastered in 4th Grade MP 1</i></p> <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> Identify main idea and key details, showing how they support the main idea. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including precise actions, emotions, or states of being. <p>Reading Literature Key Ideas and Details</p> <ul style="list-style-type: none"> Identify the theme from key details. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including precise actions, emotions, or states of being. <p>Writing</p> <table border="1" data-bbox="1350 1271 1892 1352"> <tr> <td data-bbox="1350 1271 1539 1352"></td> <td data-bbox="1539 1271 1892 1352">Narrative</td> </tr> </table>		Narrative
	Narrative			

Learning to Soar

<ul style="list-style-type: none"> Compare and contrast key and supporting details in two texts on same topic. <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Explain how central message, lesson, or moral is conveyed in text. <p>Craft and Structure</p> <ul style="list-style-type: none"> Explain an author’s point of view. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Explain how illustrations convey meaning, create mood, and emphasize character and setting. <p>Writing</p> <table border="1" data-bbox="205 769 747 1386"> <tr> <td></td> <td>Informative</td> </tr> <tr> <td><i>Focus</i></td> <td>Identify and introduce the topic.</td> </tr> <tr> <td><i>Content</i></td> <td>Develop the topic with facts, definitions, details and illustrations.</td> </tr> <tr> <td><i>Organization</i></td> <td>Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</td> </tr> <tr> <td><i>Style</i></td> <td>Choose words and phrases for effect.</td> </tr> </table>		Informative	<i>Focus</i>	Identify and introduce the topic.	<i>Content</i>	Develop the topic with facts, definitions, details and illustrations.	<i>Organization</i>	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.	<i>Style</i>	Choose words and phrases for effect.	<p>Writing</p> <table border="1" data-bbox="772 241 1320 1292"> <tr> <td></td> <td>Argumentative</td> </tr> <tr> <td><i>Focus</i></td> <td>Introduce the topic and state an opinion.</td> </tr> <tr> <td><i>Content</i></td> <td>Support opinion with reasons.</td> </tr> <tr> <td><i>Organization</i></td> <td>Create an organizational structure that includes reasons linked in a logical order and includes a concluding statement or section.</td> </tr> <tr> <td><i>Style</i></td> <td>Use a variety of words and sentence types to appeal to the audience.</td> </tr> <tr> <td><i>Conventions</i></td> <td>Use complete sentences. Use appropriate paragraph structure. Use correct subject-verb agreement. Use correct pronoun case. Use commas in letter writing. Use correct grade-level spelling. Use correct word in troublesome pairs.</td> </tr> </table> <p>Grammar</p>		Argumentative	<i>Focus</i>	Introduce the topic and state an opinion.	<i>Content</i>	Support opinion with reasons.	<i>Organization</i>	Create an organizational structure that includes reasons linked in a logical order and includes a concluding statement or section.	<i>Style</i>	Use a variety of words and sentence types to appeal to the audience.	<i>Conventions</i>	Use complete sentences. Use appropriate paragraph structure. Use correct subject-verb agreement. Use correct pronoun case. Use commas in letter writing. Use correct grade-level spelling. Use correct word in troublesome pairs.	<table border="1" data-bbox="1339 196 1898 1386"> <tr> <td><i>Focus</i></td> <td>Establish a situation and introduce a narrator and/or character.</td> </tr> <tr> <td><i>Content</i></td> <td>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.</td> </tr> <tr> <td><i>Organization</i></td> <td>Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.</td> </tr> <tr> <td><i>Style</i></td> <td>Choose words and phrases to convey ideas precisely.</td> </tr> <tr> <td><i>Conventions</i></td> <td>Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and adverbs, including for comparison.</td> </tr> </table>	<i>Focus</i>	Establish a situation and introduce a narrator and/or character.	<i>Content</i>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.	<i>Organization</i>	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.	<i>Style</i>	Choose words and phrases to convey ideas precisely.	<i>Conventions</i>	Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and adverbs, including for comparison.
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<p><i>Conventions</i></p>	<p>Use complete sentences. Use appropriate paragraph structure. Use correct subject-verb agreement. Use correct pronoun case. Use commas in letter writing. Use correct grade-level spelling. Use correct word in troublesome pairs.</p>	<ul style="list-style-type: none"> Define, classify, identify, and use nouns (concrete or abstract) and verbs (action, linking or being). Use commas with modifiers. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> Recall information from experience or gather information from print or digital resources. Take brief notes on sources. Sort evidence into provided categories. <p><i>To be Mastered in 3rd Grade MP 4</i></p> <p>Reading Informational Text</p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Explain how a series of events, concepts, or steps in a process is connected, using language for time, sequence, and cause/effect. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Distinguish between literal and non-literal meaning as well as shades of meaning among related words. <p>Grammar</p> <ul style="list-style-type: none"> Correctly use verb forms for present, past, future, and present perfect tenses for regular and irregular verbs. 	<p>Use correct relative pronouns. Use commas in adjectives and appositives. Use correct grade-level spelling. Use correct word in troublesome pairs.</p> <p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/verb/adverb Use relative pronouns correctly Correctly use verb forms for present, past, future, and present perfect tenses for irregular verbs Use commas correctly in letter writing <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> With guidance and support, recall relevant information from experience or gather relevant information from print or digital sources. <p>Speaking and Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>Context</p> <ul style="list-style-type: none"> Differentiate between contexts that require formal English verses informal situations.
<p>Grammar</p> <ul style="list-style-type: none"> Identify the compound subjects and compound predicates in sentences. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> With guidance and support, strengthen writing through revising and editing. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Express one’s own ideas clearly. Engage effectively in a range of collaborative discussions on grade level topics. 			

Learning to Soar

	<p>Response to Literature</p> <ul style="list-style-type: none"> • Draw evidence from literary or information texts to support analysis, reflection, and research. • Apply grade level reading standards for literature and informational texts. <p>Technology and Publication</p> <ul style="list-style-type: none"> • With guidance, use technology to produce and publish (keyboarding) as well as to interact and collaborate with others. <p>Conducting Research</p> <ul style="list-style-type: none"> • Conduct short research projects that build upon knowledge about a topic. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Critical Listening</p> <ul style="list-style-type: none"> • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats. <p>Evaluating Information</p> <ul style="list-style-type: none"> • Ask and answer questions about information from a speaker, offering appropriate detail. <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Report on a topic or text, tell a story, or recount an experience 	
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Learning to Soar

	<p>with appropriate facts and relevant descriptive details.</p> <ul style="list-style-type: none"> • Speak clearly with adequate volume, appropriate pacing, and clear pronunciation. <p>Context</p> <ul style="list-style-type: none"> • Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification. <p>Integration of Knowledge and Ideas</p> <p>Multimedia</p> <ul style="list-style-type: none"> • Create engaging audio recordings of stories and poems that demonstrate fluid reading at an understanding pace. • Add visual displays when appropriate to emphasize certain facts or details. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English when speaking based on Grade 3 level and content. 	
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Learning to Soar

Social Studies—Finances in the Community

Essential Questions:

- How do local business help to shape and/or design a community’s success?
- What agencies help in making a community successful?
- How can individuals help with the development of a community’s success?

Suggested Activities/Assessments:

- Student will create original graphic organizers for comparison and contrast for occupations.
- Students will host a parent career fair.
- Students will role play different occupations based on research they have conducted.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Economics</i> Scarcity and Choice</p> <ul style="list-style-type: none"> • Define scarcity and identify examples of resources, wants, and needs. • Identify needs and wants of people. • Identify examples of natural, human, and capital resources. • Explain what is given up when making a choice. • Identify reasons why people make a choice. <p>Markets and Economic Systems</p>	<p><i>To be Mastered in 3th Grade MP 3</i></p> <p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> • Explain rules and laws for the community. <p><i>Geography</i></p> <ul style="list-style-type: none"> • Identify how basic geographic tools are used to organize and interpret information about people, places, and environment. • Identify and locate places and regions as defined by physical and human features. 	<p><i>To be Mastered in 4th Grade MP 1</i></p> <p><i>Economics</i> Scarcity and Choice</p> <ul style="list-style-type: none"> • Identify scarcity of resources in a local community. • Recognize the difference between basic needs and wants. • Explain the role of producers in making goods and providing services. • Illustrate what individuals or organizations give up when making a choice.

Learning to Soar

<ul style="list-style-type: none"> • Identify goods, services, consumers, and producers in the local community. • Identify competing sellers in the local market. • Identify types of advertising designed to influence personal choice. • Define price and how prices vary for products. • Describe the effect of local businesses opening and closing. • Identify private economic institutions. • Identify characteristics of the local economy. <p>Functions of Government</p> <ul style="list-style-type: none"> • Identify goods and services provided by the government. • Identify examples of government involvement in local economic activities. • Define tax and explain the relationship between taxation and government services. <p>Economic Independence</p> <ul style="list-style-type: none"> • Identify local examples of specialization and division of labor. 	<ul style="list-style-type: none"> • Identify the physical characteristics of places and regions. • Identify the basic physical processes that affect the physical characteristics of places and regions. • Identify the human characteristics of places and regions using the following criteria: Population, culture, settlement, economic activities, and political activities. • Identify the effect of the physical systems on people within a community. • Identify the effect of people on the physical system within a community. <p><i>To be Mastered in 3th Grade MP 4</i></p> <p>Civics and Government Principles and Documents of Government</p> <ul style="list-style-type: none"> • Define the principles and ideals shaping local government: liberty/freedom, democracy, justice, equality. • Identify state symbols, national symbols, and national holidays. <p>How Government Works</p>	<ul style="list-style-type: none"> • Explain what influences the choices people make. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Explain how product moves from production to consumption. • Determine how sellers compete with one another. • Differentiate between monetary and non-monetary incentives in advertising. • Explain the role of buyers and sellers in determining prices of products. • Explain why local businesses open and close. • Describe the role of a private economic institution in the local community. • Explain the three basic questions all economic systems must answer—What to produce, How, For Whom? <p>Economic Independence</p> <ul style="list-style-type: none"> • List and explain factors that promote specialization and division of labor. • Explain why nations trade.
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Learning to Soar

<ul style="list-style-type: none"> • Identify examples of trade, imports, and exports in the local community. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Explain why people work. • Identify different occupations. • Identify tangible and intangible assets. • Define saving and explain why people save. • Identify the role of banks in our local community. 	<ul style="list-style-type: none"> • Identify the roles of the three branches of government. <p>History</p> <p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Identify the difference between past, present, and future using timelines and or other graphic representations. • Identify fact, opinion, and multiple points of view and primary sources as related to historical events. • Conduct teacher guided inquiry on assigned topics using specific historical sources. 	
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Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Third Grade

“Responsible Scholars”—Taking Ownership of My Learning
(Social Studies Focus—Communities)

MARKING PERIOD 3

Overarching Concept: Resources

Theme: Use Your Resources—Making the Most of What I Have

Big Idea/Enduring Understanding: Being responsible is knowing what resources one has to help one learn. Whether it is a book, the Internet, or another person, all may help one solve a problem, answer a question, or master a new skill. Being responsible does not mean that one has to think for him/herself without aid of resources. Using the appropriate resources is a sign of maturity of being a responsible scholar.

Essential Questions:

- What resources can I use?
- Why are resources important?
- How will using resources help me?
- What do I do if I run out of resources?
- Does being a responsible learner mean I am alone?
- Are there resources that are better than others?
- How can people be resources?

Cumulating Assessment: Students will write an opinion piece of writing that answers at least one of the Essential Questions and references at least one of the texts studied.

Common Assessment Tool: PSSA Argumentative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Opinion%20Scoring%20Guidelines%203-5.pdf>

Other Assessments: McGraw-Hill Wonders Units 4 and 5 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. * = non-negotiable

Learning to Soar

Suggested Community Outreach: Local utility companies and grocery store

Resources: for ELA and Social Studies

Resources: for ELA and Social Studies

Tier I: McGraw-Hill's Wonders Unit 1, On-Grade Level Leveled Readers, Accelerated Reader, teacher selected materials.

Tier II: Approaching and Beyond Leveled Readers, ESL Leveled Readers, REACH (ESL), Moby Max, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: abstract noun, action verb, being verb, chapter, compound predicate, compound subject, concrete noun, connecting sentences and paragraphs, derivational, digital sources, inferences, interrupt, linking verb, logical order, modifiers, print sources, refer, search tools, scene, stanza, support.

Social Studies: human characteristics, human features, interpret, physical system, places, regions.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Foundation Skills: Clap syllables, Tap phonemes, Title boards, Letter boards, Magnetic letters, Letter sorting, Elkonian boxes, Multi-sensory activities (sand, shaving cream, water pens, etc.) Letter drills/chants, Read alouds, Repeated readings. Reading Comprehension: Literature circles, Reading games, Book clubs, Guided reading groups, Graphic	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

Learning to Soar

		organizers, Talking to the Text, Partner reading, Read alongs, Read alouds.	
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Standards: ELA

Students will...

Master	Develop	Introduce
<p>Foundation Skills Phonics and Word Recognition</p> <ul style="list-style-type: none"> Identify and know the meaning of most common prefixes and derivational suffixes. <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Make inferences and refer to text to support responses. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Use text features and search tools to locate and interpret information. <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Describe how an author connects sentences and paragraphs. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Make inferences and refer to text to support responses. <p><i>Craft and Structure</i></p>	<p><i>To be Mastered in 3rd Grade MP 4</i></p> <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Explain how a series of events, concepts, or steps in a process is connected, using language for time, sequence, and cause/effect. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Distinguish between literal and non-literal meaning as well as shades of meaning among related words. <p>Grammar</p> <ul style="list-style-type: none"> Correctly use verb forms for present, past, future, and present perfect tenses for regular and irregular verbs. <p>Response to Literature</p> <ul style="list-style-type: none"> Draw evidence from literary or information texts to support analysis, reflection, and research. Apply grade level reading standards for literature and informational texts. 	<p><i>To be Mastered in 4th Grade MP 2</i></p> <p>Foundation Skills Fluency</p> <ul style="list-style-type: none"> 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. <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Explain how and why events, procedures, ideas, and concepts happened. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Compare and contrast an event or topic told from two different points of view. <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Integrate information from two texts on same topic.

Learning to Soar

- Refer to text by using terms such as chapter, scene, stanza.
- Show how one part builds upon an earlier part of the text.

Writing

	Argumentative
<i>Focus</i>	Introduce the topic and state an opinion.
<i>Content</i>	Support opinion with reasons.
<i>Organization</i>	Create an organizational structure that includes reasons linked in a logical order and includes a concluding statement or section.
<i>Style</i>	Use a variety of words and sentence types to appeal to the audience.
<i>Conventions</i>	Use complete sentences. Use appropriate paragraph structure. Use correct subject-verb agreement. Use correct pronoun case. Use commas in letter writing. Use correct grade-level spelling.

Technology and Publication

- With guidance, use technology to produce and publish (keyboarding) as well as to interact and collaborate with others.

Conducting Research

- Conduct short research projects that build upon knowledge about a topic.
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Speaking and Listening

Comprehension and Collaboration

Critical Listening

- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats.

Evaluating Information

- Ask and answer questions about information from a speaker, offering appropriate detail.

Presentation of Knowledge and Ideas

Purpose, Audience, and Task

- 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.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

Reading Literature

Key Ideas and Details

- Describe in depth character or drama from textual details

Craft and Structure

- Compare and contrast an event or topic told from two different points of view

Integration of Knowledge and Ideas

- Make connections between written text and visual or oral presentation of it
- Identify where each version reflects textual description and direction

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools

Writing

	Informative
<i>Focus</i>	Identify and introduce the topic clearly.
<i>Content</i>	Develop the topic with facts, definitions, concrete details,

Learning to Soar

	Use correct word in troublesome pairs.	<p>Context</p> <ul style="list-style-type: none"> Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification. <p>Integration of Knowledge and Ideas</p> <p>Multimedia</p> <ul style="list-style-type: none"> Create engaging audio recordings of stories and poems that demonstrate fluid reading at an understanding pace. Add visual displays when appropriate to emphasize certain facts or details. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of Standard English when speaking based on Grade 3 level and content. <p><i>To be Mastered in 4th Grade MP 1</i></p> <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Identify main idea and key details, showing how they support MI. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific 		quotations, including illustrations and multimedia when appropriate.
<p>Grammar</p> <ul style="list-style-type: none"> Define, classify, identify, and use nouns (concrete or abstract) and verbs (action, linking or being). Use commas with modifiers. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> Recall information from experience or gather information from print or digital resources. Take brief notes on sources. Sort evidence into provided categories. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Build upon others' ideas. 			<i>Organization</i>	Group related information in paragraphs and sections, linking ideas with categories; provide a concluding statement or section, include formatting when useful to aiding comprehension.
	<i>Style</i>		Use precise language and domain-specific vocabulary.	
	<i>Conventions</i>		Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and adverbs, including for comparison.	

Learning to Soar

	<p>vocabulary, including precise actions, emotions, or states of being.</p> <p>Reading Literature Key Ideas and Details</p> <ul style="list-style-type: none"> Identify the theme from key details. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including precise actions, emotions, or states of being. <p>Writing</p> <table border="1" data-bbox="779 683 1318 1417"> <thead> <tr> <th></th> <th>Narrative</th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Establish a situation and introduce a narrator and/or character.</td> </tr> <tr> <td><i>Content</i></td> <td>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.</td> </tr> <tr> <td><i>Organization</i></td> <td>Organize an event sequence that unfolds naturally, using a variety of transitional words and</td> </tr> </tbody> </table>		Narrative	<i>Focus</i>	Establish a situation and introduce a narrator and/or character.	<i>Content</i>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.	<i>Organization</i>	Organize an event sequence that unfolds naturally, using a variety of transitional words and	<table border="1" data-bbox="1541 196 1892 602"> <tr> <td>Use correct relative pronouns.</td> </tr> <tr> <td>Use commas in adjectives and appositives</td> </tr> <tr> <td>Use correct grade-level spelling</td> </tr> <tr> <td>Use correct word in troublesome pairs</td> </tr> </table> <p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/linking verb/predicate nominative. Define, identify, correctly punctuate, and use adjectives and adverbs. <p>Response to Literature</p> <ul style="list-style-type: none"> Apply grade level reading standards for literature and informational texts. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Focus on a topic. <p>Technology and Publication</p> <ul style="list-style-type: none"> With some guidance, use technology, including Internet, to produce and publish writing as well 	Use correct relative pronouns.	Use commas in adjectives and appositives	Use correct grade-level spelling	Use correct word in troublesome pairs
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		<p>phrases; provide a conclusion that follows from the narrated experiences and events.</p>	<p>as to interact and collaborate with others.</p> <p>Conducting Research</p> <ul style="list-style-type: none"> • Conduct short research projects that build knowledge through investigation of different aspects of a topic. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • Take notes and categorize information. • Provide a list of sources. <p>Speaking and Listening Comprehension and Collaboration Collaborative Discussion</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions on grade level topics. <p>Critical Listening</p> <ul style="list-style-type: none"> • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats. <p>Presentation of Knowledge and Ideas Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Report on a topic or text, tell a story, or recount an experience in an organized manner, using
<p><i>Style</i></p>	<p>Choose words and phrases to convey ideas precisely.</p>		
<p><i>Conventions</i></p>	<p>Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and adverbs, including for comparison. Use correct relative pronouns. Use commas in adjectives and appositives. Use correct grade-level spelling. Use correct word in troublesome pairs.</p>		
<p>Grammar</p> <ul style="list-style-type: none"> • Analyze and write simple sentences with a subject/verb/adverb. • Use relative pronouns correctly. • Correctly use verb forms for present, past, future, and present perfect tenses for irregular verbs. • Use commas correctly in letter writing. 			

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	<p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • With guidance and support, recall relevant information from experience or gather relevant information from print or digital sources. <p>Speaking and Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>Context</p> <ul style="list-style-type: none"> • Differentiate between contexts that require formal English versus informal situations. 	<p>appropriate facts and relevant descriptive details to support main idea or theme.</p> <ul style="list-style-type: none"> • Speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
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Social Studies—The Resources of the Community

Essential Questions:

- How does a community use natural resources to be successful?
- How can a community save resources?
- How can individuals be a resource for their community?

Suggested Activities/Assessments:

- Student will create original graphic organizers for fact and opinion.
- Students will write letters to local utility companies.
- Students will draw maps of their own communities, focusing on the resources within the community.

Learning to Soar

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p>Civics and Government Principles and Documents of Government</p> <ul style="list-style-type: none"> • Explain rules and laws for the community. <p>Geography</p> <ul style="list-style-type: none"> • Identify how basic geographic tools are used to organize and interpret information about people, places, and environment. • Identify and locate places and regions as defined by physical and human features. • Identify the physical characteristics of places and regions. • Identify the basic physical processes that affect the physical characteristics of places and regions. • Identify the human characteristics of places and regions using the following criteria: Population, culture, settlement, economic activities, and political activities. 	<p><i>To be Mastered in 3th Grade MP 4</i></p> <p>Civics and Government Principles and Documents of Government</p> <ul style="list-style-type: none"> • Define the principles and ideals shaping local government: liberty/freedom, democracy, justice, equality. • Identify state symbols, national symbols, and national holidays. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify the roles of the three branches of government. <p>History Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Identify the difference between past, present, and future using timelines and or other graphic representations. • Identify fact, opinion, and multiple points of view and primary sources as related to historical events. 	<p><i>To be Mastered in 4th Grade MP 2</i></p> <p>Economics Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Identify the requirements for different careers and occupations. • Compare the different ways people save. • Examine the basic operation of the banking system. <p>History Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Identify a specific research topic and develop questions relating to the research topic. <p>Pennsylvania History</p> <ul style="list-style-type: none"> • Locate historical documents, artifacts, and places critical to Pennsylvania history. • Explain how continuity and change in Pennsylvania history have influenced personal development and identity—Belief systems and religions, commerce and industry, technology, politics and

Learning to Soar

<ul style="list-style-type: none"> • Identify the effect of the physical systems on people within a community. • Identify the effect of people on the physical system within a community. 	<ul style="list-style-type: none"> • Conduct teacher guided inquiry on assigned topics using specific historical sources. <p><i>To be Mastered in 4th Grade MP 1</i></p> <p>Economics</p> <p>Scarcity and Choice</p> <ul style="list-style-type: none"> • Identify scarcity of resources in a local community. • Recognize the difference between basic needs and wants. • Explain the role of producers in making goods and providing services. • Illustrate what individuals or organizations give up when making a choice. • Explain what influences the choices people make. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Explain how product moves from production to consumption. • Determine how sellers compete with one another. • Differentiate between monetary and non-monetary incentives in advertising. • Explain the role of buyers and sellers in determining prices of products. 	<p>government, physical and human geography, social organizations.</p> <p>United States History</p> <ul style="list-style-type: none"> • Locate historical documents, artifacts, and places critical to US history. • Explain how continuity and change in US history have influenced personal develop and identity—Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.
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	<ul style="list-style-type: none">• Explain why local businesses open and close.• Describe the role of a private economic institution in the local community.• Explain the three basic questions all economic systems must answer—What to produce, How, For Whom? <p>Economic Independence</p> <ul style="list-style-type: none">• List and explain factors that promote specialization and division of labor.• Explain why nations trade.	
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Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Third Grade

“Responsible Scholars”—Taking Ownership of My Learning

(Social Studies Focus—Communities)

MARKING PERIOD 4

Overarching Concept: Planning

Theme: *Think It Out—Using all Possibilities*

Big Idea/Enduring Understanding: Often one act on his/her first thoughts without thinking of other possibilities. In any situation there are many possible ways to learn, solve, or master a task. Brainstorming is an important part of learning to be responsible. It leads to being more independent in one’s learning. Rather than immediately asking for help or seeking another’s ideas, one may think the situation out for him/herself. This lead to confidence in our learning.

Essential Questions:

- What does it mean to “think it out”?
- How will thinking it out help me?
- How does think it out make a better learner?
- Is thinking easy?
- When do I need to think?
- Is my thinking ever wrong?
- Are there times I don’t need to limit my thinking?
- Should I ever stop thinking? Can I ever stop thinking?

Cumulating Assessment:

- Students will create an oral presentation utilizing technology and incorporating a visual display and audio recording that answers at least one of the Essential Questions and references at least two text studied.
- Students will host a Community Carnival with original games from recycled materials for the younger students.

Learning to Soar

Common Assessment Tool: Oral Presentation Rubric

Other Assessments: McGraw-Hill Wonders Unit 6 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=non-negotiable

Suggested Community Outreach: Local government representative

Resources: for ELA and Social Studies

Resources: for ELA and Social Studies

Tier I: McGraw-Hill's Wonders Unit 1, On-Grade Level Leveled Readers, Accelerated Reader, teacher selected materials.

Tier II: *Approaching* and *Beyond* Leveled Readers, ESL Leveled Readers, *REACH* (ESL), Moby Max, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: analysis, cause/effect, irregular verbs, literal, non-literal, reflection, shades of meaning, steps in a process, theme, time sequence, verb tenses.

Social Studies: branches of government, fact, graphic representations, historical sources, ideals, local government, national holidays, national symbols, opinion, primary source, principles, timeline.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Foundation Skills: Clap syllables, Tap phonemes, Title boards, Letter boards, Magnetic letters, Letter sorting, Elkonian boxes, Multi-sensory activities (sand, shaving cream, water pens, etc.) Letter drills/chants, Read alouds, Repeated readings.	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

Learning to Soar

		<p>Reading Comprehension: Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alongs, Read alouds.</p>	
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Standards: ELA

Students will...

Master	Develop	Introduce
<p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Explain how a series of events, concepts, or steps in a process is connected, using language for time, sequence, and cause/effect. <p>Craft and Structure</p> <ul style="list-style-type: none"> Distinguish between literal and non-literal meaning as well as shades of meaning among related words. <p>Grammar</p> <ul style="list-style-type: none"> Correctly use verb forms for present, past, future, and present perfect tenses for regular and irregular verbs. <p>Response to Literature</p>	<p><i>To be Mastered in 4th Grade MP 1</i></p> <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Identify main idea and key details, showing how they support MI. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including precise actions, emotions, or states of being. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Identify the theme from key details. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific 	<p><i>To be Mastered in 4th Grade MP 3</i></p> <p>Foundation Skills Phonics and Word Recognition</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication and patterns, and morphology to read accurately unfamiliar multi-syllable words. <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Make inferences and refer to explicit details and examples to support responses. <p>Craft and Structure</p> <ul style="list-style-type: none"> Use text structure (chronological, comparison/contrast, cause/effect, and problem/solution) to interpret information.

Learning to Soar

<ul style="list-style-type: none"> • Draw evidence from literary or information texts to support analysis, reflection, and research. • Apply grade level reading standards for literature and informational texts. <p>Technology and Publication</p> <ul style="list-style-type: none"> • With guidance, use technology to produce and publish (keyboarding) as well as to interact and collaborate with others. <p>Conducting Research</p> <ul style="list-style-type: none"> • Conduct short research projects that build upon knowledge about a topic. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Critical Listening</p> <ul style="list-style-type: none"> • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats. <p>Evaluating Information</p> <ul style="list-style-type: none"> • Ask and answer questions about information from a speaker, offering appropriate detail. <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Report on a topic or text, tell a story, or recount an experience 	<p>vocabulary, including precise actions, emotions, or states of being.</p> <p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th>Narrative</th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Establish a situation and introduce a narrator and/or character.</td> </tr> <tr> <td><i>Content</i></td> <td>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.</td> </tr> <tr> <td><i>Organization</i></td> <td>Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.</td> </tr> <tr> <td><i>Style</i></td> <td>Choose words and phrases to convey ideas precisely.</td> </tr> <tr> <td><i>Conventions</i></td> <td>Use complete simple sentences. Use appropriate transitions between paragraphs.</td> </tr> </tbody> </table>		Narrative	<i>Focus</i>	Establish a situation and introduce a narrator and/or character.	<i>Content</i>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.	<i>Organization</i>	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.	<i>Style</i>	Choose words and phrases to convey ideas precisely.	<i>Conventions</i>	Use complete simple sentences. Use appropriate transitions between paragraphs.	<ul style="list-style-type: none"> • Identify and determine meaning of figurative language (simile, personification, hyperbole, metaphor). <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support points in text. <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Make inferences and cite explicit details and examples to support responses. • Describe in depth plot in story or drama from textual details. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Explain major differences between poetry, drama, and prose. • Use genre specific terms when referring to each. • Identify and determine meaning of figurative language (simile, personification, hyperbole, metaphor). <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Compare and contrast similar themes, topics, and patterns of events in literature including from different cultures. <p>Writing</p>
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<i>Conventions</i>	Use complete simple sentences. Use appropriate transitions between paragraphs.													

Learning to Soar

<p>with appropriate facts and relevant descriptive details.</p> <ul style="list-style-type: none"> • Speak clearly with adequate volume, appropriate pacing, and clear pronunciation. <p>Context</p> <ul style="list-style-type: none"> • Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification. <p>Integration of Knowledge and Ideas</p> <p>Multimedia</p> <ul style="list-style-type: none"> • Create engaging audio recordings of stories and poems that demonstrate fluid reading at an understanding pace. • Add visual displays when appropriate to emphasize certain facts or details. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English when speaking based on Grade 3 level and content. 	<table border="1" data-bbox="779 196 1320 626"> <tr> <td data-bbox="779 196 968 626"></td> <td data-bbox="968 196 1320 626"> Use correct forms of adjectives and adverbs, including for comparison. Use correct relative pronouns. Use commas in adjectives and appositives. Use correct grade-level spelling. Use correct word in troublesome pairs. </td> </tr> </table> <p>Grammar</p> <ul style="list-style-type: none"> • Analyze and write simple sentences with a subject/verb/adverb. • Use relative pronouns correctly. • Correctly use verb forms for present, past, future, and present perfect tenses for irregular verbs. • Use commas correctly in letter writing. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • With guidance and support, recall relevant information from experience or gather relevant information from print or digital sources. <p>Speaking and Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>Context</p>		Use correct forms of adjectives and adverbs, including for comparison. Use correct relative pronouns. Use commas in adjectives and appositives. Use correct grade-level spelling. Use correct word in troublesome pairs.	<table border="1" data-bbox="1350 196 1890 1365"> <tr> <td data-bbox="1350 196 1539 253"></td> <td data-bbox="1539 196 1890 253">Argumentative</td> </tr> <tr> <td data-bbox="1350 253 1539 334"><i>Focus</i></td> <td data-bbox="1539 253 1890 334">Introduce the topic state an opinion.</td> </tr> <tr> <td data-bbox="1350 334 1539 456"><i>Content</i></td> <td data-bbox="1539 334 1890 456">Provide reasons that are supported by facts and details.</td> </tr> <tr> <td data-bbox="1350 456 1539 789"><i>Organization</i></td> <td data-bbox="1539 456 1890 789">Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section.</td> </tr> <tr> <td data-bbox="1350 789 1539 870"><i>Style</i></td> <td data-bbox="1539 789 1890 870">Choose words and phrases to convey ideas precisely.</td> </tr> <tr> <td data-bbox="1350 870 1539 1365"><i>Conventions</i></td> <td data-bbox="1539 870 1890 1365"> Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and adverbs, including for comparison. Use correct relative pronouns. Use commas in adjectives and appositives. </td> </tr> </table>		Argumentative	<i>Focus</i>	Introduce the topic state an opinion.	<i>Content</i>	Provide reasons that are supported by facts and details.	<i>Organization</i>	Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section.	<i>Style</i>	Choose words and phrases to convey ideas precisely.	<i>Conventions</i>	Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and adverbs, including for comparison. Use correct relative pronouns. Use commas in adjectives and appositives.
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Learning to Soar

	<ul style="list-style-type: none"> Differentiate between contexts that require formal English versus informal situations. <p><i>To be Mastered in 4th Grade MP 2</i></p> <p>Foundation Skills</p> <p>Fluency</p> <ul style="list-style-type: none"> 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. <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Explain how and why events, procedures, ideas, and concepts happened. <p>Craft and Structure</p> <ul style="list-style-type: none"> Compare and contrast an event or topic told from two different points of view. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Integrate information from two texts on same topic. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Reading Literature</p>	<table border="1" data-bbox="1350 199 1892 365"> <tr> <td data-bbox="1350 199 1539 365"></td> <td data-bbox="1539 199 1892 365"> Use correct grade-level spelling. Use correct word in troublesome pairs. </td> </tr> </table> <p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/transitive verb/direct object Use comparison forms of adjectives and adverbs. <p>Response to Literature</p> <ul style="list-style-type: none"> Draw evidence from literary or information texts to support analysis, reflection, and research. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Strengthen writing through planning, revising and editing. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Build upon others' ideas. Express own ideas clearly. <p>Evaluating Information</p> <ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support particular points. 		Use correct grade-level spelling. Use correct word in troublesome pairs.
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Learning to Soar

Key Ideas and Details

- Describe in depth character or drama from textual details.

Craft and Structure

- Compare and contrast an event or topic told from two different points of view.

Integration of Knowledge and Ideas

- Make connections between written text and visual or oral presentation of it.
- Identify where each version reflects textual description and direction.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

Writing

	Informative
<i>Focus</i>	Identify and introduce the topic clearly.
<i>Content</i>	Develop the topic with facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.

Learning to Soar

	<i>Organization</i>	Group related information in paragraphs and sections, linking ideas with categories; provide a concluding statement or section, include formatting when useful to aiding comprehension.	
	<i>Style</i>	Use precise language and domain-specific vocabulary.	
	<i>Conventions</i>	<p>Use complete simple sentences.</p> <p>Use appropriate transitions between paragraphs.</p> <p>Use correct forms of adjectives and adverbs, including for comparison.</p> <p>Use correct relative pronouns.</p> <p>Use commas in adjectives and appositives.</p>	

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Learning to Soar

	<p>investigation of different aspects of a topic.</p> <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • Take notes and categorize information. • Provide a list of sources. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions on grade level topics. <p>Critical Listening</p> <ul style="list-style-type: none"> • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats. <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main idea or theme. • Speak clearly with adequate volume, appropriate pacing, and clear pronunciation. 	
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Learning to Soar

Social Studies—The Planning of the Community

Essential Questions:

- How does a community plan for the future?
- How can a community use its people, organizations, and resources to plan for the future?
- What does a responsible community member do to help his/her community?

Suggested Activities/Assessments:

- Student will create a timeline for a historical event.
- Students will create games for the Community Carnival using recycled materials.
- Students will deliver a persuasive speech about an original model community.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> • Define the principles and ideals shaping local government: liberty/freedom, democracy, justice, equality. • Identify state symbols, national symbols, and national holidays. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify the roles of the three branches of government. <p><i>History</i></p>	<p><i>To be Mastered in 4th Grade MP 1</i></p> <p><i>Economics</i> Scarcity and Choice</p> <ul style="list-style-type: none"> • Identify scarcity of resources in a local community. • Recognize the difference between basic needs and wants. • Explain the role of producers in making goods and providing services. • Illustrate what individuals or organizations give up when making a choice. 	<p><i>To be Mastered in 4th Grade MP 3</i></p> <p><i>Government and Civics</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> • Examine school rules and consequences. • Explain rules and laws for the classroom, school, community, and state. • Explain the principles and ideals shaping local and state government—Liberty, democracy, justice, and equality.

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<p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Identify the difference between past, present, and future using timelines and or other graphic representations. • Identify fact, opinion, and multiple points of view and primary sources as related to historical events. • Conduct teacher guided inquiry on assigned topics using specific historical sources. 	<ul style="list-style-type: none"> • Explain what influences the choices people make. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Explain how product moves from production to consumption. • Determine how sellers compete with one another. • Differentiate between monetary and non-monetary incentives in advertising. • Explain the role of buyers and sellers in determining prices of products. • Explain why local businesses open and close. • Describe the role of a private economic institution in the local community. • Explain the three basic questions all economic systems must answer—What to produce, How, For Whom? <p>Economic Independence</p> <ul style="list-style-type: none"> • List and explain factors that promote specialization and division of labor. • Explain why nations trade. <p><i>To be Mastered in 4th Grade MP 2</i> Economics</p>	<ul style="list-style-type: none"> • Identify key ideas about government found in significant documents—Declaration of Independence, US Constitution, Bill of Rights, PA Constitution. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Identify individual rights and need of others in the classroom, school, and community. • Describe the sources of conflict and disagreement and different ways conflict can be resolved. • Describe the role of leadership and public service in school, community, state, and nation. • Describe how citizens participate in school and community activities. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify the roles of the three branches of government. • Describe how the elected representative bodies function in making local and state laws. • Identify the services performed by local and state governments. • Identify positions of authority at the local, state, and national levels. • Explain the voting process.
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	<p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Identify the requirements for different careers and occupations. • Compare the different ways people save. • Examine the basic operation of the banking system. <p>History</p> <p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Identify a specific research topic and develop questions relating to the research topic. <p>Pennsylvania History</p> <ul style="list-style-type: none"> • Locate historical documents, artifacts, and places critical to Pennsylvania history. • Explain how continuity and change in Pennsylvania history have influenced personal development and identity—Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations. <p>United States History</p> <ul style="list-style-type: none"> • Locate historical documents, artifacts, and places critical to US history. • Explain how continuity and change in US history have 	<ul style="list-style-type: none"> • Explain how different perspectives can lead to conflict. • Identify individual interests and explain ways to influence others. <p>Economics</p> <p>Functions of Government</p> <ul style="list-style-type: none"> • Explain how government responds to social needs by providing public goods and services. • Describe the impact of government involvement in state and national economic activities. • Explore ways in which tax revenues are used in the local community.
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	influenced personal develop and identity—Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.	
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Appendix

Learning to Soar

Oral Presentation Rubric

Student's Name _____

Teacher's Name _____

Grade ____/36

Category	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Clarity	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly most (94-85%) of the time.	Often mumbles or cannot be understood.
Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Focus	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Posture/Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Use of Multi-Media	Utilizes at least two types of multi-media effectively for the audience.	Utilizes at least one type of multi-media.	Multi-media is distracting from the speaker's purpose.	No multi-media is used.

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GENERAL DESCRIPTION OF SCORING GUIDELINES FOR READING SHORT-ANSWER QUESTIONS

3 Points

- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

1 Point

- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.
- The response consists entirely of relevant copied text.

0 Points

- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects

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PSSA Literature Vocabulary Terms and Definitions

Define- to explain the meaning of (a word, a phrase, etc.)

Quote- to repeat (something written or said by another person) exactly

Cite evidence- to quote by way of example, authority, or proof of several noteworthy authors (and/or text)

Explain- to make (something) clear or easy to understand

Analyze- to study something closely and carefully; to learn the nature and relationship of the parts of something by a close or careful examination

Summarize- give a brief statement of the main points of

Determine- to officially decide something especially because of evidence or facts: to establish something exactly or with authority

Identify- to know and say who someone is or what something is

Integrate- to combine (2 or more things) to form or create something; to make something a part of another larger thing

Interpret- to explain the meaning of something

Inform- to give information to someone about a topic

Compare- to look at 2 or more things closely in order to see similarities

Contrast- to look at 2 or more things closely in order to see differences

Focus- the subject that is being discussed or studied; main purpose or interest

Organize- to arrange or order things so that they can be found or used easily and quickly

Organization- the act or process of putting the different parts of something in certain order so they can be found or used easily

Style- a particular way in which something is done, created, or performed

Conventions- mechanics, usage, and sentence completeness

Adapt- to change something/someone so that it functions better or is better suited for a purpose

Demonstrate- to prove something by showing example/evidence of it

Moral- concerning or relating to what is right or wrong in human behavior

Theme- main subject that is being discussed or described in a piece of writing, movie, etc.; the moral (life lesson) of a story

Character- a person or animal in a story

Setting- where and when a story takes place

Plot- A series of events that form a story in a novel, movie, etc.

Sequence- the order in which things happen in a story

Expository- used to describe writing that is done to **explain** something

Venn Diagram- graph that employs closed circles to represent the similarities and differences between two topics or items

Descriptive details- details used to describe something; a particular fact or piece of information about something or someone

Genre- a category used to classify literary works, usually by form, technique or content(ex. prose, poetry)

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Context Clues- information from the reading that identifies a word or group of words

Realistic Fiction- tells about characters, settings, and events that are like people, places, and events in real life; includes dialogue and descriptive details

Problem- also known as the conflict in a story; a situation in the story which is often confusing and needs a solution

Solution- also known as the resolution; a part of the plot in which the problem is solved

Suspense- a feeling or state of nervousness or excitement caused by wondering what will happen in the story

Idiom- an expression that cannot be taken literally and has a separate meaning of its own (ex. It is raining cats and dogs.)

Comparison Writing- writing used to compare and contrast different topics

Biography- written history of a person's life written by someone other than the subject of the writing

Cause and effect- cause- the reason why something happens; **effect-** the result

Author's Point of View- perspective from which the story is told

Fact- information that can be proven true

Opinion- a viewpoint or personal belief that cannot be proven true or false

Text structure- the organizational pattern a writer uses to present information in nonfiction

Headings- a short title that comes before a page or paragraph, telling you what the topic of the page or paragraph will be

Timeline- table listing important events for successive years within a particular period of time

Figurative Language- language that cannot be taken literally since it was written to create a special effect or feeling

Simile- comparison of two things using the words "like" or "as" (ex. She is as pretty as a princess.)

Metaphor- comparison of two things **WITHOUT** the use of "like" or "as" (ex. Lemon tea is the best medicine for a cold.)

Illustrations and Photographs- pictures in a story that are used to give readers clues about the characters, setting, and events

Prediction- a statement about what will happen or might happen in a story

Personification- giving inanimate objects or things human characteristics (ex. The pencil ran across the paper.)

Foreshadowing- to give suggestion of(something that has not yet happened)

Imagery- the author's use of language that causes people to imagine pictures in their mind

Folktale- a story that began in oral traditional

Narrative Poem- a form of poetry that tells a story, often making use of the voices of a narrator and characters as well; the entire story is usually written in meter. It can be about anything, and does not have to rhyme. It **MUST** tell a story.

Free Verse Poem- a poem that doesn't rhyme or follow any metrical rule

Homograph- one of two or more words spelled alike, but different in meaning or pronunciation (ex. He took a bow after his performance. The boy shot a bow and arrow.)

Homophone- a word that is pronounced like another word, but is different in meaning or spelling. (ex. to, too, two)

Fantasy- a book, movie, etc. that tells a story about things that happen in an imaginary world

Root- a word in its simplest form

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Greek Roots- a word part that must be combined with other word parts, such as prefixes and suffixes, and other roots, to form a word (Words with Greek roots are common in science and social studies textbooks)

Main Idea- what a story or passage is mainly about

Supporting Details- specific words used by the author to describe and support the main idea (providing details is called citing textual evidence)

Latin Roots- a word part that must be combined with other word parts, such as prefixes and suffixes, and other roots, to form a word (Words with Latin roots are common in literature)

Diagram- a drawing that explains or shows the parts of something

Tall Tale- a story with unbelievable elements, related as if it were true or factual. Some such stories are exaggerations of actual events (ex. Paul Bunyan)

Synonyms- words that have **similar** meanings (ex. beautiful, pretty)

Antonyms- words that have **opposite** meanings (ex. young, old)

Fable- narrative that conveys a moral. Animals or inanimate objects with human characteristics often serve as characters. (ex. *The Fox and the Grapes*)

Hyperbole- an exaggeration used for effect that states that something is better, worse, larger, more common, or more important than is actually true (ex. This class is lasting an eternity!)

Outlining- a summary of written work

Voice- the fluency, rhythm and liveliness in writing that makes it unique to the writer

Style- how an author writes; an author's use of language; its effects and appropriateness to the author's intent and theme

Tone- the attitude of the author toward the audience and characters (ex. serious or humorous)

Mystery- a novel, play, short story or film whose plot involves a crime or event that remains puzzlingly unsettled until the end.

Play- a dramatic composition or piece; drama/ can be fiction or nonfiction. They are not written in paragraph form. Dramas and plays have dialogue without quotation marks. The Characters' names are written out, and the words they speak are written next to the names. They also include special instructions and stage directions. Plays, like stories, have a plot, tell a story, and have characters.

Adages and Proverb- a short, ancient saying, usually of unknown origin, that expresses effectively some commonplace truth or useful thought; adage; wise saying.

Caption- a title or explanation for a picture or illustration, especially in a newspaper or magazine.

Chart- a graphic representation of information

Lyric Poem- poem with musical qualities

Dialogue – a spoken conversation between characters in a drama.

Inference- a kind of guess you make, about what is happening in a passage or story, based on what the author is telling you.

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Realistic Fiction-writing that has characters that seem like people you know. They happen in a place that seems real. They tell about something that really happened.

Historical Fiction-A story that takes place in the past during a certain time in history. Some of the characters may be real people, and some of the events really happened.

Paragraph Clues-words and phrases in the paragraph or text that give clues to guide understanding and comprehension.

Text Structure/ Organization-how the author arranges text. Types of text structure include; sequence or chronological order; compare / contrast; cause / effect; question/ answer; problem/ solution.

Nonfiction-kind of writing that gives facts and true information. Nonfiction tells you something that really happened, and is usually found in biographies, textbooks, and newspapers.

Persuasive-writing that convinces, persuades, compels or gives credibility to an argument; a persuasive passage tries to change or influence your opinion on a topic.

Grammar Terms:

Subject –thing that is being or doing something in a sentence, paragraph, or passage.

Predicate-part of a sentence that expresses the action of the subject, usually containing a verb

Commas-a special kind of punctuation used to indicate a pause or separation in writing.

Compound Sentence-a sentence containing two or more coordinate independent clauses, usually joined by one or more conjunctions, but no dependent clause.

Conjunctions-words that connect between words, clauses, or sentences; they include; as, and, but, or nor for, however, because, etc.

Complex Sentence-a sentence containing two or more dependent clauses in addition to the main clause. (EX: **When the bell rings, (dependent clause), walk out (main clause).**)

Persuasive article-an article written to persuade an audience to believe the opinion of the author/ writer.

Varying Sentence Structure-in order to entertain, liven up the topic, or keep an audience's attention a writer will use sentences of varied length.

Run-on Sentences-a written sequence of two or more main clauses that are not separated by a period, semi-colon, or joined by a conjunction.

Fragment-a phrase or clause written as a sentence, but lacking an element, such as a subject or verb.

Proper Noun-a noun that denotes a particular person, place, thing, and must be capitalized. (EX: Sarah)

Common Noun-a word that refers to a person, animal, or thing: woman, pet, dog, bed, etc..

Singular Noun-a noun that names a singular person, place or thing.

Plural Noun-nouns that name more than one person, place or thing.

Appositives-a relationship between two or more words or phrases in which the two units or words are grammatically parallel, and refer to the same noun or word. An appositive is a noun or noun phrase that is separated from the rest of the sentence by commas.

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(EX: My friend, Sue, is going to the park.)

Possessive Noun-a noun that shows ownership by using an apostrophe with the name. (Ex; Luisa's dress)

Prepositional Phrase-a modifying phrase consisting of a preposition and its object.

Punctuation-the marks such as period, comma, and brackets used in writing to separate elements in a sentence in order to clarify meaning.

Antecedent-the word in a sentence that is replaced or referred to by another word such as a pronoun that follows. (Ex; Susan saw John and called to him /John is the antecedent for him)

Adjective- part of speech that describes, or tells about the noun in a sentence.

Action Verbs-words that show action of the noun or subject of the sentence.

Main Verb-this is the verb that shows the action.

Helping Verb-agrees with the subject. (Ex; are, can, do, might, may, have, has, will etc.)

Linking Verb-connects the subject, or links, the subject of a sentence to a word in the predicate.

Irregular Verbs-do not follow the rule of regular verbs that add (-ed) to the end. Instead they may change spelling completely(ex: be, begin, break, buy, etc.).

Verb Tense-shows when the action happens. Use future-tense to show the action will happen later, or in the future. Use past-tense to show the action already happened in the past.

Expository Writing-type of writing where the purpose is to explain and analyze information by presenting an idea, relevant evidence, and appropriate discussion.

Book Review-a form of literary criticism in which a book is analyzed on its content, style, and merit. It can be a summary, a paragraph or a full essay review.

Opinion Essay-is usually a five paragraph essay used to prove a point, or present an argument. The thesis or main point is presented in the first or opening paragraph.

Persuasive Article-an article that uses opinions and facts and is meant to persuade you to the writer's point of view.

Pronoun-a word used in place of a noun.(EX: John/He)

Narrative Text-tells a story or an event or series of events. The writing style uses the tools of descriptive writing such as; anecdotes, autobiographies, biographies, novels, oral histories, and short stories.

Poetry-Can tell stories, create images, or share feelings. Poetry is usually written in short lines, and those lines often rhyme. The line breaks are irregular, meaning they do not have to complete a sentence or thought. Sometimes, the first letter of every line begins with a capital letter. Not all poems rhyme.

Quotation Marks-punctuation marks used around a title of a story, poem, short story, magazine article, or newspaper article, and chapter of a book. Also use them to show a speaker's exact words in a dialogue or direct quote.

Pronoun/Verb Agreement-in a sentence the basic rule is to have the singular subject take a singular verb, while a plural subject takes a plural verb. (Ex: John talks) or (Boys walk)

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Abbreviation-a shortened form of a word, title, or phrase. (Ex: Mister=Mr.)

Prefix-group of letters added to the beginning of a root word, in order to reflect meaning.

Suffix-a group of letters added to the end of a word.

Research Plan-is the main part of a research project or writing. It states the why and how the research will be conducted.

Research Report-a written report about a specific chosen topic, or subject matter, which is researched in order to inform an audience in depth about a topic.

Apostrophe-punctuation mark used to shorten two words into a combined word (contraction). (Ex: cannot= can't, did not= didn't.)

Also use apostrophes to show possession or ownership of something. (Ex; children's, boy's,)

Possessive Pronouns- pronouns that take the place of the main noun and show ownership, but do not use an apostrophe. (Ex: Hers)

Reflexive Pronoun-a pronoun that is preceded or followed by the noun (its antecedent) within the same clause. (Ex: himself, herself, myself, etc.)

Independent Clause-a group of words (a clause) that can stand by itself. (A simple sentence which has a complete subject and verb).

Dependent Clause- a group of words that cannot stand alone. (Does not have a complete subject and verb.)

Interview-a formal meeting in which one person or more questions, consults or evaluates another person.

Informative Writing-a piece of writing that explains or gives information about a topic. Textbooks, magazines, and newspapers all contain informational writing.

Commas with Essential and Nonessential Clauses

Complex Sentence- a sentence that has at least one independent clause and one dependent clause. (Ex: Stay in the bath *until the phone rings*.) Stay in the bath is an independent clause with a subject and verb, while, until the phone rings is a dependent clause.

Dialect-a language that is considered as one of a group of people who have a common ancestor.

Capitalization-the process of making the first letter in a word an upper-case letter.

Punctuation-the practice or system of using certain conventional marks or characters in writing or printing in order to separate elements and make the meaning clear, as in ending a sentence or separating clauses.

Using More and Most-use *more* with adjectives when comparing two things. Use *most* with adjectives when comparing three or more things.

Bibliography-a list of source materials that are used or consulted in the preparation of a work or that are referred to in the text.

Conclusion-the last main division of a piece of writing, usually containing a summing up of the points and a statement of opinion or decisions reached.

Opinion Letter-a letter written to express an opinion or viewpoint. Its subject is based on the writer's interpretation of the facts, and cannot be proven as fact.

Double Negative –is when two forms of negativity occur in the same sentence. (Ex; didn't not)

Colon-punctuation mark used after a greeting in a business letter, to separate hours and minutes, and to start a list.

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