English Language Arts

Loyalsock Township School District

Benchmarks: What Students Should Know and Be Able to Do

PA Core English Language Arts (ELA)

The PA Core English Language Arts Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include **Long Term Transfer Goals**, **Big Ideas**, **Concepts**, **Competencies**, and **Essential Questions** aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

Curriculum Framework Definitions:

- **Long Term Transfer Goals:** Statements that identify what we want students to be able to do when they confront new challenges - both inside and outside of school. They give purpose to our learning and become the guiding force in designing instruction.
- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

Long Term Transfer Goals

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Grade 3 Overview

Foundational Skills
Phonics & Word Recognition * Fluency

Listening and Speaking/Comprehension and Collaboration
Collaborative Discussion * Critical Listening * Evaluating Information

Listening and Speaking/Conventions of Standard English
Conventions of Standard English

Listening and Speaking/Integration of Knowledge and Ideas
Multimedia

Listening and Speaking/Presentation of Knowledge and Ideas
Purpose, Audience, and Task * Context

Reading Informational Text/Craft and Structure
Point of View * Text Structure * Vocabulary

Reading Informational Text/ Integration of Knowledge and Ideas
Diverse Media * Evaluating Arguments * Analysis across Texts

Reading Informational Text/ Key Ideas and Details
Main Idea * Text Analysis

Reading Informational Text/ Range of Reading
Range of Reading

Reading Informational Text/ Vocabulary Acquisition and Use
Vocabulary Acquisition and Use

Reading Literature/Craft and Structure
Point of View * Text Structure * Vocabulary

Reading Literature/Integration of Knowledge and Ideas
Sources of Information * Text Analysis

Reading Literature/Key Ideas and Details
Theme * Text Analysis * Literary Elements

Reading Literature/Range of Reading
Range of Reading

Reading Literature/Vocabulary Acquisition and Use
Strategies * Vocabulary Acquisition and Use

Writing
Focus for Writing * Content for Writing * Organization for Writing * Production and Distribution of Writing *
Writing Style * Writing Conventions * Response to Literature * Technology and Publication *
Conducting Research * Credibility, Reliability, and Validity of Sources * Range of Writing

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Foundational Skills

- o **Big Idea**
  - ▪ Effective readers use appropriate strategies to construct meaning.

- o **Essential Question**
  - ▪ How do strategic readers create meaning from informational and literary text?

Concepts	Competencies
Phonics and Word Recognition	Students will identify **root** words and know the meaning of the most common prefixes and derivational suffixes. Students will decode words with common Latin suffixes and **multi-syllable** words. Students will read grade appropriate irregularly spelled words.
Fluency	Read on level text with purpose and understanding with accuracy and fluency. 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.

Listening and Speaking/Comprehension and Collaboration

- o **Big Idea**
  - ▪ Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

- o **Essential Questions**
  - ▪ What do good listeners do?
  - ▪ How do active listeners make meaning?
  - ▪ How do active listeners know what to believe in what they hear?

Concepts	Competencies
Collaborative Discussion	Students will engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
Critical Listening	Students will determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
Evaluating Information	Students will ask and answer questions about information from a speaker, offering appropriate details.

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Listening and Speaking/Conventions of Standard English

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.

- **Essential Questions**
  - How do task, purpose, and audience influence how speakers craft and deliver a message?
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Conventions of Standard English	Students will demonstrate command of the conventions of standard English when speaking based on Grade 3 level and content.

Listening and Speaking/Integration of Knowledge and Ideas

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.

- **Essential Question**
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Multimedia	Students will create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Listening and Speaking/Presentation of Knowledge and Ideas

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.

- **Essential Questions**
  - How do task, purpose, and audience influence how speakers craft and deliver a message?
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Purpose, Audience, and Task	Students will 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.
Context	Students will speak in complete sentences when appropriate to **task** and situation in order to provide requested detail or **clarification**.

Reading Informational Text/Craft and Structure

- o **Big Ideas**
  - ▪ Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
  - ▪ Effective readers use appropriate strategies to construct meaning.
  - ▪ An expanded vocabulary enhances one's ability to express ideas and information.

- o **Essential Questions**
  - ▪ How do readers' know what to believe in what they read, hear, and view?
  - ▪ What is this text really about?
  - ▪ What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Point of View	Students will explain the **point of view** of the author, distinguishing between a first-hand account and a second-hand account.
Text Structure	Students will use text features and search tools to locate and interpret information, focusing on the **chronology**, providing a **comparison,** establishing **cause/effect**, and identifying the **problem/solution**.
Vocabulary	Students will determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

Reading Informational Text/ Integration of Knowledge and Ideas

- o **Big Ideas**
  - ▪ Effective readers use appropriate strategies to construct meaning.
  - ▪ Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

- o **Essential Questions**
  - ▪ How do strategic readers create meaning from informational and literary text?
  - ▪ What is this text really about?
  - ▪ How does interaction with text provoke thinking and response?

Concepts	Competencies
Diverse Media	Students will use information gained from **features** to demonstrate understanding of a **text**.
Evaluating Arguments	Students will describe how an author connects sentences and paragraphs in a text to support particular points.
Analysis Across Texts	Students will compare and contrast the most important points and key details presented in two texts on the same topic.

Reading Informational Text/ Key Ideas and Details

- o **Big Ideas**
  - ▪ Effective readers use appropriate strategies to construct meaning.
  - ▪ Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

- o **Essential Questions**
  - ▪ How do strategic readers create meaning from informational and literary text?
  - ▪ What is this text really about?
  - ▪ How does interaction with text provoke thinking and response?

Concepts	Competencies
Main Idea	Students will identify the main idea of a text, **recount** the key details, and explain how they support the main idea.
Text Analysis	Students will ask and answer questions about the text, **make inferences** from the text, and refer to the text to support responses.
Text Analysis	Students will explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, **sequence** and cause and effect.

Reading Informational Text/ Range of Reading

- o **Big Idea**
  - ▪ Effective readers use appropriate strategies to construct meaning.

- o **Essential Questions**
    - ▪ How do strategic readers create meaning from informational and literary text?
    - ▪ What is this text really about? How do readers know what to believe?
    - ▪ How does what readers' read influence how they should read it?
    - ▪ How does a readers' purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend literary nonfiction and **informational text** on grade level, reading independently and proficiently.

Reading Informational Text/ Vocabulary Acquisition and Use

- o **Big Ideas**
    - ▪ An expanded vocabulary enhances one's ability to express ideas and information.
    - ▪ Effective readers use appropriate strategies to construct meaning.

- o **Essential Questions**
    - ▪ Why learn new words?
    - ▪ What strategies and resources do I use to figure out unknown vocabulary?
    - ▪ How do strategic readers create meaning from informational and literary text?
    - ▪ What strategies and resources do learners use to figure out unknown vocabulary?

Concepts	Competencies
Vocabulary Acquisition and Use	Students will acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
Vocabulary Acquisition and Use	Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

Reading Literature/Craft and Structure

- o **Big Ideas**
    - ▪ Effective readers use appropriate strategies to construct meaning.
    - ▪ An expanded vocabulary enhances one's ability to express ideas and information.

- o **Essential Questions**
    - ▪ How do strategic readers create meaning from informational and literary text?
    - ▪ How does what readers read influence how they should read?
    - ▪ Why learn new words?
    - ▪ What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Point of View	Students will explain the point of view of the author.
Text Structure	Students will refer to parts of text when writing or speaking about a text using such terms as **chapter**, **scene**, and **stanza** and describe how each successive part builds upon earlier sections.
Vocabulary	Students will determine the meaning of words and phrases, **connotations**, and **denotations** as they are used in grade level text, distinguishing **literal** from **non-literal** meaning as well as shades of meaning among related words.

Reading Literature/Integration of Knowledge and Ideas

- o **Big Ideas**
  - ▪ Effective readers use appropriate strategies to construct meaning.
  - ▪ Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

- o **Essential Questions**
  - ▪ How do strategic readers create meaning from informational and literary text?
  - ▪ What is this text really about?
  - ▪ How does interaction with text provoke thinking and response?

Concepts	Competencies
Sources of Information	Students will explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story, including **mood**, **character traits**, or setting.
Text Analysis	Students will compare and contrast the **themes**, settings, and plots of stories written by the same author about the same or similar characters (e.g., books in a series).

Reading Literature/Key Ideas and Details

- o **Big Idea**
  - ▪ Effective readers use appropriate strategies to construct meaning.

- o **Essential Questions**
  - ▪ How do strategic readers create meaning from informational and literary text?
  - ▪ What is this text really about?

Concepts	Competencies
Theme	Students will determine the central message, lesson, or moral in **literary** text; explain how it is **conveyed** in text.
Text Analysis	Students will ask and answer questions about the text and make **inferences** from text, referring to text to **support** responses.
Literary Elements	Students will describe characters in a story and explain how their actions contribute to the sequence of events.

Reading Literature/Range of Reading

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.

- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How do readers know what to believe?
  - How does what readers' read influence how they should read it?
  - How does a readers' purpose influence how text should be read?

Concepts	Competencies	Vocabulary
Range of Reading	Students will read and comprehend literature on grade level, reading independently and proficiently.	Intentionally Blank

Reading Literature/Vocabulary Acquisition and Use

- **Big Ideas**
  - An expanded vocabulary enhances one's ability to express ideas and information.
  - Effective readers use appropriate strategies to construct meaning.

- **Essential Questions**
  - Why learn new words?
  - How do strategic readers create meaning from informational and literary text?
  - How do learners develop and refine their vocabulary?
  - What strategies and resources does the learner use to figure out unknown vocabulary?

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Concepts	Competencies
Strategies	Students will acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
Vocabulary Acquisition and Use	Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Reading Literature/Craft and Structure

- o **Big Ideas**
  - ▪ Effective readers use appropriate strategies to construct meaning.
  - ▪ An expanded vocabulary enhances one's ability to express ideas and information.

- o **Essential Questions**
  - ▪ How do strategic readers create meaning from informational and literary text?
  - ▪ How does what readers read influence how they should read?
  - ▪ Why learn new words?
  - ▪ What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Point of View	Students will acknowledge differences in the **points of views** of characters, including by speaking in a different voice for each character when reading **dialogue** aloud.
Text Structure	Students will describe the overall **structure** of a story, including how the beginning serves as an **introduction** to the story and how the ending serves as the **conclusion** of the **action**.
Vocabulary	Students will describe how words and **phrases** supply rhythm and **meaning** in a story, poem, or song.

Reading Literature/Integration of Knowledge and Ideas

- o **Big Ideas**
  - ▪ Effective readers use appropriate strategies to construct meaning.
  - ▪ Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

- o **Essential Questions**
  - ▪ How do strategic readers create meaning from informational and literary text?
  - ▪ What is this text really about?
  - ▪ How does what readers read influence how text should be read?
  - ▪ How does interaction with text provoke thinking and response?

English Language Arts

Concepts	Competencies
Sources of Information	Students will use information from illustrations and words, in print or **digital text**, to demonstrate understanding of characters, setting, or **plot.**
Text Analysis	Students will compare and contrast two or more versions of the same story by different authors or from different cultures.

Reading Literature/Key Ideas and Details

- o **Big Idea**
  - ▪ Effective readers use appropriate strategies to construct meaning.

- o **Essential Questions**
  - ▪ How do strategic readers create meaning from informational and literary text?
  - ▪ What is this text really about?

Concepts	Competencies
Theme	Students will **recount** stories and determine their central message, lesson, or **moral**.
Text Analysis	Students will ask and answer questions, such as who, what, where, when, **why**, and how to demonstrate understanding of key details in a text.
Literary Elements	Students will describe how characters in a story **respond** to major events and **challenges**.

Reading Literature/Range of Reading

- o **Big Idea**
  - ▪ Effective readers use appropriate strategies to construct meaning.

- o **Essential Questions**
  - ▪ How do strategic readers create meaning from informational and literary text?
  - ▪ What is this text really about?
  - ▪ How do readers know what to believe?
  - ▪ How does what readers' read influence how they should read it?
  - ▪ How does a readers' purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend **literary fiction** on grade level, reading independently and proficiently.

Reading Literature/Vocabulary Acquisition and Use

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - An expanded vocabulary enhances one's ability to express ideas and information.

- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - Why learn new words?
  - What strategies and resources does the learner use to figure out unknown vocabulary?
  - How do learners develop and refine their vocabulary?

Concepts	Competencies
Strategies	Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools.
Vocabulary Acquisition and Use	Students will acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Writing

- **Big Ideas**
  - Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
  - Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
  - Effective research requires multiple sources of information to gain or expand knowledge.

- **Essential Questions**
  - Why do writers write?
  - What is the purpose?
  - What makes clear and effective writing?
  - Who is the audience?
  - What will work best for the audience?
  - How do grammar and the conventions of language influence spoken and written communication?
  - How does the interaction with text provoke thinking and response?
  - How does one present findings best?
  - What does a reader look for and how can s/he find it?
  - How does a reader know a source can be trusted?

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Concepts	Competencies
Focus for Writing	**Informational**: Students will identify and introduce the topic. **Opinion**: Students will introduce the topic and state an opinion on the topic. **Narrative**: Students will establish a situation and introduce a narrator and/or characters.
Content for Writing	Informative: Students will develop the topic with facts, definitions, details, and illustrations, as appropriate. Opinion: Students will support an opinion with reasons. Narrative: Students will establish a situation and introduce a narrator and/or characters with **dialogue**.
Organization for Writing	**Informational**: Students will create an organizational structure that includes information grouped and connected logically with a concluding statement or section. **Opinion**: Students will create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. **Narrative**: Students will organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order and provide a sense of closure.
Production and Distribution of Writing	Students will develop and strengthen writing as needed by planning, revising, and editing.
Writing Style	**Informational**: Students will choose words and phrases for effect. **Opinion**: Students will use a variety of words and sentences to appeal to the audience. **Narrative**: Students will choose words and phrases for effect.
Writing Conventions	Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Students will focus on the following vocabulary: **abstract nouns, regular verbs, irregular verbs, antecedents, comparative adjectives, superlative adjectives, comparative adverbs, superlative adverbs, coordinating conjunctions, subordinating conjunctions, simple sentences, compound sentences, and complex sentences.**
Response to Literature	Students will draw evidence from text to support analysis, reflection, and research.
Technology and Publication	Students will use technology to produce and publish writing.
Conducting Research	Students will conduct short research projects.
Credibility, Reliability, and Validity of Sources	Students will gather information from print and digital sources.
Range of Writing	Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.