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# Pennsylvania 3 English Language Arts / Reading

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Pennsylvania                                              |
| Grade            | 3 (Elementary)                                            |
| Subject          | English Language Arts / Reading                           |
| Course category  | Core                                                      |
| Standards family | English Language Arts / Literacy                          |
| Framework        | English Language Arts                                     |
| Issuing agency   | Pennsylvania Department of Education                      |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — New Words, Old Knowledge

### Unit 3: Words and What They Mean • Month 3 • Quarter 1 • Semester 1 • Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How does a word I already know help me learn a new one?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Standards          | <p><b>Connecting New Words to Old</b> -&gt; <b>CC.1.3.3.A Reading Literature</b> — Determine the central message lesson or moral in literary text explain how it is conveyed in text</p> <p><b>CC.1.3.3.B Reading Literature</b> — Ask and answer questions about the text and make inferences from text referring to text to support responses</p> <p><b>Building Background Knowledge</b> -&gt; <b>CC.1.5.3.B Speaking and Listening</b> — Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats including visually quantitatively and orally</p> |
| Learning target    | "I can connect a new word to words and knowledge I already have."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

#### Measurable objectives

- Students will utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
- Students will connect a new word to what they already know.

#### Success criteria (student-friendly)

- "I learn the new word."
- "I link it to a word I know."
- "I link it to what I know about the topic."

#### Academic vocabulary

academic vocabulary, connection, background knowledge, related, content-specific

#### Materials and technology

- Word maps
- Topic texts selected by the teacher
- Chart paper
- Partner mats
- Vocabulary journals

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                         |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up. |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                   |

| Support area           | This week's plan                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multilingual learners  | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

### Assessment and evidence

Observation: child connects new vocabulary to prior knowledge.

### Family communication

Ask your child a new word they learned and what it reminds them of.

## Day 41 — Meeting a New Word

Week 9, Day 1 · Unit 3 · Standards: CC.1.3.3.A, CC.1.3.3.B, CC.1.5.3.B

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| Focus             | Introduction.                                                     |
| Learning target   | "I can connect a new word to words and knowledge I already have." |
| Vocabulary in use | academic vocabulary, connection, background knowledge             |
| Local date        | _____                                                             |

### Learning sequence

Connect: reading. Teach: noticing and capturing a new word. Try: guided noticing. Apply: children record. Reflect: journals started.

### Check for understanding

Student records a new academic word with its meaning.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — A Word It Reminds Me Of

Week 9, Day 2 · Unit 3 · Standards: CC.1.3.3.A, CC.1.3.3.B, CC.1.5.3.B

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| Focus             | Lexical connection.                                               |
| Learning target   | "I can connect a new word to words and knowledge I already have." |
| Vocabulary in use | academic vocabulary, connection, background knowledge             |
| Local date        | _____                                                             |

### Learning sequence

Connect: new words. Teach: linking to known words. Try: guided linking. Apply: children link. Reflect: networks build.

### Check for understanding

Student links a new word to a previously learned word.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — What I Already Knew About This

Week 9, Day 3 · Unit 3 · Standards: CC.1.3.3.A, CC.1.3.3.B, CC.1.5.3.B

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| Focus             | Background knowledge.                                             |
| Learning target   | "I can connect a new word to words and knowledge I already have." |
| Vocabulary in use | academic vocabulary, connection, background knowledge             |
| Local date        | _____                                                             |

### Learning sequence

Connect: word links. Teach: linking to topic knowledge. Try: guided linking. Apply: children link. Reflect: knowledge aids vocabulary.

### Check for understanding

Student relates a new word to background knowledge on the topic.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

# Day 44 — Using It Myself

Week 9, Day 4 · Unit 3 · Standards: CC.1.3.3.A, CC.1.3.3.B, CC.1.5.3.B

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| Focus             | Production.                                                       |
| Learning target   | "I can connect a new word to words and knowledge I already have." |
| Vocabulary in use | academic vocabulary, connection, background knowledge             |
| Local date        | _____                                                             |

## Learning sequence

Connect: understanding. Teach: using the word in our own sentence. Try: guided writing. Apply: children use.  
Reflect: usage checked.

## Check for understanding

Student uses a new word accurately in their own sentence.

## Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

## Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

## Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



# Day 45 — Our Word Maps

Week 9, Day 5 · Unit 3 · Standards: CC.1.3.3.A, CC.1.3.3.B, CC.1.5.3.B

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| Focus             | Week 9 consolidation.                                             |
| Learning target   | "I can connect a new word to words and knowledge I already have." |
| Vocabulary in use | academic vocabulary, connection, background knowledge             |
| Local date        | _____                                                             |

## Learning sequence

Connect: our connections. Teach: mapping a word's relationships. Try: shared mapping. Apply: children complete. Reflect: maps displayed.

## Check for understanding

Student completes a word map showing connections.

## Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

## Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

## Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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