

## Standards-Based Pacing Third Grade Yearly Overview

**Getting Started: Aug 8 - Aug 17**

**RF 3.3** Know and apply grade-level phonics and word analysis skills in decoding words.-Short vowels: a,e,i,o,u and Final e: a\_e, i\_e, e\_e, o\_e, u\_e.

Long a:ay,ai,a\_e,eigh,ei,ey,ea. Long o: o, ow, o\_e, oa, oe, Long i: i\_e, igh, i, ie, y. Long u: u, u\_e, ew. Long e: ee, e\_e, ea, ie, ey,e,y

**Structural Analysis/Word Study:** word families, inflectional endings, inflectional endings: drop final e, plurals -s and -es, compound words, plural words with y to i and inflectional endings.

**RI 3.1** Collaborative discussions

**SL 3.3** and **RL 3.1** Ask and answer questions

**RL 3.7** Make Connections by using illustrations in a story

**SL.3.1b** Follow agreed upon rules for discussions

**SL.3.1c** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others

**SL.3.1d** Explain their own ideas in light of the discussion

1st Nine Weeks		2nd Nine Weeks	
<p><b>Bundle 1: Aug 20 - Sept 14</b></p> <p><b>Reading Genre: Fables/Fantasy</b>  <b>RL.3.1</b> Ask and Answer Questions  <b>RL.3.2</b> Central Message/Key Details  <b>RL.3.3</b> Character            Traits/Feelings/Sequence of Events  <b>RL.3.6</b> Point of View</p> <p><b>Reading Foundations (Phonics)</b></p> <p>See Yearly Phonics Scope &amp; Sequence</p> <p><b>Language:</b> Sentences <b>L.3.1i</b>-Simple Sentences <b>L.3.2a</b> - Capitalization of Titles <b>L.3.5b</b> - Real Life Connections between words and use (character traits)</p> <p><b>Writing: Opinion</b>  <b>W.3.1a</b>- State opinion and create organizational structure that list reasons <b>W.3.1b</b>- Reasons that support <b>W.3.1c</b>- Use linking words/phrases to connect opinion/reasons <b>W.3.1d</b>- Concluding statement</p>	<p><b>Bundle 2: Sept 17 - Oct 12</b></p> <p><b>Reading Genre: Informational Expository Text</b>  <b>RI.3.1</b> Ask and Answer Questions  <b>RI.3.3</b> Describe the relationship between events, concepts or procedures in a text. Using language pertaining to sequencing  <b>RI.3.5/RI.3.7</b> Text Features (keywords/sidebars,maps, pictures)</p> <p><b>Reading Foundations (Phonics)</b>            See Yearly Phonics Scope &amp; Sequence</p> <p><b>Language-</b> <b>L.3.1a</b> - Noun/Pronoun <b>L.3.1b</b>- Regular/Irregular Plural Nouns <b>L.3.1c</b>- Abstract Nouns <b>L.3.2d</b>- Possessive Nouns</p> <p><b>Writing: Informative/Explanatory</b>  <b>W.3.2a</b>- Introduce a topic/group related information, include illustrations <b>W.3.2b</b>- Develop topic with facts/definitions/details <b>W.3.2c</b>- Use linking words/phrases to connect ideas within categories of information <b>W.3.2d</b>- Concluding statement</p>	<p><b>Bundle 3: Oct 15 - Nov 16</b></p> <p><b>Reading Genre: Realistic/Historical Fiction</b>  <b>RL.3.1</b> Ask and Answer Questions  <b>RL.3.2</b> Central Message/Key Details  <b>RL.3.3</b> Character            Traits/Motivations/Sequence of Events  <b>RL.3.4</b> Literal/NonLiteral Language</p> <p><b>Reading Foundations (Phonics)</b>            See Yearly Phonics Scope &amp; Sequence</p> <p><b>Language-</b>  <b>L.3.1d</b> -Regular/Irregular verbs  <b>L.3.1e</b> - Verb tense <b>L3.1f</b> - Subject/Verb Agreement  <b>Writing: Narrative</b>  <b>W.3.3a</b>-Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.  <b>W.3.3b</b>-Use dialogue/descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations  <b>W.3.3c</b>-Use temporal words/phrases to signal event order.  <b>W.3.3d</b>-Provide a sense of closure</p>	<p><b>Bundle 4: Nov 19 - Dec 20</b></p> <p><b>Reading Genre: Fiction</b>  <b>RL 3.4</b> Literal vs. Nonliteral Meanings  <b>RL 3.6</b> Point of View  <b>RL 3.7</b> Make Connections by using illustrations in a story  <b>RL.3.9</b> Compare/Contrast themes, settings, and plots of stories written by the same author about the same or similar characters</p> <p><b>Reading Foundations (Phonics)</b>            See Yearly Phonics Scope &amp; Sequence</p> <p><b>Language:L.3.1g</b> - Comparative/Superlative Adjectives &amp; Adverbs  <b>L.3.5a</b> - Literal/Nonliteral meanings  <b>L.3.5c</b> - Shades of Meaning</p> <p><b>Writing: Narrative</b>  <b>W.3.3a</b>-Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.  <b>W.3.3b</b>-Use dialogue/descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations  <b>W.3.3c</b>-Use temporal words/phrases to signal event order.  <b>W.3.3d</b>-Provide a sense of closure</p>

3rd Nine Weeks		4th Nine Weeks	
<p><b>Bundle 5: Jan 7 - Feb 1</b></p> <p><b>Reading Genre: Informational/Expository</b>  <b>RI 3.2</b> Main Idea/Summarize Key Details  <b>RI.3.3</b> Describe the relationship between events, concepts or procedures in a text. Using language pertaining to Cause and Effect  <b>RI 3.4</b> Vocabulary Strategies  <b>RI 3.8</b> Describe the logical connection between particular sentences and paragraphs in a text</p> <p>Reading Foundations (Phonics)  See Yearly Phonics Scope &amp; Sequence</p> <p>Language  <b>L.3.1h</b> Coordinating/Subordinating Conjunction <b>L.3.1i</b> - Complex and Compound Sentences  <b>L.3.4a</b> - Context Clues to find meaning  <b>L.3.4d</b> - Glossaries and Dictionaries</p> <p><b>Writing: Informational</b>  <b>W.3.2a</b>-Introduce a topic/group related information, include illustrations.  <b>W.3.2b</b>-Develop topic with facts/definitions/details  <b>W.3.2c</b>-Use linking words/phrases to connect ideas within categories of information  <b>W.3.2d</b>-Concluding statement</p>	<p><b>Bundle 6: Feb 4 - March 8</b></p> <p><b>Reading Genre: Autobiography and Biography</b>  <b>RI.3.3</b> Describe the relationship between events, concepts or procedures in a text. Using language pertaining to time.  <b>RI.3.5/RI.3.7</b> Text Features (keywords/sidebars, maps, and pictures)  <b>RI.3.9</b> Compare/Contrast the most important points and key details presented in two texts on the same topic</p> <p><b>Reading Foundations (Phonics)</b>  See Yearly Phonics Scope &amp; Sequence</p> <p><b>Language: L.3.2e</b>-Spelling/Adding Suffixes  <b>L.3.2g</b>-Use references to check spelling  <b>L.3.3a</b>-Choose words/phrases for effect</p> <p><b>Writing: Research/You could do informational writing on a specific person</b>  <b>W.3.7</b>-Conduct research projects that build knowledge  <b>W.3.2a</b>-Introduce a topic/group related information, include illustrations.  <b>W.3.2b</b>-Develop topic with facts/definitions/details  <b>W.3.2c</b>-Use linking words/phrases to connect ideas within categories of information  <b>W.3.2d</b>-Concluding statement</p>	<p><b>Bundle 7: March 11 - April 12</b></p> <p><b>Reading Genre: Poetry/Drama</b>  <b>RL 3.1</b> Ask and Answer Questions  <b>RL.3.4</b> Literal and Nonliteral Language  <b>RL 3.6</b> Point of View</p> <p><b>Reading Foundations (Phonics)</b>  See Yearly Phonics Scope &amp; Sequence</p> <p><b>Language:L.3.2f</b>-Spelling patterns in writing words  <b>L.3.3b</b>-Recognize differences of spoken/written Standard English.  <b>L.3.4b</b>-Determine new word meaning once affix is used</p> <p><b>Writing: Poetry</b>  <b>W.3.3a</b>-Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.  <b>W.3.3b</b>-Use dialogue/descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations  <b>W.3.3c</b>-Use temporal words/phrases to signal event order.  <b>W.3.3d</b>-Provide a sense of closure</p>	<p><b>Bundle 8: April 15 - May 22</b></p> <p><b>Reading Genre: Informational/Expository Text</b>  <b>RI 3.3</b> Describe the relationship between events, concepts or procedures in a text.  <b>RI 3.7</b> Text Features  <b>RI 3.6</b> Author's Point of View  <b>RI.3.10</b> Fluency</p> <p><b>Reading Foundations (Phonics)</b>  See Yearly Phonics Scope &amp; Sequence</p> <p><b>Language:L.3.2.b</b>-Commas in addresses  <b>L.3.2c</b>-Commas and quotations in dialogue  <b>L.3.4c</b>-Use known root word to determine meanings of unknown word</p> <p><b>Writing: W 3.1 Opinion/You could conduct peer interviews to write using dialogue (e.g., or</b>  <b>W.3.1a</b>-State opinion and create organizational structure that list reasons  <b>W.3.1b</b>-Reasons that support opinion  <b>W.3.1c</b>-Use linking words/phrases to connect opinion/reasons  <b>W.3.1d</b>-Concluding statement</p>

**Ongoing Yearly Standards**

<p><b>Reading:</b>  <b>RL.3.1</b> Ask and answer questions  <b>RL.3.5</b> Text Referencing Vocabulary (chapter, scene, stanza)  <b>RI.3.6</b> Distinguishing POV between author and reader  <b>RL.3.7</b> Make connections by using illustrations in a story</p>	<p><b>Reading Foundations:</b>  <b>RF.3.3a</b> Most common prefixes and suffixes  <b>RF.3.3b</b> Decode words with common Latin suffixes  <b>RF.3.3c</b> Decode multisyllabic words  <b>RF.3.4</b> Read with accuracy and fluency  <b>RF.3.4a</b> Read on level text with purpose and understanding  <b>RF.3.4b</b> Read prose and poetry with fluency  <b>RF.3.4c</b> Use context to confirm or self correct word recognition and understanding</p>	<p><b>Language:</b>  <b>L.3.1</b> Demonstrate correct grammar and usage  <b>L.3.2</b> Demonstrate correct usage of capitalization, punctuation, and spelling when writing  <b>AL Standard:</b> Write legibly in cursive  <b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening  <b>L.3.4</b> Use multiple strategies to determine meaning of unknown words and phrases  <b>L.3.6</b> Use grade appropriate conversations</p>	<p><b>Writing:</b>  <b>W.3.6</b> Using technology for writing  <b>W.3.7</b> Conduct research projects that build knowledge of a topic  <b>W.3.10</b> Make writing a part of your day through a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>Speaking and Listening:</b>  <b>SL.3.1</b> Engage in Collaborative Conversations Daily  <b>SL.3.1a</b> Be prepared to discuss about a specific topic  <b>SL.3.4</b> Present material clearly and concisely  <b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluent reading at an understandable pace; add visual displays when appropriate to emphasize or enhance facts or details</p>
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General Schedule for a two hour reading block:

30 minutes: Grammar/Writing/Phonics

30 minutes of whole group/ collaborative group skills

Mon. Introduction: anchor charts, short video clips, read aloud, exit ticket

Tues: read aloud, modelling, etc. exit ticket

Wed. and Thursday: collaborative groups with mentor text

Fri. independent practice with formative assessment for grade. These will then be used the following week during “skills” small group/ tier 2 instruction.

60 minutes of small group instruction:

**This can include the following:**

15 minutes of tier 2 and review skills small group

45 minutes of literature circles

15 minutes of tier 2 or skills small group

45 minutes of 3 different groups at 15 mi