



Bedford County Public Schools

3rd Grade

2021-2022 Reading Pacing Guide

Content is listed in a suggested order. This is **not necessarily the order in which concepts should be taught. Teachers and students have the flexibility to cover the material in any order.*

**Teachers can access curriculum guide materials by following the link attached to each SOL. [3rd Grade Reading Resources](#) ([LINK RESOURCES HERE](#))*

Writing, research, vocabulary, and spelling should be intentionally connected to what students are reading during reading instruction and to cross-curricular topics when appropriate. Communication, writing, and research are ongoing strands and should be taught throughout the school year.

First Nine Weeks

Communication	Reading	Writing	Research	Recommended Resources
<p>3.1 The student will use effective communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing c) Ask and respond to questions from teachers and other group members g) Participate in collaborative discussions h) Work respectfully with others in pairs, diverse groups, and whole-class settings 	<p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> a) Use knowledge of regular and irregular vowel patterns <p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use knowledge of homophones to understand unfamiliar words (Suggested, but not limited to - sea/see, tail/tale, know/no, hair/hare, I, eye, mail/male, four/for, two/to/too) c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words d) Use context to clarify meaning of unfamiliar words. e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts f) Use vocabulary from other content areas <p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p>	<p>3.7 The student will write legibly in cursive.</p> <ul style="list-style-type: none"> a) Write capital and lowercase letters of the alphabet <p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> a) Engage in writing as a process b) Identify audience and purpose c) Use a variety of prewriting strategies d) Use organizational strategies to structure writing according to type j) Revise writing for clarity of content using specific vocabulary and information <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <ul style="list-style-type: none"> a) Use complete sentences b) Use the word I in compound subjects j) Use correct spelling including irregular plurals k) Indicate paragraphing by indenting or skipping a line. 	<p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <ul style="list-style-type: none"> a) Construct questions about the topic c) Collect and organize information about the topic 	

	<ul style="list-style-type: none"> a) Set a purpose for reading. b) Make connections between reading selections. c) Make, confirm, and revise predictions g) Ask and answer questions about what is read j) Identify the theme* k) Use reading strategies to monitor comprehension throughout the reading process. l) Differentiate between fiction and nonfiction. m) Read with fluency, accuracy, and meaningful expression <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a) Identify the author's purpose* b) Use prior and background knowledge as context for new learning. c) Use text features to make, confirm, and revise predictions (EKSP) d) Ask and answer questions about what is read, using the text for support. i) Use reading strategies to monitor comprehension throughout the reading process j) Read with fluency, accuracy, and meaningful expression 	<p>*Continue to review previous grammar skills introduced.</p>		
--	---	--	--	--

	<p>*Continue to discuss/review setting a purpose, theme, and author's purpose throughout each unit.</p>			
--	---	--	--	--

Second Nine Weeks

Communication	Reading	Writing	Research	Recommended Resources
<p>3.1 The student will use effective communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Use active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing (cont.) b) Present accurate directions to individuals and small groups c) Ask and respond to questions from teachers and other group members (cont.) d) Orally summarize information expressing ideas clearly e) Use language appropriate for context and audience f) Increase listening and speaking vocabularies g) Participate in collaborative discussions (cont.) h) Work respectfully with others in pairs, diverse groups, and whole-class settings (cont.) 	<p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> a) Use knowledge of regular and irregular vowel patterns (cont.) <p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use knowledge of homophones to understand unfamiliar words (cont.) (Suggested, but not limited to - plain/plane, blue/blew, ate/eight, write/right, our/hour, one/won, weak/week) b) Use knowledge of synonyms and antonyms to determine the meaning of new words c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words (cont.) d) Use context to clarify meaning of unfamiliar words (cont.). e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts (cont.) f) Use vocabulary from other content areas (cont.) g) Use word-reference resources including the glossary, dictionary, and thesaurus 	<p>3.7 The student will write legibly in cursive.</p> <ul style="list-style-type: none"> a) Write capital and lowercase letters of the alphabet (cont.) <p>3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> a) Engage in writing as a process (cont.) b) Identify audience and purpose (cont.) c) Use a variety of prewriting strategies (cont.) d) Use organizational strategies to structure writing according to type (cont.) e) Write a clear topic sentence focusing on main idea g) Use transition words to vary sentence structure i) Write a well-developed paragraph focusing on the main idea j) Revise writing for clarity of content using specific vocabulary and information (cont.) <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <ul style="list-style-type: none"> d) Use adjectives correctly f) Use commas in a simple series j) Use correct spelling 	<p>3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.</p> <ul style="list-style-type: none"> a) Construct questions about the topic (cont.) b) Access appropriate resources c) Collect and organize information about the topic (cont.) f) Demonstrate ethical use of the internet 	

	<p>3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none"> b) Make connections between reading selections (cont.) d) Apply knowledge of characterization/traits (EKSP) d) Compare and contrast settings, characters, and plot events. e) Summarize plot events/sequence of events f) Identify the narrator of a story. h) Draw conclusions using the text for support. i) Identify the conflict and resolution j) Identify the theme k) Use reading strategies to monitor comprehension throughout the reading process (cont.) m) Read with fluency, accuracy, and meaningful expression (cont.) <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a) Identify the author's purpose (cont.) b) Use prior and background knowledge as context for new learning (cont.) c) Preview and use text features, including table of contents, headings, pictures, captions, maps, indices, and charts(cont.) 	<p>including irregular plurals (cont.)</p> <ul style="list-style-type: none"> k) Indicate paragraphing by indenting or skipping a line (cont.) <p>*Continue to review previous grammar skills introduced.</p>		
--	---	--	--	--

	<p>e) Draw conclusions, using the text for support.</p> <p>f) Summarize information found in nonfiction texts</p> <p>g) Identify the main idea</p> <p>h) Identify supporting details</p> <p>i) Use reading strategies to monitor comprehension throughout the reading process (cont.)</p> <p>j) Read with fluency, accuracy, and meaningful expression (cont.)</p> <p>*Continue to discuss/review setting a purpose, theme, and author's purpose throughout each unit.</p>			
--	--	--	--	--

Third Nine Weeks

Communication	Reading	Writing	Research	Recommended Resources

Fourth Nine Weeks

Communication	Reading	Writing	Research	Recommended Resources