

Miami-Dade County Public Schools
Curriculum, Instruction, and School Improvement



Curriculum Pacing Guide
Language Arts/Reading
Third Grade
July 2006

The School Board of Miami-Dade County Public Schools

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THIRD GRADE LANGUAGE ARTS/READING CURRICULUM PACING GUIDE OVERVIEW

This document provides a pacing guide for instruction in Third Grade. It is designed to help teachers in pacing instruction of what students are expected to know and be able to use in Language Arts / Reading for the entire year.

Purpose of the Third Grade Language Arts / Reading Curriculum Pacing Guide

The **Third Grade Language Arts / Reading Curriculum Pacing Guide** was formulated for the purpose of providing Third Grade teachers with a guide for pacing instruction throughout the year. The Division of Language Arts / Reading responded to the request of administrators and teachers in the field to create a guide that would serve as a resource for teachers. Most importantly, district interim assessments are aligned to this pacing document.

Description of the Third Grade Language Arts / Reading Curriculum Pacing Guide

The **Third Grade Language Arts / Reading Curriculum Pacing Guide** specifies the Sunshine State Standards (SSS) Benchmarks, Objectives, and Strands/Standards taught during each nine week instructional period.

- Column One – Strands/Standards:
Identifies the Strands/Standards as required by the SSS.
- Column Two - Objectives:
Identifies the specific, measurable objectives to be addressed in lessons. Please note that **On-going Objectives** must be taught during each nine week instructional period.
- Column Three – Benchmarks:
Contains the SSS Benchmarks for Third Grade.

THIRD GRADE LANGUAGE ARTS/READING CURRICULUM PACING GUIDE OVERVIEW

Suggestions for Implementing the Third Grade Language Arts / Reading Curriculum Pacing Guide

The role of the teacher is to:

- teach the SSS content matter;
- provide classroom activities that address the SSS;
- enhance curriculum by using textbooks, manipulatives, technology, and other instructional materials;
- use varying methods of instruction to address diverse learning styles; and
- administer teacher - made assessments.

In addition to using the **Third Grade Language Arts / Reading Curriculum Pacing Guide**, teachers should:

- consider intra-school collaborative planning and spiraling of the curriculum to ensure efficient and effective pacing and delivery of instruction;
- adjust pacing and discuss progress with peers;
- connect content area informational text to the Language Arts/Reading classes; and
- provide opportunities for the application of reading strategies to informational text.

If you have comments or suggestions to improve this document, please contact District Supervisor, Ms. Karen Spigler at kspigler@dadeschools.net or Executive Director, Reading First, Pauline Ward at pward@dadeschools.net of the Division of Language Arts / Reading.

Third Grade Language Arts/Reading Curriculum Pacing Guide

2006-2007

Third Grade – 1 st Nine Weeks		
Strand/Standard	Objectives	Benchmarks
<u>Reading</u>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Reads a variety of material with fluency and expression and participates in repeated readings such as buddy, choral, echo etc. • Listens to daily teacher modeled reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables tall tales, mysteries), poetry, • Participates in Guided Reading Groups • Participates in daily Structured Independent Reading activities <ul style="list-style-type: none"> • Self-selects a variety of books, magazines from home, school or library at independent reading level <p>Practices oral rereading of text at independent level while noting speed and accuracy</p>	<p>Main Idea/Essential Message L.A.A.2.1.1 L.A.C.2.1.1</p> <p>Fluency (Oral) L.A.C.3.1.1., L.A.C.3.1.3., L.A.C.3.1.4.</p>
<u>Reading</u>	<ul style="list-style-type: none"> • Listens to daily reading, on or above grade level, from a wide variety of genres, e.g. non-fiction, fiction, poetry, with a special emphasis on fables, tall-tales, and mysteries as well as stories of science and nature while recognizing basic characteristics/text-features of these genres. • Responds to literature through a variety of activities including choral speaking, role playing, Readers' Theater, plays, writing, art, and music and multimedia presentations • Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge) • Relates reading to own experiences; makes predictions by relating new information to prior knowledge by previewing titles, pictures, scanning text, or relating to previous text; sets a purpose for reading • Uses reading strategies and critical thinking to understand information presented in a story or informational text <ul style="list-style-type: none"> ○ identifies main idea (stated or implied), theme and support information ○ demonstrates organizational thinking of main idea through use of graphic organizers, e.g., main idea table, two column note ○ identifies specific information including placing events or steps in sequence • Increases comprehension by rereading, retelling, and discussing text elements both narrative and expository (informational text) emphasizing main idea • Includes story elements in a narrative retelling: main characters, setting, sequence of events, and problem (conflict) solution/resolution 	<p>Main Idea/Essential Message L.A.A.2.1.1 L.A.C.2.1.1</p> <p>Plot Development L.A.E.1.1.2.</p> <p>Author's Purpose L.A.A.2.1.2.</p> <p>Similarities and Differences L.A.A.1.1.2., L.A.E.1.1.1., L.A.A.2.1.3.</p> <p>Compare and Contrast L.A.A.1.1.2., L.A.E.1.1.1.,</p>

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Third Grade – 1 st Nine Weeks		
Strand/Standard	Objectives	Benchmarks
	<ul style="list-style-type: none"> • Understands and uses instructional vocabulary and the appropriate transition words related for chronological order (first, second, next, then, last, before, after, when) • Responds to comparison and contrast in literature through a variety of activities including graphic organizers, writing (response journals), drama, art, music, and multimedia presentations • Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing authentic experiences and new insights (background knowledge) in order to compare and contrast • Relates comparative relationships to own experiences; makes comparisons by relating new information to prior knowledge; sets a purpose for reading • Develops awareness of how things are the same or different; understands instructional vocabulary as well as appropriate words for comparisons (alike, different, but) • Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge) into cause and effect relationships • Participates in reading activities using a variety of texts/genres; participates in repeated readings such as buddy and choral noting cause and effect relationships between characters, settings and events • Participates in reading activities from a variety of texts/genres; participates in repeated readings such as buddy and choral while using pictures, graphs, charts, maps, and captions to gain meaning from the text • Relates reading to own experiences; makes predictions by relating new information to prior knowledge by previewing titles, pictures, scanning text, or relating to previous text; sets purpose for reading • Develops awareness of reference research instructional vocabulary, e.g., captions, footnotes, subheadings, etc. • Uses simple reference materials, e.g., dictionary, index, glossary • Listens to daily reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, tall tales, mysteries), poetry, and discusses inferred relationships • Participates in daily word work that targets high frequency words promoting accuracy and automaticity 	<p>L.A.A.2.1.3</p> <p>Cause and Effect</p> <p>L.A.A.2.1.3.</p> <p>Reference Research</p> <p>L.A.A.2.1.3., L.A.A.2.1.5</p> <p>Inference</p> <p>L.A.E.2.1.1., L.A.A.2.1.3.</p> <p>Fluency (Oral)</p> <p>L.A.C.3.1.1., L.A.C.3.1.3., L.A.C.3.1.4.</p>

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Third Grade – 1 st Nine Weeks		
Strand/Standard	Objectives	Benchmarks
<u>Writing</u>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Writes daily for a variety of purposes both self-initiated and teacher-directed including retellings, journals, stories, poems, personal anecdotes, response logs, book reports, labels, titles surveys, interviews, lists, letters, invitations, envelopes, questions and observations of familiar topics and new experiences 	L.A.B.1.2.1. L.A.B.1.2.3. L.A.B.2.2.6. L.A.B.2.2.5. L.A.B.2.2.3. L.A.B.2.2.4. L.A.D.2.2.4.
<u>Writing</u>	<ul style="list-style-type: none"> • Uses writing conventions correctly: capitalization (proper nouns, beginning sentences with the word "I"); completes sentences (subject verb agreement); punctuation (periods, commas, question marks, exclamation marks, dialogue markings, apostrophe/contractions and possessives); Singular, plural, and irregular nouns, pronouns, action, linking verbs, comparative and superlative adjectives and adverbs • Uses handwriting appropriate for age and grade level consistently: forms upper and lower case cursive letters correctly; spaces words evenly; writes final drafts legibly • Uses conventional spelling (including high frequency words, words from content and literature) facilitated by an understanding of phonics patterns/generalizations, structures (root words, prefixes/suffixes, and syllabication) • Writes stories with a beginning, middle, and an end; produces a piece of writing that shows evidence of dialogue and story elements • Shares and discusses all individual writing with a group or partner • Participates in various prewriting techniques such as reading, observing, listening, drawing, brainstorming, listing, outlining, mapping charting and webbing to generate ideas for independent writing • Understands prewriting/planning process and can recognize and generate new ideas/subtopics that support the main topic • Produces a first draft independently that shows an understanding of the topic with increasing fluency • Edits a draft, for conventional spelling, grammar, mechanics, indenting format, and sentence variety using appropriate proof reading 	L.A.B.1.2.1. L.A.B.1.2.3. L.A.B.2.2.6. L.A.B.2.2.5. L.A.B.2.2.3. L.A.B.2.2.4. L.A.D.2.2.4.

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Third Grade – 1 st Nine Weeks		
Strand/Standard	Objectives	Benchmarks
<u>Vocabulary/Word Study</u>	<ul style="list-style-type: none"> ● Participates in daily phonemic awareness activities: <ul style="list-style-type: none"> ○ Listening and rhyming games ○ Words and sentence length ○ Awareness of syllables ○ Segmenting/blending phonemes ○ Exploring initial and final sounds ○ Introducing names and symbol to sound (spelling) ○ Develop spelling sound correspondences through writing (Reference: Phonemic Awareness in Young Children by M.J. Adams, Put Reading First the Research Building Blocks for Teaching Children to Read from National Institute for Literacy) ● Participates in daily word work in order to transfer and apply word knowledge (use word walls/theme boards) ● Participates in context-related activities to ensure the recognition of high frequency words and common decoding patterns: <ul style="list-style-type: none"> ○ 500 Fry Words ○ word patterns : CVC (red, sat); CV (he, go); CVC e (bike, came) ● Uses knowledge of letter sound correspondence and phonics generalizations when reading and writing <ul style="list-style-type: none"> ○ initial, medial, final single consonant sounds ○ initial and final blends and digraphs such as sh, ch, ck, ll, nd ○ short and long vowel patterns in words ○ vowels: r controlled, diphthongs, and other irregular patterns ○ compares words, discovering spelling patterns/word families and relationships between words (Making Words Activities) 	L.A.A.1.2.3. L.A.D.1.2.1. L.A.B.1.2.3. L.A.A.1.2.2.
<u>Listening/Speaking/Viewing</u>	<ul style="list-style-type: none"> ● Pronounces words clearly using standard English, appropriate body language and vocabulary, sentence length, and complexity appropriate for third grade level. <ul style="list-style-type: none"> ○ Uses elements of grammar in speech including but not limited to subject-verb agreement, singular and plural nouns, comparatives, superlatives and verb tenses ● Participates in oral language activities daily: <ul style="list-style-type: none"> ○ Retells, summarizes, dramatizes stories (including beginning, middle and end) ○ Develops questions for peer response ● Uses active listening and courteous, appropriate responding during class discussions; contributes 	L.A.C.1.2.1. L.A.C.2.2.1. LA.C.2.2.2. LA.C.3.2.3. L.A.C.1.2.2. LA.C.3.2.3. LA.C.3.2.4. LA.D. 2.2.2

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Third Grade – 1 st Nine Weeks		
Strand/Standard	Objectives	Benchmarks
	effectively in cooperative learning situation <ul style="list-style-type: none"> • Listens and speaks respectfully to persons of all racial/ethnic backgrounds to gain and share information, ideas, values and points of view reflecting their cultures 	L.A.D.2.2.3.
<u>Information Literacy/Study / Test-Taking Skills</u>	<ul style="list-style-type: none"> • Alphabetizes and locates words or topics in a dictionary, glossary, encyclopedia or other reference material • Targets information by underlining, highlighting, framing or circling • Locates information in parts of a book; table of contents, title page, index, glossary, chapter titles, paragraph headings, italics, bold faced print, diagrams and illustrations for study and information • Identifies, secures, handles, and uses books and multimedia resources such as computers, Internet, filmstrips, audiotapes, interactive videos, newspapers, magazines, encyclopedias • Follows oral and written directions for test-taking and to complete daily assignments • Participates in periodic timed reading activities to increase reading rate using fiction and non-fiction selections of varying lengths at third grade level • Manages home study strategies (time/place for homework) 	L.A.B.2.2.4. L.A.C.3.2.5. L.A.A.1.2.4.

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Third Grade – 2 nd Nine Weeks		
Strand/Standard	Objectives	Benchmarks
<u>Reading</u>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Reads a variety of material with fluency and expression and participates in repeated readings such as buddy, choral, echo etc. • Listens to daily teacher modeled reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables tall tales, mysteries), poetry, • Participates in Guided Reading Groups • Participates in daily Structured Independent Reading activities <ul style="list-style-type: none"> • Self-selects a variety of books, magazines from home, school or library at independent reading level • Practices oral rereading of text at independent level while noting speed and accuracy 	<p>Main Idea/Essential Message L.A.A.2.1.1 L.A.C.2.1.1</p> <p>Fluency (Oral) L.A.C.3.1.1., L.A.C.3.1.3., L.A.C.3.1.4.</p>
<u>Reading</u>	<ul style="list-style-type: none"> • Uses reference research components, pictures, graphs, charts, maps, and captions to gain meaning from the text • Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching) • Includes text elements in an expository retelling: topic/process/people, problem/goal, steps/events, resolution • Explores the author's intent and responds to: What does the author mean when he/she writes...? Why did the author write the passage? Would the author agree with this statement? • Increases comprehension of compare and contrast elements by rereading, retelling, and discussion of both narrative and expository (informational) texts • Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching) • Includes story elements relating to comparison in a narrative retelling: main characters, setting, sequence of events, problem (conflict), solution (resolution) • Includes text elements relating to comparison in an expository retelling: topic/process/people, problem/goal, steps/events, resolution • Supports oral and written responses (student restates/paraphrases/ summarizing ideas in own words) with details from narrative, informative text or a non-print source in order to find similarities and 	<p>Main Idea/Essential Message L.A.A.2.1.1 L.A.C.2.1.1</p> <p>Plot Development L.A.E.1.1.2.</p> <p>Author's Purpose L.A.A.2.1.2.</p> <p>Similarities and Differences L.A.A.1.1.2., L.A.E.1.1.1., L.A.A.2.1.3.</p> <p>Compare and Contrast L.A.A.1.1.2., L.A.E.1.1.1.,</p>

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Third Grade – 2 nd Nine Weeks		
Strand/Standard	Objectives	Benchmarks
	<p>differences</p> <ul style="list-style-type: none"> • Responds to cause and effect relationships in literature through a variety of activities including graphic organizers, role playing, drama, art, music and multimedia presentations • Uses reference research components, pictures, graphs, charts, maps, and captions to explore cause and effect relationships • Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching) • Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and understanding of multiple representation of information • Develops awareness of how an author creates text with reference research components to enhance comprehension, e.g., “What has the author added to the passage to help me understand?” (maps, charts, pictures, captions, etc.) • Uses reading strategies and critical thinking to <ul style="list-style-type: none"> ○ Demonstrate organizational thinking of inference through use of graphic organizers ○ Draws conclusions/makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end • Responds to literature through a variety of activities including reader’s theater, choral reading, tape assisted-reading, drama, partner reading and re-reading familiar text in order to build phrasing and expression 	<p>L.A.A.2.1.3</p> <p>Cause and Effect L.A.A.2.1.3.</p> <p>Reference Research L.A.A.2.1.3., L.A.A.2.1.5</p> <p>Inference L.A.E.2.1.1., L.A.A.2.1.3.</p> <p>Fluency (Oral) L.A.C.3.1.1., L.A.C.3.1.3., L.A.C.3.1.4.</p>
<u>Writing</u>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Writes daily for a variety of purposes both self-initiated and teacher-directed including retellings, journals, stories, poems, personal anecdotes, response logs, book reports, labels, titles surveys, interviews, lists, letters, invitations, envelopes, questions and observations of familiar topics and new experiences 	<p>L.A.B.1.2.1. L.A.B.1.2.3. L.A.B.2.2.6. L.A.B.2.2.5. L.A.B.2.2.3. L.A.B.2.2.4. L.A.D.2.2.4.</p>
<u>Writing</u>	<ul style="list-style-type: none"> • Refers to high frequency word wall and theme boards when completing shared or personal writing • Elaborates ideas using a topic sentence, relevant supporting details, facts from a variety of sources, examples, vivid and specific language, etc. • Uses the correct form for writing personal letters • Produces pieces in response to a picture or to an oral or written prompt (narrative and expository) 	<p>L.A.B.1.2.1. L.A.B.1.2.3. L.A.B.2.2.6. L.A.B.2.2.5. L.A.B.2.2.3. L.A.B.2.2.4.</p>

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Third Grade – 2 nd Nine Weeks		
Strand/Standard	Objectives	Benchmarks
	<ul style="list-style-type: none"> • Uses technology, e.g., computers in the production of writing pieces with teacher assistance • Contributes and evaluates writing from a variety of genre and other work to a portfolio (selected by both teacher and student); sets goals for improvement • Understands organizational writing patterns and recognizes the appropriate graphic organizer for various writing modes, e.g., selects standard outline format for main idea and supporting details or sequence chart for chronological order • Publishes final edited writing in a variety of ways including oral sharing with a peer, small group or entire class as well as displaying class made or individual books, mailings to pen pals or family members, public displays (6,13) 	L.A.D.2.2.4.
<u>Vocabulary/Word Study</u>		L.A.A.1.2.3. L.A.D.1.2.1. L.A.B.1.2.3. L.A.A.1.2.2.
<u>Listening/Speaking/Viewing</u>	<ul style="list-style-type: none"> • Gains a deeper understanding of the relationship between self and others through reading, viewing, discussing and listening to a variety of multicultural materials • Participates in a variety of oral presentations (skits, role play) and understands that language formality varies according to situations and audiences • Selects personal listening preferences (e.g., poetry, songs, stories, fiction, non-fiction, drama, informational speeches) 	L.A.C.1.2.1. L.A.C.2.2.1. L.A.C.2.2.2. L.A.C.3.2.3. L.A.C.1.2.2. L.A.C.3.2.3. L.A.C.3.2.4. L.A.D. 2.2.2 L.A.D.2.2.3.
<u>Information Literacy/Study / Test-Taking Skills</u>	<ul style="list-style-type: none"> • Demonstrates self-questioning while reading or writing using pictures, charts, graphs, text, etc. • Reads, rereads, and revisits text to verify information or perform other tasks that include use of graphs, charts, signs maps and captions • Becomes familiar with testing formats such as multiple choice, performance tasks (written), as well as other informal assessments, e.g., fill in the blank, matching, rank ordering and scores performance tasks using rubrics (Department of Education) 	L.A.B.2.2.4. L.A.C.3.2.5. L.A.A.1.2.4.

Third Grade Language Arts/Reading Curriculum Pacing Guide

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Third Grade – 3 rd Nine Weeks		
Strand/Standard	Objectives	Benchmarks
<u>Reading</u>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Reads a variety of material with fluency and expression and participates in repeated readings such as buddy, choral, echo etc. • Listens to daily teacher modeled reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables tall tales, mysteries), poetry, • Participates in Guided Reading Groups • Participates in daily Structured Independent Reading activities <ul style="list-style-type: none"> • Self-selects a variety of books, magazines from home, school or library at independent reading level • Practices oral rereading of text at independent level while noting speed and accuracy 	<p>Main Idea/Essential Message LA.A.2.1.1 LA.C.2.1.1</p> <p>Fluency (Oral) L.A.C.3.1.1., L.A.C.3.1.3., L.A.C.3.1.4.</p>
<u>Reading</u>	<ul style="list-style-type: none"> • Identifies and explores favorite authors/illustrators and titles, and engages in the study of two or more authors, also begins to develop an understanding of gender and other stereotypic and cultural biases portrayed in pictures and in written and oral language • Uses reading strategies and critical thinking to understand information presented in a story or informational text <ul style="list-style-type: none"> ○ Distinguishes between fact and opinion • Supports oral and written responses (student restates/paraphrases ideas in own words) with details from narrative or informational text or non-print source • Identifies and studies favorite authors/illustrators (two or more) while noting the similarities and differences • Uses reference research components, pictures, graphs, charts, maps, and captions to compare and contrast information • Uses reading strategies and critical thinking to understand information <ul style="list-style-type: none"> ○ Distinguishes between fact and opinion • Relates cause and effect relationships to own experiences; makes connections by relating new information to prior knowledge; sets a purpose for reading • Supports oral and written responses (student restates/paraphrases ideas in own words) with details from multiple representation of information found in narrative or informational text • Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge) into inferred relationships • Uses reference research components, pictures, graphs, charts, maps, and captions to infer meaning 	<p>Main Idea/Essential Message LA.A.2.1.1 LA.C.2.1.1</p> <p>Plot Development L.A.E.1.1.2.</p> <p>Author’s Purpose L.A.A.2.1.2.</p> <p>Similarities and Differences L.A.A.1.1.2., L.A.E.1.1.1., L.A.A.2.1.3.</p> <p>Compare and Contrast L.A.A.1.1.2., L.A.E.1.1.1.,</p>

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Third Grade – 3 rd Nine Weeks		
Strand/Standard	Objectives	Benchmarks
	<p>from the text</p> <ul style="list-style-type: none"> • Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching) • Participates in oral discussion using a clear voice, appropriate body language, appropriate grade level vocabulary, sentence length, sentence complexity and expression • Participates in oral discussion using a clear voice, appropriate body language, appropriate grade level vocabulary, sentence length, sentence complexity and expression 	<p>L.A.A.2.1.3</p> <p>Cause and Effect L.A.A.2.1.3.</p> <p>Reference Research L.A.A.2.1.3., L.A.A.2.1.5</p> <p>Inference L.A.E.2.1.1., L.A.A.2.1.3.</p> <p>Fluency (Oral) L.A.C.3.1.1., L.A.C.3.1.3., L.A.C.3.1.4.</p>
<u>Writing</u>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Writes daily for a variety of purposes both self-initiated and teacher-directed including retellings, journals, stories, poems, personal anecdotes, response logs, book reports, labels, titles surveys, interviews, lists, letters, invitations, envelopes, questions and observations of familiar topics and new experiences 	<p>L.A.B.1.2.1. L.A.B.1.2.3. L.A.B.2.2.6. L.A.B.2.2.5. L.A.B.2.2.3. L.A.B.2.2.4. L.A.D.2.2.4.</p>
<u>Writing</u>	<ul style="list-style-type: none"> • Refers to high frequency word wall and theme boards when completing shared or personal writing • Elaborates ideas using a topic sentence, relevant supporting details, facts from a variety of sources, examples, vivid and specific language, etc. • Uses the correct form for writing personal letters • Produces pieces in response to a picture or to an oral or written prompt (narrative and expository) • Uses technology, e.g., computers in the production of writing pieces with teacher assistance • Contributes and evaluates writing from a variety of genre and other work to a portfolio (selected by both teacher and student); sets goals for improvement 	<p>L.A.B.1.2.1. L.A.B.1.2.3. L.A.B.2.2.6. L.A.B.2.2.5. L.A.B.2.2.3. L.A.B.2.2.4. L.A.D.2.2.4.</p>

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Third Grade – 3 rd Nine Weeks		
Strand/Standard	Objectives	Benchmarks
	<ul style="list-style-type: none"> • Understands organizational writing patterns and recognizes the appropriate graphic organizer for various writing modes, e.g., selects standard outline format for main idea and supporting details or sequence chart for chronological order • Publishes final edited writing in a variety of ways including oral sharing with a peer, small group or entire class as well as displaying class made or individual books, mailings to pen pals or family members, public displays (6,13) • Incorporate a rich vocabulary of vivid language to enhance writing including, but not limited to anecdotal details and figurative language such as similes • Participates in various “writing to learn” activities including anecdotes, journals, instructions with multiple steps, response logs, labels, titles, captions, lists, questions, letters, invitations, and personal notes using quick writes and other writing modes • Revises a first draft incorporating instructional concepts independently or with coaching by teachers or peers; for example, add something, e.g., rich vocabulary, sentence variety and combining, change something and take something away (Project D.R.A.W.) • Participates in peer, self-evaluation, and/or a teacher conferencing throughout the writing process as appropriate particularly during revision and editing 	
<u>Vocabulary/Word Study</u>		L.A.A.1.2.3. L.A.D.1.2.1. L.A.B.1.2.3. L.A.A.1.2.2.
<u>Listening/Speaking/Viewing</u>	<ul style="list-style-type: none"> • Participates in oral language activities daily: <ul style="list-style-type: none"> ○ Conducts interviews, introductions, and other social activities ○ Presents reports, news broadcasts (explaining and persuading) ○ Memorizes and recites poems, dialogue from plays, songs ○ Generates and follows multi-step oral directions • Formulates questions, paraphrases/summarizes information after listening or viewing 	L.A.C.1.2.1. L.A.C.2.2.1. L.A.C.2.2.2. L.A.C.3.2.3. L.A.C.1.2.2. L.A.C.3.2.3. L.A.C.3.2.4. L.A.D. 2.2.2 L.A.D.2.2.3.

Third Grade Language Arts/Reading Curriculum Pacing Guide

2006-2007

Third Grade – 3 rd Nine Weeks		
Strand/Standard	Objectives	Benchmarks
<u>Information Literacy/Study / Test-Taking Skills</u>	<ul style="list-style-type: none"> • Understands the question by using the think aloud process to analyze the question, key words, and the requirements of the task • Begins to use a variety of reference materials to research answers to questions, seek information, e.g., dictionary, encyclopedia, map, and clarifies the accuracy of text • Uses study skill strategies, e.g., predicts, surveys the text, clarifies unknown words/phrases, visualizes, questions, takes notes, paraphrases/summarizes, reviews, analyzes/ improves responses 	L.A.B.2.2.4. L.A.C.3.2.5. L.A.A.1.2.4.

Third Grade Language Arts/Reading Curriculum Pacing Guide

2006-2007

Third Grade – 4 th Nine Weeks		
Strand/Standard	Objectives	Benchmarks
<u>Reading</u>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • Reads a variety of material with fluency and expression and participates in repeated readings such as buddy, choral, echo etc. • Listens to daily teacher modeled reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables tall tales, mysteries), poetry, • Participates in Guided Reading Groups • Participates in daily Structured Independent Reading activities <ul style="list-style-type: none"> • Self-selects a variety of books, magazines from home, school or library at independent reading level <p>Practices oral rereading of text at independent level while noting speed and accuracy</p>	<p>Main Idea/Essential Message L.A.A.2.1.1 L.A.C.2.1.1</p> <p>Fluency (Oral) L.A.C.3.1.1., L.A.C.3.1.3., L.A.C.3.1.4.</p>
<u>Reading</u>	<ul style="list-style-type: none"> • Develops an awareness of gender and other stereotypic and cultural biases portrayed in pictures, written and oral language in order to compare and contrast • Identifies and studies favorite authors while noting cause and effect relationships • Develops an awareness of gender and other stereotypic and cultural biases in pictures, written and oral language in order to understand cause and effect relationships • Selects a topic, formulates a question, plans how to gather information, utilizes the title, guide words and indices • Connects information from narrative and informational text to events in history • Understands the instructional vocabulary of inference and answers inferential questions by accessing prior knowledge and what was learned in the text <ul style="list-style-type: none"> ○ What advice would you give the three little pigs? (From the fairy tale <i>The Three Little Pigs</i>) • Uses non-verbal cues in a variety of non-print media such as television, films, art, and music to understand inferred relationships 	<p>Main Idea/Essential Message L.A.A.2.1.1 L.A.C.2.1.1</p> <p>Plot Development L.A.E.1.1.2.</p> <p>Author’s Purpose L.A.A.2.1.2.</p> <p>Similarities and Differences L.A.A.1.1.2., L.A.E.1.1.1., L.A.A.2.1.3.</p> <p>Compare and Contrast L.A.A.1.1.2., L.A.E.1.1.1.,</p>

Third Grade Language Arts/Reading Curriculum Pacing Guide

2006-2007

Third Grade – 4 th Nine Weeks		
Strand/Standard	Objectives	Benchmarks
		L.A.A.2.1.3 Cause and Effect L.A.A.2.1.3. Reference Research L.A.A.2.1.3., L.A.A.2.1.5 Inference L.A.E.2.1.1., L.A.A.2.1.3. Fluency (Oral) L.A.C.3.1.1., L.A.C.3.1.3., L.A.C.3.1.4.
<u>Writing</u>	Ongoing Objectives: <ul style="list-style-type: none"> • Writes daily for a variety of purposes both self-initiated and teacher-directed including retellings, journals, stories, poems, personal anecdotes, response logs, book reports, labels, titles surveys, interviews, lists, letters, invitations, envelopes, questions and observations of familiar topics and new experiences 	L.A.B.1.2.1. L.A.B.1.2.3. L.A.B.2.2.6. L.A.B.2.2.5. L.A.B.2.2.3. L.A.B.2.2.4. L.A.D.2.2.4.
<u>Writing</u>	<ul style="list-style-type: none"> • Writes a narrative, informative or persuasive piece of several paragraphs and uses transition phrases for movement • Participates in all steps of the writing process with focus on a central idea elaborating using topic sentence, supporting details, examples, facts, and vivid language to clarify meaning for the audience/reader through the use of suspense, humor, creativity or fantasy • Explores the process of elaboration and recognizes appropriate supporting details, e.g., Which sentence or detail should be added to the third paragraph to show how you feel about dinner? 	L.A.B.1.2.1. L.A.B.1.2.3. L.A.B.2.2.6. L.A.B.2.2.5. L.A.B.2.2.3. L.A.B.2.2.4. L.A.D.2.2.4.

Third Grade Language Arts/Reading Curriculum Pacing Guide

2006-2007

Third Grade – 4 th Nine Weeks		
Strand/Standard	Objectives	Benchmarks
	<ul style="list-style-type: none"> • Begins to maintain a consistent and appropriate voice throughout communication using known, learned, or imagined knowledge • Participates in Guided Reading groups 	
<u>Vocabulary/Word Study</u>	<ul style="list-style-type: none"> • Begins to understand and generate analogies 	L.A.A.1.2.3. L.A.D.1.2.1. L.A.B.1.2.3. L.A.A.1.2.2.
<u>Listening/Speaking/Viewing</u>	<ul style="list-style-type: none"> • Participates in oral language activities daily: <ul style="list-style-type: none"> ○ Expresses and supports opinion and ideas to persuade, inform, etc. ○ Develops criteria and evaluates oral presentations by self and peers • Evaluates oral presentations by self and peers, demonstrates understanding of the power of language using teacher/student criteria including conveying of meaning, engagement of audience, body language (eye contact, gestures, posture), articulation and pronunciation, standard conventions of English, appropriate word choice • Listens for a variety of purposes: to recognize and understand major points of emphasis; to identify details, sequence, similes, symbols, idioms and other literal content; to evaluate the effectiveness and style of the speaker • Understands purpose (e.g., entertain, persuade, inform) and message from oral and/or visual presentations (e.g., television, movies) 	L.A.C.1.2.1. L.A.C.2.2.1. L.A.C.2.2.2. L.A.C.3.2.3. L.A.C.1.2.2. L.A.C.3.2.3. L.A.C.3.2.4. L.A.D. 2.2.2 L.A.D.2.2.3.
<u>Information Literacy/Study / Test-Taking Skills</u>	<ul style="list-style-type: none"> • Uses graphic organizers to initiate planning, research and support thinking before oral or written response as well as simple alphabetic and numerical systems such as outlining, power notes 	L.A.B.2.2.4. L.A.C.3.2.5. L.A.A.1.2.4.