

Unit 8/26 to 9/26	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Introduction to Readerly and Writerly Life</p>	<p>3.R.1.1 Students can decode using word recognition skills.</p> <p>3.R.2.1 Students can apply comprehension strategies to read and interpret text.</p> <p>3.R.2.2 Students can fluently read aloud and silently to comprehend text.</p> <p>3.R.3.2 Students can compare and contrast different genres.</p> <p>3.W.1.2 Students can identify a topic sentence, supporting details, and a conclusion in a paragraph.</p> <p>3.W.1.3 Students can write a paragraph using supporting details.</p> <p>3.W.1.4 Students can write a friendly letter, thank you notes, and invitations.</p> <p>3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.</p> <p>3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.</p> <p>3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.</p> <p>3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation.</p> <p>3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to routines and expectations of the classroom teacher with regards to Literacy Block. • Relate text to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (3.R.2.1) • Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (3.R.2.1) • Use text and picture clues to support predictions and draw conclusions (INFERENCE) (C) (3.R.2.1) • Respond to text by asking and answering questions. (C) (QUESTIONING) (3.R.2.1) • Be exposed through teacher modeling of reading strategies (MONITORING FOR UNDERSTANDING) (C) (3.R.2.1) • Compare, discuss, and name a variety of genres and/or authors (C) (3.R.3.2) • Have extended opportunities to read and comprehend text read aloud and silently (C) (3.R.2.2) • Identify author theme and intent in fiction and nonfiction both orally and through written response. (I) (3.R.2.1) • Have opportunities to identify and reflect on the use of comprehension strategies both orally and through written response. (I) (3.R.2.1) • Have opportunities to retell and/or identify important information in texts addressed in shared, guided and independent reading. (I) (3.R.2.1) • Identify favorite authors/titles (C) (3.R.3.1)
		<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing, with an emphasis on metacognitive writing, using; paragraph form, endmarks, proper capitalization, comma use and conventional spelling. (C) (3.W.1.2, 3.W.1.3, 3.W.2.1, 3.W.2.2) • Compose text using correct letter formation, capital letters, appropriate spacing, and endmarks (C) (3.R.2.3) • Have opportunities to apply modeled selected conventions in independent, self-selected writing. (I) (3.W.2.1, 3.W.1.3) • Write to explain a solution strategy to a mathematical problem that includes an introductory a sentence, supporting detail and a conclusion (minimal revision). (I) (3.W.1.2, 3.W.1.3) • Have opportunities to write in response to text (retell, summarize, response letters, etc.) (I) (3.W.1.3) (3.W.1.4) • Have opportunities to write in response to text (retell, summarize, response letters, etc.) (I) (3.W.1.3) (3.W.1.4) • Be gradually introduced to correct letter formation using cursive and be provided with random opportunities for practice. (I) (3.W.2.3)

TCSO Third Grade Pacing Guide
 Drafted Summer, 2008

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> Review rules for conversation and discussion (C) (3.LVS.1.1) Be given opportunities to connect and relate their experiences and ideas to those of the speaker; for example, knee-to-knee or turn and talk (I) (3.LVS.1.1) Be given opportunities to follow multi-step directions (I) (3.LVS.1.1) Have opportunities to retell stories and information using appropriate organizational patterns and details (I) (3.LVS.1.3)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> Use common abbreviations for months, days and titles (Miss, Ms., Mrs. Mr., Dr., Jr. Sr.) (M) (3.R.1.1) Identify, read and write words containing digraphs kn, ph, wr (M) (3.R.1.1) Recognize and create compound words (M) (3.R.1.1) Review the second 100 words from the Frey Instant Word List. (M) (3.R.1.1) Identify, read and write common contractions (am, had, have, is, not, will, would) (C) (3.R.1.1) Identify, read and write words containing R-controlled vowel patterns (ar, er, ir, or, ur) (C) (3.R. 1.1) Use 3-letter blends and chunks from TCSO Second Grade Chunk List to create new words. (C) (3.R.1.1) Be held responsible for spelling K-2 TCSO No Excuse Words in context. (C) (3.R.1.1)
<p>Resources</p>	<p>Assessments</p>	
<p>District Required Resource</p> <ul style="list-style-type: none"> Individual school libraries/book walls <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) <u>Handwriting Without Tears</u> (Olsen) <u>Notebook Know-How: Strategies for the Writer's Notebook</u> (Buckner) TC Literacy Website TC Literacy Plan Hands-on manipulatives for word study (magnetic letters, letter tiles) Big-books relevant to focus teaching points <p>Additional Resources</p> <ul style="list-style-type: none"> <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) <u>Phonics They Use</u> (Cunningham) <u>Phonics Lessons</u> (Fontas & Pinnell) <u>Month by Month Phonics</u> (Cunningham & Hall) <u>The Morning Meeting Book</u> (Kriete & Bechtel) <u>The Daily Five: Fostering Literacy Independence in Elementary Grades</u> (Boushey & Moser) 	<ul style="list-style-type: none"> TCSO Personal Impromptu Writing (Metacognitive: Writing to explain a solution strategy to a mathematical problem) Sample accompanied by Scored Rubric AREA Dictation Task Teacher generated checklists for mastered skills Running Records Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Anecdotal Records Book Response/Reading Logs 	

Unit 9/29 to 11/7	Standards	Focus
Exploring Story Elements	<p>3.R.1.1 Students can decode using word recognition skills.</p> <p>3.R.2.1 Students can apply comprehension strategies to read and interpret text.</p> <p>3.R.2.2 Students can fluently read aloud and silently to comprehend text.</p> <p>3.R.3.1 Students can identify and describe literary elements and devices in literature.</p> <p>3.R.3.2 Students can compare and contrast different genres.</p> <p>3.W.1.1 Students can write statements, questions, commands, and exclamations.</p> <p>3.W.1.2 Students can identify a topic sentence, supporting details, and a conclusion in a paragraph.</p> <p>3.W.1.3 Students can write a paragraph using supporting details.</p> <p>3.W.1.4 Students can write a friendly letter, thank you notes, and invitations.</p> <p>3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.</p> <p>3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.</p> <p>3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.</p>	<p style="background-color: #cccccc;">Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Have opportunities to apply previously introduced comprehension strategies in shared, guided and independent reading (SCHEMA, QUESTIONING, INFERENCE) (C) (3.R.2.1) • Be exposed to reading strategies through teacher modeling at the sentence and passage level (http://www.tcsdk12.org/literacy/Anchors/monitoring%20for%20understanding.html) (MONITORING FOR UNDERSTANDING) (C) (3.R.2.1) • Compare, contrast, discuss, and name a variety of story genres and/or authors with a focus on memoir and personal story (C) (3.R.3.2) • Have extended opportunities to read and comprehend text read aloud and silently (C) (3.R.2.2) • Have opportunities to identify and reflect on the use of comprehension strategies both orally and through written response. (C) (3.R.2.1) • Explore the use of sensory imagery in shared, guided and independent reading, with an emphasis on story genres including narrative memoir (SENSORY IMAGERY) (I) (3.R.2.1) • Explore and compare the author’s use of character development in shared, guided and independent reading (I) (3.R.3.1) • Explore and compare setting, problem, plot, theme and solution within and across texts in shared, guided and reading (I) (3.R.3.1) • Explore differences between personal stories and narrative memoir (I) (3.R.3.2) • Identify story elements in personal stories and narrative memoir (I) (3.R.3.2) • Identify statements, questions, commands, exclamations, and interjections in shared, guided and independent reading (I) (3.W.2.4, 3.W.1.1) • Have opportunities to retell and/or identify important information in texts addressed in shared, guided and independent reading. (I) (3.R.2.1) • Identify favorite authors/titles (C) (3.R.3.1)
	<p>3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation.</p> <p>3.LVS.1.2 Students can recall the content of a visual and auditory presentation.</p> <p>3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary.</p>	<p style="background-color: #cccccc;">Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing, with an emphasis on personal narrative writing (memoir and personal story) using; paragraph form, endmarks, proper capitalization, comma use and conventional & phonetic spelling. (C) (3.W.1.2, 3.W.1.3, 3.W.2.1, 3.W.2.2) • Have opportunities to write in response to text (retell, summarize, response letters, etc.) (C)(3.W.1.3) (3.W.1.4) • Compose text using correct letter formation, capital letters, appropriate spacing, and endmarks (C) (3.R.2.3) • Be gradually introduced to correct letter formation using cursive and be provided with random opportunites for practice. (C) (3.W.2.3) • Have opportunities to apply modeled conventions in narrative memoir and self-selected writing. (I) (3.W.2.1, 3.W.1.3) • Explore revision strategies for developing strong leads and conclusions (I) (3.W.1.3) • Be re-exposed and have opportunities to apply a variety of revision strategies (extension of piece, adding details, deleting unnecessary information, word choice, reorganization) (I) (3.W.1.3)

TCS D Third Grade Pacing Guide
 Drafted Summer, 2008

	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Have opportunities to follow multi-step directions (C) (3.LVS.1.1) • Follow rules for conversation and discussion (C) (3.LVS.1.1) • Have opportunities to retell stories and information using appropriate organizational patterns and details (I) (3.LVS.1.3) • Have opportunities to connect and relate their experiences and ideas to those of the speaker; for example, knee-to-knee or turn and talk (I) (3.LVS.1.1) • Have opportunities to restate information (retell, summarize, paraphrase) that is presented in simple oral presentations (knee-to-knee, eye-to-eye, groups shares and teacher presentations) (I) (3.LVS.1.2) <p>Word Study:</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Spell correctly any words from the K-2 TCS D No Excuse Words in context and third grade words as introduced. (C) (3.R.1.1) • Be gradually introduced to words 201 through 300 Frey Instant Word List with an expectation of 80% end-of-year mastery (C) (3.R.1.1) • Identify, read and write common contractions (am, had, have, is, not, will, would) (C) (3.R.1.1) • Identify, read and write words containing R-controlled vowel patterns (ar, er, ir, or, ur) (C) (3.R. 1.1) • Use 3-letter blends and chunks from TCS D Second Grade Chunk List to create new words. (C) (3.R.1.1) • Identify the need for an apostrophe in possessives (C) (3.R.1.1) • Recognize and divide multi-syllable words (ex. using hyphenation in writing) (I) (3.R.1.1) • Be introduced to common prefixes (un-, dis-, pre-, re-) and identify their meanings (I) (3.R.1.1) • Use regular plurals (-s, -es, change ‘y’ to I and add -es) (I) (3.R.1.1)
<p>Resources</p> <p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher’s Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • <u>Notebook Know-How: Strategies for the Writer’s Notebook</u> (Buckner) • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, letter tiles) • Big-books relevant to focus teaching points • Recommended titles for memoir genre study (see TC Literacy Website) <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) • <u>Craft Lessons, 2nd Edition</u> (Fletcher & Portalupi, ISBN: 978-1571107060) • <u>The Daily Five: Fostering Literacy Independence in Elementary Grades</u> (Boushey & Moser) 	<p>Assessments</p> <ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • DRA2 • TCS D Story Writing (Memoir) Sample accompanied by Scored Rubric • TCS D No Excuse Checklist (see TC Literacy Website) • TCS D Chunk Checklist (see TC Literacy Website) • Running Records • Artifacts that may include but are not limited to the following: Student Writing Notebook/ Portfolio Anecdotal Records Book Response/Reading Logs

Poetry & Performance

Unit 11/10 to 12/19	Standards	Focus
	<p>3.R.1.1 Students can decode using word recognition skills.</p> <p>3.R.2.1 Students can apply comprehension strategies to read and interpret text.</p> <p>3.R.2.2 Students can fluently read aloud and silently to comprehend text.</p> <p>3.R.3.1 Students can identify and describe literary elements and devices in literature.</p> <p>3.W.1.1 Students can write statements, questions, commands, and exclamations.</p> <p>3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.</p> <p>3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.</p> <p>3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.</p> <p>3.W.2.4 Students can identify and incorporate interjections in the writing process.</p> <p>3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation.</p> <p>3.LVS.1.2 Students can recall the content of a visual and auditory presentation.</p> <p>3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary.</p> <p>3.LVS.1.4 Students can demonstrate presentation skills.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Have opportunities to apply previously introduced comprehension strategies in shared, guided and independent reading (SCHEMA, QUESTIONING, INFERENCE) (C) (3.R.2.1) • Be exposed to reading strategies through teacher modeling at the sentence and passage level (http://www.tcsdk12.org/literacy/Anchors/monitoring%20for%20understanding.html) (MONITORING FOR UNDERSTANDING) (C) (3.R.2.1) • Have extended opportunities to read and comprehend text, including poetry, read aloud and silently (C) (3.R.2.2) • Have opportunities to identify and reflect on the use of comprehension strategies both orally and through written response. (C) (3.R.2.1) • Identify statements, questions, commands, exclamations, and interjections in shared, guided and independent reading (C) (3.W.2.4, 3.W.1.1) • Identify and compare rhyme scheme (pattern ABAB, AABB, etc.) in poetry (I) (3.R.3.1) • Identify themes in rhyming and free verse poetry (DETERMINING IMPORTANCE) (I)(3.R.2.1) • Compare, discuss, and name a variety of poems from varying authors and forms (I) (3.R.3.1) • Be re-exposed to the terms line & stanza (C); be introduced to terms rhyme, rhythm, line length and repetition (I) (3.R.3.1) • Explore the use of sensory imagery in shared, guided and independent reading, with an emphasis on poetry and rhyming text (narrative poetry in picture book form) (SENSORY IMAGERY) (I) (3.R.2.1) • Explore and compare setting, problem, plot, theme and solution within and across texts in shared, guided and reading (C) (3.R.3.1) • Explore the connections between word choice, SENSORY IMAGERY, and comprehension (I) (3.R.2.1) • Identify favorite poems and/or poets (C) (3.R.3.1) <p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing, with an emphasis on poetry writing using: punctuation, capitalization, comma use and conventional & phonetic spelling. (C) (3.W.2.1, 3.W.2.2) • Have opportunities to write in response to text (retell, summarize, response letters, etc.) (C) (3.W.1.3) (3.W.1.4) • Compose text using correct letter formation, capital letters, appropriate spacing, and endmarks (C) (3.R.2.3) • Be gradually introduced to correct letter formation using cursive and be provided with random opportunities for practice. (C) (3.W.2.3) • Have opportunities to apply modeled form and craft in poetry and self-selected writing. (I) (3.W.2.1) • Revise word choice to support reader’s use of sensory imagery (I) (3.R.2.1)

TCSO Third Grade Pacing Guide
 Drafted Summer, 2008

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • Have opportunities to connect and relate their experiences and ideas to those of the speaker; for example, knee-to-knee or turn and talk (C) (3.LVS.1.1) • Have opportunities to follow multi-step directions (C) (3.LVS.1.1) • Follow rules for conversation and discussion (C) (3.LVS.1.1) • Have opportunities to restate information (retell, summarize, paraphrase) that is presented in simple oral presentations (knee-to-knee, eye-to-eye, groups shares and teacher presentations) (I) (3.LVS.1.2) • Have opportunities to retell stories and information using appropriate organizational patterns and details (I) (3.LVS.1.3) • Plan and present dramatic interpretation of poetry (I) (3.LVS.1.4)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • Use 3-letter blends and chunks from TCSO Second Grade Chunk List to create new words. (M) (3.R.1.1) • Use regular plurals (-s, -es, change "y" to I and add -es) (M) (3.R.1.1) • Spell correctly any words from the K-2 TCSO No Excuse Words in context and third grade words as introduced. (C) (3.R.1.1) • Be gradually introduced to words 201 through 300 Frey Instant Word List with an expectation of 80% end-of-year mastery (C) (3.R.1.1) • Identify, read and write common contractions (am, had, have, is, not, will, would) (C) (3.R.1.1) • Identify, read and write words containing R-controlled vowel patterns (ar, er, ir, or, ur) (C) (3.R. 1.1) • Identify the need for an apostrophe in possessives (C) (3.R.1.1) • Be introduced to the rule for hyphenating double consonant words like batter, funny, silly. (I) (3.R.1.1) • Combine common prefixes (un-, dis-, pre-, re-) and root words to infer the meaning of unfamiliar words and identify how meaning is changed (I) (3.R.1.1)
<p>Resources</p>	<p>Assessments</p>	
<p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • <u>Notebook Know-How: Strategies for the Writer's Notebook</u> (Buckner) • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, letter tiles) • Big-books relevant to focus teaching points • Poetry Tub <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) • <u>The Daily Five: Fostering Literacy</u> • <u>Independence in Elementary Grades</u> (Boushey & Moser) 	<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • Running Records • Artifacts that may include but are not limited to the following: Student Writing Notebook/ Portfolio Anecdotal Records Book Response/Reading Logs 	

TCS D Third Grade Pacing Guide
 Drafted Summer, 2008

Unit 1/5 to 2/13	Standards	Focus
Reading and Writing to Communicate and Inform	<p> 3.R.1.1 Students can decode using word recognition skills. 3.R.2.1 Students can apply comprehension strategies to read and interpret text. 3.R.2.2 Students can fluently read aloud and silently to comprehend text. 3.R.3.2 Students can compare and contrast different genres. 3.R.5.1 Students can determine and utilize organizational features of text. 3.R.5.2 Students can choose reference materials to locate information. 3.R.5.3 Students can collect information from two reference materials. </p> <p> 3.W.1.3 Students can write a paragraph using supporting details. 3.W.1.4 Students can write a friendly letter, thank you notes, and invitations. 3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people. 3.W.2.2 Students can use commas when writing dates, city and state, and items in a series. 3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences. </p> <p> 3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation. 3.LVS.1.2 Students can recall the content of a visual and auditory presentation. 3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary. </p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Have opportunities to apply previously introduced comprehension strategies in shared, guided and independent reading with an emphasis on nonfiction reading (SCHEMA, QUESTIONING, INFERENCE) (C) (3.R.2.1) • Be exposed through modeling to reading strategies at the sentence and passage level (http://www.tcsdk12.org/literacy/Anchors/monitoring%20for%20understanding.html) (MONITORING FOR UNDERSTANDING) (C) (3.R.2.1) • Have extended opportunities to read and comprehend a variety of nonfiction texts (informational, biography, news articles, etc.) read aloud and silently (C) (3.R.2.2) • Have opportunities to identify and reflect on the use of comprehension strategies both orally and through written response. (C) (3.R.2.1) • Identify statements, questions, commands, exclamations, and interjections in shared, guided and independent reading (I) (3.W.2.4, 3.W.1.1) • Summarize (restate in their own words in abbreviated form) information from a variety of nonfiction texts (I) (3.R.2.1) • Combine and restate information from multiple sources to create new understandings (I) (3.R.2.1) • Have opportunities to retell and/or identify important information in texts addressed in shared, guided and independent reading. (I) (3.R.2.1) • Differentiate between various nonfiction genres (informational, biography, news articles, etc.). (I) (3.R.3.2) • Identify and explain nonfiction text features (title page, table of contents, diagrams, maps, photos, etc.) (I) (3.R.5.1) • Collect and organize information from a minimum of two reference materials (I) (3.R.5.3) • Identify appropriate reference tools for a variety of purposes (I) (3.R.5.2) • Identify favorite authors/titles (C) (3.R.3.1) <p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing, with an emphasis on nonfiction writing using; paragraph form, punctuation, capitalization, comma use, nonfiction text features and conventional & phonetic spelling. (C) (3.W.1.3, 3.W.1.4, 3.W.2.1, 3.W.2.2) • Write in response to text (identify important facts and supporting details, summarize, response letters, etc.) (C) (3.W.1.3) (3.W.1.4) • Compose text using correct letter formation, capital letters, appropriate spacing, commas and other punctuation (C) (3.W.2.2, 3.W.2.1) • Be gradually introduced to correct letter formation using cursive and be provided with random opportunities for practice. (C) (3.W.2.3) • Have opportunities to apply modeled form and nonfiction text features in simple report and self-selected writing. (I) (3.W.2.1) • Apply revision strategies with an emphasis on reorganization to focus on important information and supporting details in paragraph form (I) (3.W.1.3) (3.W.1.2)

TCS D Third Grade Pacing Guide
 Drafted Summer, 2008

<p>Resources</p> <p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher’s Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • <u>Notebook Know-How: Strategies for the Writer’s Notebook</u> (Buckner) • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, letter tiles) • Big-books relevant to focus teaching points • Recommended titles for personal story genre study (see TC Literacy Website) • Nonfiction Text Sets • Unitedstreaming.com websight <p><u>Is That a Fact? Teaching Nonfiction Writing K-3</u> (Stead)</p>	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Have opportunities to follow multi-step directions (C) (3.LVS.1.1) • Follow rules for conversation and discussion (C) (3.LVS.1.1) • Have opportunities to connect and relate their experiences and ideas to those of the speaker; for example, knee-to-knee or turn and talk (I) (3.LVS.1.1) • Have opportunities to restate information (retell, summarize, paraphrase) that is presented in simple oral presentations (knee-to-knee, eye-to-eye, groups shares and teacher presentations) (I) 3.LVS.1.2 • Have opportunities to retell stories and information using appropriate organizational patterns and details (I) (3.LVS.1.3) • Recall main ideas and supporting details in relevant visual and auditory presentations (I) (3.LVS.1.2) <p>Word Study:</p> <p>Students Will:</p> <ul style="list-style-type: none"> • <i>Identify, read and write common contractions (am, had, have, is, not, will, would) (M) (3.R.1.1)</i> • <i>Apply the rule for hyphenating double consonant words like batter, funny, silly. (M) (3.R.1.1)</i> • <i>Combine common prefixes (un-, dis-, pre-, re-) and root words to infer the meaning of unfamiliar words and identify how meaning is changed (M) (3.R.1.1)</i> • Be gradually introduced to words 201 through 300 Frey Instant Word List with an expectation of 80% end-of-year mastery (C) (3.R.1.1) • Spell correctly any words from the K-2 TCS D No Excuse Words in context and third grade words as introduced. (C) (3.R.1.1) • Identify, read and write words containing R-controlled vowel patterns (ar, er, ir, or, ur) (C) (3.R.1.1) • Identify the need for an apostrophe in possessives (C) (3.R.1.1) • Be introduced to common suffixes (-er, -est, -ful, -ly) and their meanings (I) (3.R.1.1) • Differentiate between regular and irregular plurals (I) (3.R.1.1) • Alphabetize words to the third letter and apply that understanding to the use of reference materials (I) (3.R.5.2)
<p>Resources(cont.)</p> <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) • <u>The Daily Five: Fostering Literacy Independence in Elementary Grades</u> (Boushey & Moser) <p><u>Is That A Fact? Teaching Nonfiction Writing K-3</u> (Stead, ISBN: 151103317) Chapter Six: Instructional Writing, pages 87 through 107.</p> <p><u>Nonfiction Craft Lessons: Teaching Informational Writing K-8</u> (Portalupi, Fletcher, ISBN: 978-1571103291)</p>	<p>Assessments</p> <ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • DRA2 • TCS D Writing to Communicate and Inform (Simple Report) Sample accompanied by Scored Rubric • Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> • Student Writing Notebook/ Portfolio • Anecdotal Records • Book Response/Reading Logs • TCS D No Excuse Checklist (see TC Literacy Website) • TCS D Chunk Checklist (see TC Literacy Website) • Running Records

TCS D Third Grade Pacing Guide
 Drafted Summer, 2008

Unit 2/16 to 3/31	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Author & Craft Study*</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">*Students may study more than one author</p>	<p>3.R.1.1 Students can decode using word recognition skills.</p> <p>3.R.2.1 Students can apply comprehension strategies to read and interpret text.</p> <p>3.R.2.2 Students can fluently read aloud and silently to comprehend text.</p> <p>3.R.3.1 Students can identify and describe literary elements and devices in literature.</p> <p>3.R.3.2 Students can compare and contrast different genres.</p> <p>3.W.1.1 Students can write statements, questions, commands, and exclamations.</p> <p>3.W.1.3 Students can write a paragraph using supporting details.</p> <p>3.W.1.4 Students can write a friendly letter, thank you notes, and invitations.</p> <p>3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.</p> <p>3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.</p> <p>3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.</p> <p>3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation.</p> <p>3.LVS.1.2 Students can recall the content of a visual and auditory presentation.</p> <p>3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Have opportunities to apply previously introduced comprehension strategies in shared, guided and independent reading (SCHEMA, QUESTIONING, INFERENCE) (C) (3.R.2.1) • Explore and compare characters, setting, problem, plot, theme and solution within and across texts written by the same author in shared, guided and reading (C) (3.R.3.1) • Be exposed through teacher modeling of reading strategies at the sentence and passage level (http://www.tcsdk12.org/literacy/Anchors/monitoring%20for%20understanding.html) (MONITORING FOR UNDERSTANDING) (C) (3.R.2.1) • Compare, contrast, discuss authors* and the use of author craft (C) (3.R.3.2) • Have extended opportunities to read and comprehend text read aloud and silently (C) (3.R.2.2) • Have opportunities to identify and reflect on the use of comprehension strategies both orally and through written response. (C) (3.R.2.1) • Identify statements, questions, commands, exclamations, and interjections in shared, guided and independent reading (C) (3.W.2.4, 3.W.1.1) • Explore the use of author craft in shared, guided and independent reading (SENSORY IMAGERY) (I) (3.R.2.1) • Explore figurative and literal meanings in texts under study (I) (3.R.3.1) • Have opportunities to retell and/or identify important information in texts addressed in shared, guided and independent reading. (I) (3.R.2.1) • Explore the differences between fable, folk and fairy tale (I) (3.R.3.2) • Identify favorite authors/titles (C) (3.R.3.1) <p><i>*Teachers are strongly encouraged to focus author study around authors of fables, folk and fairy tale.</i></p> <p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing, with an emphasis on use of author craft using: paragraph form, punctuation, capitalization, comma use, nonfiction text features and conventional & phonetic spelling. (C) (3.W.1.3, 3.W.1.4, 3.W.2.1, 3.W.2.2) • Have opportunities to apply modeled form and crafts in self-selected writing. (I) (3.W.2.1) • Apply a variety of revision strategies (extension of piece, adding details, deleting unnecessary information, word choice, reorganization) (I) (3.W.1.3) • Have opportunities to write in response to text (retell, summarize, response letters, etc.) (C) (3.W.1.3) (3.W.1.4) • Compose text using correct letter formation, capital letters, appropriate spacing, commas and other punctuation (C) (3.W.2.2, 3.W.2.1) • Be gradually introduced to correct letter formation using cursive and be provided with random opportunities for practice. (C) (3.W.2.3)

TCS D Third Grade Pacing Guide
 Drafted Summer, 2008

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Follow rules for conversation and discussion (M) (3.LVS.1.1)</i> • Connect and relate their experiences and ideas to those of the speaker; for example, knee-to-knee or turn and talk (C) (3.LVS.1.1) • Restate information (retell, summarize, paraphrase) that is presented in simple oral presentations (knee-to-knee, eye-to-eye, groups shares and teacher presentations) (C) 3.LVS.1.2 • Follow multi-step directions (C) (3.LVS.1.1) • Retell stories and information using appropriate organizational patterns and details (I) (3.LVS.1.3) • Recall main ideas and supporting details in relevant visual and auditory presentations (I) (3.LVS.1.2)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Spell correctly any words from the K-2 TCS D No Excuse Words in context and all third grade words. (M) (3.R.1.1)</i> • <i>Identify, read and write words containing R-controlled vowel patterns (ar, er, ir, or, ur) (M) (3.R.1.1)</i> • <i>Identify the need for an apostrophe in possessives (M) (3.R.1.1)</i> • <i>Combine common suffixes (-er, -est, -ful, -ly) and root words to infer the meaning of unfamiliar words and identify how meaning is changed (M) (3.R.1.1)</i> • Be gradually introduced to words 201 through 300 Frey Instant Word List with an expectation of 80% end-of-year mastery (C) (3.R.1.1) • Differentiate between regular and irregular plurals (I) (3.R.1.1)
<p>Resources</p>	<p>Assessments</p>	
<p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • <u>Notebook Know-How: Strategies for the Writer's Notebook</u> (Buckner) • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, letter tiles) • Big-books relevant to focus teaching points • Author set(s) to support teacher selected author study (see TC Literacy Website for grade level recommendations) <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) • <u>The Daily Five: Fostering Literacy</u> • <u>Independence in Elementary Grades</u> (Boushey & Moser) 	<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • Running Records • Artifacts that may include but are not limited to the following: Student Writing Notebook/ Portfolio Anecdotal Records Book Response/Reading Logs 	

Unit 4/1 to 5/2	Standards	Focus
Time Periods & Culture (Reading) and Revision (Writing)	<p>3.R.1.1 Students can decode using word recognition skills.</p> <p>3.R.2.1 Students can apply comprehension strategies to read and interpret text.</p> <p>3.R.2.2 Students can fluently read aloud and silently to comprehend text.</p> <p>3.R.3.1 Students can identify and describe literary elements and devices in literature.</p> <p>3.R.3.2 Students can compare and contrast different genres.</p> <p>3.R.4.1 Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.</p> <p>3.W.1.1 Students can write statements, questions, commands, and exclamations.</p> <p>3.W.1.3 Students can write a paragraph using supporting details.</p> <p>3.W.1.4 Students can write a friendly letter, thank you notes, and invitations.</p> <p>3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.</p> <p>3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.</p> <p>3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.</p> <p>3.W.2.4 Students can identify and incorporate interjections in the writing process.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify and reflect on the use of comprehension strategies (in grade level) texts both orally and through written response. (M) (3.R.2.1)</i> • Apply previously introduced comprehension strategies in shared, guided and independent reading (SCHEMA, QUESTIONING, INFERENCE) (C) (3.R.2.1) • Be exposed to reading strategies through teacher modeling at the sentence and passage level (http://www.tcsdk12.org/literacy/Anchors/monitoring%20for%20understanding.html) (MONITORING FOR UNDERSTANDING) (C) (3.R.2.1) • Have extended opportunities to read and comprehend text read aloud and silently (C) (3.R.2.2) • Identify statements, questions, commands, exclamations, and interjections in shared, guided and independent reading (C) (3.W.2.4, 3.W.1.1) • Explore a variety of historical texts (fiction/nonfiction) to make connections to/between traditions and experiences from various cultures. (I) (3.R.4.1, 3.R.2.1) • Identify the geographic and historic location of a story (setting extended to region, country, etc. and era or time period) (I) (3.R.3.1, 3.R.4.1) • Explore figurative and literal meanings in texts under study (I) (3.R.3.1) • Have opportunities to retell and/or identify important information in texts addressed in shared, guided and independent reading. (I) (3.R.2.1) • Identify characteristics of historical fiction and historical nonfiction (I) (3.R.3.2) • Identify favorite authors/titles (C) (3.R.3.1)
	<p>3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation.</p> <p>3.LVS.1.2 Students can recall the content of a visual and auditory presentation.</p> <p>3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary.</p>	<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Write in response to grade level text (retell, summarize, response letters, etc.) (M) (3.W.1.3) (3.W.1.4)</i> • <i>When asked to do so, be able to approximate cursive writing with correct letter formation (M) (3.W.2.3)</i> • Be exposed to teacher modeling of writing; paragraph form, punctuation, capitalization, comma use, nonfiction text features and conventional & phonetic spelling. (C) (3.W.1.3, 3.W.1.4, 3.W.2.1, 3.W.2.2) • Apply a variety of revision strategies (extension of piece, adding details, deleting unnecessary information, word choice, reorganization) (C) (3.W.1.3) • Compose text using correct letter formation, capital letters, appropriate spacing, commas and other punctuation (C) (3.W.2.2, 3.W.2.1) • Have opportunities to apply modeled conventions in self-selected writing. (I) (3.W.2.1) • Identify and explain the use of revisions strategies in their own writing. (I) (3.W.1.3) • Incorporate a variety of sentence lengths and types into self-selected and teacher assigned writing. (I) (3.W.1.1, 3.W.2.4)

	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Connect and relate their experiences and ideas to those of the speaker; for example, knee-to-knee or turn and talk (C) (3.LVS.1.1) • Restate information (retell, summarize, paraphrase) that is presented in simple oral presentations (knee-to-knee, eye-to-eye, groups shares and teacher presentations) (C) 3.LVS.1.2 • Follow multi-step directions (C) (3.LVS.1.1) • Retell stories and information using appropriate organizational patterns and details (I) (3.LVS.1.3) • Recall main ideas and supporting details in relevant visual and auditory presentations (I) (3.LVS.1.2) <p>Word Study:</p> <p>Students Will:</p> <ul style="list-style-type: none"> • <i>Read words 201 through 300 of the Frey Instant Word List with mastery to 80% end-of-year mastery (M) (3.R.1.1)</i> • Differentiate between regular and irregular plurals (I) (3.R.1.1)
<p>Resources</p>	<p>Assessments</p>
<p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • <u>Notebook Know-How: Strategies for the Writer's Notebook</u> (Buckner) • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, letter tiles) • Big-books relevant to focus teaching points • Historical fiction and informational texts that correspond to era/event <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) • <u>The Daily Five: Fostering Literacy</u> • <u>Independence in Elementary Grades</u> (Boushey & Moser) 	<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • Running Records • Artifacts that may include but are not limited to the following: Student Writing Notebook/ Portfolio Anecdotal Records Book Response/Reading Logs

TCSO Third Grade Pacing Guide
 Drafted Summer, 2008

Unit 5/6 to 5/22	Standards	Focus
Extending Readerly and Writerly Life	<p>3.R.1.1 Students can decode using word recognition skills.</p> <p>3.R.2.1 Students can apply comprehension strategies to read and interpret text.</p> <p>3.R.2.2 Students can fluently read aloud and silently to comprehend text.</p> <p>3.W.1.1 Students can write statements, questions, commands, and exclamations.</p> <p>3.W.1.3 Students can write a paragraph using supporting details.</p> <p>3.W.1.4 Students can write a friendly letter, thank you notes, and invitations.</p> <p>3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.</p> <p>3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.</p> <p>3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.</p> <p>3.W.2.4 Students can identify and incorporate interjections in the writing process.</p> <p>3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation.</p> <p>3.LVS.1.2 Students can recall the content of a visual and auditory presentation.</p> <p>3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply comprehension strategies in shared, guided and independent reading (SCHEMA, QUESTIONING, INFERENCE, MONITORING FOR UNDERSTANDING, SENSORY IMAGERY, DETERMINING IMPORTANCE AND SYNTHESIS) (C) (3.R.2.1) Be exposed through teacher modeling of reading strategies at the sentence and passage level (http://www.tcsdk12.org/literacy/Anchors/monitoring%20for%20understanding.html) (MONITORING FOR UNDERSTANDING) (C) (3.R.2.1) Have extended opportunities to read and comprehend text read aloud and silently (C) (3.R.2.2) Identify statements, questions, commands, exclamations, and interjections in shared, guided and independent reading (M) (3.W.2.4, 3.W.1.1) Have opportunities to retell and/or identify important information in texts addressed in shared, guided and independent reading. (I) (3.R.2.1) Discuss the importance of reading outside of the school day. (I) (3.R.2.2) Identify goals for summer reading. (I) (3.R.2.2) Identify favorite authors/titles (C) (3.R.3.1)
		<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> Be exposed to teacher modeling of writing: paragraph form, punctuation, capitalization, comma use, nonfiction text features and conventional & phonetic spelling. (C) (3.W.1.3, 3.W.1.4, 3.W.2.1, 3.W.2.2) Have opportunities to apply modeled conventions in self-selected writing. (I) (3.W.2.1) Compose text using correct letter formation, capital letters, appropriate spacing, commas and other punctuation (C) (3.W.2.2, 3.W.2.1) Discuss the importance of writing outside of the school day. (I) (2.W.1.1) Identify goals for summer writing. (I) (2.W.1.1) Incorporate a variety of sentence lengths and types into self-selected and teacher assigned writing. (I) (3.W.1.1, 3.W.2.4)

TCS D Third Grade Pacing Guide
 Drafted Summer, 2008

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • Connect and relate their experiences and ideas to those of the speaker; for example, knee-to-knee or turn and talk (C) (3.LVS.1.1) • Restate information (retell, summarize, paraphrase) that is presented in simple oral presentations (knee-to-knee, eye-to-eye, groups shares and teacher presentations) (C) 3.LVS.1.2 • Follow multi-step directions (C) (3.LVS.1.1) • Retell stories and information using appropriate organizational patterns and details (I) (3.LVS.1.3) • Recall main ideas and supporting details in relevant visual and auditory presentations (I) (3.LVS.1.2)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • Differentiate between regular and irregular plurals (I) (3.R.1.1) • Be introduced to antonyms, synonyms, homophones, homographs (I) (4th Grade)
<p>Resources</p>		<p>Assessments</p>
<p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher’s Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • <u>Notebook Know-How: Strategies for the Writer’s Notebook</u> (Buckner) • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, letter tiles) • Big-books relevant to focus teaching points <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) • <u>The Daily Five: Fostering Literacy</u> • <u>Independence in Elementary Grades</u> (Boushey & Moser) 		<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • DRA2 • Running Records • TCS D No Excuse Checklist (see TC Literacy Website) • TCS D Chunk Checklist (see TC Literacy Website) • Artifacts that may include but are not limited to the following: Student Writing Notebook/ Portfolio Anecdotal Records Book Response/Reading Logs