

First 9-Weeks: At a Glance Benchmark Pacing of English Standards

Grade 3

Fluency (3.5) m & (3.6) l Monitoring (3.5) k & (3.6) j	Comprehension Fiction (3.5) a, b, c, d, e, f, h, l	Comprehension Non-Fiction (3.6) b, c, d, f	Vocabulary (3.4) a, c, g	Word Knowledge (3.3) a, b	Writing Genre Target : Personal Narrative and Letter		
					Composition (3.9) b, c, d, e, g 3.10 b	Written Expression (3.9) g, e	Usage and Mechanics (3.10) a, c, d, f, g, j
<p>Fluency Cueing Systems: Meaning, Structure, Visual</p> <p>Understand meaning of apostrophes in contractions</p> <p>Word Analysis Skills Automatically Read High Frequency Words</p> <p>Punctuation Sentence Structure Phrasing</p> <p>Pacing and Rhythm Expression and Intonation</p> <p>Monitoring Before Reading Preview Make Predictions</p> <p>During Reading Question Use Context Clues Clarify Infer</p> <p>Reread Self-Correct</p> <p>After Reading Summarize</p>	<p>Genre Targets Adventure & Mystery Set Purpose</p> <p>Make Connections: Text-Self, Text-Text, Text-World</p> <p>Make, Confirm, and Modify/Revise Predictions</p> <p>Describe/Compare Character Traits, Motives or Feelings</p> <p>Identify Time and Place of Setting</p> <p>Sequence Events</p> <p>Identify problem and solution</p> <p>Differentiate between fiction and nonfiction</p> <p>Ask and Answer Questions: Who, What, Where, When, Why, How</p>	<p>Genre Targets Functional Directions in Recipes and Flyers</p> <p>Apply Background Knowledge</p> <p>Make Connections: Text-Self, Text-Text</p> <p>Use Text Features</p> <p>Summarize</p> <p>Locate Information</p> <p>Make Inferences</p> <p>Sequence Events</p> <p>Understand Cause/Effect</p> <p>Ask and Answer Questions: Who, What, Where, When, Why, How</p>	<p>Dictionary ABC Order Guide Words Parts of an Entry Definitions Correct Meaning of Multiple Meaning words</p> <p>Glossary ABC Order Location of Glossary Similar and Different from Dictionary</p> <p>Signal Words Sequence Comparison/ Contrast Cause/Effect</p> <p>Homophones Review common homophones from 1st and 2nd grade</p> <p>Grade-Level Vocabulary General Academic Content-Specific</p>	<p>Word Analysis Segment Words by Syllables</p> <p>Inflected Verb Endings: -ed, -ing</p> <p>Plural Noun Endings: -s, -es, ies</p> <p>Abbreviations: in street addresses (e.g. St. Ave.) and name titles (e.g. Mr. Mrs.)</p> <p>Spelling Grade-Level Targets Short Vowel Sounds: a, e, i, o, u</p> <p>Long Vowel Sounds: vCe Pattern: aCe, iCe, oCe, uCe</p> <p>Long Vowel Sounds: <u>Long a</u>: ai, ay, eigh <u>Long e</u>: ee, ea <u>Long o</u>: oa, o, ough, ew, ow <u>Long i</u>: igh, l, ie</p> <p>Student Developmental Level Based on <u>Words Their Way</u> and <u>Word Journeys</u></p>	<p>Follow Established Workshop Routine</p> <p>Paragraph Format Topic Sentence Developing Sentences Closing Sentence</p> <p>Letter Format Address & Date Greeting, Body & Closing</p> <p>Personal Narrative True personal story Meaningful Experience/ Significant Event Uses Sensory Details Explains How Event Led to Learning or Change Clear Beginning/Middle/ End</p> <p>Prewriting Read and Hear Peer & Professional Writing Brainstorm & List Talk with peer Free-write Create Graphic Organizer</p> <p>Organizing Clear Topic Topic Sentence/ Main Idea Paragraph Keeping on Topic Grouping Related Ideas Sequencing Ideas Sequence Transition/ Signal Words</p>	<p>Elaborating Specific Details within Sentences</p> <p>Specific Information within Paragraphs</p> <p>Words to Help the Reader Imagine: Descriptive Detail</p> <p>Revision Revise for Clarity</p> <p>Author's Voice Specific Vocabulary: Exact Nouns Sentence Variety: Long and Short Sentences Written to an Audience</p> <p>Expresses Feelings</p>	<p>Capitalization Days & Months Streets & States Beginning of Sentence Greetings & Closings</p> <p>Punctuation Commas: Dates and Addresses Letter Greetings and Closings Simple Series</p> <p>Period in Abbreviations: Mr., Mrs.</p> <p>End Punctuation: Period Question mark Exclamation mark</p> <p>Sentences Complete Sentences Compound Sentences / in Compound Subject Past and Present Verb Tense</p> <p>Spelling Plural Nouns with -s, -es Irregular Plural Nouns</p> <p>Handwriting Cursive</p> <p>Word Processing Implement Word Processing Skills Scope and Sequence.</p>

Second 9-Weeks: At a Glance Benchmark Pacing of Language Arts Standards

Grade 3

Fluency (3.5) m & (3.6) l Monitoring (3.5) b, k & (3.6) j	Comprehension Fiction & Poetry (3.5) a, c, d, e, f, i, h, j	Comprehension Non-Fiction (3.6) a, b, c, d, f, g, h, k (3.7) a, b	Vocabulary (3.4) a, b, d, g	Word Knowledge (3.3) a, b (3.4) c	Writing Genre Targets: Personal Narrative Prompt, Functional Text (Recipe or Directions) & Teacher Choice		
					Composition (3.9) b, c, d, e, f	Written Expression (3.9) e, g	Usage and Mechanics (3.10) a, c, d, e, f, h, j
<p>Fluency Cueing Systems: Meaning, Structure, Visual</p> <p>Word Analysis Skills Phonetic Strategies Automaticity with High Frequency Words</p> <p>Punctuation Sentence Structure Phrasing</p> <p>Pacing and Rhythm Expression and Intonation</p> <p>Monitoring Before Reading Preview Make Connections Make Predictions</p> <p>During Reading Make Connections Question Use Context Clues Clarify Infer/Connect Integrate New Information</p> <p>Reread Self-Correct</p> <p>After Reading Summarize Reread to Locate Information</p>	<p>Genre Targets Fantasy (including Trickster Tale) & Realistic Fiction</p> <p>Locate Specific Information</p> <p>Identify main idea</p> <p>Identify Details that Support a Stated Main Idea or Inference</p> <p>Use Details to Make, Justify, and Modify/Revise Predictions</p> <p>Understand Story Structure</p> <p>Describe/Compare Character Traits, Motives or Feelings</p> <p>Compare Settings: Time and Place</p> <p>Make Inference about Characters, Setting, and Events</p> <p>Identify problem and solution</p> <p>Classify Details as Real or Fantasy</p> <p>Understand characteristics of Trickster Tale</p> <p>Differentiate between fiction and nonfiction</p> <p>Identify Author’s Purpose</p>	<p>Genre Targets Informational Articles & Narrative Nonfiction</p> <p>Apply Background Knowledge and Make Connections</p> <p>Preview and Use Text Features, e.g., Title, Headings, Specialized Type, and Visuals like diagrams</p> <p>Understand information in charts, tables and graphs</p> <p>Identify and Paraphrase Main Idea</p> <p>Identify Details that Support Main Idea</p> <p>Summarize</p> <p>Identify New Information</p> <p>Locate Information by Skimming & Scanning</p> <p>Identify Author’s Purpose</p> <p>Reference Resources Print & Electronic Encyclopedia Atlas Reference Books Online References</p> <p>Parts of Books Table of Contents Index</p>	<p>Reading Vocabulary Adjectives to describe characters Words to describe author’s purpose SOL test-specific language</p> <p>Signal Words Continued from 1st 9-weeks Sequence Comparison/Contrast Cause/Effect</p> <p>Word Groups Synonyms Antonyms Rhyming Words</p> <p>Context Clues Restatement Synonym Example Direct Description Definition</p> <p>Homophones Use context to determine the meaning of homophones</p> <p>Thesaurus Find Synonyms</p> <p>Dictionary Choosing correct meaning Pronunciation Key</p>	<p>Word Analysis Segment Multisyllabic Words Compound Words Plural Noun Endings: -ies Word Endings: -er, -est Contractions with ‘s, n’t, ‘re, ‘ll Suffixes: -y, -ly Prefixes: un-, dis-, non-</p> <p>Spelling Grade-Level Target Review Long Vowel Sounds: <u>Long a</u>: ai, ay, eigh <u>Long e</u>: ee, ea <u>Long o</u>: oa, o, ough, ew, ow <u>Long i</u>: igh, i, ie</p> <p>Teach <u>Blends</u>: spr, thr, str Unexpected Patterns Beginning: kn-, wr Ending: -tch Diphthongs: as in <u>Clo</u>wn: ow, ou <u>L</u>awn: aw, al Vowel + /r/ Sounds /ar/ /ir/ /or/ /ur/ The /j/, /k/, and /kw/ Sounds /j/ j-, -dge. -ge /k/ k, -ck, c /kw/ qu</p> <p>Developmental Level Based on <u>Words Their Way</u> and <u>Word Journeys</u></p>	<p>Writing to a Prompt Personal Narrative Analyzing, Planning Composing, Editing</p> <p>Writing to a Genre Recipe or Directions</p> <p>Prewriting Reading and Hearing Peer & Professional Writing</p> <p>Brainstorming & Listing Talking Free-writing Creating Graphic Organizer</p> <p>Organizing Clear Topic Topic Sentences Paragraphing Related Ideas Keeping on Topic Sequencing Ideas & Step Order Sequence Transition/ Signal Words</p> <p>Elaborating Specific Details within Sentences Selected Information within paragraphs</p>	<p>Author’s Voice Specific Vocabulary: Exact Nouns & Strong Verbs</p> <p>Sentence Variety: Long and Short Sentences</p> <p>Edits to Eliminate on and on Sentences</p> <p>Written for an Audience</p> <p>Expresses Feelings and Attitudes Regarding the Subject</p>	<p>Indent Paragraph</p> <p>Capitalization Proper Names Beginning of Sentence</p> <p>Punctuation Commas: Simple Series End Punctuation: Period Question Mark Exclamation Mark</p> <p>Apostrophes: Contractions Possession</p> <p>Sentences Complete Sentences I in Compound Subject Past and Present Verb Tense</p> <p>Spelling Plural Nouns with -s, -es, and changing y to i and adding -es Irregular Plural Nouns CvE long vowel pattern Computer Spell Check</p> <p>Handwriting Cursive</p> <p>Computer Keyboarding</p>

Nine Weeks 3: Benchmark English Standards at a Glance

Grade 3

<p>Fluency (3.5) m & (3.6) l</p> <p>Monitoring (3.5) k & (3.6) j</p>	<p>Comprehension Fiction (3.5)</p> <p>a, d, e, f, g, h, i, j, l</p>	<p>Comprehension Non-Fiction (3.6)</p> <p>a, b, c, e, d, f, i, j (3.7)</p> <p>a, b</p>	<p>Vocabulary (3.4)</p> <p>a, c, d, g</p>	<p>Word Knowledge (3.3)</p> <p>a, b (3.4)</p> <p>b</p>	<p>Writing Genre Targets: Prompt, Explanation (why or how something happens or why or how to do something), and Teacher Choice if includes a piece of Fiction</p>		
					<p>Composition (3.9)</p> <p>b, c, d, e, f</p>	<p>Written Expression (3.9) g, e</p>	<p>Usage & Mechanics (3.10)</p> <p>a, c, d, e, f, g, h, l, j</p>
<p>Fluency Cueing Systems: Meaning, Structure, Visual</p> <p>Word Analysis Skills Phonetic Strategies Automaticity with High Frequency Words</p> <p>Punctuation Sentence Structure Phrasing</p> <p>Pacing and Rhythm Expression and Intonation</p> <p>Monitoring Before Reading Preview/Set Purpose Make Predictions</p> <p>During Reading Question Use Context Clues Clarify Infer/Connect Integrate New Information Adjust Rate Reread Self-Correct</p> <p>After Reading Summarize Reread to Locate Information Identify New Information Use Graphic Organizers</p>	<p>Genre Targets Traditional Tales: Folk & Fairy Tales, Legends, Fables, Myth and Realistic Fiction</p> <p>Use Knowledge of Genre Structure to Make Predictions</p> <p>Locate Specific Information</p> <p>Express Main Idea</p> <p>Identify Details that Support a Main Idea or Inference</p> <p>Make Inferences and Generalizations about Characters</p> <p>Describe Setting, including Time and Place</p> <p>Describe/Compare Characters, Settings, Events</p> <p>Identify Problem and Solution</p> <p>Understand Lessons or Morals of Traditional Tales.</p> <p>Differentiate Between Realism and Fantasy</p> <p>Draw conclusions</p> <p>Identify Author's Purpose</p>	<p>Genre Targets Science & Social Studies Texts; Reference Resources, Print and Electronic</p> <p>Apply Background Knowledge: Text-Self, Text-Text, Text-World Connections</p> <p>Preview and Use Text Features, e.g., Title, Headings, Specialized Type, Visual or Graphic Representations</p> <p>Use knowledge of Genre Structure to Make Predictions.</p> <p>Paraphrase Main Idea & Identify Details that Support Main Idea</p> <p>Summarize: Identify Cause-effect</p> <p>Draw Conclusions</p> <p>Distinguish Fact from Opinion</p> <p>Locate Information by Skimming & Scanning</p> <p>Identify Author's Purpose</p> <p>Reference Resources Print & Electronic Choose Appropriate Resource Use Table of Contents Use Index</p>	<p>Affixes Understand how Prefixes and Suffixes change the meaning of a word</p> <p>Prefixes un-, dis-, non-, re-</p> <p>Suffixes -y, -ly; -ful, -er -less, -ness</p> <p>Context Clues Use knowledge of the different types of context clues to determine the meaning of words, including homophones</p> <p>Word Reference Resources Use and Purposes for Using Dictionary, Thesaurus, and Glossary</p> <p>Signal Words Continued from 1st 9-weeks Sequence Comparison/Contrast Cause/Effect</p> <p>Grammar Vocab. Noun, Verb, Adjective, Adverb; Subject & Predicate; Proper Noun & Pronoun; Singular & Plural; Possessive</p> <p>SOL Vocabulary 3rd Grade Standards and SOL Test</p>	<p>Word Analysis Segment Multisyllabic Words: VCCCV and VCV Patterns</p> <p>Plurals with Words Ending: ch, sh, x, s</p> <p>Possessives Contractions</p> <p>Spelling Grade-Level Targets Review Long Vowels</p> <p>Vowel + r Sound: air, ear, are, ere</p> <p>Adding Endings: -ed, -ing, -es</p> <p>Prefixes & Suffixes (See list under Vocabulary)</p> <p>Word Study Vocabulary: Synonym, Antonym, Homophone, Prefix, Suffix, and Syllable</p> <p>Student Developmental Level Based on <u>Words Their Way</u> and <u>Word Journeys</u></p>	<p>Writing to a Prompt School/Teacher Choice Analyzing, Planning Composing, Editing</p> <p>Writing to a Genre Format Explanation</p> <p>Prewriting Reading and Hearing Peer & Professional Writing</p> <p>Brainstorming & Listing</p> <p>Talking Free-writing Creating Graphic Organizer</p> <p>Organizing Clear Topic Topic Sentences Paragraphing Related Ideas Keeping on Topic Sequencing Ideas & Using Step Order Sequence or Process Transition/Signal Words Beginning, Middle, End</p> <p>Elaborating Specific Details within Sentences Selected Information within Paragraphs</p>	<p>Author's Voice Specific Vocabulary: Exact Nouns Strong Verbs Precise Adjectives Special Vocabulary of Topic Sensory Language</p> <p>Sentence Variety: Long and Short Sentences Variety of Sentence Beginnings</p> <p>Sentence Flow: Ideas Connected through reference: Pronoun/Noun General Location/ Specific Location Synonyms</p> <p>Audience</p> <p>Author's Viewpoint Expresses Feelings and Attitudes Regarding the Subject</p>	<p>Capitalization Apply all Grade 3 skills.</p> <p>Punctuation Apply all Grade 3 Comma and End Punctuation skills.</p> <p>Apostrophes: Contractions Possessives</p> <p>Dialogue Conventions: Quotation Marks Capitalization and Punctuation Speaker Tags (e.g., he said, she explained) Indent when Speaker Changes</p> <p>Sentences Complete Sentences / in Compound Subject Appropriate Change in Verb Tense Articles: a, an, the</p> <p>Spelling All Plural forms of Nouns CVe Long Vowel Pattern High Frequency Words Computer Spell Check</p> <p>Handwriting Legible Cursive</p> <p>Computer Keyboarding Beginning to Compose on Computer</p>

Nine Weeks 4: Standards at a Glance

Grade 3

Fluency (3.5) m & (3.6) l Monitoring (3.5) k & (3.6) j	Comprehension Fiction (3.5) a, b, c, d, e, f, l	Comprehension Non-Fiction (3.6) b, d, e, f, i, k	Vocabulary (3.4) a, b, c, d, e, f, g	Word Knowledge (3.3) b	Writing Genre Targets: Poetry, Informational Short Report		
					Composition (3.9) b, e, f (3.11) a, b, c, d	Written Expression (3.9) e, g	Usage & Mechanics (3.10) a, c, d, e, f, h, i, j (3.11) d
<p>Fluency Cueing Systems: Meaning, Structure, Visual</p> <p>Word Analysis Skills Phonetic Strategies Automaticity with High Frequency Words</p> <p>Punctuation Sentence Structure Phrasing</p> <p>Pacing and Rhythm Expression and Intonation</p> <p>Monitoring Before Reading Preview Make Predictions</p> <p>During Reading Question Use Context Clues Clarify Infer/Connect Integrate New Information</p> <p>Adjust Rate Reread Self-Correct</p> <p>After Reading Summarize Reread to Locate Information Identify New Information</p>	<p>Genre Targets Poetry & Realistic Fiction Use knowledge of Genre Structure to Make Predictions</p> <p>Apply Background Knowledge: Text-Self, Text-Text, Text-World Connections</p> <p>Use Details to Make, Justify, and Modify/ Revise Predictions</p> <p>Locate Specific Information to Answer a Question</p> <p>Express Main Idea</p> <p>Identify Details that Support a Main Idea or Inference</p> <p>Make Inferences and Generalizations about Characters</p> <p>Describe/Compare Characters, Settings, Events</p> <p>Identify Problem and Solution of a Story</p> <p>Explain a Character's Actions and Motivation</p> <p>Draw conclusions</p> <p>Identify Author's Purpose</p> <p>Poetry Terms: line, stanza</p> <p>Explain sensory language</p> <p><u>Use Graphic Organizers</u></p>	<p>Genre Targets Narrative Nonfiction: Biography/ Autobiography Apply Background Knowledge: Text-Self, Text-Text, Text-World Connections</p> <p>Use Knowledge of Genre Structure and <u>Text Features</u> to Make Predictions.</p> <p>Paraphrase Main Idea</p> <p>Identify Details that Support Main Idea</p> <p>Identify Important Ideas</p> <p>Summarize Major Points</p> <p>Identify Cause-effect</p> <p>Draw Conclusions</p> <p>Locate Specific Information</p> <p>Identify New Information</p> <p>Locate Information by Skimming & Scanning</p> <p>Identify Author's Purpose</p> <p>Identify the Best Reference Resource</p> <p>Explain Illustrations and Graphics</p> <p><u>Use Graphic Organizers</u></p>	<p>SOL Vocabulary</p> <p>SPBQ Descriptors Use Knowledge of <u>Prefixes and Suffixes</u>, including Inflected Endings</p> <p>Apply knowledge of Synonyms and Antonyms</p> <p>Use context to Determine Meaning of a Word, including Homophones</p> <p>Use Dictionary Guide Words</p> <p>Identify Alphabetical Order</p> <p>Know When to use Dictionary, Thesaurus, Glossary, Atlas</p>	<p>Word Analysis Identify Number of Syllables</p> <p>Identify How Words are Divided into Syllables</p> <p>Understand and Spell Contractions</p> <p>Spelling Grade-Level Targets Short and Long oo <u>Tooth</u>: ew, oe, ue, oo <u>Cook</u>: oo</p> <p>Vowel Sound in <u>bought</u>: augh, ough</p> <p>Syllabication: VCCV Pattern</p> <p>Spelling schwa sound: Words ending in -er, -le; -or, el</p> <p>Words beginning with a or be Contractions</p> <p>Student Developmental Level Based on <u>Words Their Way</u> and <u>Word Journeys</u></p>	<p>Writing to a Genre Format Poem Report</p> <p>Prewriting Reading and Hearing Peer & Professional Writing Brainstorming & Listing Talking & Free-writing Locating and Evaluating Information Creating Graphic Organizers & Outlines Listing Research Questions Note-taking Paraphrasing</p> <p>Organizing Clear Topic Topic Sentences Paragraphing Related Ideas Keeping on Topic Sequencing Ideas & Ordering Information Sequence Transition/ Signal Words Beginning, Middle, End Following a Poetry Pattern Imitating the format of a poem or book</p> <p>Elaborating Specific Details/Facts within Sentences Selected Information within Paragraphs</p>	<p>Author's Voice Specific Vocabulary: Exact Nouns Strong Verbs Precise Adjectives Sensory Language</p> <p>Sentence Variety: Long and Short Sentences Variety of Sentence Beginnings</p> <p>Sentence Flow: Ideas Connected through Reference: Pronoun/Noun General Location/ Specific Location Synonyms</p> <p>Audience</p> <p>Author's Viewpoint Expresses Feelings and Attitudes Regarding the Subject</p>	<p>Capitalization Apply all Grade 3 skills.</p> <p>Punctuation Apply all Grade 3 Comma and End Punctuation Skills.</p> <p>Apostrophes: Contractions Possessives</p> <p>Dialogue Conventions: Quotation Marks Capitalization and Punctuation Speaker Tags (e.g., he said, she explained) Indent when Speaker Changes</p> <p>Sentences Complete Sentences Subject-Verb Agreement Appropriate Change in Verb Tense Articles: a, an, the</p> <p>Spelling All Plural forms of Nouns CvE long vowel pattern High Frequency Words Computer Spell Check</p> <p>Giving Credit Language and Thoughts of Another Author are Credited</p> <p>Handwriting Legible Cursive</p> <p>Computer Keyboarding</p>