

Third Grade/Language Arts Pacing Guide

Third Grade Goals and Objectives (Scott-Foresman Reading Street)

North Carolina Standard Course of Study English Language Arts Objectives

- 1.01** Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks)
- 1.02** Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension
- 1.03** Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently
- 1.04** Increase sight vocabulary, reading vocabulary, and writing vocabulary through: wide reading, word study, listening, discussion, book talks, book clubs, seminars, viewing, role play, studying author's craft
- 1.06** Read independently daily from self-selected materials (consistent with the student's independent reading level) to: increase fluency, build background knowledge, extend vocabulary
- 2.01** Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell)
- 2.02** Interact with the text before, during, and after reading, listening, or viewing by: setting a purpose, previewing the text, making predictions, asking questions, locating information for specific purposes, making connections, using story structure and text organization to comprehend
- 2.03** Read a variety of texts, including: fiction (short stories, novels, fantasies, fairy tales, fables), nonfiction (biographies, letters, articles, procedures and instructions, charts, maps), poetry (proverbs, riddles, limericks, simple poems), drama (skits, plays)
- 2.04** Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: author's purpose, plot, conflict, sequence, resolution, lesson and/or message, main idea and supporting details, cause and effect, fact and opinion, point of view (author and character), author's use of figurative language (e.g. simile, metaphor, imagery)
- 2.05** Draw conclusions, make generalizations, and gather support by referencing the text
- 2.06** Summarize main idea(s) from written or spoken texts using succinct language
- 2.07** Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions)
- 3.01** Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: considering the differences among genres, relating plot, setting, and characters to own experiences and ideas, considering main character's point of view, participating in creative interpretations, making inferences and drawing conclusions about characters and events, reflecting on learning, gaining new insights, and identifying areas for further study
- 3.02** Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.
- 3.03** Use text and own experiences to verify facts, concepts, and ideas
- 3.05** Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps)
- 4.01** Read aloud grade-appropriate text with fluency, comprehension, and expression.

Attached below is the suggested/recommended pacing guidelines for use with the Scott Foresman *Reading Street* series. In order to make sure that the students of CCS are learning the skills and strategies necessary to become life long readers, we must ensure that all students are explicitly taught research based reading strategies. The following research based strategies will become the primary focus of reading instruction throughout the school year: monitoring and fix-up, predicting, visualizing, inferencing, making connections, determining importance, questioning, summarizing, and synthesizing. Each month strategies are to be directly taught through the use of teacher modeling during read aloud and then students will practice these strategies during guided reading groups and independent or self-selected reading. Students should be taught that these are strategies that good readers learn to use with automaticity. An appendix of resources is attached to assist the teacher in reading strategy instruction. Also included in the pacing guide is a suggested/recommended poem that can be used for each week. Reading and analyzing poetry over the course of the year is a more effective way to assist students in comprehending this genre. Many of the weekly poems can be found in the SF basal; however, poems from outside sources have also been compiled and included in the appendix section. If a teacher chooses to utilize novels/chapter books during a particular month, please make sure that the strategies assigned to that month are explicitly taught through the novel/chapter book study.

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August- September Focus Strategies: Monitoring/Visualizing/Predicting (5 Weeks) Scott Foresman <i>Reading Street- Grade 3</i>							
Date (Week of...)	Whole Group/ Basal Title	Genre	Skill	Strategy	Objectives	Small Group Leveled Readers	Poem of the Week
August 30	Boom Town (3.1)	Historical Fiction	Realism vs. Fantasy	Monitoring (Fix-Up Strategies)	1.01, 1.03, 1.04, 1.06 2.01, 2.02, 2.03, 2.04 3.01, 3.05	Below Level: <i>California Gold Rush</i> On Grade Level: <i>Salt Lick Boom Town</i> Advanced Level: <i>Mr. Post's Class</i>	Fund-raiser pg. 143
Sept. 7	What About Me? (3.1)	Fable	Sequence	Visualizing	1.01, 1.03, 1.04 2.01, 2.02, 2.03, 2.04 3.01 4.01	Below Level: <i>It's A Fair Sway!</i> On Grade Level: <i>Let's Make A Trade!</i> Advanced Level: <i>What's MONEY All About?</i>	I'm Me (see Poetry Resource page)
Sept. 13	Alexander, Who Used to Be Rich Last Sunday (3.1)	Realistic Fiction	Sequence	Visualizing	1.01, 1.03, 1.04, 1.06 2.02, 2.03, 2.04 3.01 4.01	Below Level: <i>Making Sense of Dollars and Cents</i> On Grade Level: <i>Let's Save Money!</i> Advanced Level: <i>Maggie McGee and Me at the Mint</i>	Money- pg. 144
Sept. 20	If You Made A Million (3.1)	Nonfiction	Realism vs. Fantasy	Predicting	1.01, 1.03, 1.04 2.01, 2.02, 2.03 3.01 4.01	Below Level: <i>Davis Buys a Dog</i> On Grade Level: <i>Earning Money My Own Way</i> Advanced Level: <i>Mr. Grim and the Goose that Laid Golden Eggs</i>	A Single Penny- pg. 142
Sept. 28	My Rows and Piles of Coins (3.1)	Realistic Fiction	Character and Setting	Predicting	1.01, 1.03, 1.04, 1.06 2.01, 2.03, 2.04 3.01, 3.02, 3.05	Below Level: <i>E-Pals</i> On Grade Level: <i>One Chili Pepper</i> Advanced Level: <i>Pizza with a Twist</i>	Coins- pg. 145

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October/November Focus Strategies: Inferencing (4 weeks)- Scott Foresman <i>Reading Street</i> - 3 rd Grade							
Date	Whole Group/ Basal Title	Genre	Skill	Strategy	Objectives	Small Group Leveled Readers	Poem of the Week
Oct. 4	Penguin Chick (3.2)	Nonfiction	Main Idea	Inferencing	1.01, 1.03, 1.04 2.01, 2.02, 2.03, 2.04, 2.06 3.03, 3.05	Below Level: <i>Antarctica: The Frozen Continent</i> On Grade Level: <i>Birds That Can't Fly!</i> Advanced Level: <i>Penguins On Parade</i>	In Praise of Penguins (see Poetry resource page)
Oct. 11	A Day's Work (3.2)	Realistic Fiction	Character	Inferencing	1.01, 1.03, 1.04, 1.06 2.03, 2.04 3.01, 3.02 4.01	Below Level: <i>Sarah's Choice</i> On Grade Level: <i>The Boy Who Cried Wolf</i> Advanced Level: <i>Song Makers Go To Salem</i>	Ants- pg. 272
Oct. 18	Prudy's Problem and How She Solved It (3.2)	Fantasy	Main Idea	Inferencing	1.01, 1.04, 2.01, 2.02, 2.03, 2.04, 2.06 3.03 4.01	Below Level: <i>Metal Detector Detective</i> On Grade Level: <i>Katy's Last-Minute Book Report</i> Advanced Level: <i>Collecting Dreams</i>	The Sure-Footed Shoe Finder- pg. 273
Oct. 25	Tops & Bottoms (3.2)	Animal Fantasy	Author's Purpose	Inferencing	1.03, 1.04, 1.06 2.01, 2.03, 2.04, 2.07 3.01, 3.05 4.01	Below Level: <i>Growing Vegetables</i> On Grade Level: <i>Our Garden</i> Advanced Level: <i>The Magic of Coyote</i>	The Gardener (Teacher Resource page)
Nov. 1	William's House (3.2)	Historical Fiction	Draw Conclusions	Inferencing	1.01, 1.03, 1.04, 1.06 2.01, 2.02, 2.03, 2.04, 2.05 3.01 4.01	Below Level: <i>Colonial New England</i> On Grade Level: <i>The Colonial Adventure</i> Advanced Level: <i>Houses Past and Present</i>	Third-Grade Genius- pg. 274- 275

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November- December Strategy Focus: Making Connections
(5 weeks)- Scott Foresman *Reading Street*- 3rd Grade

Date	Whole Group/Basal Title	Genre	Skill	Strategy	Objectives	Small Group Levelled Readers	Poem of the Week
Nov. 8	The Gardener (3.3)	Realistic Fiction	Cause and Effect	Making Connections	1.03, 1.04, 1.06 2.02, 2.03, 2.04 3.01, 3.05	Below Level: <i>Gardening With Grandpa</i> On Grade Level: <i>Tulips for Annie's Mother</i> Advanced Level: <i>Nicky's Meadow</i>	Springtime- pg. 402
Nov. 15	Pushing Up the Sky (3.3)	Play	Author's Purpose	Making Connections	1.01, 1.02, 1.03, 1.04, 1.06 2.01, 2.03, 2.04, 2.07 4.01	Below Level: <i>The Elk Hunters</i> On Grade Level: <i>Pictures in the Sky</i> Advanced Level: <i>Star Tracks</i>	Cloud Dragons- pg. 400
Nov. 29	Night Letters (3.3)	Realistic Fiction	Draw Conclusions	Making Connections	1.03, 1.04, 1.06 2.01, 2.02, 2.05 3.01 4.01	Below Level: <i>Paws and Claws: Learn About Animal Tracks</i> On Grade Level: <i>The First Year</i> Advanced Level: <i>Follow Me! How People Track Animals</i>	Hurt No Living Thing- pg. 401
Dec. 6	A Symphony of Whales (3.3)	Fiction	Generalize	Making Connections	1.01, 1.02, 1.03, 1.04, 1.06 2.02, 2.03, 2.05 3.01 4.01	Below Level: <i>Rescuing Stranded Whales</i> On Grade Level: <i>A Day With the Dogs</i> Advanced Level: <i>Whales and Other Animal Wonders</i>	Laughing Boy- pg. 403
Dec. 13	Volcanoes- Nature's Incredible Fireworks (3.3)	Nonfiction	Compare/Contrast	Making Connections	1.03, 1.04, 1.06 2.01, 2.02, 2.03, 3.01, 3.02, 3.05 4.01	Below Level: <i>Do Animals Have a Sixth Sense?</i> On Grade Level: <i>Mount St. Helens</i> Advanced Level: <i>Earth Movement</i>	Lemon Moon- pg. 401

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**January Strategy Focus: Determining Importance
(4 weeks)- Scott Foresman Reading Street- 3rd Grade**

Date	Story	Genre	Skill	Strategy	Objectives	<u>Leveled Readers</u>	Poem of the Week
Jan. 3	Wings (3.4)	Fantasy	Cause and Effect	Determining Importance	1.03, 1.04, 1.06 2.02, 2.04, 2.05 3.01, 3.05	<u>Below Level:</u> <i>The Lesson of Icarus</i> <u>On Grade Level:</u> <i>Brave Settlers in a Strange Land</i> <u>Advanced Level:</u> <i>Special Talents- Extraordinary Lives</i>	Me- pg. 138
Jan. 10	Hottest Coldest Highest Deepest (3.4)	Nonfiction	Compare and Contrast	Determining Importance	1.01, 1.03, 1.04 2.01, 2.02, 2.03, 2.05 3.01, 3.02 4.01	<u>Below Level:</u> <i>Measuring the Weather</i> <u>On Grade Level:</u> <i>Getting the Lay of the Land</i> <u>Advanced Level:</u> <i>Fastest, Longest, Biggest, Lightest: The Guinness World Records Story</i>	By Myself- pg. 139
Jan. 18	Rocks in His Head (3.4)	Biography	Generalize	Determining Importance	1.01, 1.02, 1.04, 1.06 2.01, 2.02, 2.05 3.01, 3.05 4.01	<u>Below Level:</u> <i>A Rock Kit</i> <u>On Grade Level:</u> <i>Fun With Science!</i> <u>Advanced Level:</u> <i>A Gem of a Tale!</i>	Limericks- pg. 140
Jan. 31	America's Champion Swimmer: Gertrude Ederle (3.4)	Biography	Fact and Opinion	Determining Importance	1.01, 1.02, 1.03, 1.04, 1.06 2.03, 2.04, 2.05 3.01, 3.03 4.01	<u>Below Level:</u> <i>The English Channel</i> <u>On Grade Level:</u> <i>Women Who Made a Difference</i> <u>Advanced Level:</u> <i>A Time of Change: Women in the Early Twentieth Century</i>	Written at the Po-Shan Monastery- pg. 141

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February Strategy Focus: Questioning (4 weeks)- Scott Foresman <i>Reading Street</i> - 3 rd Grade							
Date	Whole Group/ Basal Title	Genre	Skill	Strategy	Objectives	Small Group Leveled Readers	Poem of the Week
Feb. 7	Fly, Eagle, Fly! (3.4)	Folk Tale	Plot and Theme	Questioning	1.03, 1.04 2.01, 2.02, 2.03, 2.04 3.01, 3.02 4.01	Below Level: <i>Buck's Way</i> On Grade Level: <i>The Lost Dog</i> Advanced Level: <i>Smart Dog</i>	The Eagle – (Poetry Resource page)
Feb. 14	Suki's Kimono (3.5)	Realistic Fiction	Compare/Contrast	Questioning	1.01, 1.03, 1.04, 1.06 2.02, 2.03, 2.05 3.02 4.01	Below Level: <i>East Meets West: Japan and America</i> On Grade Level: <i>Dressed for School Success</i> Advanced Level: <i>The Japanese Language</i>	My Friend in School- pgs. 276- 277
Feb. 22	How My Family Lives in America (3.5)	Nonfiction	Fact and Opinion	Questioning	1.03, 1.04 2.01, 2.02, 2.03, 2.04, 2.05 3.01, 3.03 4.01	Below Level: <i>The American Dream: Coming to the United States</i> On Grade Level: <i>What's in a Name?</i> Advanced Level: <i>Living Abroad</i>	Saying Yes- pg. 279
Feb. 28	Goodbye, 382 Shin Dang Dong(3.5)	Realistic Fiction	Sequence	Questioning	1.01, 1.03, 1.04 2.01, 2.02, 2.04 3.01 4.01	Below Level: <i>A Child's Life in Korea</i> On Grade Level: <i>Joanie's House Becomes a Home</i> Advanced Level: <i>It's a World of Time Zones</i>	Moving Away (Poetry Resource page)

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March Strategy Focus: Summarizing (4 weeks)- Scott Foresman <i>Reading Street</i>- 3rd Grade							
Date	Whole Group/Basal Title	Genre	Skill	Strategy	Objectives	Small Group Leveled Readers	Poem of the Week
March 7	Jalapeño Bagels (3.5)	Realistic Fiction	Drawing Conclusions	Summarizing	1.01, 1.03, 1.04 2.02, 2.03, 2.05 3.01, 3.05 4.01	Below Level: <i>The World of Bread!</i> On Grade Level: <i>Kapuapua's Magic Shell</i> Advanced Level: <i>Mixing, Kneading, and Baking: The Baker's Art</i>	The Bagel (Poetry Resource page)
March 14	Me and Uncle Romie (3.5)	Realistic Fiction	Author's Purpose	Summarizing	1.01, 1.02, 1.03, 1.04 2.01, 2.02, 2.04, 2.07 3.01, 3.05 4.01	Below Level: <i>A Walk Around the City</i> On Grade Level: <i>Bobby's New Apartment</i> Advanced Level: <i>Let's Go Have Fun!</i>	Lunch Survey- pg. 278
March 21	The Story of the Statue of Liberty (3.6)	Nonfiction	Main Idea	Summarizing	1.03, 1.04, 1.06 2.02, 2.03, 2.04, 2.06 3.03 4.01	Below Level: <i>The Statue of Liberty: From Paris to New York City</i> On Grade Level: <i>Signs, Songs, and Symbols of America</i> Advanced Level: <i>French Roots in North America</i>	The Star-Spangled Banner- pg. 408
March 29	Happy Birthday Mr. Kang (3.6)	Realistic Fiction	Cause and Effect	Summarizing	1.01, 1.03, 1.04, 1.06 2.01, 2.02, 2.03 3.01 4.01	Below Level: <i>The Sights and Sounds of New York City's China Town</i> On Grade Level: <i>Caring For Your Pet Bird</i> Advanced Level: <i>China's Gifts to the World</i>	Happy Celebration (Poetry Resource page)

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April Strategy Focus: Synthesizing (3 weeks)- Scott Foresman <i>Reading Street</i>- 3rd Grade							
April 4	Talking Walls Art for the People (3.6)	Photo Essay	Fact and Opinion	Synthesizing	1.01, 1.02, 1.03, 1.04, 1.06 2.01, 2.02, 2.04 3.01, 3.03, 3.05 4.01	<u>Below Level:</u> <i>A Different Drawing</i> <u>On Grade Level:</u> <i>A Whole World in One City</i> <u>Advanced Level:</u> <i>The Huge Paintings of Thomas Hart Benton</i>	I Watched An Eagle Soar- pg. 409
April 11	Two Bad Ants (3.6)	Animal Fantasy	Plot and Theme	Synthesizing	1.03, 1.04, 1.06 2.01, 2.02, 2.03 3.02 4.01	<u>Below Level:</u> <i>Leo and the School of Fish</i> <u>On Grade Level:</u> <i>Goldilocks and the Three Bears</i> <u>Advanced Level:</u> <i>A Fantastic Field Trip</i>	Ants (Poetry Resource page)
April 18	Elena’s Serenade (3.6)	Fantasy	Generalize	Synthesizing	1.03, 1.04, 1.06 2.01, 2.02, 2.03, 2.05 3.01 4.01	<u>Below Level:</u> <i>Glass Blowing</i> <u>On Grade Level:</u> <i>Traditional Crafts of Mexico</i> <u>Advanced Level:</u> <i>Jackie Robinson</i>	Words Free as Confetti- pgs. 410-411

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