

**English Language Arts Pacing Guide  
Third Grade**

**Time Frame: September/October**

**Unit 1: Realistic Fiction**

**Genre: Narrative Reading and Narrative Writing**

**Definition – Realistic Fiction:** a classification of literature containing stories that *could* happen in the real world, in a time and setting that is possible and with characters that are true to life, yet drawn from the writer’s imagination. It is categorized as historical or contemporary based upon the time period of publication (contemporary begins at 1960). Experts define categories of realistic fiction using aspects of *theme* (e.g., survival, friendship, diversity, tolerance, environmental preservation, courage, freedom, justice).

| Narrative Text or Informational Text, or Writing:<br>Skills/Strategies/GLCEs   | Essential Questions | Assessment | Vocabulary | Resources/Suggested Texts |
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| <p style="text-align: center;"><b>READING</b></p> <p style="text-align: center;"><b>WORD RECOGNITION AND WORD STUDY</b></p> <p style="text-align: center;"><i>Word Recognition</i></p> <p><b>R.WS.03.01</b> Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the year.</p> <p><b>R.WS.03.02:</b> Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p> <p><b>R.WS.03.06</b> Acquire and apply strategies to identify unknown words or word parts, self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.</p> |                     |            |            |                           |
| <p style="text-align: center;"><i>Fluency</i></p> <p><b>R.WS.03.07</b> Apply the following aspects of fluency: pause and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sign words while reading aloud familiar grade-level text.</p>  |                     |            |            |                           |

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| <p style="text-align: center;"><b>Vocabulary</b></p> <p><b>R.WS.03.08</b> In context, determine the meaning of words and phrases including homonyms, multiple meaning words content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.</p>   |   |  |   |   |
| <p style="text-align: center;"><b>NARRATIVE TEXT</b></p> <p><b>R.NT.03.01</b> Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p><b>R.NT.03.02</b> Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and <b>realistic fiction</b>.</p> <p><b>R.NT.03.03</b> Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).</p> <p><b>R.NT.03.04</b> Explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits</p> | <p>How can a fictional story be considered realistic?</p> | <p>Book sort – give small groups or partners a stack of books and ask them to find examples of realistic fiction</p> | <p>Fiction<br/>Nonfiction<br/>Realistic<br/>Historic<br/>Contemporary</p> | <p><b>Narrative Books:</b><br/><u>Fudge-a-Mania</u>, Judy Blume, 2002. ISBN-13: 978-0525469278</p> <p><u>Ramona Quimby Age 8</u>, Beverly Cleary, 1992. ISBN-13: 978-0380709564</p> <p><u>Stink and the Incredible, All-time World's Worst Stinky Sneakers</u>, Megan MacDonald, 2007. ISBN-13: 978-1406308402</p> <p><u>Game Day</u>, Tiki and Ronde Barber, 2005. ISBN-13: 978-1416900931</p> <p><u>By My Brother's Side</u>, Tiki and Ronde Barber, 2004. ISBN-13: 978-0689865596</p> <p><u>The Day of Ahmed's Secret</u>, Florence Perry, 1995. ISBN-13: 978-0688140236</p> <p><u>Aunt Flossie's Hats (and Crab Cakes Later)</u>, Elizabeth Fitzgerald Howard, 2001. ISBN-13: 978-0618120383</p> <p><u>Don't Say Ain't</u>, Irene Smalls, 2004. ISBN-13: 978-1570913822</p> |

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|  |  |  | <p><u>In My Momma's Kitchen</u>, Jerdine Nolen, 2001. ISBN-13: 978-0064437868</p> <p><u>The Case of the Food Fight</u>, James Preller, 2005. ISBN-13: 978-0439678070</p> <p><u>Honeysuckle House</u>, Andrea Cheng, 2009. ISBN-13: 978-1590786321</p> <p><u>The Hero of Third Grade</u>, Alice DeLaCroix, 2002. ISBN-13: 978-0823417452</p> <p><u>Cody Unplugged</u>, Betsy Duffey, 2001. ISBN-13: 978-0141312408</p> <p><u>The Stories Julian Tells</u>, Ann Cameron, 1989. ISBN-13: 978-0394828923</p> <p><u>The SOS File</u>, Betsy Byers, Betsy Duffey, Laurie Myers, 2004. ISBN-13: 978-0805068887</p> <p><u>Keepers</u>, Jeri Hanel Watts and Felicia Marshall, 2000. ISBN-13: 978-1584300137</p> <p><u>Centerfield Ballhawk</u>, Matt Christopher, 1994. ISBN-13: 978-0316142724</p> <p><b>Books by Patricia Polacco:</b><br/> <u>Thank You, Mr. Falker</u>, 2001. ISBN-13: 978-0399237324<br/> <u>Chicken Sunday</u>, 1998. ISBN-13:</p> |
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|   |  |   |  | <p>978-0698116153<br/> <u>Thunder Cake</u>, 1997. ISBN-13: 978-0698115811<br/> <u>Mrs. Mack</u>, 2001. ISBN-13: 978-0698118874<br/> <u>Mr. Lincoln’s Way</u>, 2001. ISBN-13: 978-0399237546<br/> <u>When Lightning Comes in a Jar</u>, 2007. ISBN-13: 978-0142403501<br/> <u>Just Plain Fancy</u>, 1994. ISBN-13: 978-0440409373<br/> <u>The Trees of the Dancing Goats</u>, 2000. ISBN-13: 978-0689838576<br/> <u>My Ol’ Man</u>, 1999. ISBN-13: 978-0698117709</p> |
| <p><b>COMPREHENSION</b></p> <p><b>R.CM.03.01</b> Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p><b>R.CM.03.02</b> Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.</p> <p><b>R.CM.03.03</b> Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.</p> | <p>How do events in realistic fiction relate to events in real life?</p> <p>How is a retelling different than a summary?</p> | <p>Graphic Organizers<br/>Journal Entries</p> <p>MLPP Shape Graphic Organizer</p> | <p>Retelling<br/>Summary</p>                           |  |
| <p><b>METACOGNITION</b></p> <p><b>R.MT.03.01</b> Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.</p>   |  | <p>Graphic Organizers<br/>Journal Entries</p>                                     | <p>Text to Text<br/>Text to Self<br/>Text to World</p> |  |

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| <p align="center"><b>READING ATTITUDE</b></p> <p><b>R.AT.03.01</b> Be enthusiastic about reading and do substantial reading and writing on their own.</p>   |  |  |  |  |
| <p align="center"><b>WRITING</b><br/><i>Writing Genre</i></p> <p><b>W.GN.03.01</b> Write a cohesive narrative piece such as a fable, folktale, or <b>realistic fiction</b> using personification, setting, actions, and thoughts that reveal important character traits.</p>  |  |  |  |  |
| <p align="center"><i>Writing Process</i></p> <p><b>W.PR.03.01</b> Set a purpose, consider audience, and replicate authors’ style and patterns when writing a narrative or informational piece.</p> <p><b>W.PR.03.02</b> Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).</p> <p><b>W.PR.03.03</b> Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/ contrast, cause/effect, or problem/solution).</p> <p><b>W.PR.03.04</b> Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p><b>W.PR.03.05</b> Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.</p> |  |  |  |  |

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| <p style="text-align: center;"><b><i>Personal Style</i></b></p> <p><b>W.PS.03.01</b> Exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).</p>  |  |  |  |  |
| <p style="text-align: center;"><b><i>Grammar and Usage</i></b></p> <p><b>W.GR.03.01</b> In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.</p>  |  |  |  |  |
| <p style="text-align: center;"><b><i>Spelling</i></b></p> <p><b>W.SP.03.01</b> In the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>  |  |  |  |  |
| <p style="text-align: center;"><b><i>Writing Attitude</i></b></p> <p><b>W.AT.03.01</b> Be enthusiastic about writing and learning to write.</p>  |  |  |  |  |
| <p style="text-align: center;"><b>SPEAKING</b></p> <p style="text-align: center;"><b><i>Discourse</i></b></p> <p><b>S.DS.03.01</b> Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p><b>S.DS.03.02</b> Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level, theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.</p> |  |  |  |  |

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| <p style="text-align: center;"><b>LISTENING AND VIEWING</b></p> <p style="text-align: center;"><i>Response</i></p> <p><b>L.RP.03.01</b> Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p> <p><b>L.RP.03.02</b> Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary text recognized for quality and literary merit.</p> <p><b>L.RP.03.04</b> Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).</p> |  |  |  |  |
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**English Language Arts Pacing Guide**

**Third Grade**

**Time Frame: November/December**

**Unit 2: Textbook, Encyclopedia, Research Project, and Research Report**

**Genre: Informational Reading and Informational Writing**

**Definitions – Textbook:** a book used by students as a standard that comprehensively presents the principles of the subject for formal study through condensing and providing overviews of topics. Students often use textbooks as a guide or reference for selecting ideas and subtopics for further inquiry, or more in-depth, authentic study.

**Encyclopedia:** Encyclopedia: a book, set of books, software, or web-based collection containing brief alphabetically arranged articles or entries on numerous topics covering either many branches of knowledge (comprehensive), or a specific subject field.

**Research Project :** a nonfiction inquiry project requiring an inquiry process and final report. Includes the selection of a topic, the development (and narrowing) of research questions, reading and recording selectively, designing research strategies, organizing information, synthesizing information, a written report, and a presentation of the report to a larger audience.

**Research Report:** the research report is an informational text produced as part of a research project. It summarizes the intent, process, sequence, and content of research, provable findings, and conclusions. Research preceding the report is completed through a systematic inquiry into a subject or problem in order to discover, verify, or revise relevant facts or principles relating to that subject or problem. Credible reporting requires credible research questions and procedures.

| Narrative Text or Informational Text, or Writing:<br>Skills/Strategies/GLCEs   | Essential Questions | Assessment | Vocabulary | Resources/Suggested Texts  |
|--|---------------------|------------|------------|--|
| <p align="center"><b>READING</b></p> <p align="center"><b>WORD RECOGNITION AND WORD STUDY</b></p> <p align="center"><i>Word Study</i></p> <p><b>R.WS.03.03</b> Know the meanings of words encountered frequently in grade-level reading and oral language context</p> <p><b>R.WS.03.05</b> Make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.</p> |                     |            |            | <p><b>Encyclopedia Books:</b><br/> <a href="#">Scholastic Children’s Encyclopedia</a><br/>                     2004. ISBN-13: 978-0439438162</p> <p><a href="#">Britannica Student Encyclopedia</a></p> <p><a href="#">World book Encyclopedia</a></p> |
| <p align="center"><i>Vocabulary</i></p> <p><b>R.WS.03.08</b> In context, determine the meaning of words and phrases including homonyms, multiple meaning words content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.</p>   |                     |            |            |  |
| <p align="center"><b>INFORMATIONAL TEXT</b></p> <p><b>R.IT.03.01</b> Identify and describe the basic elements, features, and purpose of a variety of informational genre including <b>textbooks, encyclopedias</b>, and magazines.</p>   |                     |            |            |  |



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| <p><b>R.IT.03.02</b> Identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.</p> <p><b>R.IT.03.03</b> Explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices and table of contents to enhance the understanding of key and supporting issues.</p> |  |  |   |  |
| <p style="text-align: center;"><b>COMPREHENSION</b></p> <p><b>R.CM.03.02</b> Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.</p> <p><b>R.CM.03.04</b> Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>                           |  |  |   |  |
| <p style="text-align: center;"><b>METACOGNITION</b></p> <p><b>R.MT.03.02</b> Plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) , and use graphic organizers to deepen understanding of problem/solution and organizational patterns.</p>  |  |  |   |  |
| <p style="text-align: center;"><b>CRITICAL STANDARDS</b></p> <p><b>R.CS.03.01</b> Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.</p>   |  |  |   |  |
| <p style="text-align: center;"><b>WRITING GENRE</b></p> <p><b>W.GN.03.03</b> Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.</p>    | <p>How can a question develop into a research project?</p> | <p>Research paper scored with a rubric</p> | <p>Research Paragraph<br/>Main idea<br/>Supporting ideas<br/>Presentation</p> | <p><a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a><br/>Free rubrics to use and make<br/>Timeline of expectations</p> |

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| <p><b>W.GN.03.04</b> Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.</p>   |   |  |  | <p>Social studies, science, and current events topics<br/>Scholastic New/Weekly Reader</p>                     |
| <p style="text-align: center;"><b>WRITING PROCESS</b></p> <p><b>W.PR.03.01</b> Set a purpose, consider audience, and replicate authors’ style and patterns when writing a narrative or informational piece.</p> <p><b>W.PR.03.02</b> Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).</p> <p><b>W.PR.03.03</b> Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/ contrast, cause/effect, or problem/solution).</p> <p><b>W.PR.03.04</b> Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p><b>W.PR.03.05</b> Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.</p> | <p>Why should we edit our writing?</p>                    | <p>Quick Write (such as “My Morning Routine” or “How I Clean My Room”) to practice sequencing and using transition words</p> <p>Students sequence their sentences or paragraphs in their research papers.</p> <p>Peer Revision</p> <p>Daily Language Review</p> <p>Daily Paragraph Editing</p> | <p>Draft</p> <p>Compare/contrast</p> <p>Cause/effect</p> <p>Problem/solution</p> <p>Sequence</p> <p>Transition words</p> <p>Revise</p> <p>Edit</p> <p>Proofreading Marks</p> | <p></p> <p><u>Daily Language Review</u>, Laura B. Williams, 1998. ISBN-13: 978-1557996572</p>                  |
| <p style="text-align: center;"><b>PERSONAL STYLE</b></p> <p><b>W.PS.03.01</b> Exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar</p>   | <p>How do voice and word choice enhance your message?</p> | <p>Students will keep a record of words that they will use in their papers.</p>  | <p>Purpose</p> <p>Audience</p> <p>Personal style</p> <p>Voice</p>  | <p><u>Just a School Project</u>, Mercer Mayer, 2004. ISBN-13: 978-0060539467</p> <p><b>6 Traits: Voice</b></p> |

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| and usage).   |  |  | Word Choice<br>Transitions                                  | <u>Voices in the Park</u> , DK Publishing and Anthony Browne, 2001. ISBN-13: 978-0789481917   |
| <p align="center"><b>GRAMMAR AND USAGE</b></p> <p><b>W.GR.03.01</b> In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.</p>   | How can your verb choice change the meaning of your writing? | Students will select which organizational pattern they will use in their research project. | Word choice<br>Verb<br>Verb tense<br>Subject/verb agreement | <p><b>6 Traits: Organization</b><br/><u>6 + 1 Traits of Writing</u>, Ruth Culham, 2003. ISBN-13: 978-0439280389</p> <p><u>To Root to Toot to Parachute: What is a Verb</u><br/>Brian P. Cleary, and Jenya Prosmitsky, 2001. ISBN-13: 978-1575054032</p> |
| <p align="center"><b>SPELLING</b></p> <p><b>W.SP.03.01</b> In the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/ sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>  |  |  |   |   |
| <p align="center"><b>SPEAKING CONVENTIONS</b></p> <p><b>S.CN.03.01</b> Use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.</p> <p><b>S.CN.03.02</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.</p> <p><b>S.CN.03.03</b> Speak effectively emphasizing key words and</p> |  |  |   |   |

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| <p>varied pace for effect in narrative and informational presentations.</p> <p><b>S.CN.03.04</b> Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>  |  |   |  |  |
| <p style="text-align: center;"><b>DISCOURSE</b></p> <p><b>S.DS.03.03</b> Respond to multiple texts types by reflecting, making connections, taking a position, and/or showing understanding.</p> <p><b>S.DS.03.04</b> Plan and deliver presentations using an effective informal organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources and varying the pace for effect.</p>      | <p>How do you make a presentation interesting?</p> | <p>Conference with teacher on presentation.</p> <p>Rubric for presentation<br/>Add purpose and audience to research paper form.</p> |  |  |
| <p style="text-align: center;"><b>LISTENING AND VIEWING CONVENTIONS</b></p> <p><b>L.CN.03.02</b> Listen to or view knowledgeably while demonstrating appropriate social skills of audience behavior (e.g., eye contact, attentive, supportive) in small and large group settings.</p> <p><b>L.CN.03.01</b> Ask substantive questions of the speaker that will provide additional elaboration and details.</p>   |  |   |  |  |
| <p style="text-align: center;"><b>RESPONSE</b></p> <p><b>L.RP.03.03</b> Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position and/or show understanding.</p> <p><b>L.RP.03.05</b> Respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal</p> | <p>How does this presentation connect to you?</p>  | <p>Written responses while listening to speakers – main idea and relate to personal experience</p>                                  |  |  |

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**English Language Arts Pacing Guide  
Third Grade**

**Time Frame: January/February**

**Unit 3: Fable**

**Genre: Narrative Reading and Narrative Writing**

**Definition – Fable:** Brief fictitious narratives (prose or verse) which provide an explicit moral understood through one or two telling event(s) whose message is usually conveyed through personified animal characters representing human faults. This traditional form of story, related to proverbs and folklore, takes abstract ideas of good or bad, and/or wise or foolish behavior, and attempts to make them concrete and striking enough to be understood and remembered.

| Narrative Text or Informational Text, or Writing:<br>Skills/Strategies/GLCEs  | Essential Questions | Assessment | Vocabulary | Resources/Suggested Texts |
|---|---------------------|------------|------------|---------------------------|
| <p style="text-align: center;"><b>READING</b></p> <p style="text-align: center;"><b>WORD RECOGNITION AND WORD STUDY</b></p> <p style="text-align: center;"><i>Word Recognition</i></p> <p><b>R.WS.03.01</b> Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the year.</p> <p><b>R.WS.03.02</b> Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p> <p><b>R.WS.03.03</b> Know the meanings of words encountered frequently in grade-level reading and oral language context</p> <p><b>R.WS.03.06</b> Acquire and apply strategies to identify unknown words or word parts, self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.</p> |                     |            |            |                           |
| <p style="text-align: center;"><i>Fluency</i></p> <p><b>R.WS.03.07</b> Apply the following aspects of fluency: pause and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sign words while reading aloud familiar grade-level text.</p>   |                     |            |            |                           |

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| <p style="text-align: center;"><b>Vocabulary</b></p> <p><b>R.WS.03.08</b> In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.</p>  |                              |  |   |  |
| <p style="text-align: center;"><b>NARRATIVE TEXT</b></p> <p><b>R.NT.03.01</b> Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p><b>R.NT.03.02</b> Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, <b>fables</b>, and realistic fiction.</p> <p><b>R.NT.03.03</b> Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).</p> <p><b>R.NT.03.04</b> Explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits</p> | <p>Why were fables used?</p> | <p>Students create a "fables" folder with a table of contents, fable traits, fables read in class, fable meanings, activities, quiz, and a personally written fable.</p> | <p>Fable<br/>Moral<br/>Faults<br/>Messages<br/>Cautionary point<br/>Aesop</p> | <p><u>Literature Pockets: Fables</u>, Evan Moor Pub., 2002. ISBN-13: 978-1557998743</p> <p><u>Fables</u>, Arnold Lobel, 1983. ISBN-13: 978-0064430463</p> <p><u>Squids will be Squids</u>, John Scieszka and Lane Smith, 2003. ISBN-13: 978-0142500408</p> <p><u>Fly, Eagle, Fly! An African Tale</u>, Christopher Gregorowski, 2008. ISBN-13: 978-1416975991</p> <p><u>I Wish I Were a Butterfly</u>, James Howe, 1994. ISBN-13: 978-0152380137</p> <p><u>Aesop's Fables</u>, Ann McGovern, 1963. ISBN-13: 978-0590438803</p> |
| <p style="text-align: center;"><b>COMPREHENSION</b></p> <p><b>R.CM.03.01</b> Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p><b>R.CM.03.02</b> Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.</p>  |                              |  |   |  |
| <p style="text-align: center;"><b>METACOGNITION</b></p>   |                              |  |   |  |

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| <p><b>R.MT.03.01</b> Self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.</p>   |  |  |   |  |
| <b>CRITICAL STANDARDS</b>  |  |  |   |  |
| <p><b>R.CS.03.01</b> Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their writing and the writing of others.</p>  | <p>How do authors use personification?</p>                                     |  |   |  |
| <b>WRITING GENRE</b>   |  |  |   |  |
| <p><b>W.GN.03.01</b> Write a cohesive narrative piece such as a <b>fable</b>, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.</p>  | <p>Students create a new ending for a folk tale or create a new folk tale.</p> | <p>Students replicate Aesop’s style to create a fable using personification.</p> | <p>Good lead<br/>Beginning<br/>Middle<br/>End</p> |  |
| <b>WRITING PROCESS</b>   |  |  |   |  |
| <p><b>W.PR.03.01</b> Set a purpose, consider audience, and replicate authors’ style and patterns when writing a narrative or informational piece.</p> <p><b>W.PR.03.02</b> Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).</p> <p><b>W.PR.03.03</b> Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/ contrast, cause/effect, or problem/solution).</p> <p><b>W.PR.03.04</b> Revise drafts based on constructive and</p> |  |  |   |  |



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| <p>specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p><b>W.PR.03.05</b> Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.</p>          |  |  |                 |  |
| <p><b>GRAMMAR AND USAGE</b></p> <p><b>W.GR.03.01</b> In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.</p>  |  |  |                 |  |
| <p><b>SPELLING</b></p> <p><b>W.SP.03.01</b> In the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rhymes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p> |  |  | Quotation marks |  |
| <p><b>HANDWRITING</b></p> <p><b>W.HW.03.01</b> Fluently and legibly write the cursive alphabet.</p>   |  |  |                 |  |
| <p><b>WRITING ATTITUDE</b></p> <p><b>W.AT.03.01</b> Be enthusiastic about writing and learning to write.</p>  |  |  |                 |  |
| <p><b>SPEAKING</b></p> <p><i>Discourse</i></p>  |  |  |                 |  |

No Boring Practice, Please! Funny Fairy Tale Grammar. Justin McCorty Martin, 2006. ISBN-13: 978-0439588461

Daily editing on whiteboard or worksheets.

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| <p><b>S.DS.03.01</b> Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p><b>S.DS.03.02</b> Discuss narratives (e.g., folktales, <b>fables</b>, realistic fiction), conveying the story grammar (e.g., characters’ thoughts and motivation, setting, plot, story level, theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.</p> <p><b>S.DS.03.03</b> Respond to multiple text types by reflecting, making connections, taking a position, and/or show understanding.</p> | <p>How would the folk tale change if you changed the characters, the setting, the problem, or solution?</p> | <p>Students read their finished stories and then discuss how they are alike and/or different</p> | <p>Book Clubs<br/>Literature Circles</p> |  |
| <p style="text-align: center;"><b>LISTENING AND VIEWING</b><br/><i>Response</i></p> <p><b>L.RP.03.01</b> Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p> <p><b>L.RP.03.02</b> Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary text recognized for quality and literary merit.</p> <p><b>L.RP.03.04</b> Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).</p>  |   |  |  |  |

**English Language Arts Pacing Guide  
Third Grade**

**Time Frame: March**

**Unit 4: Magazine and Report**

**Genre: Informational Reading and Informational Writing**

**Definition – Magazine:** a magazine is a periodical (published regularly) containing short, miscellaneous pieces (articles, stories, poems, pictures, and other entries) on single themes or specialized topics connected to the disciplines, such as, science, social studies, the arts, math or English language arts.

**Report:** a written document describing and summarizing the findings of an individual or group. The report ranges from formal to informal, and usually is a summary of one or a series of incidents, conversations, studies, interpretations, observations, results of inquiry, research, etc.

| Narrative Text or Informational Text, or Writing:<br>Skills/Strategies/GLCEs   | Essential Questions | Assessment | Vocabulary | Resources/Suggested Texts  |
|--|---------------------|------------|------------|--|
| <p style="text-align: center;"><b>READING</b></p> <p style="text-align: center;"><b>WORD RECOGNITION AND WORD STUDY</b></p> <p><b>R.WS.03.05</b> Make progress to automatically read by sight the Dolch First 1000 words for mastery in fifth grade.</p>   |                     |            |            |  |
| <p style="text-align: center;"><b>INFORMATIONAL TEXT</b></p> <p><b>R.IT.03.01</b> Identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and <b>magazines</b>.</p> <p><b>R.IT.03.02</b> Identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.</p> <p><b>R.IT.03.03</b> Explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices and table of contents to enhance the understanding of key and supporting issues.</p> |                     |            |            | <p><b>Magazines:</b><br/>Ranger Rick<br/>National Geographic for Kids<br/>Sports Illustrated for Kids<br/>Time for Kids<br/>Cobblestone<br/>Highlights</p> |
| <p style="text-align: center;"><b>COMPREHENSION</b></p> <p><b>R.CM.03.03</b> Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.</p> <p><b>R.CM.03.04</b> Apply significant knowledge from grade-level</p>   |                     |            |            |  |

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| science, social studies, and mathematics texts.  |  |  |  |  |
| <p align="center"><b>METACOGNITION</b></p> <p><b>R.MT.03.02</b> Plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.</p>  |  |  |  |  |
| <p align="center"><b>READING ATTITUDE</b></p> <p><b>R.AT.03.01</b> Be enthusiastic about reading and do substantial reading and writing on their own.</p>  |  |  |  |  |
| <p align="center"><b>WRITING GENRE</b></p> <p><b>W.GN.03.03</b> Write an informational piece including a <b>report</b> that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.</p>  |  |  |  |  |
| <p align="center"><b>WRITING PROCESS</b></p> <p><b>W.PR.03.01</b> Set a purpose, consider audience, and replicate authors' style and patterns when writing a narrative or informational piece.</p> <p><b>W.PR.03.02</b> Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).</p> <p><b>W.PR.03.03</b> Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/ contrast, cause/effect, or problem/solution).</p> |  |  |  |  |

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| <p><b>W.PR.03.04</b> Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p><b>W.PR.03.05</b> Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.</p>  |  |  |  |  |
| <p style="text-align: center;"><b>PERSONAL STYLE</b></p> <p><b>W.PS.03.01</b> Exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).</p>  |  |  |  |  |
| <p style="text-align: center;"><b>SPEAKING</b><br/><i>Conventions</i></p> <p><b>S.CN.03.01</b> Use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.</p> <p><b>S.CN.03.02</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.</p> <p><b>S.CN.03.03</b> Speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.</p> <p><b>S.CN.03.04</b> Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p> |  |  |  |  |

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| <p style="text-align: center;"><b><i>Discourse</i></b></p> <p><b>S.DS.03.04</b> Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.</p>  |  |  |  |  |
| <p style="text-align: center;"><b>LISTENING</b><br/><b><i>Conventions</i></b></p> <p><b>L.CN.03.01</b> Ask substantive questions of the speaker that will provide additional elaboration and details.</p> <p><b>L.CN.03.02</b> Listen to or view knowledgeably while demonstrating appropriate social skills of audience behavior (e.g., eye contact, attentive, supportive) in small and large group settings.</p> |  |  |  |  |
| <p style="text-align: center;"><b><i>Response</i></b></p> <p><b>L.RP.03.05</b> Respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.</p>  |  |  |  |  |

**English Language Arts Pacing Guide  
Third Grade**

**Time Frame: April**

**Unit 5: Poetry**

**Genre: Narrative Writing**

**Definition – Poetry:** literature expressed in various, metrical forms, structures and arrangements that is traditionally characterized by rhythmical patterns of language.

| Narrative Text or Informational Text, or Writing:<br>Skills/Strategies/GLCEs   | Essential Questions                                  | Assessment                            | Vocabulary  | Resources/Suggested Texts   |
|--|--|---------------------------------------|---|---|
| <p style="text-align: center;"><b>WRITING</b><br/><i>Writing Genre</i></p> <p><b>W.GN.03.02</b> Write poetry based on reading a wide variety of grade-appropriate poetry.</p>  | <p>How does poetry convey feelings and opinions?</p> | <p>Student created poetry booklet</p> |   | <p>student online poetry activity<br/><a href="http://teacher.scholastic.com/writewit/poetry/index.htm">http://teacher.scholastic.com/writewit/poetry/index.htm</a></p>   |
| <p style="text-align: center;"><i>Writing Process</i></p> <p><b>W.PR.03.01</b> Set a purpose, consider audience, and replicate authors’ style and patterns when writing a narrative or informational piece.</p> <p><b>W.PR.03.02</b> Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).</p> <p><b>W.PR.03.03</b> Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/ contrast, cause/effect, or problem/solution).</p> <p><b>W.PR.03.04</b> Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p><b>W.PR.03.05</b> Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.</p> |  |                                       | <p>Poem<br/>Rhyme<br/>Word choice<br/>Descriptive words<br/>Adjectives<br/>Fluency<br/>Rhythm</p> | <p><u>Where the Sidewalk Ends</u>, Shel Silverstein, 2000. ISBN-13: 978-0060291693</p> <p><u>A Pizza the Size of the Sun</u>, Jack Prelutsky, 1996. ISBN-13: 978-0688132354</p> <p><u>I Spy Treasure Hunt</u>, Jean Marzollo, 1999. ISBN-13: 978-0439042444</p> <p><u>The Random House Book of Poetry</u>, Jack Prelutsky and Arnold Lobel, 1983. ISBN-13: 978-0394850108</p> |

**English Language Arts Pacing Guide  
Third Grade**

**Time Frame: May**

**Unit 6: Folktale**

**Genre: Narrative Reading and Narrative Writing**

**Definition – Folktale:** ancient stories originally comprised and told for all age groups that have been passed down orally from generation to generation to explain the natural and spiritual worlds, as well as to entertain and to indoctrinate their members. Folktales express relationships among human beings and their fears and desires, reflecting the values and cultural patterns of the particular group from which they came. Folktales, also known as folklore, encompass fables, myth, legend, tall tales, and fairy tales.

| Narrative Text or Informational Text, or Writing:<br>Skills/Strategies/GLCEs  | Essential Questions | Assessment | Vocabulary | Resources/Suggested Texts |
|---|---------------------|------------|------------|---------------------------|
| <p style="text-align: center;"><b>READING</b></p> <p style="text-align: center;"><b>WORD RECOGNITION AND WORD STUDY</b></p> <p><b>R.WS.03.01</b> Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the year.</p> <p><b>R.WS.03.02</b> Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p> <p><b>R.WS.03.03</b> Know the meanings of words encountered frequently in grade-level reading and oral language context</p> <p><b>R.WS.03.04</b> Automatically recognize the 220 Dolch basic sight words and 95 common nouns.</p> <p><b>R.WS.03.05</b> Make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.</p> <p><b>R.WS.03.06</b> Acquire and apply strategies to identify unknown words or word parts, self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.</p> |                     |            |            |                           |



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| <p style="text-align: center;"><b>Fluency</b></p> <p><b>R.WS.03.07</b> Apply the following aspects of fluency: pause and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sign words while reading aloud familiar grade-level text.</p>   |   |   |   |  |
| <p style="text-align: center;"><b>Vocabulary</b></p> <p><b>R.WS.03.08</b> In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.</p>  |   |   |   |  |
| <p style="text-align: center;"><b>NARRATIVE TEXT</b></p> <p><b>R.NT.03.01</b> Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p><b>R.NT.03.02</b> Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, <b>fables</b>, and realistic fiction.</p> <p><b>R.NT.03.03</b> Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).</p> <p><b>R.NT.03.04</b> Explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits</p> | <p>How are versions of a folk tale different and alike?</p> | <p>Web of folk tale characteristics</p> <p>Collect as many versions of Cinderella (or another folk tale) as you can and have students complete a Venn Diagram of 2 versions. Cinderella is found in all cultures. Collect a variety of folk tales and have students read 3-4 over a week. Give each student (or partners) a blank chart with the common folk tale elements across the top (good and evil characters, setting, problem, solution, and theme). Have them complete the chart about each story.</p> | <p>Folk Tale</p> <p>Fables</p> <p>Fairy tales</p> <p>Tall tales</p> <p>Myths</p> <p>Legends</p> <p>Epics</p> <p>Ghost stories</p> <p>Imagination</p> <p>Morals</p> <p>Values</p> <p>Motivation</p> <p>Setting</p> <p>Plot</p> <p>Theme</p> <p>Good vs. Evil</p> | <p><u>Literature Pockets Folktales and Fairy Tales</u>, Evan Moor Pub., 2002. ISBN-13: 978-1557998729</p> <p><u>Sootface: An Ojibwa Cinderella Story</u>, Robert D. San Souci, 1997. ISBN-13: 978-0440413639</p> <p><u>The True Story of the 3 Little Pigs</u>, Jon Scieska, 1996. ISBN-13: 978-0140544510</p> <p><u>Once Upon A Cool Motorcycle Dude</u>, Kevin O'Malley, Carol Heyer and Scott Goto, 2005. ISBN-13: 978-0802789471</p> |
| <p style="text-align: center;"><b>COMPREHENSION</b></p>   |   |   |   | <p><u>The Mud Pony</u>, Caron Lee Cohen,</p>   |

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| <p><b>R.CM.03.01</b> Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p><b>R.CM.03.2</b> Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.</p>  |  |  |  | 1989. ISBN-13: 978-0590415262 |
| <p style="text-align: center;"><b>METACOGNITION</b></p> <p><b>R.MT.03.01</b> Self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.</p> <p><b>R.MT.03.02</b> Plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.</p> |  |  |  |                               |
| <p style="text-align: center;"><b>READING ATTITUDE</b></p> <p><b>R.AT.03.01</b> Be enthusiastic about reading and do substantial reading and writing on their own.</p>   |  |  |  |                               |
| <p style="text-align: center;"><b>WRITING</b><br/><i>Writing Genre</i></p> <p><b>W.GN.03.01</b> Write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.</p>  |  |  |  |                               |
| <p style="text-align: center;"><i>Writing Process</i></p> <p><b>W.PR.03.01</b> Set a purpose, consider audience, and replicate authors' style and patterns when writing a narrative or informational piece.</p>  |  |  |  |                               |

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| <p><b>W.PR.03.02</b> Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).</p> <p><b>W.PR.03.03</b> Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/ contrast, cause/effect, or problem/solution).</p> <p><b>W.PR.03.04</b> Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p><b>W.PR.03.05</b> Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.</p> |  |  |  |  |
| <p style="text-align: center;"><b>PERSONAL STYLE</b></p> <p><b>W.PS.03.01</b> Exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character, description) and informational writing (e.g., examples, transitions, grammar and usage).</p>  |  |  |  |  |
| <p style="text-align: center;"><b>GRAMMAR AND USAGE</b></p> <p><b>W.GR.03.01</b> In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series' and begin use of quotation marks and capitalization in dialogue.</p>   |  |  |  |  |
| <p style="text-align: center;"><b>SPELLING</b></p>   |  |  |  |  |

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| <p><b>W.SP.03.01</b> In the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>  |  |  |  |  |
| <p style="text-align: center;"><b>HANDWRITING</b></p> <p><b>W.HW.03.01</b> Fluently and legibly write the cursive alphabet.</p>  |  |  |  |  |
| <p style="text-align: center;"><b>WRITING ATTITUDE</b></p> <p><b>W.AT.03.01</b> Be enthusiastic about writing and learning to write.</p>   |  |  |  |  |
| <p style="text-align: center;"><b>SPEAKING</b><br/><i>Conventions</i></p> <p><b>S.CN.03.05</b> Understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.</p>  |  |  |  |  |
| <p style="text-align: center;"><i>Discourse</i></p> <p><b>S.DS.03.01</b> Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p><b>S.DS.03.02</b> Discuss narratives (e.g., <b>folktales</b>, fables, realistic fiction), conveying the story grammar (e.g., characters’ thoughts and motivation, setting, plot, story level, theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.</p> <p><b>S.DS.03.03</b> Respond to multiple text types by reflecting, making connections, taking a position, and/or show understanding.</p> |  |  |  |  |

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| <p style="text-align: center;"><b>LISTENING AND VIEWING</b><br/><i>Conventions</i></p> <p><b>L.CN.03.03</b> Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.</p> <p><b>L.CN.03.04</b> Be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media.</p>   |  |  |  |  |
| <p style="text-align: center;"><i>Response</i></p> <p><b>L.RP.03.01</b> Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p> <p><b>L.RP.03.02</b> Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary text recognized for quality and literary merit.</p> <p><b>L.RP.03.03</b> Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position and/or show understanding.</p> <p><b>L.RP.03.04</b> Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).</p> |  |  |  |  |