

# Third Grade Reading Pacing Guide (Weeks 6-10)

Week	Phonics and Vocabulary	Reading	Grammar, Writing, and Cursive	Lesson Ideas	EL and SPED Strategies
<b>Week 6</b> Sept. 23 <sup>rd</sup> – Sept. 27 <sup>th</sup>	<b>VC/CCV</b> RF.3.3c  <b>Academic Vocab</b> contribute, traits, and motivations	<b>Lesson #5 - Asking and Answering Questions About Stories</b>  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1)	Pronouns (L.3.37a)  Brainstorm opinion paper  Cursive Letters Review		
<b>Week 7</b> Sept. 30 <sup>th</sup> – Oct. 4 <sup>th</sup>	<b>V/V</b> RF.3.3c  <b>Academic Vocab</b> recount	<b>Lesson #6 - Describing Characters</b>  Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RI.3.3)	Take rounds to the writing level (L.3.38)  Draft of opinion paper  Write words w/support		
<b>Week 8</b> Oct. 8 <sup>th</sup> – Oct. 11 <sup>th</sup>	<b>Final Stable Syllables</b> sion, tion, and ture RF.3.3c  <b>Academic Vocab</b> central message	<b>Lesson #7 - Recounting Stories</b>  Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RI.3.2)	Action Verbs (L.3.37a)  Revise of opinion paper  Write words w/support		
<b>Week 9</b> Oct. 14 <sup>th</sup> – Oct. 18 <sup>th</sup>	<b>Plural Suffixes -&gt;</b> -s and -es RF.3.3a  <b>Academic Vocab</b> context clues	<b>Lesson #8 - Determining the Central Message</b>  Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RI.3.2)	Linking Verbs (L.3.37a)  Edit opinion paper  Write words <b>without</b> support		
<b>Week 10</b> Oct. 21 <sup>st</sup> – Oct. 25 <sup>th</sup>	<b>Suffixes -&gt;</b> -ed, -ing, -er, and -est RF.3.3a  <b>Academic Vocab</b> text features, editor, search tools, headings, and hyperlinks	<b>MASTERY CHECK WEEK!</b>	Helping Verbs (L.3.37a)  Publish opinion paper  Write words <b>without</b> support		

# 3rd Grade Reading Pacing Guide

**Julie Wright, Barry Hoonan**



### 3rd Grade Reading Pacing Guide:

*From Rigorous Standards to Student Achievement* Laura Mc Cullough, Michael D. Rettig, Karen Santos, 2013-09-27 This book showcases strategies which support teachers and principals as they implement high standards for students At the same time it demonstrates how to meet the needs of diverse learners

**Critical Thinking and Formative Assessments** Todd Stanley, Betsy Moore, 2013-09-05 Develop your students critical thinking skills and prepare them to perform competitively in the classroom on state tests and beyond In this book Moore and Stanley show you how to effectively instruct your students to think on higher levels and how to assess their progress As states implement the Common Core State Standards teachers have been called upon to provide higher levels of rigor in their classrooms Moore and Stanley demonstrate critical thinking as a key approach to accomplishing this goal They explore the benefits of critical thinking and provide the tools you need to develop and monitor critical thinking skills in the classroom Topics include The Difference Between Higher Level and Lower Level Thinking Writing Higher Level Thinking Questions Assessing Critical Thinking Strategies to Develop Higher Level Thinking Skills

Common Core Curriculum Maps in English Language Arts, Grades K-5 Great Minds, 2011-10-19 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K 5 The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more Teachers can use the maps to plan their year and craft their own more detailed lesson plans Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards

**Make It Happen** Kim Bailey, Chris Jakicic, 2018-12-07 Ensure every educator is engaged in the right work with a collective focus on improved student learning Aligned to the Professional Learning Communities PLC at Work model this resource includes instructional coaching tools processes protocols templates tips and strategies designed to support the multidimensional work of instructional coaches and PLC training Each chapter includes action steps and reflective coaching activities as well as suggestions for navigating some of the most common issues instructional coaches face Use this book to understand the unique requirements of instructional coaches in building a school that answers the four critical questions of a PLC at Work Learn how to provide PLC training and professional development for collaborative teacher teams Study three major variables that will affect instructional coaching capacity culture and context and four major actions that will act as guiding principles Explore issues that can arise in PLC schools as well as teacher coaching strategies to help resolve these issues Deepen your understanding of instructional

coaching in a PLC with helpful online reproducibles and teacher coaching tools Acquire capacity building strategies aligned to the four PLC questions Contents Introduction Chapter 1 How to Get Started as an Instructional Coach Chapter 2 What Do We Want Students to Know and Be Able to Do Chapter 3 How Will We Know if They Have Learned It Chapter 4 How Will We Respond When Some Students Do Not Learn Chapter 5 How Will We Extend the Learning of Students Who Are Already Proficient Epilogue Maintaining the Momentum and Sustaining the Process References and Resources Index Kim Bailey,Chris Jakicic,2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more *Common Core Curriculum: English, Grades K-5* Great Minds,2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades K 5 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA **The School Leader's Guide to Professional Learning Communities at Work TM** Richard DuFour,Rebecca DuFour,2012-02-02 Are you a K 8 principal ready to implement the PLC at WorkTM process Two experienced practitioners show you how to explore the critical components needed to lay the foundation of a PLC including how to develop a structure that supports collaborative teams how to focus on effective monitoring strategies how to reflect on your communication effectiveness and more [Common Core Curriculum Maps in English Language Arts, Grades 9-12](#) Great Minds,2011-10-13 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades 9 12 Teachers can use the maps to plan their year and craft their own more detailed lesson plans Each grade is broken down into

six units that include focus standards suggested works sample activities and assessments lesson plans and more The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards

**Language Power: Grades 3-5 Level B Teacher's Guide** Christine Dugan,2012-10-30 Be a Reading STAAR  
Yearlong Pacing Guide Grade 3 Benchmark Education Co., LLC Staff,2015-01-01 Texas specific Single title not for individual sale Sold as part of larger package only *Common Core Curriculum Maps in English Language Arts* Great Minds,2011-10-13 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus D C and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades 6 8 Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans etc Teachers can use the maps to plan their year and craft their own more detailed lesson plans The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards *Developing Natural Curiosity through Project-Based Learning* Dayna Laur,Jill Ackers,2017-02-17 Developing Natural Curiosity through Project Based Learning is a practical guide that provides step by step instructions for PreK 3 teachers interested in embedding project based learning PBL into their daily classroom routine The book spells out the five steps teachers can use to create authentic PBL challenges for their learners and illustrates exactly what that looks like in an early childhood classroom Authentic project based learning experiences engage children in the mastery of twenty first century skills and state standards to empower them as learners making an understanding of PBL vital for PreK 3 teachers everywhere **Literacy in a PLC at Work®** Paula Maeker,Jacqueline Heller,2023-04-13 Explore how to provide equitable literacy instruction and assessment so every student masters essential standards The authors help K 6 educators navigate reading and writing instruction through the lens of Professional Learning Communities at Work Learn strategies for utilizing data as collaborative teams to answer the four critical questions of learning and access templates and protocols to improve literacy for all This book will help K 6 teachers and reading specialists Analyze and improve their current literacy practices curriculum and instructional focus within the context of a PLC at Work Create or curate common formative team literacy assessments for learning targets Structure a supportive master schedule that allows for daily team collaboration and systemwide response Understand the components of a comprehensive literacy instructional block Create progress monitoring tools and focused reading interventions and extensions Contents Introduction Chapter 1 Take Collective Responsibility and Work Interdependently Chapter 2 Ensure a

Guaranteed and Viable Curriculum Chapter 3 Assess and Monitor Student Reading Growth With Ongoing Assessment Chapter 4 Measure Evidence of Individual and Collective Teacher Practice Effectiveness Chapter 5 Support Systematically With Targeted Acceleration Interventions and Extensions Afterword TEAMS Can Transform Literacy Outcomes for Students Appendix A TEAMS Process Protocols Appendix B TEAMS Templates References and Resources Index

**Getting to the Core of Writing: Essential Lessons for Every Third Grade Student** Richard Gentry, Jan McNeel, 2012-06-01 Inspire students to develop as writers in the third grade classroom with these engaging and creative writing lessons This classroom tested resource shows positive results in students writing and simplifies the planning of writing instruction It contains detailed information on how to establish and manage daily Writer s Workshop and includes consistent structured instruction to encourage students to actively participate in the writing process Specific lessons to help students develop the traits of quality writing are also included

Synchronizing Success Maren Koepf, 2008 At Moreland Hills Elementary School something remarkable is taking place writes district literacy specialist Maren Koepf Across the past ten years teachers and administrators have worked together to produce a learning network supporting our students our staff and our parents Much like the once apprehensive peasants in the tale of Stone Soup folks have gradually emerged from their isolated huts of offices and classrooms to generate mutual resources solutions and innovations Through joint endeavors we created a Comprehensive Literacy System In Synchronizing Success Maren takes you on a tour of one school s winning strategy for developing an efficient and effective network of literacy support from kindergarten through fifth grade Beginning with a practical framework for continuous improvement Maren presents three guiding principles that underlie the comprehensive system continuity across practice instructional language assessment etc ongoing professional development and collaborative leadership She illustrates how applying these guiding principles extends a school s capacity for unity and innovation The book shows how school leaders can create a comprehensive literacy system throughout schools and across districts by aligning change components with a vision for literacy education and offers tried and true processes for developing job embedded professional development common literacy assessments consistent instructional frameworks prioritized curricular focus timely and targeted intervention Enriched with tools tips and planning guides for incrementally managing positive change Synchronizing Success provides literacy specialists principals and staff developers the resources and action steps necessary for designing an integrated literacy system tailor fit to their school setting

Schoolwide Action Research for Professional Learning Communities Karl H. Clausen, Dale W. Lick, Carlene U. Murphy, 2008-05-15 Clearly shows the success that can occur when a staff learns together I highly recommend this book to aspiring and beginning principals as well as those with years of experience Paul Young Executive Director West After School Center Former President National Association of Elementary School Principals Foster schoolwide professional learning through a collaborative action research model Action research is a popular method for individual educators to examine their practices and grow in their profession In

this how to guide readers will learn how Whole Faculty Study Groups WFSGs use action research to involve an entire school in advancing staff learning and school performance The WFSG model is a type of professional learning community PLC that catalyzes school change with schoolwide action research as a central component With over 20 years of experience the authors draw from hundreds of examples and case studies to describe how implementing WFSGs can help students teachers administrators and other staff members work collaboratively to improve teacher practice and student learning The authors empirical data and comprehensive approach help deepen educators understanding of how to use meaningful action research to strengthen teamwork and realize school reform Additionally readers will learn how The WFSG system compares with other approaches to action research The schoolwide action research process can be applied in a wide variety of school reform efforts Study groups can move from discussion to action Principals and district leaders can support schoolwide action research Discover the ways WFSGs can enhance student learning and result in real school improvement in this highly relevant must have guide

**Classroom Literacy Assessment** Jeanne R. Paratore, Rachel L. McCormack, 2007-04-05

Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples

What Are You Grouping For?, Grades 3-8 Julie Wright, Barry Hoonan, 2018-07-26 Intermediate grade readers don't need to be guided as much as they need to be engaged and authors Julie Wright and Barry Hoonan have solutions for doing just that using small groups You'll get practical tools classroom examples and actionable steps essential for starting sustaining and mastering the management of small groups This book explains the five teacher moves that work together to support students reading independence through small group learning kidwatching pivoting assessing curating and planning and provides examples to guide you and your students toward success This resource will empower you with tools to ensure that readers are doing the reading thinking and doing not you

**Tested** Linda Perlstein, 2025-03-14 The pressure is on at schools across America In recent years reforms such as No Child Left Behind have created a new vision of education that emphasizes provable results uniformity and greater attention for floundering students Schools are expected to behave more like businesses and judged almost solely on the bottom line test scores To see if this world is producing better students Linda Perlstein immersed herself in a suburban Maryland elementary school The resulting portrait detailed human and truly thought provoking is marked by the same narrative gifts and expertise that made Not Much Just Chillin so illuminating The school once deemed a failure is now held up as an example of reform done right Perlstein explores the rewards and costs of

that transformation through the experiences of the people who lived it Nine year olds meditate to activate their brains before exams and kindergartners write paragraphs Teachers attempt to address diverse needs at the same time they are expected to follow daily scripts and feel compelled to focus on topics that will be tested at the expense of those that won't The principal attempts to keep it all together in the face of immense challenges Perlstein provides the first detailed view of how new education policies are modified by human realities Tested will be talked about thought about written about and will almost certainly play an important role in the national debate as the federal education law come up for renewal

**Reading Beyond the Basics** Catlin Goodrow, 2025-09-26 Teacher and literacy coach Catlin Goodrow offers research informed strategies and personal reflections to help older elementary school students engage with complex vocabulary rich texts Grounded in effective tools and routines her approach focuses on the teacher supported reading of worthy texts Teachers will find practical resources templates and examples of lessons to foster student engagement accelerate reading skills and support ongoing literacy development Grades 2-6 classroom teachers reading specialists and literacy coaches will Shape literacy instruction around flexible principles versus prescribed programs of practice Analyze and select texts that both foster literacy skills and encourage personal reflection Develop literacy lesson structures that support students before during and after reading Implement simple reproducible exercises as grounding routines for reading engagement Create safe learning environments where students can engage and explore their reading

Contents Introduction Part I Preparing and Planning Chapter 1 Five Guiding Principles Chapter 2 Selecting and Evaluating Texts Worth Reading Chapter 3 Analyzing Texts With Readers in Mind Part II Structuring Reading Lessons Chapter 4 Before Reading Chapter 5 During Reading Chapter 6 After Reading Part III Conditions for Learning Chapter 7 Classroom Culture for Growing Readers Conclusion References and Resources Index



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