

## Third Grade Pacing Guide for Reading 2009-2010

	Quarter One	Quarter Two	Quarter Three	Quarter Four
<b>Reading Habits</b>	<p>1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through wide reading, listening, and book talks.</p> <p><b>1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to increase fluency, build background knowledge, and extend vocabulary.</b></p> <p><b>2.03 Read a variety of texts, including poetry.</b></p>	<p>1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through wide reading, listening, and book talks.</p> <p><b>1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to increase fluency, build background knowledge, and extend vocabulary.</b></p> <p><b>2.03 Read a variety of texts, including poetry.</b></p>	<p>1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through wide reading, listening, and book talks.</p> <p><b>1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to increase fluency, build background knowledge, and extend vocabulary.</b></p> <p><b>2.03 Read a variety of texts, including poetry.</b></p>	<p>1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through wide reading, listening, and book talks.</p> <p><b>1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to increase fluency, build background knowledge, and extend vocabulary.</b></p> <p><b>2.03 Read a variety of texts, including poetry.</b></p>

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<b>Word Recognition &amp; Vocabulary</b>	<p>1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through wide reading, listening, and book talks.</p> <p>1.01 Apply phonics and structural analysis to decode words (less common vowel patterns and syllable breaks).</p> <p><b>1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.</b></p>	<p>1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through wide reading, listening, and book talks.</p> <p>1.01 Apply phonics and structural analysis to decode words (less common vowel patterns and syllable breaks).</p> <p>1.05 Use word reference materials (glossary) to confirm decoding skills, verify spelling, and extend meanings of words.</p>	<p>1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through wide reading, listening, and book talks.</p> <p>1.01 Apply phonics and structural analysis to decode words (less common vowel patterns and syllable breaks).</p> <p>1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.</p>	<p>1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through wide reading, listening, and book talks.</p> <p>1.01 Apply phonics and structural analysis to decode words (less common vowel patterns and syllable breaks).</p> <p>1.05 Use word reference materials (glossary) to confirm decoding skills, verify spelling, and extend meanings of words.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Comprehension Strategies and Connections</p>	<p><b>2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, and adjust reading speed).</b></p>	<p><b>2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, and adjust reading speed).</b></p>	<p><b>2.01 Continue.</b></p>	<p><b>2.08 Listen actively by asking questions to gain additional information and ideas.</b></p>
	<p><b>2.02 Interact with the text before, during, and after reading, listening, or viewing by setting a purpose, previewing the text, making predictions, and making connections.</b></p>	<p><b>2.02 Interact with the text before, during, and after reading, listening, or viewing by setting a purpose, previewing the text, making predictions, and making connections.</b></p>	<p><b>2.02 Continue.</b></p>	<p><b>3.01 Continue.</b></p>
	<p><b>2.04 Identify and interpret elements of fiction and support by referencing the text to determine the author’s use of figurative language (e.g., simile, metaphor, imagery).</b></p>	<p><b>2.04 Identify and interpret elements of fiction and support by referencing the text to determine the author’s use of figurative language (e.g., simile, metaphor, imagery).</b></p>	<p><b>2.04 Continue.</b></p> <p><b>2.05 Draw conclusions and gather support by referencing the text.</b></p>	<p><b>3.04 Make informed judgments about television productions.</b></p>
	<p><b>2.06 Summarize main idea from written or spoken texts using succinct language.</b></p>	<p><b>2.05 Draw conclusions and gather support by referencing the text.</b></p>	<p><b>2.08 Listen actively by facing the speaker and making eye contact.</b></p>	<p>3.05 Compare and contrast printed and visual information (e.g., graphs, charts, maps).</p>
<p><b>2.08 Listen actively by facing the speaker and making eye contact.</b></p>	<p><b>2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).</b></p>	<p><b>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by relating plot, setting, and characters to own experiences and ideas, considering main character’s point of view, and making inferences and drawing conclusions about characters and events.</b></p>	<p>3.03 Use text and own experiences to verify facts, concepts, and ideas.</p>	
<p><b>2.08 Listen actively by facing the speaker and making eye contact.</b></p>	<p>3.05 Compare and contrast printed and visual information (e.g., graphs, charts, maps).</p>	<p>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.</p>	<p><b>3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</b></p>	

### Text in Genres for Grade 3

<u>Fiction</u>	<u>Non-Fiction</u>	<u>Poetry</u>	<u>Drama</u>
Short Stories	Biographies	Proverbs	Skits
Novels	Letters	Riddles	Plays
Fantasies	Articles	Limericks	
Fairy Tales	Procedures/Instructions	Simple Poems	
	Charts		