

Dear Third Grade Teacher:

Congratulations on your assignment to Third Grade! The Office of Curriculum & Instruction is here to assist in your endeavor to teach with excellence. The North Carolina K-12 English Language Arts Standard Course of Study (NC SCOS) has been revised. NC no longer has common core standards. Therefore, this *revised* English Language Arts (ELA) Curriculum Pacing Guide is provided to reflect the current changes. --Best regards for a successful school year!

Things to Remember:

1. Standards are paced in four quarters within *nine weeks*: **Foundational Reading Skills (RF), Literature (RL), Information Text (RI), Language (L), & Writing (W)**
2. Cluster each quarter of standards into bi-weekly units to accomplish the instructional pacing of each standard.
3. Design formative and summative assessments to assess the bi-weekly units.
4. Pacing Interpretation: **“X” --not taught this quarter; Numbered –quarter taught; “P” –performed routinely in small teacher-led groups to ensure mastery**
5. Speaking and listening” standards are NOT paced as they are on-going in the practice of all other standards.
6. All *“Speaking and Listening” standards are introduced, modeled & discussed during first quarter*, but utilized and monitored throughout each quarter
7. Classroom learning environment must include posted *“listening and speaking” behaviors* in *quality* whole group and collaborative small group tasks
8. See *“Developing Collaborative Classroom Guide”* for help with the implementation of Speaking & Listening standards in the learning environment.

Notes: Fidelity to Instructional Minutes:

- The Third Grade ELA block consists of a minimum 90-minute reading block and a minimum 30-minute writing block.
- The ELA block is divided appropriately into segments of: *whole-group direct instruction with guided practice, small group remediation and independent tasks*
- Third Grade **Language Standards**, specifically **Vocabulary Acquisition & Usage**, are taught during the 90-minute reading block (**Ex. L.3.4a; L.3.5a**).
- The writing block is a separate 30-minute *“Learning to Write” block*. Students are instructed in the formal writing process.
- Third Grade **Language Standards**, specifically **Conventions of Standard English Grammar & Usage**, are taught during the separate 30-minute writing block.
- Spelling tests are given within the writing block, NOT the 90-minute reading block.
- Use the *Halifax ELA Literacy Framework* to assist with selecting & planning: *pedagogy, remediation and student engagement*.
- While the District’s CASE 21 benchmarks are cumulative, follow the pacing guide as it is the blueprint for the collecting of data.

Charting a New Course!

Halifax County Schools

2019-2020 Curriculum & Instruction Support Team

Halifax County Schools: ELA Pacing Guide

Third Grade At-a-Glance

Reading Foundational Skills (RF)

RF.3.4 Phonics and Word Recognition					RF.3.(4) Fluency				
RF.3.4 - Know and apply grade-level phonics and word analysis skills in decoding words.	Quarters (Q)				RF.3.5 - Read with sufficient accuracy and fluency to support comprehension.	Quarters (Q)			
RF.3.4a - Identify and know the meaning of the most common prefixes and derivational suffixes.	1	2	3	4	RF.3.5a - Read on-level text with purpose and understanding.	P	P	P	P
RF.3.4b - Decode words with common Latin suffixes.	1	2	3	4	RF.3.5b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	P	P	P	P
RF.3.4c - Decode multi-syllable words.	1	P	P	P	RF.3.5c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	P	P	P	P
RF.3.4d - Read grade-appropriate irregularly spelled words	1	2	3	4					

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Literature Text (RL)					Informational Text (RI)						
Key Ideas and Details		Quarters (Q)			Key Ideas and Details		Quarters (Q)				
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		P	P	P	P	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		P	P	P	P
RL.3.2 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.		1	2	P	4	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		1	2	P	4
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events		1	P	3	P	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		X	X	3	4
Craft & Structure		Quarters (Q)			Craft & Structure		Quarters (Q)				
RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.		1	P	P	P	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .		1	P	P	P
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		X	2	P	P	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		X	2	3	P
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.		1	2	P	P	RI.3.6 Distinguish their own point of view from that of the author of a text.		X	2	P	P
Integration of Knowledge and Ideas		Quarters (Q)			Integration of Knowledge and Ideas		Quarters (Q)				
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)		1	P	P	P	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		1	P	3	P
RL.3.8: Not applicable to literature)		N/A	N/A	N/A	N/A	RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text. (e.g., comparison, cause/effect, first/second/third in a sequence).		X	2	P	P
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)		X	X	3	4	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.		X	2	P	P
Range of Reading and Level of Text Complexity		Quarters (Q)			Range of Reading and Level of Text Complexity		Quarters (Q)				
RL.3.10 By the end of the year, read and understand literature at the high end of the 2–3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		P	P	P	P	RI.3.10 By the end of the year, read and informational texts, at the high end of the 2–3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		P	P	P	P

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Language (L)

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate proficiency between appropriate grade band grammar continuums. (Taught in Writing Block)	Quarters (Q)				L3.2 - Demonstrate command of the conventions of standard English grammar capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. (Taught in Writing Block)	Quarters (Q)			
Subject/Verb Agreement: Ensure subject/verb agreement	1	2	3	4	Capitalization: Use correct capitalization; Capitalize holidays, product names, geographic names, appropriate words in a title	1	P	P	P
Nouns: Explain the function of nouns; use collective nouns (such as group); form and use frequently occurring regular and irregular plural nouns	1	P	P	P	Punctuation: Use commas to separate single words in a series; use commas in greetings & closings of letters; Use an apostrophe to form contractions; use an apostrophe to form frequently occurring possessives; Use commas in addresses, in dialogue; form and use possessives ; use quotation marks in dialogue	1	P	P	P
Verbs: Explain the function of verbs; form and use past tense of frequently occurring irregular verbs; form and use regular and irregular verbs; form and use simple verb tenses; form and use the perfect verb tenses; convey sense of various times, sequences; recognize inappropriate shifts in verb tense	1	P	P	P	Spelling: Use conventional spelling for high frequency and other studied words and for adding suffixes to base words; use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words	P	P	P	P
Adjectives: Explain the function of adjectives; accurately choose which to use-adjective or adverb;	X	2	P	P	References: Consult reference materials as needed to check and correct spellings	1	P	P	P
Conjunctions: Explain the function of conjunctions; use coordinating and subordinating conjunctions	1	2	P	P	L3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	1	2	3	4
Adverbs: accurately choose which to use -adjective or adverb; explain the function of adverbs; form and use comparative adverbs	X	2	3	4	L.3.3a Choose words and phrases for effect. L.3.3b Recognize and observe differences between the convention of spoken and written standard English	X	2	P	P
Sentences: Produce, expand, and rearrange simple and compound sentences	1	2	P	P	L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies: context clues, word part, word relationships and reference materials.	1	P	P	P
Prepositions: Explain the function of prepositions	1	X	X	X	L.3.5 Demonstrate understanding of nuances in word meanings: L.3.5 a Distinguish the literal and nonliteral meanings of words and phrases in context. L.3.5b Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	1	2	3	4
Pronouns: Explain the function of pronouns; continue to use personal, possessive, and indefinite pronouns; use reflexive pronouns	1	P	P	P	L.3.6. Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	1	2	3	4
Determiners: Correctly use a, an, and the	X	2	P	P					
Commonly Confused Words: correctly use common homophones	X	2	P	P					
Interjections: Explain the function of and use interjections	X	2	P	P					

Halifax County Schools: NC ELA Pacing Guide

Third Grade At-a-Glance

Handwriting

RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).

1 P P P

Writing

Quarters (Q)

W.3 Text Types and Purposes

1 2 3 4

W.3.1a-f: Write **opinion pieces on topics or texts, supporting a point of view with reasons:**

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons
- c. Provide reasons that support the opinion.
- d. Use linking words and phrases to connect opinion and reasons.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revisiting and editing, with consideration to task and purpose.

1	X	X	X
1	X	X	X
1	X	X	X
1	X	X	X
1	X	X	X

W.3.2a-f: Write **informative/explanatory texts to examine a topic and convey ideas and information clearly.**

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic and group related information together, include illustrations when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, and details
- d. Use linking words and phrases to connect ideas within categories of information
- e. Provide a concluding statement or section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and edition, with consideration to task and purpose.

1	2	3	4
X	2	X	X
X	2	X	X
X	2	X	X
X	2	X	X
X	2	X	X

W.3.3 a-f: Write **narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

- a. Organize information and ideas around a topic to plan and prepare to write
- b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- c. Use dialogue and descriptions of actions, thoughts, and feeling to develop experiences and events or show the response of character to situations
- d. Use temporal transition words and phrases to signal event order.
- e. Provide a sense of closure
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

1	P	3	P
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W3.4: With guidance and support from adults, use **digital tools** and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.

1	2	3	4
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W.3.5: Conduct short **research projects** that build knowledge about a topic.

X	2	3	4
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W.3.6: Recall information from experiences or **gather information** from print and digital sources; take brief notes on sources and sort evidence into provide categories.

1	2	3	4
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Halifax County Schools: NC ELA Standards Pacing Guide Scope and Sequence

Third Grade At-a-Glance

Formal Writing Portfolio: Editing Marks

Marks & Meanings	Examples
 capitalize	They fished in lake tahoe.
 make it lowercase	Five S tudents missed the B us.
sp. spelling mistake	The day was cloudy and cold. sp.
 add a period	Tomorrow is a holiday.
 delete (remove)	Kim knew the the answer.
 add a word	Six ^{pups} were in the litter.
 add a comma	He ate peas, corn, and squash.
 reverse words or letters	An otter swam in the bed kelp .
 add an apostrophe	The child's bike was red.
 add quotation marks	"Why can't I go?" she cried.
# make a space	He read two#books.
 close the space	Her favorite game is soft ball.
 begin a new paragraph	We had fun. ¶ Next we went to