

# Third Grade Curriculum Pacing Guide – Reading & Writing

## Page County Public Schools

	<b>SOL</b>	<b>Skills</b>	<b>Strategies</b>	<b>Vocabulary</b>
<b>1<sup>st</sup> 9-weeks</b>	3.1 (a, b, c, d, e) 3.3 (a, b) 3.4 (e) 3.5 (a, b, c, d, h, k, l, m) 3.6 (b, d, j, k, l) 3.7 (b) 3.8 3.9 (a, b) 3.10 (a)	<ul style="list-style-type: none"> <li>• Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said</li> <li>• Explain what has been learned</li> <li>• Use language appropriate for context</li> <li>• Increase listening and speaking vocabularies</li> <li>• Use knowledge of regular and irregular vowel patterns</li> <li>• Decode regular multisyllabic words</li> <li>• Discuss meanings of words and develop vocabulary by listening and reading a variety of texts</li> <li>• Set a purpose for reading</li> <li>• Compare and contrast settings, characters, and events</li> <li>• Identify the problem and solution</li> <li>• Differentiate between fiction and nonfiction</li> <li>• Read with fluency and accuracy</li> <li>• Identify new information gained from reading</li> <li>• Read with fluency and accuracy</li> <li>• Use table of contents, indices, and charts</li> <li>• Write legibly in cursive</li> <li>• Identify the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to questions from teachers and group members</li> <li>• Make connections between previous experiences and reading selections</li> <li>• Make, confirm, or revise predictions</li> <li>• Use reading strategies to monitor comprehension throughout the reading process</li> <li>• Use prior and background knowledge as context for new learning</li> <li>• Ask and answer questions about what is read</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Setting</li> <li>• Character</li> <li>• Problem</li> <li>• Solution</li> <li>• Fiction</li> <li>• Nonfiction</li> <li>• Prediction</li> <li>• Table of contents</li> <li>• Index</li> <li>• Chart</li> </ul>

		<ul style="list-style-type: none"> <li>• Use a variety of prewriting strategies</li> <li>• Use complete sentences</li> </ul>		
<b>2<sup>nd</sup></b> <b>9-weeks</b>	3.4 (b, f) 3.5 (e, f, g) 3.6 (a, c, e, i) 3.9 (c, d, e) 3.10 (b, c, d, e) 3.12	<ul style="list-style-type: none"> <li>• Use knowledge of roots, affixes, synonyms, and antonyms</li> <li>• Use vocabulary from other content areas</li> <li>• Identify the author's purpose</li> <li>• Preview and use text features</li> <li>• Compare and contrast the characteristics of biographies and autobiographies</li> <li>• Write a clear topic sentence focusing on the main idea</li> <li>• Write a paragraph on the same topic</li> <li>• Use transition words to vary sentence structure</li> <li>• Use the word I in compound subjects</li> <li>• Use past and present verb tense</li> <li>• Use singular possessives</li> <li>• Use technology for reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Draw conclusions about text</li> <li>• Use strategies for organization of information and elaboration according to the type of writing</li> <li>• Ask and answer questions about what is read</li> </ul>	<ul style="list-style-type: none"> <li>• Synonym</li> <li>• Antonym</li> <li>• Author's purpose</li> <li>• Biography</li> <li>• Autobiography</li> <li>• Conclusion</li> <li>• Transition word</li> <li>• Possessives</li> <li>• Root</li> <li>• Affix</li> <li>• Text feature</li> <li>• Topic sentence</li> </ul>
<b>3<sup>rd</sup></b> <b>9-weeks</b>	3.2 (a, b, c, d, e) 3.4 (a, c, d, g) 3.5 (i, j) 3.6 (f, g, h) 3.7 (a) 3.9 (f, g) 3.10 (f, g, h, i, j) 3.11 (a, b, c, d)	<ul style="list-style-type: none"> <li>• Speak clearly</li> <li>• Use appropriate volume and pitch</li> <li>• Speak at an understandable rate</li> <li>• Organize ideas sequentially or around major points of information</li> <li>• Use contextually appropriate language and specific vocabulary to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use context to clarify meaning of unfamiliar words</li> <li>• Summarize major points found in nonfiction text</li> <li>• Identify main idea</li> <li>• Identify supporting details</li> <li>• Include details that elaborate the main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones</li> <li>• Context clues</li> <li>• Glossary</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Encyclopedia</li> <li>• Main idea</li> <li>• Detail</li> </ul>

		<ul style="list-style-type: none"> <li>• Use knowledge of homophones</li> <li>• Apply meaning clues, language structure, and phonetic strategies</li> <li>• Use word reference resources including the glossary, dictionary, and thesaurus</li> <li>• Use encyclopedias and other reference books, including online reference materials</li> <li>• Revise writing for clarity of content using specific vocabulary and information</li> <li>• Use commas in a simple series</li> <li>• Use simple abbreviations</li> <li>• Use apostrophes in contractions with pronouns and in possessives</li> <li>• Use the articles a, an, and the correctly</li> <li>• Use correct spelling for frequently used words, including irregular plurals</li> <li>• Identify appropriate resources</li> <li>• Collect and organize information about the topic into a short report</li> <li>• Understand the difference between plagiarism and using own words</li> </ul>	<ul style="list-style-type: none"> <li>• Construct questions about the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Series</li> <li>• Abbreviation</li> <li>• Apostrophe</li> <li>• Contraction</li> <li>• Pronoun</li> <li>• Articles</li> <li>• Plurals</li> <li>• Plagiarism</li> </ul>
<b>4<sup>th</sup> 9-weeks</b>	all	<ul style="list-style-type: none"> <li>• Review all previously taught objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Review all previously taught objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Review all vocabulary</li> </ul>

- The 9-weeks in which the SOL is stated is the time in which the standard should be introduced and then applied throughout the rest of the year in your curriculum, even after mastery.
- Vocabulary – This column lists the terms that students must be taught in order to be successful with the strategies and skills of each standard.
- Refer to the Curriculum Framework from the VDOE and the Unpacking of the Standards for more details and additional information.

## Skills versus Strategies

### Skills –

product, task that requires low-level thinking, readers receive and produce stated ideas from text.

- Fact/Opinion
- Sequence
- Cause/Effect
- Story Elements

### Strategies –

interconnected decisions that require high-level thinking, readers are actively involved to create meaning, helps students understand what they read.