

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Communication	QUARTER 1, QUARTER 2, QUARTER 3, QUARTER 4
<p>Standards:</p> <p>C1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>C2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>C3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p> <p>C4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p> <p>C5: Incorporate craft techniques to engage and impact audience and convey messages.</p>	
<p>Indicators:</p> <p>C1.1-Explore and create meaning through conversation and interaction with peers and adults.</p> <p>C1.2-Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.</p> <p>C1.3-Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one’s own turn in a respectful way.</p> <p>C1.4-Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.</p> <p>C1.5-Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p> <p>C2.1-Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.</p> <p>C2.2-Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</p> <p>C2.3-Does not begin until Grade 6</p> <p>C2.4-Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.</p> <p>C3.1-Compare how ideas and topics are depicted in a variety of media and formats.</p> <p>C3.2-Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p> <p>C4.1-Identify the presentation style a speaker uses to present content.</p> <p>C4.2-Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.</p> <p>C4.3-Identify why the speaker:</p> <ol style="list-style-type: none"> a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices. <p>C5.1-Set a purpose and integrate craft techniques to create presentations.</p> <p>C5.2-Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.</p>	<p><i>Fundamentals of Communication</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting. <input type="checkbox"/> Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience. <input type="checkbox"/> Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information. <input type="checkbox"/> Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed. <input type="checkbox"/> Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas. <input type="checkbox"/> Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.
<p>Resources</p>	<p>Websites</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Reading – Literary Text (RL)	QUARTER 1
<p>Standards:</p> <p>RL1: Demonstrate understanding of the organization and basic features of print. RL2: Demonstrate understanding of spoken words, syllables, and sounds. RL3: Know and apply grade-level phonics and word analysis skills in decoding words. RL4: Read with sufficient accuracy and fluency to support comprehension. RL5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. RL.6: Summarize key details and ideas to support analysis of thematic development. RL7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. RL8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. RL9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. RL10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. RL12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. RL13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators:</p> <p>RL1.1-RL2.5-Students are expected to build upon and continue applying previous learning. RL3.1- Identify and know the meaning of the most common prefixes and derivational suffixes. RL3.2-3.5- Students are expected to build upon and continue applying previous learning. RL3.6- Read grade-appropriate irregularly spelled words RL4.1- Students are expected to build upon and continue applying previous learning. RL4.2- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. RL4.3- Students are expected to build upon and continue applying previous learning. RL5.1- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. RL5.2- Students are expected to build upon and continue applying previous learning. RL6.1- Determine the theme by recalling key details that support the theme. RL.7.1- Explain how illustrations contribute to create mood or emphasize aspects of character or setting. RL7.2- Compare and contrast how an author uses characters to develop theme and plot in different texts within a series. RL8.1- Use text evidence to: a. describe characters’ traits, motivations, and feelings and explain how their actions contribute to the development of the plot; RL9.1- Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. 3.1 Develop a plan of action for collecting relevant information from primary and secondary sources. 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action. 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process. 4.2 Reflect on findings to build deeper understanding and determine next steps. 4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively. 5.1 Acknowledge and value individual and collective thinking. 5.2 Employ past learning to monitor and assess current learning to guide inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 3

<p>RL9.2- Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p> <p>RL10.1- Use paragraph-level context to determine the meaning of words and phrases.</p> <p>RL10.2- Determine the meaning of a word when an affix is added to a base word.</p> <p>RL10.3-.4-Students are expected to build upon and continue applying previous learning.</p> <p>RL10.6- Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p> <p>RL12.1- Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.</p> <p>RL13.1- Engage in whole and small group reading with purpose and understanding.</p> <p>RL13.2- Read independently for sustained periods of time to build stamina.</p> <p>RL13.3- Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>		
Resources	Websites	

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Reading –Literary Text (RL)	QUARTER 2
<p>Standards:</p> <p>RL1: Demonstrate understanding of the organization and basic features of print.</p> <p>RL2: Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>RL3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RL4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>RL7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>RL8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>RL9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>RL10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RL12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>RL13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators:</p> <p>RL1.1-RL2.5-Students are expected to build upon and continue applying previous learning.</p> <p>RL3.1- Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RL3.2-3.5- Students are expected to build upon and continue applying previous learning.</p> <p>RL3.6- Read grade-appropriate irregularly spelled words</p> <p>RL4.1- Students are expected to build upon and continue applying previous learning.</p> <p>RL4.2- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p> <p>RL4.3- Students are expected to build upon and continue applying previous learning.</p> <p>RL5.1- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>RL5.2- Students are expected to build upon and continue applying previous learning.</p> <p>RL.7.1- Explain how illustrations contribute to create mood or emphasize aspects of character or setting.</p> <p>RL7.2- Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.</p> <p>RL8.1- Use text evidence to:</p> <p>a.describe characters’ traits, motivations, and feelings and explain how their actions contribute to the development of the plot;</p> <p>b. explain the influence of cultural and historical context on characters, setting, and plot development.</p> <p>RL9.1- Identify and explain how the author uses idioms, metaphor, or</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p>5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p> <p>5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 3

<p>personification to shape meaning and style.</p> <p>RL9.2- Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p> <p>RL10.1- Use paragraph-level context to determine the meaning of words and phrases.</p> <p>RL10.3-4-Students are expected to build upon and continue applying previous learning.</p> <p>RL10.5- Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>RL12.1- Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.</p> <p>RL13.1- Engage in whole and small group reading with purpose and understanding.</p> <p>RL13.2- Read independently for sustained periods of time to build stamina.</p> <p>RL13.3- Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>		
Resources	Websites	

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Reading –Literary Text (RL)	QUARTER 3
<p>Standards:</p> <p>RL1: Demonstrate understanding of the organization and basic features of print.</p> <p>RL2: Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>RL3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RL4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>RL.6: Summarize key details and ideas to support analysis of thematic development.</p> <p>RL7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>RL8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>RL9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>RL10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RL11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</p> <p>RL12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>RL13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators:</p> <p>RL1.1-RL2.5-Students are expected to build upon and continue applying previous learning.</p> <p>RL3.1- Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RL3.2-3.5- Students are expected to build upon and continue applying previous learning.</p> <p>RL3.6- Read grade-appropriate irregularly spelled words</p> <p>RL4.1- Students are expected to build upon and continue applying previous learning.</p> <p>RL4.2- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p> <p>RL4.3- Students are expected to build upon and continue applying previous learning.</p> <p>RL5.1- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>RL5.2- Students are expected to build upon and continue applying previous learning.</p> <p>RL6.1- Determine the theme by recalling key details that support the theme.</p> <p>RL.7.1- Explain how illustrations contribute to create mood or emphasize aspects of character or setting.</p> <p>RL7.2- Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.</p> <p>RL8.1- Use text evidence to:</p> <p>a.describe characters’ traits, motivations, and feelings and explain how their</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.2 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p>5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p> <p>5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 3

actions contribute to the development of the plot;
b. explain the influence of cultural and historical context on characters, setting, and plot development.

RL9.1- Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.

RL9.2- Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.

RL10.1- Use paragraph-level context to determine the meaning of words and phrases.

RL10.2- Determine the meaning of a word when an affix is added to a base word.

RL10.3-4-Students are expected to build upon and continue applying previous learning.

RL10.5- Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.

RL11.1- Explain the differences between first and third person points of view.

RL11.2- Compare and contrast the reader's point of view to that of the narrator or a character.

RL12.1- Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.

RL12.2- Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.

RL13.1- Engage in whole and small group reading with purpose and understanding.

RL13.2- Read independently for sustained periods of time to build stamina.

RL13.3- Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Resources

Websites

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Reading –Literary Text (RL)	QUARTER 4
<p>Standards:</p> <p>RL1: Demonstrate understanding of the organization and basic features of print.</p> <p>RL2: Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>RL3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RL4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>RL9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>RL10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RL11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</p> <p>RL12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>RL13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators:</p> <p>RL1.1-RL2.5-Students are expected to build upon and continue applying previous learning.</p> <p>RL3.1- Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RL3.2-3.5- Students are expected to build upon and continue applying previous learning.</p> <p>RL3.6- Read grade-appropriate irregularly spelled words</p> <p>RL4.1- Students are expected to build upon and continue applying previous learning.</p> <p>RL4.2- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p> <p>RL4.3- Students are expected to build upon and continue applying previous learning.</p> <p>RL5.1- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>RL5.2- Students are expected to build upon and continue applying previous learning.</p> <p>RL9.1- Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.</p> <p>RL9.2- Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p> <p>RL10.1- Use paragraph-level context to determine the meaning of words and phrases.</p> <p>RL10.2- Determine the meaning of a word when an affix is added to a base word.</p> <p>RL10.3-.4-Students are expected to build upon and continue applying previous learning.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.3 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p>5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p> <p>5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 3

RL10.5- Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.
RL10.6- Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.
RL11.1- Explain the differences between first and third person points of view.
RL11.2- Compare and contrast the reader's point of view to that of the narrator or a character.
RL12.1- Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.
RL12.2- Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.
RL13.1- Engage in whole and small group reading with purpose and understanding.
RL13.2- Read independently for sustained periods of time to build stamina.
RL13.3- Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Resources

Websites

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Notes:

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Reading – Informational Text (RI)		QUARTER 1
<p>Standards:</p> <p>RI1: Demonstrate understanding of the organization and basic features of print. RI2: Demonstrate understanding of spoken words, syllables, and sounds. RI3: Know and apply grade-level phonics and word analysis skills in decoding words. RI4: Read with sufficient accuracy and fluency to support comprehension. RI5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. RI9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. RI11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. RI12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>		
<p>Indicators:</p> <p>RI1.1-RI2.5-Students are expected to build upon and continue applying previous learning. RI3.1- Identify and know the meaning of the most common prefixes and derivational suffixes. RI3.6- Read grade-appropriate irregularly spelled words. RI4.2- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. RI5.1- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. RI9.1-Use paragraph-level context to determine the meaning of words and phrases. RI9.5- Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. RI11.2- Describe the structures an author uses to support specific points. RI12.1- Engage in whole and small group reading with purpose and understanding. RI12.2- Read independently for sustained periods of time. RI12.3- Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry. Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views. Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. 3.1 Develop a plan of action for collecting relevant information from primary and secondary sources. 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. Standard 4: Synthesize information to share learning and/or take action. 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process. 4.2 Reflect on findings to build deeper understanding and determine next steps. 4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action. Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively. 5.1 Acknowledge and value individual and collective thinking. 5.2 Employ past learning to monitor and assess current learning to guide inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>	
Resources	Websites	

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Reading –Informational Text (RI)	QUARTER 2
<p>Standards:</p> <p>RI1: Demonstrate understanding of the organization and basic features of print.</p> <p>RI2: Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>RI3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RI4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>RI.6: Summarize key details and ideas to support analysis of central ideas.</p> <p>RI8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>RI9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RI10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p> <p>RI11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p> <p>RI12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators:</p> <p>RI1.1-RI2.5-Students are expected to build upon and continue applying previous learning.</p> <p>RI3.1- Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RI3.6- Read grade-appropriate irregularly spelled words.</p> <p>RI4.2- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p> <p>RI5.1- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>RI6.1-Summarize multi-paragraph texts using key details to support the central idea.</p> <p>RI8.1- Explain how the author uses words and phrases to inform, explain, or describe.</p> <p>RI9.1-Use paragraph-level context to determine the meaning of words and phrases.</p> <p>RI9.2- Determine the meaning of a word when an affix is added to a base word.</p> <p>RI10.1- State the author’s purpose; distinguish one’s own perspective from that of the author.</p> <p>RI11.1- Identify problem and solution, description, and question and answer structures to locate information and gain meaning.</p> <p>RI12.1- Engage in whole and small group reading with purpose and understanding.</p> <p>RI12.2- Read independently for sustained periods of time.</p> <p>RI12.3- Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p>5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p> <p>5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Resources	Websites	

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Reading –Informational Text (RI)	QUARTER 3
<p>Standards:</p> <p>RI1: Demonstrate understanding of the organization and basic features of print.</p> <p>RI2: Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>RI3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RI4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>RI.6: Summarize key details and ideas to support analysis of central ideas.</p> <p>RI9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RI10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p> <p>RI11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p> <p>RI12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators:</p> <p>RI1.1-RI2.5-Students are expected to build upon and continue applying previous learning.</p> <p>RI3.6- Read grade-appropriate irregularly spelled words.</p> <p>RI4.2- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p> <p>RI5.1- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>RI6.1-Summarize multi-paragraph texts using key details to support the central idea.</p> <p>RI9.1-Use paragraph-level context to determine the meaning of words and phrases.</p> <p>RI9.4- Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>RI10.1- State the author’s purpose; distinguish one’s own perspective from that of the author.</p> <p>RI11.1- Identify problem and solution, description, and question and answer structures to locate information and gain meaning.</p> <p>RI11.2- Describe the structures an author uses to support specific points.</p> <p>RI12.1- Engage in whole and small group reading with purpose and understanding.</p> <p>RI12.2- Read independently for sustained periods of time.</p> <p>RI12.3- Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.2 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p>5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p> <p>5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Resources	Websites	

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Reading –Informational Text (RI)		QUARTER 4
<p>Standards:</p> <p>RI1: Demonstrate understanding of the organization and basic features of print.</p> <p>RI2: Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>RI3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RI4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>RI7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>RI8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>RI9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RI11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p> <p>RI12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>		
<p>RI1.1-RI2.5-Students are expected to build upon and continue applying previous learning.</p> <p>RI3.6- Read grade-appropriate irregularly spelled words.</p> <p>RI4.2- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p> <p>RI5.1- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>RI.7.1- Compare and contrast diverse texts on the same topic, idea, or concept.</p> <p>RI8.2-Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p> <p>RI9.1-Use paragraph-level context to determine the meaning of words and phrases.</p> <p>RI9.2- Determine the meaning of a word when an affix is added to a base word.</p> <p>RI11.1- Identify problem and solution, description, and question and answer structures to locate information and gain meaning.</p> <p>RI12.1- Engage in whole and small group reading with purpose and understanding.</p> <p>RI12.2- Read independently for sustained periods of time.</p> <p>RI12.3- Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>		<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.3 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p>5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p> <p>5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>
Resources	Websites	

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Notes:

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Writing	QUARTER 1
<p>Standards: W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. W5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>	
<p>Indicators: W3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. establish a situation and introduce a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use temporal words and phrases to signal event order; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and h. provide a sense of closure. 4.1 When writing: a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs; d. form and use the simple verb tenses; i. produce simple, compound, and complex sentences 5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events. 5.2 Use: b. quotation marks to mark direct speech; and c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives. 5.3 Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes (s, es, ed, ing, er, or) to base words. 5.4 Use spelling patterns and generalizations. 5.5 Consult print and multimedia sources to check and correct spellings. 6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity. 6.2-6.3- Students are expected to build upon and continue applying previous learning. (Grade 1-Print upper & lower case letters proportionally using</p>	<p>Fundamentals of Writing</p> <ul style="list-style-type: none"> • Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. • Interact and collaborate with peers and adults to develop and strengthen writing. • Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. • Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. • Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. • Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Colleton County School District
2015-2016 Pacing Guide
Grade 3

appropriate handwriting techniques & write left to right leaving space btw. words).

6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.

Resources

Websites

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Writing:	QUARTER 2
<p>Standards:</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>W5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>W6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>	
<p>Indicators:</p> <p>W2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> a. introduce a topic and group related information together; b. use information from multiple print and multimedia sources; c. include illustrations to aid comprehension; d. develop the topic with facts, definitions, and details; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing and original language to avoid plagiarism; g. use transition words and phrases to connect ideas within categories of information; h. develop a style and tone authentic to the purpose; and i. provide a concluding statement or section. <p>4.1 When writing:</p> <ol style="list-style-type: none"> a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs; b. form and use regular and irregular plural nouns; use abstract nouns; e. ensure subject-verb and pronoun-antecedent agreement; h. use coordinating and subordinating conjunctions; and i. produce simple, compound, and complex sentences <p>5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.</p> <p>5.2 Use:</p> <ol style="list-style-type: none"> a. apostrophes to form contractions and singular and plural possessives; <p>5.3 Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes (er) to base words.</p> <p>5.4 Use spelling patterns and generalizations.</p> <p>5.5 Consult print and multimedia sources to check and correct spellings</p> <p>6.1 Write routinely and persevere in writing tasks:</p> <ol style="list-style-type: none"> a. over short and extended time frames; b. for a range of domain-specific tasks; 	<p>Fundamentals of Writing</p> <ul style="list-style-type: none"> • Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. • Interact and collaborate with peers and adults to develop and strengthen writing. • Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. • Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. • Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. • Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Colleton County School District
2015-2016 Pacing Guide
Grade 3

c. for a variety of purposes and audiences; and
d. by adjusting the writing process for the task, increasing the length and complexity.

6.2-6.3- Students are expected to build upon and continue applying previous learning. (Grade 1-Print upper & lower case letters proportionally using appropriate handwriting techniques & write left to right leaving space btw. words).

6.4 Continue to develop effective keyboarding skills.

6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.

Resources

Websites

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Writing	QUARTER 3
<p>Standards:</p> <p>W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>W5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>W6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>	
<p>Indicators:</p> <p>W1.1 Write opinion pieces that:</p> <p>a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. organize supporting reasons logically;</p> <p>d. use transitional words or phrases to connect opinions and reasons;</p> <p>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>f. use paraphrasing and original language to avoid plagiarism; and</p> <p>g. provide a concluding statement or section.</p> <p>4.1 When writing:</p> <p>a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;</p> <p>b. form and use regular and irregular plural nouns; use abstract nouns;</p> <p>c. form and use regular and irregular verbs;</p> <p>d. form and use the simple verb tenses;</p> <p>f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;</p> <p>5.2 Use:</p> <p>a. apostrophes to form contractions and singular and plural possessives;</p> <p>c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.</p> <p>5.3 Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base words.</p> <p>5.4 Use spelling patterns and generalizations.</p> <p>5.5 Consult print and multimedia sources to check and correct spellings</p> <p>6.1 Write routinely and persevere in writing tasks:</p> <p>a. over short and extended time frames;</p> <p>b. for a range of domain-specific tasks;</p> <p>c. for a variety of purposes and audiences; and</p> <p>d. by adjusting the writing process for the task, increasing the length</p>	<p>Fundamentals of Writing</p> <ul style="list-style-type: none"> • Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. • Interact and collaborate with peers and adults to develop and strengthen writing. • Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. • Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. • Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. • Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Colleton County School District
2015-2016 Pacing Guide
Grade 3

and complexity.
6.2-6.3- Students are expected to build upon and continue applying previous learning. (Grade 1-Print upper & lower case letters proportionally using appropriate handwriting techniques & write left to right leaving space btw. words).
6.4 Continue to develop effective keyboarding skills.
6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.

Resources

Websites

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Writing	QUARTER 4
<p>Standards:</p> <p>W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>W4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>W5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>W6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>	
<p>Indicators:</p> <p>W1.1 Write opinion pieces that:</p> <p>a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. organize supporting reasons logically;</p> <p>d. use transitional words or phrases to connect opinions and reasons;</p> <p>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>f. use paraphrasing and original language to avoid plagiarism; and</p> <p>g. provide a concluding statement or section.</p> <p>W2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic and group related information together;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. include illustrations to aid comprehension;</p> <p>d. develop the topic with facts, definitions, and details;</p> <p>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>f. use paraphrasing and original language to avoid plagiarism;</p> <p>g. use transition words and phrases to connect ideas within categories of information;</p> <p>h. develop a style and tone authentic to the purpose; and</p> <p>i. provide a concluding statement or section.</p> <p>W3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</p> <p>b. establish a situation and introduce a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally;</p> <p>d. use dialogue and descriptions of actions, thoughts, and feelings to</p>	<p>Fundamentals of Writing</p> <ul style="list-style-type: none"> • Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. • Interact and collaborate with peers and adults to develop and strengthen writing. • Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. • Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. • Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. • Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Colleton County School District
2015-2016 Pacing Guide
Grade 3

develop experiences and events or show the response of characters to situations;

- e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- f. use temporal words and phrases to signal event order;
- g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and
- h. provide a sense of closure.

4.1 When writing:

- a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and **adverbs**;
- f. form and use comparative and superlative adjectives and **adverbs**, and choose between them depending on what is to be modified;
- g. form and use prepositional phrases;

5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.

5.3 Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes (**ful, y, ous, ly, less, ness, able**) to base words.

5.4 Use spelling patterns and generalizations.

5.5 Consult print and multimedia sources to check and correct spellings

6.1 Write routinely and persevere in writing tasks:

- a. over short and extended time frames;
- b. for a range of domain-specific tasks;
- c. for a variety of purposes and audiences; and
- d. by adjusting the writing process for the task, increasing the length and complexity.

6.2-6.3- Students are expected to build upon and continue applying previous learning. (Grade 1-Print upper & lower case letters proportionally using appropriate handwriting techniques & write left to right leaving space btw. words).

6.4 Continue to develop effective keyboarding skills.

6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.

Resources

Websites

Colleton County School District
2015-2016 Pacing Guide
Grade 3

Notes: