

3rd Grade English/Language Arts Calendar

	READING: Word Recognition, Fluency, and Vocabulary Development	READING: Comprehension and Analysis of Nonfiction and Informational Text	READING: Comprehension and Analysis of Literary Text	WRITING: Processes and Features	WRITING: Applications	WRITING: English Language Conventions
Quarter 1	PRIORITY INDICATORS -Addressed & Assessed					
<p style="text-align: center;"><u>Wks. 1-3:</u> 1st 30 Days; Procedures; Dibels; Saxon</p> <p style="text-align: center;"><u>Wks. 4-6:</u> Identify Main Idea & Supporting Details (Benchmark Unit 1); Saxon</p> <p style="text-align: center;"><u>Wks. 7-9:</u> Analyze Character (Benchmark Unit 2); Saxon</p>	<p>3.1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>3.1.8 Use knowledge of prefixes and suffixes to determine the meaning of words.</p>	<p>3.2.5 Distinguish the main idea and supporting details in expository (informational) text.</p>	<p>3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p>	<p>3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.</p>		<p>3.6.7 Capitalize correctly geographical names, holidays, historical periods, and special events.</p>

Quarter 1	SUPPORTING INDICATORS - Addressed (not necessarily assessed)					
<p>Wks. 1-3: 1st 30 Days; Procedures; Dibels; Saxon</p> <p>Wks. 4-6: Identify Main Idea & Supporting Details (Benchmark Unit 1); Saxon</p> <p>Wks. 7-9: Analyze Character (Benchmark Unit 2); Saxon</p>	<p>3.1.2 Read words with several syllables.</p> <p>3.1.3 Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.</p>	<p>3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.</p>	<p>3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.</p>			<p>3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.</p> <p>3.6.6 Use commas in dates, locations, addresses, & for items in a series.</p> <p>3.6.8 Spell correctly one-syllable words that have blends, contractions, compounds, common spelling patterns, and common homophones.</p>
REVIEW & MAINTENANCE						
Wks. 1-3						
Wks. 4-6	3.1.6, 3.1.8, 3.4.3					
Wks. 7-9	3.2.5, 3.6.7					

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Quarter 2	PRIORITY INDICATORS -Addressed & Assessed					
<p><u>Wks. 10-12:</u> Determine Text Importance; Sequence of Events (Benchmark Unit 3); Saxon</p> <p><u>Wks. 13-15:</u> Compare & Contrast (Benchmark Unit 8); Saxon</p> <p><u>Wks. 16-18:</u> Summarize; Analyze Story Elements (Benchmark Unit 4); Novel <u>December Secrets</u>; Saxon</p>	<p>3.1.4 Determine the meanings of words using knowledge of <i>synonyms, antonyms</i>, homophones, and homographs.</p> <p>3.1.9 Identify more difficult multiple-meaning words</p>	<p>3.2.6 Locate appropriate and significant information from the text, including problems and solutions. (3.2.3)</p> <p>3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical). (3.2.7)</p>	<p>3.3.8 Identify the problem and solutions in a story.</p>	<p>3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.</p>	<p>3.5.4 Use varied word choices to make writing interesting.</p>	<p>3.6.3 Identify and use subjects and verbs that are in agreement.</p>

Quarter 2	SUPPORTING INDICATORS - Addressed (not necessarily assessed)					
<p><u>Wks. 10-12:</u> Determine Text Importance; Sequence of Events (Benchmark Unit 3); Saxon</p> <p><u>Wks. 13-15:</u> Compare & Contrast (Benchmark Unit 8); Saxon</p> <p><u>Wks. 16-18:</u> Summarize; Analyze Story Elements (Benchmark Unit 4); Novel <u>December Secrets</u>; Saxon</p>	3.1.1 Know and use more difficult word families (-ight) when reading unfamiliar words.	3.2.7 Follow simple multiple-step written instructions.	3.3.7 Compare and contrast versions of the same stories from different cultures.	3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.		3.6.9 Arrange words in alphabetical order.
REVIEW & MAINTENANCE						
Wks. 10-12	3.3.3					
Wks. 13-15	3.1.4, 3.2.9, 3.4.9, 3.6.3					
Wks. 16-18	3.1.9, 3.5.4					

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Quarter 3	PRIORITY INDICATORS -Addressed & Assessed					
<p><u>Wks. 19-21:</u> Identify Cause & Effect (Benchmark Unit 9); Saxon</p> <p><u>Wks. 22-24:</u> Make Inferences (Benchmark Unit 5); Saxon</p> <p><u>Wks. 25-27:</u> Novel: Boxcar Children; Saxon</p> <p>ISTEP+ Applied Skills March</p> <p>IRead3 March</p>	<p>3.1.4 Determine the meanings of words using knowledge of synonyms, antonyms, homophones , and homographs .</p> <p>3.1.9 Identify more difficult multiple-meaning words</p>	<p>3.2.4 Recall major points in the text and make and revise predictions about what is read.</p> <p>3.2.8 Distinguish between cause and effect and between fact and opinion in informational text.</p>	<p>3.3.6 Identify the speaker or narrator in a selection.</p>	<p>3.4.6 Review, evaluate, and revise writing for meaning and clarity.</p>		<p>3.6.5 Identify and correctly use pronouns, adjectives, compound nouns, and articles in writing.</p>

Quarter 3	SUPPORTING INDICATORS - Addressed (not necessarily assessed)					
<p>Wks. 19-21: Identify Cause & Effect (Benchmark Unit 9); Saxon</p> <p>Wks. 22-24: Make Inferences (Benchmark Unit 5); Saxon</p> <p>Wks. 25-27: Novel: <u>Boxcar Children</u>; Saxon</p> <p>ISTEP+ Applied Skills March</p> <p>IRead3 March</p>	3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.	3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.		3.4.8 Revise writing for others to read, improving the focus and progression of ideas.		3.6.4 Identify and use past (he danced), present (he dances), and future (he will dance) verb tenses properly in writing.
REVIEW & MAINTENANCE						
Wks. 19-21	3.1.4, 3.2.6, 3.3.8					
Wks. 22-24	3.2.8, 3.3.6, 3.6.5					
Wks. 25-27	3.1.9, 3.2.4, 3.4.6					

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Quarter 4	PRIORITY INDICATORS -Addressed & Assessed					
<p><u>Wks. 28-30:</u> Identify Fact or Opinion (Benchmark Unit 6); Saxon</p> <p><u>Wks. 31-33:</u> Draw Conclusions (Benchmark Unit 10); Saxon</p> <p><u>Wks. 34-36:</u> Make Predictions (Benchmark Unit 7); Saxon</p> <p>ISTEP+ Multiple Choice April - May</p>	<p>3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words</p>	<p>3.2.3 Show understanding by identifying answers in the text.</p> <p>3.2.8 Distinguish between cause and effect and between fact and opinion in informational text.</p>	<p>3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p>3.3.4 Determine the theme or author's message in fiction and nonfiction text.</p>			

Quarter 4	SUPPORTING INDICATORS - Addressed (not necessarily assessed)					
<p><u>Wks. 28-30:</u> Identify Fact or Opinion (Benchmark Unit 6); Saxon</p> <p><u>Wks. 31-33:</u> Draw Conclusions (Benchmark Unit 10); Saxon</p> <p><u>Wks. 34-36:</u> Make Predictions (Benchmark Unit 7); Saxon</p> <p>ISTEP+ Multiple Choice April - May</p>			3.3.5 Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.	3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources). 3.4.5 Use a computer to draft, revise, and publish writing.	3.5.3 Write personal, persuasive, and formal letters, thank you notes, and invitations that: 3.5.5 Write for different purposes and to a specific audience or person. 3.5.6 Write persuasive pieces that ask for an action or response. 3.5.8 Write or deliver a research report that has been developed using a systematic research process	3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.
REVIEW & MAINTENANCE						
Wks. 28-30	3.2.4, 3.4.6, 3.6.5					
Wks. 31-33	3.2.3, 3.3.2					
Wks. 34-36	3.1.7, 3.3.4					