

Period	Reading	Writing	Oral and Written Conventions	Listening and Speaking	Research
On Going Genres: -Expository -Procedural	(1)(E) – monitor decoding (3) – grade – level text w. fluency and comprehension – rate, accuracy, expression, phrasing Figure 19 (A) establish purpose (B) ask literal and interpretative questions (C) monitor & adjust comprehension (D) make inferences) (E) Summarize (F) Make connections Figure 19 (A) establish purpose (B) ask literal and interpretative questions (C) monitor & adjust comprehension (D) make inferences (E) summarize information (F) make connections	(19) – personal experiences (20)(A) – brief compositions (20)(A)(i) – establish central idea (20)(A)(ii) – supporting sentences w/ facts (20)(A)(iii) – concluding statement	<i>(M.I.S.D) – Student will write legibly using manuscript.</i> (24)(C) – high-frequency and compound words (24)(G) - use print and electronic resources to find and check correct spellings.	(29)(A) – listening attentively/questioning (29)(B) – follow, restate, give instructions w/ sequence of action (30) – speak about a topic clearly (31) work productively with teams and teacher	
1 st six weeks Genres: -Fiction -Procedural	(1)(B) – decode using syllable patterns (1)(B)(i) – closed syllable (1)(B)(ii) – open syllable (1)(B)(iii) – final stable syllable (1)(B)(iv) – r-controlled vowels (1)(B)(v) – digraphs & diphthongs (1)(C) – decode using spelling patterns (1)(E) – monitor decoding (2)(A) – make predicating (2)(B) – facts and details/ supported evidence (4)(B) – context clues (4)(C) – antonyms/synonyms (8)(A) – sequence/summarize	(19) – personal experiences <i>M.I.S.D writing prompt:</i> <i>“Write a composition about a time you helped someone.”</i>	(22)(A) – parts of speech (22)(A)(i) – verbs (22)(A)(ii) – nouns (22)(A)(iii) – adjectives (22)(A)(iv) – adverbs (22)(B) – subject/verb agreement (23)(B)(i) capitalize geographical names and places (23)(B)(ii) capitalize historical periods (23)(B)(iii) capitalize official titles of people (24)(A) – letter sound/word parts/syllabication (24)(B) – advanced patterns (24)(B)(iv) – middle double		

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	main events		consonants (24)(B)(v) – complex consonants (24)(B)(vi) – abstract vowels (24)(C) – high-frequency and compound (24)(D) – common syllable constructions		
2 nd six weeks Genres: -Theme & Genre (folktales) -Drama -Expository -Culture & History -Literary Non-fiction	(1)(A) – decode multisyllabic words (1)(A)(i) – drop final “e” (1)(A)(ii) – doubling final consonants w/ endings (1)(A)(iii) – changing “y” to “i” (1)(A)(iv) – prefixes and suffixes (1)(A)(v) – derivational affixes (3) – grade-level text w/ fluency and comprehension (4)(A) – prefixes, suffixes, roots (4)(C) – homographs and homophones (5)(A)- themes and details of various genres (5)(B) – compare and contrast settings (7) – elements of plot and character (9) – POV of biography and autobiography (11) – read independently for long period of time and create a reading log (12)(A) main idea w/details of culture & history text (12)© cause & effect in culture & history text	(20)(A) – brief compositions (20)(A)(i) – establish central idea (20)(A)(ii) – supporting sentences w/ facts (20)(A)(iii) – concluding statement	(22)(A) – parts of speech (22)(A)(v) – prepositions and phrases (22)(A)(vi) – possessive pronouns (22)(A)(vii) – coordinating conjunctions (22)(A)(viii) – time-order transition words/transitions (22)(C) – complete simple and compound sentences (23)(D) – paragraph indentations (24)(B)(i) – consonant doubling w/ ending (24)(B)(ii) – dropping final “e” when adding endings (24)(B)(iii) – changing “y” to “I”		

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	(13)(A) – main idea w/ details of expository text (13)(C) – cause and effect				
3 rd six weeks Genres: -Fiction -Expository -Procedural	(1)(D) contractions (2)(C) – purpose for reading (3) – rate, accuracy, expression, phrasing (4)(A) – prefixes (4)(C) – antonyms, synonyms, homographs, homophones (4)(E) – alphabetize to 3 rd letter (8)(A) sequence/summarize main events (8)(B) character relationships (13)(B) – Expository Text – draw conclusions (13)(D) – use text features (15)(A) – multi-step directions (15)(B) – graphic features	(17)(A) – plan first draft (brainstorm) (17)(B) – develop drafts (17)(C) – revise (17)(D) – edit for grammar/spelling (17)(E) – publish (20)(B) – letter writing (20)(C) – responses to literature <i>M.I.S.D writing prompt:</i> <i>“Write a composition about your favorite day at school.”</i>	(23)(C) – punctuation marks (23)(C)(i) – apostrophes (23)(C)(ii) – commas in a series and dates. (24)(F) – complex contractions		
4 th six weeks Genres: -Poetry -Sensory Language -Persuasive -Literary Non-fiction	(4)(D) – use of playful language (6) – forms of poetry (10) – identify language that creates a visual experience (9) – POV of biography and autobiography (14) – persuasive text – authors perspective	(18)(A) – write poems (21) – persuasive text w/ position and details <i>M.I.S.D writing prompt:</i> <i>“Write a composition to convince your parents you should have a pet.”</i>	(23) – cursive writing (24)(E) – single syllable homophones		
5 th six weeks Genres: -Theme & Genre (folktales)	(5)(A) details of genres (5)(B) – compare and contrast myths and folktales	<i>Research project/paper</i>	<i>Review</i>		(25)(A) personal interest research topics (25)(B) – research plan (26)(A) – collect information from multiple sources (26)(A)(i) – student surveys (26)(A)(ii) – data from



GRADE 3: Year at a Glance
English Language Arts/Reading

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					experts, texts, online searches (26)(A)(iii) – visual Resources (26)(B) – skimming and scanning (26)(C) – taking notes (26)(D) – I.D author, title, publisher, and publication year of sources (26)(E) – Paraphrasing/plagiarism (27) clarify research questions and evaluate collected information (28) – draw conclusions of research and create a works-cited page
6 th six weeks	(8)(C)- first or third person (16) (A) – changes in communication from one genre of media to another (16)(B) – design techniques in media (16)(C) – compare written conventions of digital media	<i>M.I.S.D writing prompt:</i> <i>“Think about a place you would like to visit, and write a composition about your experience there.”</i> (18)(A) – write imaginative stories	<i>Review</i>		