

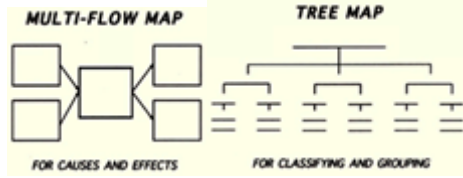
ACPS utilizes Thinking Maps in order for students to create mental visual patterns for thinking based on the fundamental thinking processes. Suggested maps have been included. These can be expanded upon based on teacher discretion.

Nine Weeks 1 ACPS Third Grade English Pacing Guide (revised December 2016)

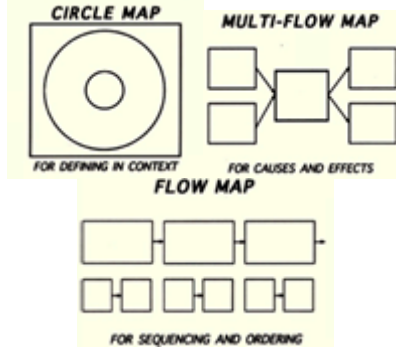
Oral Language	Reading Focus: Folktales/Fantasy	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Writing Focus: Narrative (Expressive)	Assessments
<p>3.1 The student will use effective communication skills in group activities. 3.1a listen attentively 3.1b ask/respond to questions 3.1c explain learning 3.1d appropriate language 3.1e increase vocabularies</p>	<p><u>Grammar/Word Study (Ongoing throughout the nine weeks)</u> 3.3 The student will apply word-analysis skills when reading. 3.3a regular/irregular/ambiguous vowel patterns 3.4 The student will expand vocabulary when reading. 3.4a homophones <i>(Minimal Homophone Pairs- sea/see, tale/tail, know/no, hair/hare, eye/I, mail/male, four/for, their/they're/there)</i> 3.4c meaning clues/structure... 3.4d context clues <u>Comprehension</u> 3.5 The student will read and demonstrate comprehension of fictional text and poetry. Ongoing (throughout the nine weeks) 3.5k monitor comprehension 3.5m fluency/accuracy</p>		<p>3.8 The student will write legibly in cursive. 3.9 The student will write for a variety of purposes. <u>Introduce:</u> 3.9a identify audience 3.9b prewriting strategies 3.9e organization strategies 3.9g revise writing 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. <u>Introduce:</u> 3.10a complete sentences 3.10b transition words 3.10c “I” in compound subjects 3.10d verb tense 3.10j spelling (sight words)</p>	

Section 1

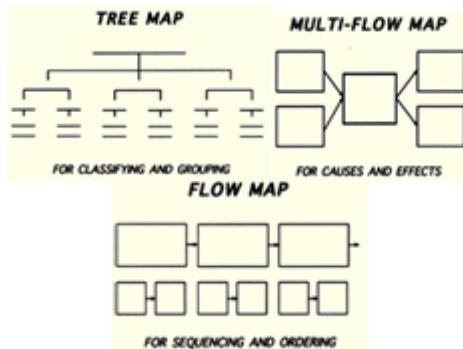
3.5e author's purpose-focus: to entertain



3.5a purpose/3.5c predictions



3.5h problem & solution



3.5 e Author's Purpose

Unit 4 Lesson 16 A Mr. Rubbish Mood

3.5 a Setting a Purpose/Predicting

Unit 2 Lesson 8 The Harvest Birds

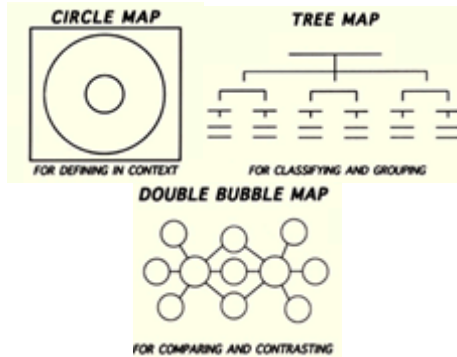
3.5h Problem and Solution

Unit 3 Lesson 13 Yonder Mountain

Section 1 Test:

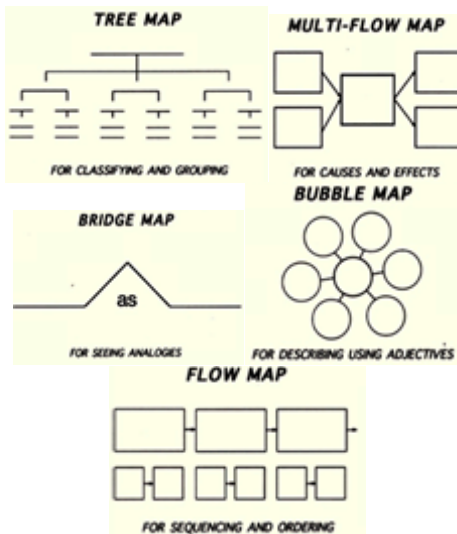
3.5e author's purpose-focus: to entertain
3.5a purpose/3.5c predictions
3.5h problem & solution
3.5l differentiate between nonfiction and fiction

3.51 differentiate between nonfiction & fiction



Section 2

3.5d character traits/characterization



3.5d Character

Traits/Characterization

Unit 1 Lesson 3 Destiny's Gift

Section 2 Test:

3.5d character traits/
characterization

3.5d compare/contrast
story elements (transition
words from 3.4c)

3.5i main idea/3.5 j details

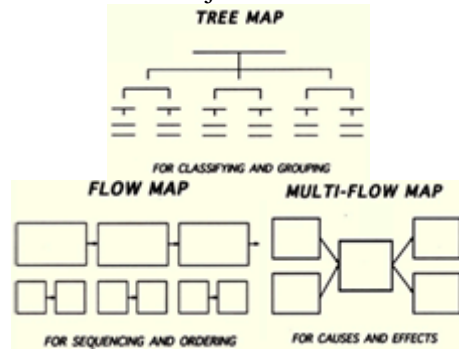
3.4a homophones

3.3a regular vowel
patterns

3.5d compare/contrast story elements
(transition words from 3.4c)



3.5i main idea/3.5j details

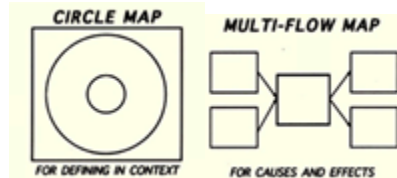


(one sided)

Section 3

3.4c meaning clues/structure

3.4d context clues



3.5d Compare and Contrast Story Elements

Unit 1 Lesson 1 A Fine Fine School

3.5i Main idea and Details

Unit 1 Lesson 2 The Trial of Cardigan Jones

3.4c Meaning Clues/Structure

Unit 5 Lesson 21 Two Bad Ants

3.4d Context Clues

Unit 4 Lesson 19 Dogzilla

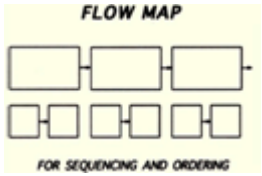
Section 3 Test:

3.4c meaning clues/structure
3.4d context clues
3.5i,j main idea/details with *sequencing* (3.4c)

Nine Weeks 1 Writing Test:

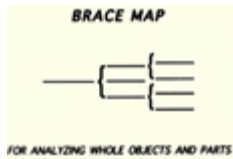
Assess all skills

NW1 Writing Prompt

	<p>3.5i,j main idea/details with <i>sequencing</i> (3.4c)</p>  <p>The diagram is titled "FLOW MAP" and "FOR SEQUENCING AND ORDERING". It shows two rows of boxes. The top row has three boxes connected by horizontal lines, with an arrow pointing to the right from the third box. The bottom row has five boxes connected by horizontal lines, with an arrow pointing to the right from the fifth box.</p>	<p><u>3.5 i and j Main Idea and Details with Sequencing</u> Unit 5 Lesson 23 Oliver K. Woodman</p>		
--	--	---	--	--

Nine Weeks 2 ACPS Third Grade English Pacing Guide (revised December 2016)

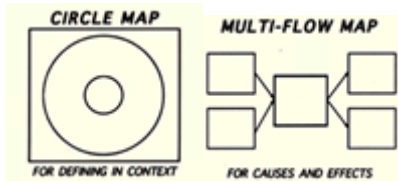
Oral Language	Reading Focus: Non-Fiction – Functional & Informative	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Writing Focus: Informative/ Explanatory	Assessments
<p>3.1 The student will use effective communication skills in group activities. 3.1a listen attentively (continued) 3.1b ask/respond to questions (continued) 3.1c explain learning (continued) 3.1d appropriate language (continued) 3.1e increase vocabularies (continued)</p>	<p><u>Grammar/Word Study (Ongoing throughout the nine weeks)</u></p> <p>3.3 The student will apply word-analysis skills when reading. 3.3a regular/irregular/ambiguous vowel patterns</p> <div data-bbox="550 557 812 732" data-label="Diagram"> </div> <p>3.3b multisyllabic words (introduce)</p> <div data-bbox="564 836 798 992" data-label="Diagram"> </div> <p>3.4 The student will expand vocabulary when reading.</p> <p>3.4a homophones</p> <p><i>(Minimal Homophone Pairs- plain/plane, blue/blew, eight/ate, write/right, hour/our, one/won, week/weak)</i></p>		<p>3.8 The student will write legibly in cursive. (continued) 3.9 The student will write for a variety of purposes. <u>Introduce:</u> 3.9c clear topic 3.9d paragraph 3.9f main idea</p> <p><u>Continued:</u> 3.9a identify audience 3.9b prewriting strategies 3.9e organization strategies 3.9g revise writing</p> <p>3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. <u>Introduce:</u> 3.10e singular possessives 3.10h apostrophes</p> <p><u>Continued:</u> 3.10b transition words 3.10j spelling (sight words)</p>	



Previously taught to be integrated
3.4 The student will expand vocabulary when reading.

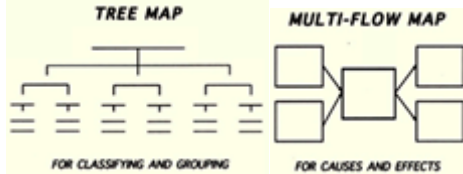
3.4c meaning clues/structure

3.4d context

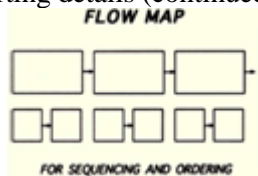


Comprehension
3.5 The student will read and demonstrate comprehension of fictional text and poetry.

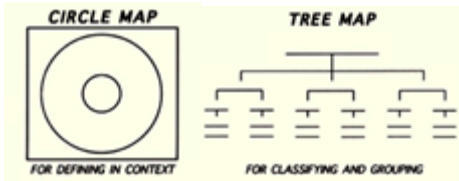
3.5i main idea (continued)



3.5j supporting details (continued)



3.5l differentiate-nonfiction & fiction
(introduce fact and opinion)



3.5m fluency/accuracy (continued)

New Material

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.

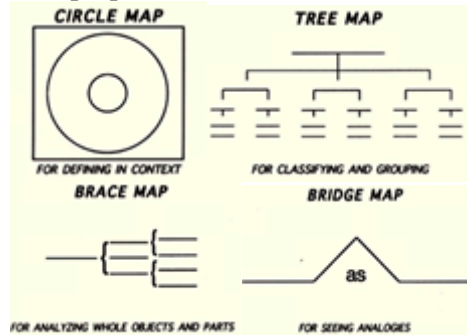
Ongoing

3.6j monitor comprehension

3.6l fluency/accuracy

**Section 4
(Informative Texts)**

3.6c text features/3.7b (recognize and use to set a purpose)



Section 4 Test:

3.6c text features/3.7b (recognize and use to set a purpose)

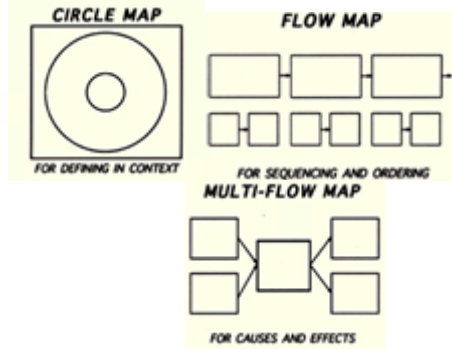
3.6a author's purpose/ predictions to set a purpose (3.6c)

3.6d ask & answer questions/3.6k new info

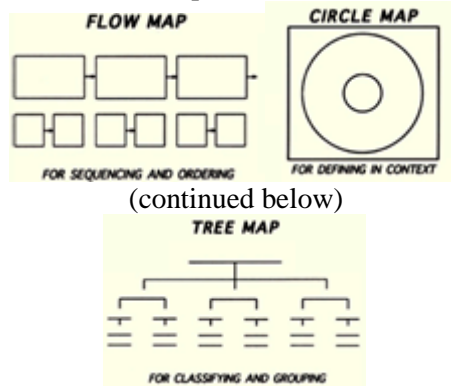
3.5l differentiate-nonfiction & fiction (fact and opinion)

3.4c, d context clues

3.6a author's purpose/predictions to set a purpose (3.6c)



3.6d ask & answer questions/3.6k new info



(continued below)

3.6 c Text features/3.7b Recognize and use to set a purpose

Unit 5 Lesson 25
Mountains: Surviving on Mount Everest

3.6a Author's Purpose/Predictions to set a Purpose (3.6c)

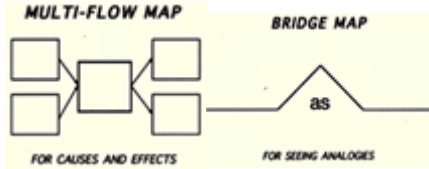
Unit 3 Lesson 14 Aero and Officer Mike

3.6d Ask and Answer Questions/3.6k New Info

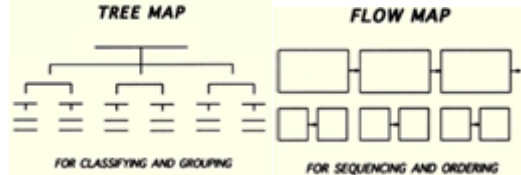
Unit 4 Lesson 18 A Tree is Growing

**Section 5
(Informative Texts)**

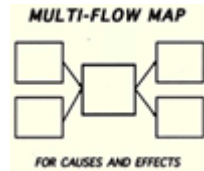
3.6e draw conclusions



3.6f summarize (use 3.6g,h main idea/details)



3.4c,e cause and effect



3.6e Draw Conclusions

Unit 4 Lesson 20 Life on Ice

3.6f Summarize (use 3.6g/h main idea/details)

3.6g, h main idea/details)

Unit 2 Lesson 7 What do Illustrators Do?

3.4c, d, e, f Cause and Effect

Unit 6 Lesson 27 The Power of Magnets
Electromagnets and You
Science Fair
Project/Magnet

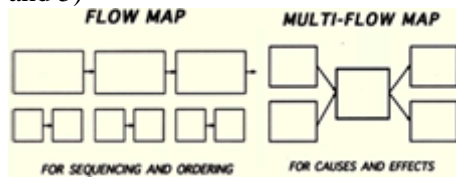
Section 5 Test:

- 3.6e draw conclusions
- 3.6f summarize (use 3.6g,h main idea/details)
- 3.4c,d,e,f cause and effect
- 3.4 c,d context clues
- 3.4a homophones
- 3.3a irregular vowel patterns
- 3.3b multisyllabic words

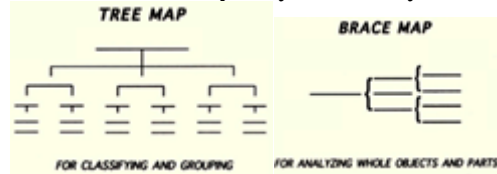
Section 6

(Functional and Informative)

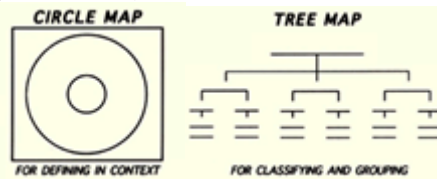
Functional text (Apply all skills from section 4 and 5)



3.4b roots, affixes, synonyms, antonyms



3.7b, 3.4g Word Reference Resources (include guide words)



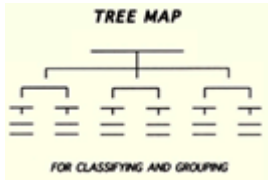
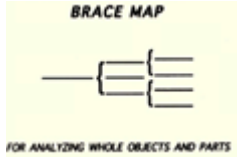

Section 6 Test:
Functional text (Apply all skills from section 4 and 5)

3.4 b roots, affixes, synonyms, antonyms
3.7b, 3.4g Word Reference Resources
3.4 c,d context clues

Nine Weeks 2 Writing Test:
Assess all skills

NW2 Writing Prompt

Nine Weeks 3 ACPS Third Grade English Pacing Guide (revised December 2016)

Oral Language	Reading Focus: Biography (Narrative Non-Fiction)/ Autobiography/Realistic Fiction	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Writing Focus: Descriptive and Friendly Letters	Assessments
<p>3.1 The student will use effective communication skills in group activities. 3.1a listen attentively (continued) 3.1b ask/respond to questions (continued) 3.1c explain learning (continued) 3.1d appropriate language (continued) 3.1e increase vocabularies (continued)</p> <p>3.2 The student will present brief oral reports using visual media. 3.2a speak clearly 3.2b volume & pitch 3.2c understandable rate</p>	<p><u>Grammar/Word Study (Ongoing throughout the nine weeks)</u> 3.3 The student will apply word-analysis skills when reading. 3.3a regular/irregular/ambiguous vowel patterns</p> <div data-bbox="478 592 743 771" style="text-align: center;">  <p>TREE MAP FOR CLASSIFYING AND GROUPING</p> </div> <p>3.3b multisyllabic words</p> <div data-bbox="493 803 728 958" style="text-align: center;">  <p>BRACE MAP FOR ANALYZING WHOLE OBJECTS AND PARTS</p> </div> <p>3.4 The student will expand vocabulary when reading. 3.4a homophones (Minimal Homophone Pairs- hear/here, you're/your, way/weigh, flower/flour, its/it's, two/too/to, beat/beet, heard/herd)</p> <div data-bbox="493 1161 728 1315" style="text-align: center;">  <p>BRIDGE MAP FOR SEEING ANALOGIES</p> </div>		<p>3.8 The student will write legibly in cursive. (continued)</p> <p>3.9 The student will write for a variety of purposes. <u>Continued:</u> 3.9a identify audience 3.9b prewriting strategies 3.9c clear topic 3.9d paragraph 3.9e organization strategies 3.9f main idea 3.9g revise writing</p>	

3.2d organize ideas
3.2e language & vocabulary

Comprehension

Ongoing (throughout the nine weeks)

- 3.5k monitor comprehension
- 3.5l differentiate between nonfiction/fiction

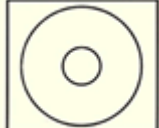
DOUBLE BUBBLE MAP



FOR COMPARING AND CONTRASTING

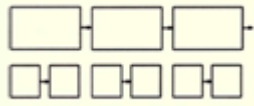
- 3.5m fluency/accuracy
- 3.6j monitor comprehension
- 3.6k new info

CIRCLE MAP



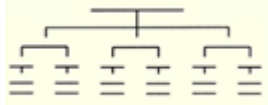
FOR DEFINING IN CONTEXT

FLOW MAP



FOR SEQUENCING AND ORDERING

TREE MAP



FOR CLASSIFYING AND GROUPING

- 3.6l fluency/accuracy
- *Bolded is newly introduced material/Previously taught to be integrated**

3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

Introduce:

- 3.10f commas
- 3.10g simple abbreviations
- 3.10i a, an, the

**Section 7
(Biography/Autobiography)**

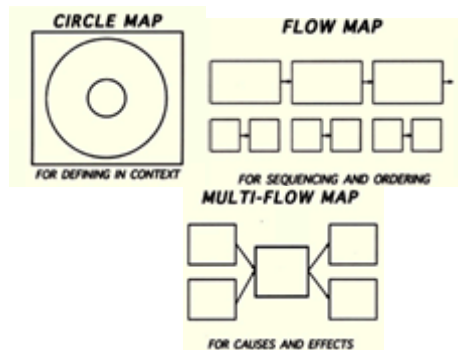
3.7a references (include best resource, internet search, and keywords)



3.6i compare and contrast (bio vs autobiography)



3.6a author's purpose/3.6c text features/3.6d ask & answer questions/3.6b prior knowledge



3.6i Compare and Contrast (bio vs autobiography)

Unit 6 Lesson 28

Becoming Anything He Wants to Be

3.6a Author's purpose/3.6c Text features/3.6d Ask/Answer Questions/3.6b Prior Knowledge

Unit 1 Lesson 5

Roberto Clemente: Pride of the Pittsburgh Pirates

Section 7 Test:

3.7a references (include best resource, internet search, and keywords)

3.6i compare and contrast (bio vs autobiography)

3.6a author's purpose

3.6c text features

3.6d ask & answer questions

3.6b prior knowledge

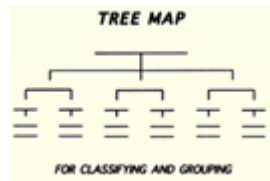
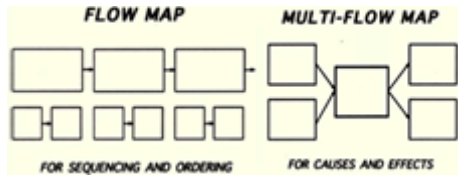
3.6g main idea

3.6h supporting details

3.6f summarize

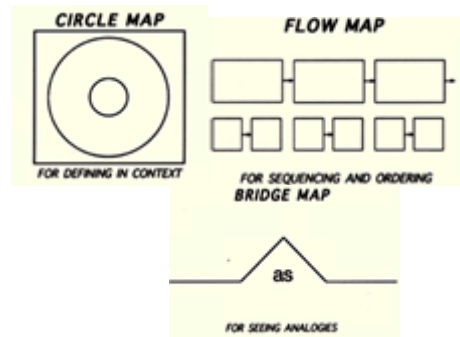
3.6e draw conclusions

3.6g main idea/3.6h supporting details/3.6f summarize/3.6e draw conclusions



Section 8 (Realistic Fiction)

3.5e author's purpose/3.5c predictions/3.5a purpose/3.5b make connections



3.6g Main Idea/3.6h Supporting Details/3.6f Summarize/3.6e Draw Conclusions

Unit 2 Lesson 10
Young Thomas Edison

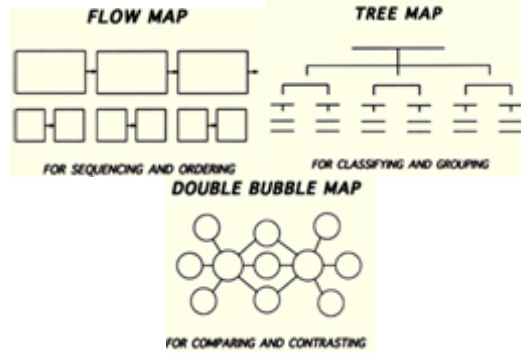
3.5e Author's Purpose/3.5c Predictions/3.5a Purpose/3.5b Make Connections

Unit 2 Lesson 6 Max's Words

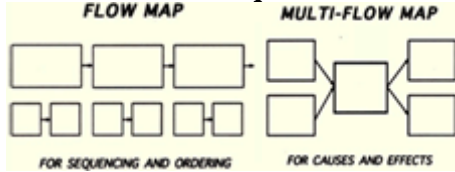
Section 8 Test:

- 3.5e author's purpose
- 3.5c predictions
- 3.5a purpose
- 3.5h problem & solution
- 3.5i main idea
- 3.5j supporting details
- 3.5d compare /contrast story elements
- 3.5f ask & answer questions
- 3.5g draw conclusions
- 3.3a ambiguous vowel patterns
- 3.4d context clues
- 3.4b roots, affixes, synonyms, antonyms
- 3.3b multisyllabic words

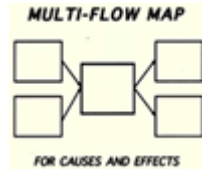
3.5h problem & solution/3.5i main idea/3.5j supporting details/3.5d compare/contrast story elements



3.5f ask & answer questions



3.5g draw conclusions

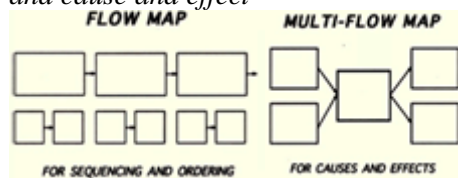


3.5h Problem & Solution/3.5i Main Idea/3.5j Supporting Details/3.5d Compare/Contrast Story Elements
Unit 3 Lesson 12 The Science Fair

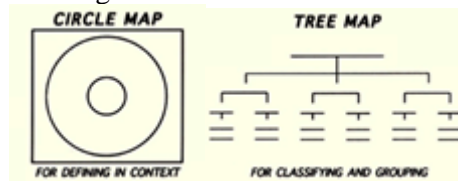
3.5f Ask & Answer Questions
3.5g Draw Conclusions
Unit 3 Lesson 15
The Extra-Good Sunday

**Section 9
(Vocabulary with
Biography/Autobiography and
Realistic Fiction)**

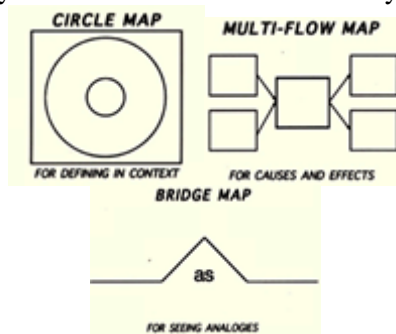
3.4c meaning clues/structure with *sequencing and cause and effect*



3.7b references/3.4g word reference resources (include guide words) /3.4e word meanings



3.4b roots, affixes, synonyms, antonyms/3.4d context/3.4f vocabulary



3.4c Meaning Clues/Structure with Sequencing and Cause and Effect

Unit 2 Lesson 9
Kamishibai Man

3.4b Roots, Affixes, Synonyms, Antonyms/3.4d Context/3.4f Vocabulary
Unit 3 Lesson 11 Jump!

County-wide SOL Simulation Test

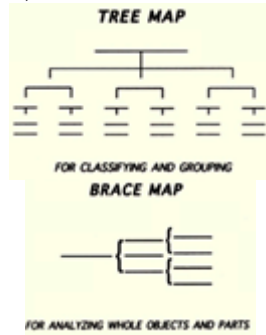
Nine Weeks 3 Writing Test:
Assess all skills

NW3 Writing Prompt

Nine Weeks 4 ACPS Third Grade English Pacing Guide (revised December 2016)

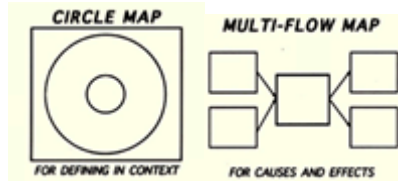
Oral Language	Reading Focus: Poetry, Fiction/Non-Fiction Review All Skills	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Writing Focus: Persuasive	Assessments
<p>3.1 The student will use effective communication skills in group activities. 3.1a listen attentively (continued) 3.1b ask/respond to questions (continued) 3.1c explain learning (continued) 3.1d appropriate language (continued) 3.1e increase vocabularies (continued)</p> <p>3.2 The student will present brief oral reports using visual media. 3.2a speak clearly (continued) 3.2b volume & pitch (continued) 3.2c understandable rate (continued) 3.2d organize ideas (continued) 3.2e language & vocabulary (continued)</p>	<p><u>Grammar/Word Study (Ongoing throughout the nine weeks)</u></p> <p>3.3 The student will apply word-analysis skills when reading. 3.3a regular/irregular/ambiguous vowel patterns</p> <div data-bbox="485 521 747 695" data-label="Diagram"> </div> <p>3.3b multisyllabic words</p> <div data-bbox="501 764 732 919" data-label="Diagram"> </div> <p>3.4 The student will expand vocabulary when reading. 3.4a homophones <i>(Minimal Homophone Pairs- read/red, road/rode, some/sum, sail/sale, pail/pale, deer/dear, by/bye/bye)</i></p> <div data-bbox="501 1127 732 1281" data-label="Diagram"> </div>		<p>3.8 The student will write legibly in cursive. (continued)</p> <p>3.9 The student will write for a variety of purposes. <u>Continued:</u> 3.9a identify audience 3.9b prewriting strategies 3.9c clear topic 3.9d paragraph 3.9e organization strategies 3.9f main idea 3.9g revise writing</p> <p>3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. <u>Introduce:</u> 3.10 STEM - using conventions of dialogue 3.10 STEM - using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (e.g., <i>here</i> or <i>there</i>) for a specific</p>	<p><u>SOL Test</u></p> <p><u>NW4 Writing Prompt</u></p>

3.4b roots, affixes



3.4c meaning clues/structure

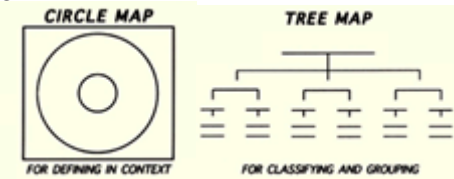
3.4d context



3.4e word meanings

3.4f vocabulary

3.4g word reference resources (include guide words)



Comprehension

Ongoing (throughout the nine weeks)

- 3.5k monitor comprehension
- 3.5m fluency/accuracy
- 3.6j monitor comprehension
- 3.6k new info

location, and the use of a synonym for an earlier word (e.g., *animal* for *dog*)

Continued:

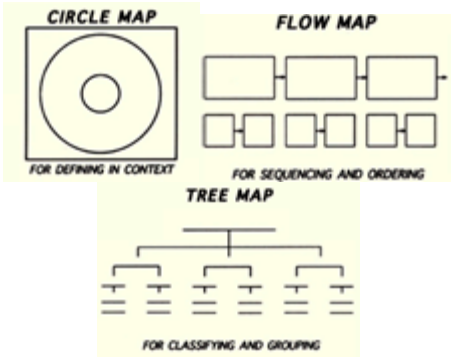
- 3.10a complete sentences
- 3.10b transition words
- 3.10c “I” in compound subjects
- 3.10d verb tense
- 3.10e singular possessives
- 3.10f commas
- 3.10g simple abbreviations
- 3.10h apostrophes
- 3.10i a, an, the
- 3.10j spelling (sight words)

3.11 The student will write a short report.

Introduce:

- 3.11a construct questions
- 3.11b appropriate resources
- 3.11c collect/organize information
- 3.11d plagiarism

3.12 The student will use available technology for reading and writing. (introduce)

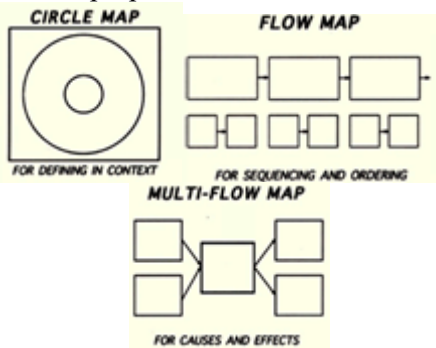


3.6l fluency/accuracy

**Section 10
(Poetry)**

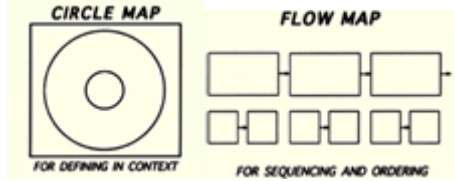
3.5 The student will read and demonstrate comprehension of fictional text and poetry.

3.5a purpose/3.5b make connections/3.5c predictions/3.5e author's purpose

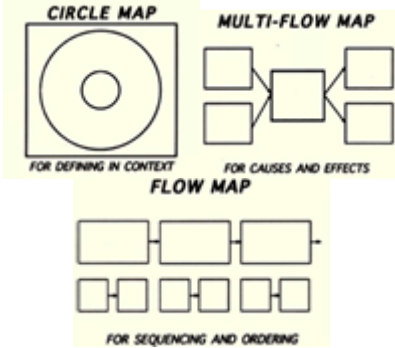


3.5a Purpose/3.5b Make Connections/3.5c Predictions/3.5e Author's Purpose
Unit 6 Lesson 26
Fast Track/Ode to My Shoes

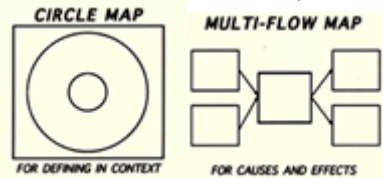
3.5f ask & answer questions



3.5g draw conclusions



3.4c meaning clues/structure/3.4d context/3.4e word meanings /3.4f vocabulary



**Section 11 and 12
Ongoing review of skills in a
variety of genres**

**3.6 The student will continue to
read and demonstrate comprehension
of nonfiction texts.**

3.6c text features

3.5f Ask & Answer Questions

3.5g Draw Conclusions

Unit 6 Lesson 30

Company's Coming

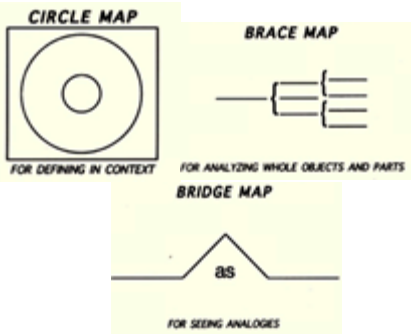
3.4c Meaning

**Clues/Structure/3.4d Context/3.4e Word
Meanings /3.4f Vocabulary**

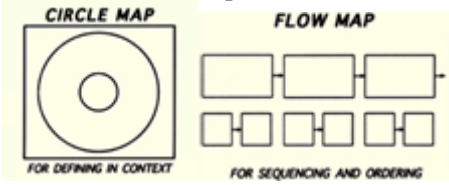
Unit 6 Lesson 29

Defender/

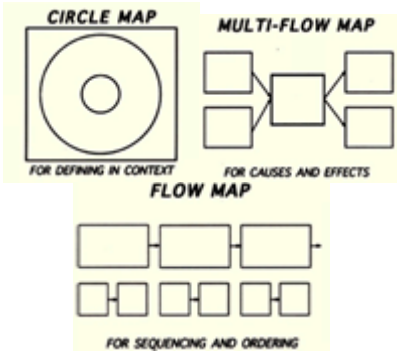
Spellbound



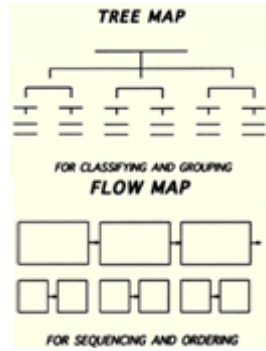
3.6d ask & answer questions



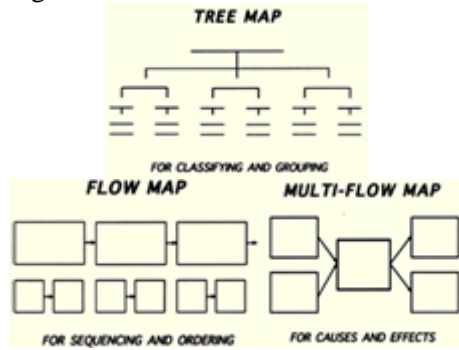
3.6e draw conclusions



3.6f summarize



3.6g main idea



3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.

3.7a references

3.7b references

Strategies/Resources

1. ACPS Unpacked

Standards: http://www.amherst.k12.va.us/documents/pacing/unpackedstandards/ACPS_03_Third_Grade_English_Curriculum_Framework.pdf

2. VA Dept. of Education: [English Standards of Learning Web page](#)

3. VA Dept. of Education: [Enhanced Scope and Sequence Sample Lesson Plans \(ESS\)](#)

4. [ACPS SharePoint Language Arts Resources](#)

5. [Virginia PALS resources](#)