

	Fluency	Speaking	Listening & Viewing
First 9 Weeks	<ul style="list-style-type: none"> Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books Utilize letter and word level clues, semantic, and syntactic cues to recognize words Recognize frequently encountered words in text, even when encountered out of context Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning (letter/sound, rimes, base words, affixes) Re-read text when meaning is not clear Handwriting <ul style="list-style-type: none"> Fluently write upper and lower case manuscript letters Begin to write the cursive alphabet 	Conventions <ul style="list-style-type: none"> Express time relationships using correct verb tenses Use common grammatical structures Subject/verb agreement Pronoun/noun agreement Discourse <ul style="list-style-type: none"> Engage in interactive and extended discourse to socially construct meaning Remaining focused on subject matter <ul style="list-style-type: none"> -with interchanges building on prior responses -in context of book clubs, literature circles, partnerships, peer conferencing, etc. 	Conventions <ul style="list-style-type: none"> Respond to questions asked of them, providing an appropriate level of detail Response <ul style="list-style-type: none"> Listen to or view and discuss a variety of genres Compare their responses to those of their peers
Second 9 Weeks	<ul style="list-style-type: none"> Use structure, syntax, semantic cues to determine meaning of words encountered in grade level text Use punctuation cues- commas, periods, question/exclamation/quotation marks Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (predict and self-correct) Knowledge of language Sound/symbol/structural relationships Self-monitor reading to check comprehension Ask questions when meaning is not clear Handwriting <ul style="list-style-type: none"> Fluently write upper and lower case manuscript letters Begin to write the cursive alphabet 	Conventions <ul style="list-style-type: none"> Emphasize key words and vary pace for effect when speaking Be aware and appreciate that language differs from school to home as a function of linguistic and cultural group membership Discourse <ul style="list-style-type: none"> Discuss narratives (folktales, fables, realistic fiction), conveying <ul style="list-style-type: none"> -story grammar -why the story is worthwhile -how the story is relevant to the story-teller and to the audience Speak clearly and audibly in complete sentences; maintain appropriate intonation and tone of voice in spoken presentations 	Conventions <ul style="list-style-type: none"> Listen and interact appropriately and view knowledgeably Response <ul style="list-style-type: none"> Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
Third 9 Weeks	<ul style="list-style-type: none"> Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct meaning Use mental pictures and questioning to determine meaning of word in grade level text Read aloud using intonation, pauses, and emphasis Read grade level texts accurately with proper rate and phrasing Handwriting <ul style="list-style-type: none"> Fluently write upper and lower case manuscript letters Begin to write the cursive alphabet 	Conventions <ul style="list-style-type: none"> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (information, requests, discussion, presentations, playground, classroom interactions) Discourse <ul style="list-style-type: none"> Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding 	Conventions <ul style="list-style-type: none"> Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors Response <ul style="list-style-type: none"> Respond to multiple text types listened to or viewed by discussing, illustrating and/or writing to reflect, make connections, take a position, and share understanding Combine skills to reveal strengthening literacy (viewing, then analyzing orally; listening, then summarizing orally)
Fourth 9 Weeks	<ul style="list-style-type: none"> Internalize learned skills and strategies Use pauses and emphasis, punctuation cues, intonation, and recognition of grade level words while reading aloud a familiar grade-level text Develop, discuss, and apply individual and shared standards and begin to self-assess accuracy and quality of written text Automatically recognize words commonly encountered in grade level texts Handwriting <ul style="list-style-type: none"> Fluently write the cursive alphabet 	Conventions <ul style="list-style-type: none"> Make presentations or reports in standard American English (or developing version of standard American English-ELL) Discourse <ul style="list-style-type: none"> Plan and deliver presentations or reports using an informational organizational pattern (description, problem/solution, cause and effect) <ul style="list-style-type: none"> -prove supportive facts and details to make their point -reflect a variety of resources -vary pace for effect 	Conventions <ul style="list-style-type: none"> Be aware that media has a role in focusing attention on events and in shaping opinions Recognize the variables (mistakes, misspeaks) in the media Response <ul style="list-style-type: none"> Retell what a speaker has said, paraphrasing and explaining the gist or main idea Extend by connecting and relating personal experiences



Language Arts Grade 3

Pacing Guide



2005
With acknowledgement of
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