

Third Grade Instructional Guide

Grade Level: Third Grade

Subject: English-Language Arts School System: Pickens County

School Year: 2011 – 2012

Time Period (Pacing – when)	ARMT Correlations	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks					
Beginning 1 st Six Weeks Throughout the Year	Standard 3	3.3.a Use a wide range of strategies including context clues to comprehend third-grade recreational reading materials in a variety of genres 3.3.B.5 Using sentence structure to assist in comprehension 3.3.B.8 Using vocabulary knowledge to construct meaning (Each story has additional vocabulary lessons in the ELL Teacher's Guide.) 3.3.B.11 Utilizing text features to gain meaning	Taught Throughout the Series <u>Unit 1</u> <i>Boom Town, If You Made A Million</i> <u>Unit 2</u> , <i>Penquin Chick, A Day's Work, Tops & Bottoms, William's House</i> <u>Unit 3</u> <i>A Symphony of Whales</i> <u>Unit 4</u> <i>Rocks in His Head, America's Champion Swimmer, Gertrude Ederle</i> <u>Unit 5</u> <i>Suki's Kimono, How My Family Lives in America, Jalapeno's Bagels, Me and Uncle Romie</i> , <u>Unit 6</u> <i>Happy Birthday Mr. Kang, Elena's Serenade</i> <i>ELL TG pgs. 1-33</i>		

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1 st Six Weeks throughout the year	Standard 3		<p>3.3.b Use a wide range of strategies including predicting outcomes to comprehend third-grade recreational reading materials in a variety of genres</p> <p>3.3.B.2 Identifying literary elements and devices</p> <p>3.3.B.3 Determining sequence of events</p> <p>3.3.B.8 Using vocabulary knowledge to construct meaning</p> <p>3.3.B.10 Previewing and predicting to anticipate content</p> <p>3.3.B.12 Using prior knowledge and experiences</p>	<p>3.3 B2 Taught throughout RS Series</p> <p>3.3B3 Taught throughout RS Series</p> <p>3.3 B.5 RS GWB pg. 1-4</p> <p>3.3 B.8 Taught throughout RS Series</p> <p>3.3 B10 Taught Throughout RS Series</p> <p>3.3 B.11 RS PB WB 3.1 pg. 30</p> <p>RS TE TR pg. 85 n</p> <p>3.3 B12 RS PB WB 3.1 pg. 7</p> <p>RS PB WB 3.1 pg. 40</p> <p>RS PB WB 3.2 pg. 93,97</p> <p>Small Group, Tier II, <i>My Reading Coach</i>, My Sidewalks, Literacy Centers, Graphic Organizers, Active Participation, Ticket To Read, My Skills Tutor, literacycenter.net, My Reading Coach, pearsonsuccesnet.com, readingatoz.com, spellingcity.com-Use throughout series</p> <p>Comprehension Toolkit, Resource Room</p>		

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Begins 1 st Six Weeks Throughout the Year	Standard 3		3.9.d. Compose narrative texts using a conclusion. 3.9.B.1 Determine purpose and audience prior to writing 3.9.B.2 Demonstrate clarity and organization in a composition 3.9.B.3 Compose descriptive texts using sensory details and vivid language 3.9.B.5 Use complete sentences, varied sentence structure, and appropriate transitional words in a composition 3.9.B.6 Demonstrate the process of prewriting, drafting, revising, editing, and publishing 3.9.B.7 Use graphic organizers during prewriting 3.9.B.9 Utilize precise vocabulary in written presentations 3.9.B.10 Demonstrate correct spelling in final written text 3. 9 B. 11. Responding in writing to open-ended questions 3.9.B.13 Demonstrate the ability to write legibly in cursive ELL TH pgs. 88, 91 97, 101,	3.9. B.1 : RS GWPB PG 2-3 & 102 3.9 .B.2 : RS GWPB PG 6-9 126,192,229 3.9 .B.3 : Teach Me Writing, 6 Trait Writing, & 4 Square Writing 3.9.B.5 : RS GW PB PG. 1-4, 17-20, 97-100 RS GW TE PGS. 194-197 Transitional: Phrases- 3.9. B.6: Taught Throughout Series 3.9. B.7: RS GW PB Pg. 160 & Taught Throughout 3.9. B.9 RS GW PG 166 3.9.B. 11: Taught Throughout Series Literacy Centers, Graphic Organizers, Teach Me Writing, Quick Writes, One Pagers, Reader’s Response Journals		

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2 nd Six Weeks						
2 nd Six Weeks Throughout Unit 4	Standard 4		<p>3.12.a. Demonstrate retrieval skills needed to research a topic.</p> <p>3.12.B.1 Formulate question based on a topic.</p> <p>3.12.B.2 Use appropriate reference materials</p> <p>3.12.B.3 Evaluate relevant information gained through research</p> <p>3.12.B.4 Recognize text features, including italics, captions, sidebars, photographs, and illustrations</p> <p>3.13.a Demonstrate the ability to follow multistep oral directions.</p> <p>3.14.a Demonstrate eye contact with oral narrative presentations.</p>	<p>3.12 Taught throughout Units 2,3,4</p> <p>Additional Resources: Comprehension Toolkit</p> <p>Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers. Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers.</p> <p>Modeled by teacher through Read Aloud Anthology</p> <p>Reader's Theater Anthology</p> <p>Resource Room</p> <p>Leveled Readers Literacy Centers</p>		

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Begins 1 st Six Weeks Throughout Unit 5			<p>3.14.c Demonstrate appropriate voice intonation with oral narrative presentations.</p> <p>3.14.B.3 Utilize precise vocabulary in oral presentations.</p>	<p><u>Unit 1</u>, <i>If You Made A Million</i></p> <p><u>Unit 2</u>, <i>Prudy's Problem</i></p> <p><u>Unit 3</u>, <i>The Gardener</i></p> <p><u>Unit 4</u>, <i>Fly, Eagle, Fly</i></p> <p><u>Unit 5</u>, <i>Goodbye</i>, 382</p> <p>Weekly Read Aloud Anthology Reader's Theater Anthology Amazing Words, Concept Webs</p> <p>Literacy Centers</p>		

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2 nd Six Weeks- Throughout Unit 6			3.10.c. Apply mechanics in writing including appropriate end marks. 3.10.B.1 Identifying friendly letter parts and related punctuation marks.	3.10. c RS G&W PG 113-116 RS G&W TE 127 RS G&W TE pg. 62-62, 68-71 RS G&W PB pgs. 9-12, 13-16 ELLTH 89-90 <u>Unit 2, Penguin Chick, Tops and Bottoms, William's House</u> <u>Unit 3, Pushing Up the Sky, Night Letters</u> <u>Unit 4, America's Champion Swimmer, Gertrude Ederle</u> <u>Unit 6, The Story of the Statue of Liberty, Happy Birthday Mr. Kang, Two Bad Ants, Elena's Serenade</u> Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers, Daily Fix-Its, Reader's Response, One-Pagers, Quick Writes		

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Begins 1 st Six Weeks Throughout the Year			3.14.b Demonstrate articulation with oral narrative presentations. 3.14.B.1. Use dramatizations with oral descriptive presentations. 3.14.B.3 Utilize precise vocabulary in oral presentations.	Taught throughout RS Series Reader's Theatre Anthology Concept Vocabulary Concept Web Additional Resources: Houghton Mifflin pg. 412-413 (alliteration/onomatopoeia) Literacy Centers, Graphic Organizers, Resource Room		

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Begins 1 st Six Weeks Throughout Unit 6	Standard 3		3.6.a. Recognize linguistic similarities and differences in multicultural literature.	<u>Unit 1</u> , <i>What About Me?</i> , <i>Rows and Piles of Coins</i> <u>Unit 2</u> , <i>A Day's Work</i> <u>Unit 3</u> , <i>Pushing Up the Sky</i> <u>Unit 4</u> , <i>Fly, Eagle, Fly</i> <u>Unit 5</u> , <i>Suki's Kimono</i> , <i>How My Family Lives in America</i> , <i>Goodbye 382</i> , <i>Jalepeno Bagels</i> , <i>Me and My Uncle Romie</i> <u>Unit 6</u> , <i>Happy Birthday Mr. Kang</i> , <i>Talking Walls</i> , <i>Art for the People</i> , <i>Two Bad Ants</i> , <i>Elena's Serenade</i> Additional Resources : RS Series : Taught Units 1-5 Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers, Resource Room, Comprehension Toolkit		

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1 st Six Weeks Throughout the Series	Standard 3		3.6.b. Recognize cultural similarities and differences in multicultural literature.	RS Series : Taught Units 1-6 See 3.6.a Stories Small Group, Tier II, Literacy Centers, Graphic Organizers, Resource Room, Comprehension Toolkit		

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1 ST Six Weeks	Standard 1		3.1.b Apply advanced phonetic analysis to multi-syllable words using short vowels ELLTH pgs. 153-159	Unit 1, Unit 2, Unit 5 Fresh Reads, Progress Monitoring, Fluency Folders, Leveled Readers, AR, ARMT Reading Practice Booklets, End of Unit Assessment RS PSP WB pg. 1-4 RS PSP WB pg. 21-24 RS PB 3.1 WB pg. 9 & pg. 59 Decodable Readers Spelling Practice Workbook pages that correspond with story Word Sorts Multi-syllable Word Routine Cards		

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1 st Six Weeks Throughout the Series	Standard 4		<p>3.4.a Use a wide range of strategies and skills including retelling information to comprehend third-grade informational and functional reading materials</p> <p>3.4.B.3 Summarizing passages to demonstrate understanding</p> <p>3.4.B.5 Using vocabulary knowledge to enhance comprehension</p> <p>3.4.B.6 Using self-monitoring for text understanding</p> <p>3.4.B.8 Ordering by importance or chronology</p>	<p>3.4.a Taught throughout the Series: Follow Retelling Plan</p> <p>3.4 B3 Taught throughout RS Units 1,2 & 6</p> <p>3.4 B5 Taught throughout RS Units 1,2 & 6</p> <p>3.4 B6 Taught throughout RS Units 1,2 & 6</p> <p>3.4 B8 Units 1,2 & 6</p> <p>Resource Room Concept Webs Quad Cards for Vocabulary Comprehension Toolkit Ten Important Sentences</p>		

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2 nd Six Weeks			<p>3.10.a. Apply mechanics in writing including capitalization of proper nouns.</p> <p>3.10.B.1 Identifying parts of a friendly letter and related punctuation marks.</p> <p>3.10.B.2 Using apostrophes with contractions and possessives.</p> <p>3.10.B.3 Underlining or italicizing book titles</p> <p>ELL TH pgs. 64, 65, 69-71, 179, 182, 173, 175</p>	<p>Unit 2</p> <p>3.10. a</p> <p>RS G&W TE pg. 80-83</p> <p>RS G&W PB pg. 21-24</p> <p>RS G&W TE 127</p> <p>RS G&W PB pg. 113-116</p> <p>RS G&W TE pg. 158-161 (contractions)</p> <p>RS G&W TE pg. 98-101, 104-107 (possessives)</p> <p>RS G&W PB pg. 69-72 (possessives)</p> <p>RS G&W TE pg. 73-74 (contractions)</p> <p>RS G&W TE pg. 33-36 (singular possessives)</p> <p>RS G&W TE pg. 37-40 (plural possessives)</p> <p>Underlining/Italicizing Book Titles – Houghton Mifflin</p> <p>Teach Me Writing</p> <p>Daily Fix Its</p> <p>Quick Writes</p> <p>Reader's Response</p> <p>One Pagers</p> <p>Small Group, Tier II, <i>My Reading Coach</i>, <i>My Sidewalks</i>, Literacy Centers, Graphic Organizers.</p> <p>ELL TG pgs. 36-68</p>		

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2 ND Six Weeks Units 2-6			3.11.a Recognize nouns in written texts. 3.11.B.1 Demonstrate use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing. 3.11.B.2 Demonstrate the use of subject-verb agreement in writing ELL TH pgs. 64-73, 74-86 106-113, 123, 125, 87, 95	3.11. B.1 & B.2 RS G&W TE pg. 247-248 RS G&W PB pg. 21-40 (nouns) RS G&W PB pg. 53-56 (verb tenses) RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125 Small Group, Tier II, Teach Me Writing, Reader's Response, Daily Fix Its, Quick Writes, One Pagers, My Sidewalks, Literacy Centers, Graphic Organizers.		

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2 ND Six Weeks	Standard 1		<p>3.1.c Apply advanced phonetic analysis to multi-syllable words using blends.</p> <p>ELL TH pgs. 149-152</p>	<p><u>Unit 2, Tops and Bottoms, William’s House</u></p> <p>Unit 2 Week 4, 5 RS PSP WB pg. 33-40 RS PB 3.1 WB pg. 89-99 Use Multi-syllable Word Routine Cards</p> <p>Progress monitoring, Fresh Reads, Fluency Folders, Leveled Readers, AR, ARMT Reading practice Booklet, End of Unit Assessment</p> <p>Small Group, Tier II, Spelling Practice, Workbook pages that correspond with story, Word Sorts, Decodable Readers that correspond to story, My Sidewalks, Literacy Centers, Graphic Organizers.</p>		

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2 ND Six Weeks	Standard 2		<p>3.2. Demonstrate reading vocabulary knowledge of compound words</p> <p>3.2.B.1 Using structural analysis to develop meaning</p> <p>3.2.B.4 Spelling correctly compound words, phonetically regular words, contractions, and possessives, including using a dictionary to check spelling.</p> <p>ELL TH pgs. 177, 180, 179, 182</p>	<p>Unit 2 Week (Compound Words)</p> <p>Progress monitoring, Fresh Reads, Fluency Folders, Leveled Readers, AR, ARMT Reading practice Booklet, End of Unit Assessment</p> <p>RS PSP WB pg 65 RS PB WB pg. 19 Venn Diagram, Word Meaning Chart, Word Rating Chart (web resources) RS Grammar/Writing Bk TR 28-TR 32 Phonetically Regular Words (Taught Throughout RS Series) Contractions: RS WB 3.1 pg. 109 RSP WB Pg. 41-44 Possessives: RS Grammar/Writing BK pg. 98-100 & 104-107 RSG WB pg. 33-36 /37-40 Daily Fix Its</p> <p>Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers.</p>		

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2 ND Six Weeks			3.10.b. Apply mechanics in writing including capitalization of titles of people.	<u>Unit 2</u> 3.10.b. <ul style="list-style-type: none"> • RS G&W TE pg. 200-203,206-209 • RS G&W PB pg. 113-116 • RS G&W TE 127 Small Group, Tier II, Daily Fix Its, Reader's Response, One Pagers, Quick Writes, My Sidewalks, Literacy Centers, Graphic Organizers. ELLTH pgs. 64-65, 69		

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2 ND Six Weeks	Standard 1		3.1.b Apply advanced phonetic analysis to multi-syllable words using short vowels.	Unit 1, Unit 2, Unit 5 <ul style="list-style-type: none"> • RS PSP WB pg. 1-4 • RS PSP WB pg. 21-24 • RS PB 3.1 WB pg. 9 & pg. 59 Small Group, Tier II , Decodable Readers, Spelling Practice Workbook pages that correspond to story, Word Sorts, Multi-syllable Word Routine Cards, Sidewalks, Literacy Centers, Graphic Organizers, Progress monitoring, Fresh Reads, Fluency Folders, Leveled Readers, AR, ARMT Reading practice Booklet, End of Unit Assessment ELLTH 154-159		

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2ND Six Weeks	Standard 4		<p>3.4.a Use a wide range of strategies and skills including retelling information to comprehend third-grade informational and functional reading materials</p> <p>3.4.B.3 Summarizing passages to demonstrate understanding</p> <p>3.4.B.5 Using vocabulary knowledge to enhance comprehension</p> <p>3.4.B.6 Using self-monitoring for text understanding</p> <p>3.4.B.8 Ordering by importance or chronology</p>	<p>Taught throughout the series</p> <p>3.4 B3 Units 1,2 & 6</p> <p>3.4 B5 Units 1,2 & 6</p> <p>3.4 B6 RS Units 1,2 & 6</p> <p>3.5 B8 Units 1,2 & 6 Small Group, Tier II , My Sidewalks, Literacy Centers, Graphic Organizers Follow Retelling Plan, Resource Room, Concept Vocabulary Webs, Quad Cards for Vocabulary, Comprehension Tool Kit Ten Important Sentences</p>		

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3 rd Six Weeks						
3 RD Six Weeks			<p>3.11.e. Recognize adjectives in written texts.</p> <p>3.11.B.1 Demonstrate the use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing.</p> <p>3.11.B.3 Demonstrate the use of adjectives in writing.</p> <p>ELLTH pgs. 114, 115, 118-120, 23, 74-86</p>	<p>Unit 3</p> <p>RS G&W TE pg. 122-125</p> <p>RS G&W TE pg. 176-179 (comparative /superlative)</p> <p>RS G& W PB pg. 85-88 (compare)</p> <p>Small Group, Tier II , My Sidewalks, Literacy Centers, Graphic Organizers, Daily Fix Its, Teach Me Writing, Quick Writes, Reader's Response, One Pagers</p> <p>ELLTG pgs. 71-103</p>		

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3 RD Six Weeks			3.11.b. Recognize verbs in written texts. 3.11.B.1 Demonstrate use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing. 3.11.B.2 Demonstrate use of subject-verb agreement in writing ELLTH pgs. 114, 115, 118-120, 23, 74-86	Unit 3 3.11. B.1 & B.2 RS G&W TE pg. 247-248 RS G&W PB pg. 53-56 (verb tenses) RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125 Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers, Daily Fix Its, Reader's Response, One Pagers, Quick Writes, Teach Me Writing ELLTG pgs. 71-103		

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3 RD Six Weeks	Standard 1		3.1.a Apply advanced phonetic analysis to multi-syllable words using consonants	<u>Unit 3, Night Letters, Volcanoes</u> Additional Resources: Unit 3 Week 3-5 RS PSP WB pg. 60 RS PB 3.1 WB p. 129 & p. 149 Text is not sufficient, Use supplemental materials. Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers, Use Multi-syllable Word Routing Cards, Decodable Readers that correspond to story, Word Sorts, Spelling Practice, Corresponding Workbook Pages, Progress monitoring, Fresh Reads, Fluency Folders, Leveled Readers, AR, ARMT Reading practice Booklet, End of Unit Assessment		

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3 RD Six Weeks	Standard 1		3.1.d Apply advance phonetic analysis to multi-syllable words using long vowel markers ELLTH pgs. 160-166	<u>Unit 3, Volcanoes</u> Additional Resources: RS PSP WB pg. 39, RS PSP WB pg. 13-14 Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers, Use Multi-syllable Word Routine Cards, Decodable Readers that Correspond to Story, Word Sorts, Spelling Practice Workbooks that Corresponds to Story, Progress monitoring, Fresh Reads, Fluency Folders, Leveled Readers, AR, ARMT Reading practice Booklet, End of Unit Assessment		

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5 th Six Weeks			<p>3.11.d. Recognize conjunctions in written texts.</p> <p>3.11.B.1 Demonstrate the use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing.</p> <p>ELLTH pgs. 114, 115, 118-120, 23, 74-86</p>	<p><u>Unit 5, Me and Uncle Romie</u></p> <p><u>Unit 6, Talking Walls</u></p> <p>Teach Me Writing, Daily Fix Its, Quick Writes, Reader's Response, One Pagers RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125</p> <p>Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers. ELLTG pgs. 71-103</p>		

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3 RD Six Weeks			<p>3.11.c. Recognize pronouns in written texts.</p> <p>3.11.B.1 Demonstrate the use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing.</p> <p>ELLTH pgs. 106-113, 114, 115, 118-120, 23, 74-86</p>	<p><u>Unit 4, <i>Wings, Hottest Coldest Highest Deepest, Rocks In My Head</i></u></p> <p>Teach Me Writing, Daily Fix Its, Quick Writes, Reader's Response, One Pagers RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125</p> <p>Additional Resources: Houghton Mifflin</p> <p>Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers. ELLTG pgs. 71-103</p>		

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1st Six Weeks- Throughout the Year	Standard 4		3.8 Use text features to guide interpretation of expository texts, including italics, headings, maps, and charts.	Taught throughout the Series Units 1-6 Paired Selections Additional Resources : Comprehension Toolkit Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers.		

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4 th Six Weeks						
4 th Six Weeks	Standard 1		3.1.e Apply advanced phonetic analysis to multi-syllable words using r-controlled vowels	<u>Unit 4, Hottest, Coldest, Highest, Deepest</u> Unit 4 Week 2 RS PSP WB pg. 65 RS WB pg. 19 Small Group, Tier II, Decodable Readers, Spelling Practice Workbook Pages that Correspond to Story, Word Sorts, Multi-syllable Word Routine Cards, My Sidewalks, Literacy Centers, Graphic Organizers, Progress monitoring, Fresh Reads, Fluency Folders, Leveled Readers, AR, ARMT Reading practice Booklet, End of Unit Assessment ELLTG pgs. 107-138		

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4 th Six Weeks			3.11.a Recognize nouns in written texts. 3.11.B.1 Demonstrate use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing. 3.11.B.2 Demonstrate the use of subject-verb agreement in writing	Units 2-6 3.11. B.1 & B.2 RS G&W TE pg. 247-248 RS G&W PB pg. 21-40 (nouns) RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125 Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers, Teach Me Writing, Reader's Response, Daily Fix Its, Quick Writes, One Pagers ELLTH pgs. 64-86, 106, 114-115		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
2 nd Six Weeks			3.10.a. Apply mechanics in writing including capitalization of proper nouns. 3.10.B.1 Identifying parts of a friendly letter and related punctuation marks. 3.10.B.2 Using apostrophes with contractions and possessives. 3.10.B.3 Underlining or italicizing book titles	Unit 2 3.10. a RS G&W TE pg. 80-83 RS G&W PB pg. 21-24 RS G&W TE 127 RS G&W PB pg. 113-116 RS G&W TE pg. 158-161 (contractions) RS G&W TE pg. 98-101, 104-107 (possessives) RS G&W PB pg. 69-72 (possessives) RS G&W TE pg. 73-74 (contractions) RS G&W TE pg. 33-36 (singular possessives) RS G&W TE pg. 37-40 (plural possessives) Underlining/Italicizing Book Titles – Houghton Mifflin Teach Me Writing, Reader's Response, Daily Fix Its, Quick Writes, One Pagers, Small Group, Tier II, My Sidewalks, Literacy Centers, Graphic Organizers. Journals ELLTH pg. 78		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
6 TH Six Weeks			3.10.b. Apply mechanics in writing including capitalization of titles of people.	Unit 6, <i>The Story of the Statue of Liberty</i> 3.10.b. RS G&W TE pg. 200-203, 206-209 RS G&W PB pg. 113-116 RS G&W TE 127 Small Group, Tier II, Teach Me Writing, Readers Response, Daily Fix Its, Quick Writes, One Pagers, My Sidewalks, Literacy Centers, Graphic Organizers. ELLTH pgs. 64-65, 70		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
4 TH Six Weeks			3.11.a Recognize nouns in written texts. 3.11.B.1 Demonstrate use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing. 3.11.B.2 Demonstrate the use of subject-verb agreement in writing	Unit 4, <i>Wings, Hottest, Coldest, Highest, Deepest, Rocks In My Head</i> 3.11. B.1 & B.2 RS G&W TE pg. 247-248 RS G&W PB pg. 21-40 (nouns) RS G&W PB pg. 53-56 (verb tenses) RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125 Small Group, Tier II, Teach Me Writing, Readers Response, Daily Fix Its, Quick Writes, One Pagers My Sidewalks, Literacy Centers, Graphic Organizers. ELLTH pg. 87, 64-86, 106, 114-115		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
4 TH Six Weeks			3.11.b. Recognize verbs in written texts. 3.11.B.1 Demonstrate use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing. 3.11.B.2 Demonstrate use of subject-verb agreement in writing	Unit 4, <i>Wings, Hottest, Coldest, Highest, Deepest, Rocks In My Head</i> 3.11. B.1 & B.2 RS G&W TE pg. 247-248 RS G&W PB pg. 21-40 (nouns) RS G&W PB pg. 53-56 (verb tenses) RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125 Small Group, Tier II, Daily Fix Its, Readers Response, One Pagers, Quick Writes, Teach Me Writing, Four Square Writing. My Sidewalks, Literacy Centers, Graphic Organizers. ELLTH pg. 87, 64-86, 106, 114-115		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
4 TH Six Weeks			3.11.c. Recognize pronouns in written texts. 3.11.B.1 Demonstrate the use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing.	Unit 4, <i>Wings, Hottest, Coldest, Highest, Deepest, Rocks In My Head</i> RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125 Additional Resources: Houghton Mifflin Small Group, Tier II, Teach Me Writing, Daily Fix Its, Quick Writes, Readers Response, One Pagers, Four Square Writing, My Sidewalks, Literacy Centers, Graphic Organizers. ELLTH pg. 87, 64-86, 106-113, 114-115		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
4 TH Six Weeks			3.11.d. Recognize conjunctions in written texts. 3.11.B.1 Demonstrate the use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing.	Unit 4, <i>Wings, Hottest, Coldest, Highest, Deepest, Rocks In My Head</i> RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125 Small Group, Tier II, Teach Me Writing, Daily Fix Its, Quick Writes, Readers Response, One Pagers, Four Square Writing, My Sidewalks, Literacy Centers, Graphic Organizers. ELLTH pg. 87, 64-86, 106, 114-115, 123 & 125		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
5 TH Six Weeks			<p>3.11.c. Recognize pronouns in written texts.</p> <p>3.11.B.1 Demonstrate the use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing.</p>	<p>Unit 4, <i>Wings, Hottest Coldest, Highest, Deepest, Rocks In my Head</i></p> <p>RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125</p> <p>Additional Resources: Houghton Mifflin</p> <p>Small Group, Tier II, Teach Me Writing; Daily Fix Its, Quick Writes, One Pagers, Readers Response, Four Square Writing, My Sidewalks, Literacy Centers, and Graphic Organizers. ELL TG pgs. 141-173 ELL TH pgs. 106-113 ELLTH pgs. 64-86, 114-115</p>		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
5 TH Six Weeks			3.11.d. Recognize conjunctions in written texts. 3.11.B.1 Demonstrate the use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing.	Units 5 & 6 RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125 Small Group, Tier II, Teach Me Writing, Daily Fix Its, Quick Writes, Readers Response, One Pagers, Four Square Writing, My Sidewalks, Literacy Centers, Graphic Organizers. ELLTH pgs. 64-86, 106, 114-115 ELL TH pgs. 123, 125		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
5 TH Six Weeks			<p>3.11.e. Recognize adjectives in written texts.</p> <p>3.11.B.1 Demonstrate the use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing.</p> <p>3.11.B.3 Demonstrate the use of adjectives in writing.</p>	<p>Unit 5, <i>Suki's Kimono, How My Family Lives In America, Me and Uncle Romie</i> RS G&W PB pg. 49-56 (subject verb agreement) RS G&W TE pg. 122-125</p> <p>RS G&W TE pg. 176-179 (comparative /superlative) RS G& W PB pg. 85-88 (compare)</p> <p>Small Group, Tier II, Daily Fix Its, Teach Me Writing, Quick Writes, Readers Response, One Pagers, Four Square Writing, My Sidewalks, Literacy Centers, Graphic Organizers. ELLTH pgs. 64-86, 106, 114-116, 118-120</p>		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
6 TH Six Weeks			3.10.a. Apply mechanics in writing including capitalization of proper nouns. 3.10.B.1 Identifying friendly letter parts and related punctuation marks. 3.10.B.2 Using apostrophes with contractions and possessives. 3.10.B.3 Underlining or italicizing book titles	Unit 6, <i>The Story of the Statue of Liberty, Two Bad Ants</i> 3.10. a RS G&W TE pg. 80-83 RS G&W PB pg. 21-24 RS G&W TE 127 RS G&W PB pg. 113-116 RS G&W TE pg. 158-161 (contractions) RS G&W TE pg. 98-101, 104-107 (possessives) RS G&W PB pg. 69-72 (possessives) RS G&W TE pg. 73-74 (contractions) RS G&W TE pg. 33-36 (singular possessives) RS G&W TE pg. 37-40 (plural possessives) Underlining/Italicizing Book Titles – Houghton Mifflin Small Group, Tier II, Teach Me Writing, Daily Fix Its, Quick Writes, Readers Response, One Pagers, Four Square, My Sidewalks, Literacy Centers, Graphic Organizers. ELL TG pgs. 176-208 ELL TH pgs. 64-65, 107		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
6 th Six Weeks			3.10.b. Apply mechanics in writing including capitalization of titles of people.	Unit 6, <i>The Story of the Statue of Liberty</i> 3.10.b. RS G&W TE pg. 200-203,206-209 RS G&W PB pg. 113-116 RS G&W TE 127 Small Group, Tier II, Daily Fix Its, Readers Response, One Pagers, Quick Writes, My Sidewalks, Literacy Centers, and Graphic Organizers. ELL TH pgs. 64-65		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
6 th Six Weeks			<p>3.10.c. Apply mechanics in writing including appropriate end marks.</p> <p>3.10.B.1 Identifying friendly letter parts and related punctuation marks.</p>	<p>Unit 6, <i>The Story of the Statue of Liberty, Happy Birthday Mr. Kang, Two Bad Ants, Elena's Serenade</i></p> <p>3.10. c RS G&W PG 113-116 RS G&W TE 127 RS G&W TE pg. 62-62, 68-71 RS G&W PB pgs. 9-12, 13-16 Houghton Mifflin</p> <p>Small Group, Tier II, Daily Fix Its, Readers Response, One Pagers, Quick Writes, Four Square Writing, My Sidewalks, Literacy Centers, Graphic Organizers. ELL TH pgs. 89-90</p>		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
6 th Six Weeks			3.10.d. Apply mechanics in writing using abbreviations.	Unit 6, <i>Happy Birthday Mr. Kang</i> 3.10 .d RS G&W PG 113-116 RS G&W TE 127 Additional Resources: <ul style="list-style-type: none"> Houghton Mifflin Small Group, Tier II, Teach Me Writing, Daily Fix Its, Quick Writes, Readers Response, One Pagers, Four Square Writing, My Sidewalks, Literacy Centers, Graphic Organizers. ELL TH pg. 65		

Time Period (Pacing – when)	ARMT Correlations	SAT 10 # NAEP (Optional)	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Time Period (Pacing – when)
			<p>3.10.e. Apply mechanics in writing using commas with dates.</p> <p>3.10.B.1. Identifying friendly letter parts and related punctuation marks.</p> <p>3.10.B.4 Using commas to separate items in a series, in a physical address, and before the conjunction in a compound sentence</p>	<p>Unit 6, <i>Talking Walls, Two Bad Ants</i>, 3.10. B.1 RS G&W PG 113-116 RS G&W TE 127</p> <p>Additional Resources: Houghton Mifflin 3.10. B.4 RS G&W TE pg .128-221 (items in series) RS G&W TE pg. 218-2221 (addresses) RS G&W TE pg. 194-197 (commas before conjunction) RS G&W TE pg.17-20 (commas in compound sentence) RS G&W PB pg. 212-214(combining sentences) RS G&W PB pg.109-112(combining sentences) RS G&W PB pg. 97-100 (conjunctions) RS G&W PB pg. 113-116 (commas in address/items in a series)</p> <p>Small Group, Tier II, Teach Me Writing, Daily Fix Its, Quick Writes, Reader’s Response, One Pagers, Four Square Writing, My Sidewalks, Literacy Centers, and Graphic Organizers. ELL TH pg. 93</p>		

