



Gulfport School District

PACING GUIDE

THIRD GRADE

READING/LANGUAGE ARTS

Each competency and objective assumes the student has mastered the competencies and objectives in second grade. **New skills and objectives are bold-faced throughout this document and are indicated by a black box**; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. Priority skills are bold-faced and underlined.

Qtr.	NMS	Competency/Objectives
Vocabulary and Word Recognition		
1. Use word recognition and vocabulary (word meaning) skills to communicate.		
a. Use word recognition skills for multi-syllabic words. (DOK 2)		
4		1) Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.
1		2) Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
1		3) Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.
3		4) Create and analyze complex compound words (e.g., sky + scraper = skyscraper).
3		5) Create and use complex contractions (e.g., will + not = won't) correctly.
3		6) Read 300 to 400 high frequency and/or irregularly spelled words in connected text. <u>(A third grader should read approximately 120 words correct per minute in connected text by the end of the third grade.)</u>
b. Use syllabication types (e. g., vowel team, vowel-consonant + e (DOK 1)		
1		b. Use syllabication types (e.g., open, closed, r-controlled, consonant + le) to analyze words. (DOK 1)
4		c. Manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir- , -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)
d. Develop and apply knowledge of words and word meanings to communicate. DOK 2)		
2		1) Generate words into categories.
2		2) Determine relationships among words organized in categories.
2		e. Identify and use synonyms, antonyms, and homonyms. (DOK 1)
4		f. Use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)
4		g. Use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words. (DOK 2)
4		h. Use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary , teacher or peer as a resource). (DOK 1)
Reading Comprehension		
2. Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, or complexity.		
a. Use text features, parts of a book, and text structures to analyze text. (DOK 2)		



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1		1) Text features—titles, headings, captions, illustrations, graphs, charts, diagrams , etc.
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1		2) Parts of a book—title page, table of contents, glossary, index , etc.
1		3) Text structures—description, sequential order, simple cause and effect, simple procedure , etc.
1		4) Genres- fiction, nonfiction, poetry
		b. Analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)
2		1) Answer and generate questions about purposes for reading.
2		2) <u>Answer literal and inferential questions about main characters, setting, theme, and plot.</u>
2		3) Answer literal and inferential questions about characters’ actions, motives, traits, and emotions.
2		4) Identify stated main ideas of narrative or topics of informational text.
2		5) Arrange in sequential order a listing of events found in narrative and/or informational text.
2		6) Identify stated causes and effects in text.
2		7) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.
1		8) Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.
1		9) Use key words in text to justify prediction(s).
3		10) Identify important themes from texts and examiner from more than one point of view.
		c. Recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence. (DOK 2)
3		1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.
3		2) Write summaries that contain the main ideas of the reading selection and the most significant details.
		d. Analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)
4		1) Interpret text through moving, drawing, speaking, acting, or singing.
4		2) Make connections between self and characters, events, and information in text or among texts.
4		3) Compose visual images based upon text.



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Writing Process		
		3. Express, communicate, or evaluate ideas effectively.
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		a. Use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. (DOK 3)
1		1) <u>Planning</u> - Use a variety of graphic organizers (e.g., Venn diagram, bubble maps, story maps, simple outlines , etc.) to generate and organize ideas.
1		2) <u>Drafting</u> - Transfer thoughts from graphic organizers and simple outlines into paragraphs.
3		3) <u>Revising</u> - Revise paragraphs for organization, to add details, and to clarify ideas.
2		4) <u>Editing</u> - Revise paragraphs using a general rubric (e.g., grammar usage, punctuation, and sentence structure).
1		5) <u>Publishing/Sharing</u> -Publish writing formally and informally using a variety of media .
2		b. Compose descriptive text using specific details. (DOK 3)
2		b. Compose descriptive text using vivid language . (DOK 3)
1		c. Compose narrative text with a clear beginning, middle, and end. (DOK 3)
3		d. Compose informational text and at least three supporting details. (DOK 3)
4		e. Compose a simple persuasive text. (DOK 3)
4		f. Generate questions and use multiple sources to locate answers. (DOK 3)
Grammar and Mechanics		
		4. Use Standard English to communicate. (WB1, WB2)
		a. Use Standard English grammar. (DOK 1)
1		1) Nouns (e.g., singular, plural [including irregular forms], common, proper, possessive)
2		2) Verbs, helping verbs and irregular verbs
2		3) Verb tense (e.g., conjugation and purpose for past, present, and future)
2		4) Subject-verb agreement
3		5) Articles and coordinating conjunctions
3		6) Adjectives (e.g., possessive, comparative, superlative)
2		7) Prepositions
3		8) Pronouns (e.g., subject, singular, plural, singular possessive, and plural possessive pronouns)
3		9) Pronoun-antecedent agreement (number and gender)
3		10) Adverbs (avoiding double negatives)
3		11) Interjections



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		b. Use Standard English mechanics to compose or edit. (DOK 1)
1		1) End punctuation (e.g., period, question mark, exclamation point, comma)
1		2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
1		3) Commas (e.g., dates, series, addresses, greetings, closings, quotations)
Qtr.	NMS	Competency/Objectives
3		4) Quotation marks (e.g., quotations, titles of poems)
3		5) Underlining/italics (titles of books and movies)
2		6) Apostrophes (e.g., contractions, possessives)
1		7) Colons in notation of time
1		8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I")
1		9) Spell words commonly found in third grade level text.
1		10) Write legibly.
		c. Use varied sentence structures. (DOK 2)
1		1) Analyze sentences to determine purpose (e.g., declarative, interrogative, exclamatory, imperative).
3		2) Compose simple sentences with compound subjects and/or compound predicates ; compound sentences.
3		3) Avoid sentence fragments and run-on sentences.