<table>
<thead>
<tr>
<th>First 9-Weeks: At a Glance Benchmark Pacing of English Standards</th>
<th>Grade 3</th>
</tr>
</thead>
</table>

### Fluency
- Monitoring
  - Cueing Systems: Meaning, Structure, Visual
  - Understanding meaning of contractions
  - Word Analysis Skills automatically read High Frequency Words
  - Punctuation
  - Sentence Structure
  - Phrasing
  - Pacing and Rhythm
  - Expression and Intonation

#### Genre Targets
- **Adventure & Mystery**
  - Set Purpose
  - Make Connections: Text-Self, Text-Text, Text-World
  - Make, Confirm, and Modify/Revise Predictions
  - Describe/Compare Character Traits, Motives or Feelings
  - Understand Time and Place of Setting
  - Sequence Events
  - Identify problem and solution
  - Differentiate between fiction and nonfiction

### Comprehension
- **Fiction**
  - a, b, c, d, e, f, h, l
- **Non-Fiction**
  - a, b, c, d, f

#### Genre Targets
- **Functional Directions in Recipes and Flyers**
  - Apply Background Knowledge
  - Make Connections: Text-Self, Text-Text
  - Use Text Features
  - Summarize
  - Locate Information
  - Make Inferences
  - Sequence Events
  - Understand Cause/Effect

### Vocabulary
- **Fluency**
  - (3.5) a, c, g
- **Comprehension**
  - (3.4) c

#### Dictionary
- **ABC Order**
- **Guide Words**
- **Parts of an Entry**
- **Definitions**
- **Correct Meaning of Multiple Meaning words**

### Writing Genre Target: Personal Narrative and Letter
- **Composition**
  - (3.9) b, c, d, e, g
  - 3.10 b
- **Written Expression**
  - (3.9) g, e

### Usage and Mechanics
- **Capitalization**
  - Days & Months
  - Streets & States
- **Beginning of Sentence**
- **Greetings & Closings**

#### Punctuation Commas:
- Dates and Addresses
- Letter Greetings and Closings
- Simple Series

### Period in Abbreviations:
- Mr., Mrs.

#### End Punctuation:
- Period
- Question mark
- Exclamation mark

#### Sentences
- Complete Sentences
- Compound Sentences
- I in Compound Subject
- Past and Present Verb Tense

#### Spelling
- Plural Nouns with -s, -es
- Irregular Plural Nouns

#### Handwriting
- Cursive

#### Word Processing
- Implement Word Processing Skills Scope and Sequence.
## Second 9-Weeks: At a Glance Benchmark Pacing of Language Arts Standards

<table>
<thead>
<tr>
<th>Fluency (3.5) m &amp; (3.6) l</th>
<th>Comprehension Fiction &amp; Poetry (3.5) a, c, d, e, f, i, h, j</th>
<th>Comprehension Non-Fiction (3.6) a, b, c, d, f, g, h, k</th>
<th>Vocabulary (3.4) a, b, d, g</th>
<th>Word Knowledge (3.3) a, b, c (3.4) d, e, f</th>
<th>Writing Genre Targets: Personal Narrative Prompt, Functional Text (Recipe or Directions) &amp; Teacher Choice</th>
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<tbody>
<tr>
<td><strong>Fluency</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Word Knowledge</strong></td>
<td><strong>Writing Genre Targets</strong></td>
<td><strong>Usage and Mechanics</strong></td>
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<td><strong>Pacing of Standards</strong></td>
<td><strong>Fluency</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Word Knowledge</strong></td>
<td><strong>Usage and Mechanics</strong></td>
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<td><strong>Grade 3</strong></td>
<td><strong>Fluency</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Word Knowledge</strong></td>
<td><strong>Usage and Mechanics</strong></td>
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<td><strong>Comprehension</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Word Knowledge</strong></td>
<td><strong>Usage and Mechanics</strong></td>
</tr>
</tbody>
</table>

### Genre Targets

- **Fantasy (including Trickster Tale) & Realistic Fiction**
- **Informational Articles & Narrative Nonfiction**
- **Synonyms**
- **Homophones**
- **Thesaurus**
- **Dictionary**
- **Parts of Books**
- **Reference Resources**
- **Print & Electronic Encyclopedia**
- **Atlas**
- **Reference Books**
- **Online References**
- **Word Analysis**
- **Writing to a Prompt Personal Narrative**
- **Spelling**
- **Answer Key**
- **Writing to a Genre**
- **Punctuation**
- **Spelling**
- **Punctuation Commas**
- **Sentence**
- **Capitalization**
- **End Punctuation**
- **Spelling**
- **Punctuation**
- **Spelling**
- **Punctuation**
- **Spelling**
- **Punctuation**
- **Spelling**
- **Punctuation**
- **Spelling**
- **Punctuation**
- **Spelling**

<table>
<thead>
<tr>
<th>Fluency (3.5) m &amp; (3.6) l</th>
<th>Comprehension Fiction (3.5) a, d, e, f, g, h, i, j, l</th>
<th>Comprehension Non-Fiction (3.6) a, b, c, e, d, f, i, j (3.7) a, b</th>
<th>Vocabulary (3.4) a, c, d, g</th>
<th>Word Knowledge (3.3) a, b (3.4) b</th>
<th>Writing Genre Targets: Prompt, Explanation (why or how something happens or why or how to do something), and Teacher Choice if includes a piece of Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong></td>
<td><strong>Genre Targets</strong></td>
<td><strong>Genre Targets</strong></td>
<td><strong>Affixes</strong></td>
<td><strong>Word Analysis</strong></td>
<td><strong>Composition</strong></td>
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<tr>
<td>Cueing Systems:</td>
<td><strong>Traditional Tales:</strong></td>
<td><strong>Science &amp; Social Studies Texts:</strong></td>
<td>Understand how</td>
<td><strong>Segment</strong></td>
<td><strong>Composition</strong></td>
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<tr>
<td>Meaning, Structure,</td>
<td>Folk &amp; Fairy Tales,</td>
<td><strong>Reference Resources, Print and Electronic</strong></td>
<td>Prefixes and</td>
<td><strong>Multisyllabic</strong></td>
<td><strong>Specific Vocabulary:</strong></td>
</tr>
<tr>
<td>Visual</td>
<td>Legends, Fables, Myth</td>
<td><strong>Apply Background</strong></td>
<td>Suffixes change</td>
<td><strong>Words: VCCCV</strong></td>
<td><strong>Exact Nouns</strong></td>
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<tr>
<td></td>
<td>and Realistic Fiction</td>
<td>**Knowledge: Text-Self, Text-Text, Text-World</td>
<td>the meaning of</td>
<td><strong>and VCV Patterns</strong></td>
<td><strong>Strong Verbs</strong></td>
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<tr>
<td></td>
<td>Use Knowledge of Genre Structure to Make</td>
<td><strong>Connections</strong></td>
<td>a word</td>
<td><strong>Plurals with</strong></td>
<td><strong>Precise</strong></td>
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<tr>
<td></td>
<td>Predictions</td>
<td><strong>Preview and Use</strong></td>
<td><strong>Prefixes</strong></td>
<td><strong>Words Ending:</strong></td>
<td><strong>Adjectives</strong></td>
</tr>
<tr>
<td></td>
<td>Locate Specific Information</td>
<td>**Text Features, e.g., Title, Headings,</td>
<td>un-, dis-, non-,</td>
<td><strong>ch, sh, x, s</strong></td>
<td><strong>Special</strong></td>
</tr>
<tr>
<td></td>
<td>Express Main Idea</td>
<td>**Specialized Type, Visual or Graphic</td>
<td><strong>Suffixes</strong></td>
<td><strong>Possessives</strong></td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td>Identify Details that Support a Main Idea or</td>
<td><strong>Representations</strong></td>
<td>-y, -ly, -ful,</td>
<td><strong>Contractions</strong></td>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td></td>
<td>Inference</td>
<td>**Use knowledge of Genre Structure to Make</td>
<td>-e, -er, -less,</td>
<td><strong>Vocabulary</strong></td>
<td><strong>Sensory</strong></td>
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<tr>
<td></td>
<td>Make Inferences and Generalizations about</td>
<td>Predictions</td>
<td>-ness</td>
<td><strong>Language</strong></td>
<td><strong>Grammar</strong></td>
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<tr>
<td></td>
<td>Characters</td>
<td><strong>Paraphrase Main Idea</strong></td>
<td><strong>Vocabulary:</strong></td>
<td><strong>Words</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td></td>
<td>Describe Setting, including Time and Place</td>
<td><strong>&amp; Identify Details that Support Main Idea</strong></td>
<td><strong>Topic</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Brainstorming &amp; Listing</strong></td>
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<td></td>
<td>Describe/Compare Characters, Settings, Events</td>
<td><strong>Summarize: Identify Cause-effect</strong></td>
<td><strong>Paragraphing &amp;</strong></td>
<td><strong>Talking</strong></td>
<td><strong>Creating Graphic</strong></td>
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<td></td>
<td>Identify Problem and Solution</td>
<td><strong>Draw Conclusions</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Free-writing</strong></td>
<td><strong>Organizer</strong></td>
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<td></td>
<td>Understand Lessons or Morals of Traditional</td>
<td><strong>Distinguish Fact from Opinion</strong></td>
<td><strong>Operating</strong></td>
<td><strong>Sentence Variety:</strong></td>
<td><strong>Sentence</strong></td>
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<td></td>
<td>Tales.</td>
<td><strong>Locate Information by Skimming &amp; Scanning</strong></td>
<td><strong>Clear Topic</strong></td>
<td><strong>Long and Short</strong></td>
<td><strong>Flows:</strong></td>
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<td>Differentiate</td>
<td><strong>Identify Author’s Purpose</strong></td>
<td><strong>Topic Sentences</strong></td>
<td><strong>Paragraphing</strong></td>
<td><strong>Ideas Connected</strong> through reference:**</td>
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<tr>
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<td>Between Realism and Fantasy</td>
<td><strong>Reference Resources</strong></td>
<td><strong>Paraphrasing Related Ideas</strong></td>
<td><strong>Pronoun/Noun</strong></td>
<td><strong>Reference:</strong></td>
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<td>Draw conclusions</td>
<td><strong>Print &amp; Electronic</strong></td>
<td><strong>Keeping on Top</strong></td>
<td><strong>General Location</strong> /</td>
<td><strong>Sentence:</strong></td>
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<td>Identify Author’s Purpose</td>
<td><strong>Choose Appropriate Resource</strong></td>
<td><strong>Sequencing Ideas &amp; Using Step Order</strong></td>
<td><strong>Specific Location</strong></td>
<td><strong>Flow:</strong></td>
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<tr>
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<td></td>
<td><strong>Use Table of Contents</strong></td>
<td><strong>Sequence or Process Transition/Signal Words</strong></td>
<td><strong>Synonyms</strong></td>
<td><strong>Ideas:</strong></td>
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<tr>
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<td><strong>Use Index</strong></td>
<td><strong>Beginning, Middle, End</strong></td>
<td><strong>Audience</strong></td>
<td><strong>Spelling:</strong></td>
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<td><strong>Elaborating</strong></td>
<td><strong>Author’s Viewpoint</strong></td>
<td><strong>All Plural forms of Nouns</strong></td>
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<td>Specific Details within</td>
<td><strong>Expresses</strong></td>
<td><strong>CVe Long Vowel Pattern</strong></td>
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<td>Sentences</td>
<td><strong>Feelings and</strong></td>
<td><strong>High Frequency Words</strong></td>
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<td>Selected Information</td>
<td><strong>Attitudes</strong></td>
<td><strong>Computer Spell Check</strong></td>
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<td></td>
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<td></td>
<td>within Paragraphs</td>
<td><strong>Regarding the</strong></td>
<td><strong>Handwriting</strong></td>
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<td><strong>Subject</strong></td>
<td><strong>Legible Cursive</strong></td>
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<td><strong>Beginning to Compose on</strong></td>
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<td><strong>Computer</strong></td>
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<td><strong>Keyboard</strong></td>
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**Nine Weeks 3: Benchmark English Standards at a Glance**

**Grade 3**

**Fluency**
- Cueing Systems: Meaning, Structure, Visual
- Word Analysis Skills
- Phonetic Strategies
- Automaticity with High Frequency Words
- Punctuation
- Sentence Structure Phrasing
- Pacing and Rhythm
- Expression and Intonation

**Monitoring Before Reading**
- Preview/Set Purpose
- Make Predictions

**During Reading**
- Question
- Use Context Clues
- Clarify
- Infer/Connect
- Integrate New Information
- Adjust Rate
- Reread
- Self-Correct

**After Reading**
- Summarize
- Reread to Locate Information
- Identify New Information
- Use Graphic Organizers

**Genre Targets**
- **Folk & Fairy Tales**
- **Legends, Fables, Myth and Realistic Fiction**
- Use Knowledge of Genre Structure to Make Predictions
- Locate Specific Information
- Express Main Idea
- Identify Details that Support a Main Idea or Inference
- Make Inferences and Generalizations about Characters
- Describe Setting, including Time and Place
- Describe/Compare Characters, Settings, Events
- Identify Problem and Solution
- Understand Lessons or Morals of Traditional Tales.
- Differentiate
- Between Realism and Fantasy
- Draw conclusions
- Identify Author’s Purpose

**Affixes**
- Understand how Prefixes and Suffixes change the meaning of a word
- **Prefixes**
  - un-, dis-, non-, re-
  - **Suffixes**
    - -y, -ly, -ful, -er
    - -less, -ness
- **Context Clues**
  - Use knowledge of the different types of context clues to determine the meaning of words, including homophones

**Word Reference Resources**
- Use and Purposes for Using Dictionary, Thesaurus, and Glossary

**Signal Words**
- Continued from 1st 9-weeks Sequence
- Comparison/Contrast
- Cause/Effect

**Grammar Vocab.**
- Noun, Verb, Adjective, Adverb; Subject & Predicate; Proper Noun & Pronoun; Singular & Plural; Possessive

**SOL Vocabulary**
- **3rd Grade Standards and SOL Test**
- **Writing to a Prompt School/Teacher Choice**
- **Analyzing, Planning**
- **Composing, Editing**
- **Writing to a Genre Format**
- **Explanation**
- **Prewriting**
- **Reading and Hearing**
- **Peer & Professional Writing**
- **Brainstorming & Listing**
- **Talking**
- **Free-writing**
- **Creating Graphic Organizer**
- **Organizing**
- **Clear Topic**
- **Topic Sentences**
- **Paragraphing Related Ideas**
- **Keeping on Top**
- **Sequencing Ideas & Using Step Order**
- **Sequence or Process Transition/Signal Words**
- **Beginning, Middle, End**
- **Elaborating**
- **Specific Details within Sentences**
- **Selected Information within Paragraphs**

**Author’s Voice Specific Vocabulary:**
- **Exact Nouns**
- **Strong Verbs**
- **Precise Adjectives**
- **Special Vocabulary**
- **Topic**
- **Sensory Language**

**Sentence Variety:**
- **Long and Short Sentences**
- **Variety of Sentence Beginnings**

**Sentence Flow:**
- **Ideas Connected through reference:**
  - **Pronoun/Noun**
  - **General Location/ Specific Location**
  - **Synonyms**

**Audience**
- **Author’s Viewpoint**
- **Expresses Feelings and Attitudes Regarding the Subject**

**Capitalization**
- **Apply all Grade 3 skills.**

**Punctuation**
- **Apply all Grade 3 Commas and End Punctuation skills.**

**Apostrophes:**
- Contraction Possessives

**Dialogue Conventions:**
- **Quotation Marks**
- **Capitalization and Punctuation**
- **Speaker Tags** (e.g., he said, she explained)
- **Indent when Speaker Changes**

**Sentences**
- **Complete Sentences**
- **in Compound Subject**
- **Appropriate Change in Verb Tense**
- **Articles:** a, an, the

**Spelling**
- **All Plural forms of Nouns**
- **CVe Long Vowel Pattern**
- **High Frequency Words**
- **Computer Spell Check**

**Handwriting**
- **Legible Cursive**

**Computer Keyboarding**
- **Beginning to Compose on Computer**
### Nine Weeks 4: Standards at a Glance

#### Fluency (3.5) m & (3.6) j
- **Monitoring** (3.5) k & (3.6) j
- **Genre Targets**
  - Poetry & Realistic Fiction: Use knowledge of Genre Structure to Make Predictions
  - Narrative Nonfiction: Biography/Autobiography: Apply Background Knowledge: Text-Self, Text-Text, Text-World Connections
  - Use Details to Make, Justify, and Modify/Revise Predictions
  - Locate Specific Information to Answer a Question
  - Express Main Idea
  - Identify Details that Support a Main Idea or Inference
  - Make Inferences and Generalizations about Characters
  - Describe/Compare Characters, Settings, Events
  - Identify Problem and Solution of a Story
  - Explain a Character’s Actions and Motivation
  - Draw Conclusions
  - Identify Author’s Purpose
  - Identify the Best Reference Resource
  - Explain Illustrations and Graphics
  - Use Graphic Organizers
- **Vocabulary**
  - **SOL Vocabulary**
  - **SPBQ Descriptors**
  - Use Knowledge of Prefixes and Suffixes, including Inflected Endings
  - Use context to Determine Meaning of a Word, including Homophones
  - Use Dictionary Guide Words
  - Identify Alphabetic Order
  - Know When to use Dictionary, Thesaurus, Glossary, Atlas
- **Writing Genre Targets:**
  - **Writing to a Genre Format**
    - Poem
    - Report
    - **Prewriting**
      - Reading and Hearing Peer & Professional Writing
      - Brainstorming & Listing
      - Talking & Free-writing
      - Locating and Evaluating Information
      - Creating Graphic Organizers & Outlines
      - Listing Research Questions
      - Note-taking
      - Paraphrasing
    - **Organizing**
      - Clear Topic
      - Topic Sentences
      - Paraphrasing Related Ideas
      - Keeping on Topic
      - Sequencing Ideas & Ordering Information
      - Sequence Transition/Signal Words
    - **Elaborating**
      - Following a Poetry Pattern
      - Imitating the format of a poem or book
      - Specific Details/Facts within Sentences
      - Selected Information within Paragraphs
- **Author’s Voice**
  - Specific Vocabulary: Exact Nouns
  - Strong Verbs
  - Precise Adjectives
  - Sensory Language
- **Audience**
  - Author’s Viewpoint
  - Expresses Feelings and Attitudes
  - Regarding the Subject
- **Capitalization**
  - Apply all Grade 3 skills.
- **Punctuation**
  - Apply all Grade 3 Comma and End Punctuation Skills.
- **Apostrophes**
  - Contractions
  - Possessives
- **Dialogue Conventions**
  - Quotation Marks
  - Capitalization and Punctuation
  - Speaker Tags (e.g., he said, she explained) Indent when Speaker Changes
- **Spelling**
  - All Plural forms of Nouns
  - CVE long vowel pattern
  - High Frequency Words
  - Computer Spell Check
- **Giving Credit**
  - Language and Thoughts of Another Author are Credited
- **Handwriting**
  - Legible Cursive
- **Computer Keyboarding**

#### Grade 3
- **Fluency**
  - **Cuing Systems:** Meaning, Structure, Visual
  - **Word Analysis Skills Phonetic Strategies**
  - **Automaticity with High Frequency Words**
  - **Punctuation Sentence Structure**
  - **Phrasing Pacing and Rhythm**
  - **Expression Intonation**

#### Comprehension Fiction (3.5) a, b, c, d, e, f, l
- **Comprehension Non-Fiction (3.6) b, d, e, f, i, k**
- **Vocabulary (3.4) a, b, c, d, e, f**
- **Word Knowledge (3.3) b**

#### Writing Genre Targets: Poetry, Informational Short Report
- **Composition (3.9) b, e, f**
- **Written Expression (3.9) e, g**
- **Usage & Mechanics (3.10) a, c, d, e, f, h, i, j (3.11) d**