

# CURRICULUM WEEKLY PACING GUIDE

## READING FRAMEWORK

### First Nine Weeks

<b>Grade Level 3<sup>rd</sup></b>	<b>Reading</b>
8/8-17/07	Continue to use knowledge of vowel digraphs, diphthongs and r-controlled Spelling Parts of a book
8/20-24/07	Spelling Titles, headings, captions, illustrations, graphs, and charts
8/27-31/07	Titles, headings, captions, illustrations, graphs, and charts Compound words
9/4-7/07	Inflectional endings, (es, s, ed or ing) Identify the main idea in a narrative or informative text
9/10-14 /07	Identify the main idea in a narrative or informative text Create and use Complex contractions
9/17-21/07	Students will use syllabication types (open, closed, r-controlled vowel teams) Answer literal and inferential questions about characters, plot, and setting
9/24-28/07	Students will use syllabication types (open, closed, r-controlled vowel teams) Answer literal and inferential questions about characters, actions, motives, traits, and motions
10/1-5/07	<b>Review</b>
10/8-12/07	<b>Exam</b>

**CURRICULUM WEEKLY PACING GUIDE**  
**READING FRAMEWORK**  
**2<sup>ND</sup> Nine Weeks**

<b>Grade Level 3<sup>rd</sup></b>	<b>Reading</b>
10/16-19/07	Genres (fiction, nonfiction, and poetry) Answer literal and inferential questions about characters, actions, motives, traits, and motions
10/22-26/07	Generate words into categories Determines relationships among words organized in categories Sequential order
10/29-2/07	Identify antonyms, synonyms, and homonyms Sequential order in a text
10/29-2/07	Identify antonyms, synonyms, and homonyms Sequential order in a text
11/5-9/07	Identify antonyms, synonyms, and homonyms Students will use context clues to determine the meaning of unfamiliar words
11/12-16/07	Students will use context clues to determine the meaning of unfamiliar words Synthesize information stated in the text with prior knowledge to draw an conclusion
11/19-23	Holiday
11/26-30/07	Students will manipulate and analyze root words and affixes. Identify simple fact and opinion
12/3-7/07	Students will manipulate and analyze root words and affixes. Simple cause and effect
12/10-14/07	<b>Review –Exam.</b>

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READING FRAMEWORK  
THIRD NINE WEEKS**

<b>GRADE LEVEL 3<sup>RD</sup></b>	<b>READING</b>
<b>1/7-11/08</b>	<b>Identify cause and effect in next. Students will use context clues to determine the meaning of unfamiliar words</b>
<b>1/14-18-08</b>	<b>Identify cause and effect in text. Determine the figurative meaning; simile, metaphor, and personification.</b>
<b>1/22-25/08</b>	<b>Students will use reference materials: dictionary, glossary, thesaurus to determine the pronunciation of unknown words.</b>
<b>1/28-1/08</b>	<b>Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text. Use key words to justify predictions.</b>
<b>2/11-15/08</b>	<b>Predict an outcome based on information stated in text and confirm ore revise the prediction based upon</b>

	<b>subsequent text. Use key words to justify predictions.</b>
<b>2/19-22/-08</b>	<b>Identify important themes from texts and examine more than one point of view.</b>
<b>2/25-29/08</b>	<b>Answer and generate questions about the purpose for reading. Answer literal and inferential questions and about characters, plot and setting.</b>
<b>3/03/08 – 3/14/08</b>	<b>Review of skills taught this nine weeks.  Nine Weeks Test</b>

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FOURTH NINE WEEKS**

<b>GRADE LEVEL 3<sup>RD</sup></b>	<b>READING</b>
<b>3/31/-/1/08</b>	<b>Retell a story orally and in writing including: character, setting and plot Identify antonyms, synonyms, and homonyms</b>
<b>4/7-11/08</b>	<b>Write a summary that contains the main ideas of a passage. Identify simple fact and opinion</b>
<b>4/14-18/08</b>	<b>Make connections between self and characters, and events in a text. Identify cause and effect in text</b>
<b>4/21-30/08</b>	<b>Compose visual image based upon text Sequential order in text</b>
<b>5/5-9/08</b>	<b>MCT</b>