

**2007-08 GIPS Language Arts Pacing Guide
Grade 3**

| | Shared Reading | Guided Reading | Skills & Strategies | Read Aloud | Fluency | Word Study | Writing | Speaking & Listening |
|-------------|------------------------------|---|---|---|--|--|---|---|
| AUG | • Begin Scholastic Unit 1 | • Include 60 minute block of guided reading time in daily schedule. • Set up classroom management & centers | • Scholastic Unit 1 • Daily Oral Language ◦ Students will be provided with regular and frequent independent reading time to support the development of literacy skills. | • Read Aloud 15 Minutes Daily (e.g. chapter books, picture books, audio books, poetry, content area reading, Golden Sowers, Time for Kids, Weekly Reader, etc.) | | • Begin Month-by-Month Phonics | Cursive Instruction ↑ ↓ | • Introduce Listening Rubric • Learning to Listen: pp. 360-361 |
| SEPT | • Continue Scholastic Unit 1 | • Give BRI's | • Scholastic Unit 1 | • Read Aloud 15 Minutes Daily (see above examples) | • Introduce Fluency Rubric | • Month-by-Month Phonics | | 225 Minutes/Week: Writing Instruction • Six-Trait Writing: Ideas Conventions • Writing Process 75 Minutes/Week: Writing Application • (e.g. journals, content writing, response to reading, centers) |
| | | • Continue working on classroom management & centers | • Daily Oral Language | | • Provide Fluency Opportunities (e.g. Sound Studio, Reader's Theater, poetry, Lucky Listener, audio books, choral reading, echo reading, etc.) | • Scholastic Unit 1 (Vocabulary, Word Work, and Spelling) | | • Introduce Speaking Rubric |
| | | • All students take SRI | | | | | | • Giving Speeches: pp. 342-347 |
| OCT | • Continue Scholastic Unit 1 | • Finish SRI's | • Scholastic Units 1 and 2 | • Read Aloud 15 Minutes Daily (see above examples) | • Provide Fluency Opportunities (see above examples) | • Month-by-Month Phonics | | August • Using the Writing Process: pp. 2-41 • See correlation chart in C&A Guide for match of Write Source Writing to Write Trait Writing Kits • Use Poetry, pp. 280-291, & Friendly Letter, p. 128, as needed during the school year |
| | • Begin Scholastic Unit 2 | • Begin Guided Reading Groups (Low groups meet every day; other groups meet 2-3 days/week) | • Daily Oral Language | | | • Scholastic Units 1 and 2 (Vocabulary, Word Work, and Spelling) | • Descriptive Writing: pp. 60-83 | |
| NOV | • Continue Scholastic Unit 2 | • Continue Guided Reading Groups | • Scholastic Units 2 and 3 | • Read Aloud 15 Minutes Daily (see above examples) | • Provide Fluency Opportunities (see above examples) | • Month-by-Month Phonics | • Paragraph Writing: pp. 44-56 | • Writing a Book Review: pp. 232-249 |
| | • Begin Scholastic Unit 3 | • Give Running Records (once/month to below grade level readers, once/qtr. for at grade level readers, & use teacher discretion for above grade level.) | • Daily Oral Language | | • Practice Fluency Task | • Scholastic Units 2 and 3 (Vocabulary, Word Work, and Spelling) | • Writing a Book Review: pp. 232-249 | • Practice Speaking Task |
| DEC | • Continue Scholastic Unit 3 | • Continue Guided Reading Groups | • Scholastic Unit 3 | • Read Aloud 15 Minutes Daily (see above examples) | • Provide Fluency Opportunities (see above examples) | • Month-by-Month Phonics | Narrative Writing: pp. 90-113 | • Provide speaking & listening opportunities; e.g., audio books, note taking, content area videos, student of the week, current events, content area presentations |
| | | • Running Records for below grade level readers | • Daily Oral Language | | • Practice Reading Comprehension Task | • Scholastic Unit 3 (Vocabulary, Word Work, and Spelling) | • Continue to develop Six-Trait Writing | |
| | | | | | | | • Winter Practice Writing Task | • Provide speaking and listening opportunities (see above examples) |
| | | | | | | | • Continue to develop the Six-Traits of Writing | |

Key Vocabulary Concepts: contraction, details, fluency, graphic organizer, lead/conclusion, main idea, narrative, problem/solution, subject/predicate, transitions

**2007-08 GIPS Language Arts Pacing Guide
Grade 3**

| | Shared Reading | Guided Reading | Skills & Strategies | Read Aloud | Fluency | Word Study | Writing | Speaking & Listening |
|------------|------------------------------|--|---|---|--|--|--|---|
| JAN | • Continue Scholastic Unit 3 | • Continue Guided Reading Groups (Low groups meet every day; other groups meet 2-3 days/week) | • Scholastic Units 3 and 4 | • Read Aloud 15 Minutes Daily (e.g. chapter books, picture books, audio books, poetry, content area reading, Golden Sowers, Time for Kids, Weekly Reader, etc.) | • Provide Fluency Opportunities (e.g. Sound Studio, Reader's Theater, poetry, Lucky Listener, audio books, choral reading, echo reading, etc.) | • Month-by-Month Phonics | <ul style="list-style-type: none"> • Writing a Narrative Essay: pp. 96-113 • Narrative Workshop: pp. 114-123 | DISTRICT SUMMATIVE SPEAKING ASSESSMENT |
| | • Begin Scholastic Unit 4 | • Running Records for below grade level readers • All students take SRI | • Daily Oral Language | | | • Scholastic Units 3 and 4 (Vocabulary, Word Work, and Spelling) | | |
| FEB | • Continue Scholastic Unit 4 | • Continue Guided Reading Groups | • Scholastic Unit 4 | • Read Aloud 15 Minutes Daily (see above examples) | • Provide Fluency Opportunities (see above examples) | • Month-by-Month Phonics | <ul style="list-style-type: none"> • Expository Paragraph: pp. 136-160 | • Provide speaking opportunities (e.g. student of the wk, current events, content area presentations, etc.) |
| | | • Reminder: Give Running Records once/month to below grade level readers, once/qtr. for at grade level readers, and use teacher discretion for above grade level readers | • Daily Oral Language | | | • Scholastic Unit 4 (Vocabulary, Word Work, and Spelling) | | |
| MAR | • Continue Scholastic Unit 4 | • Continue Guided Reading Groups | • Scholastic Units 4 and 5 | • Read Aloud 15 Minutes Daily (see above examples) | DISTRICT SUMMATIVE FLUENCY ASSESSMENT | • Month-by-Month Phonics | <ul style="list-style-type: none"> • Writing for Assessment: pp. 130-133 • Persuasive Paragraph: pp. 182-204 | • Provide speaking opportunities |
| | • Begin Scholastic Unit 5 | • Running Records for below grade level readers | • Daily Oral Language | | | • Provide Fluency Opportunities (see above examples) | | |
| APR | • Continue Scholastic Unit 5 | • Continue Guided Reading Groups | • Scholastic Units 5 and 6 | • Read Aloud 15 Minutes Daily (see above examples) | • Provide Fluency Opportunities (see above examples) | • Month-by-Month Phonics | <ul style="list-style-type: none"> • Research Writing: pp. 294-339 | • Provide speaking opportunities |
| | • Begin Scholastic Unit 6 | • Running Records for below grade level readers • DISTRICT SUMMATIVE SRI | • Daily Oral Language • DISTRICT SUMMATIVE READING ASSESSMENT | | | • Scholastic Units 5 and 6 (Vocabulary, Word Work, and Spelling) | | |
| MAY | • Continue Scholastic Unit 6 | • Continue Guided Reading Groups | • Scholastic Unit 6 | • Read Aloud 15 Minutes Daily (see above examples) | • Provide Fluency Opportunities (see above examples) | • Month-by-Month Phonics | <ul style="list-style-type: none"> • Creative Writing: pp. 268-279 | • Provide speaking opportunities |
| | | | • Daily Oral Language | | | • Scholastic Unit 6 (Vocabulary, Word Work, and Spelling) | | |

Cursive Instruction

Key Vocabulary Concepts: contraction, details, fluency, graphic organizer, lead/conclusion, main idea, narrative, problem/solution, subject/predicate, transitions