

Sample Pacing Guide (Grade 3)



September – October	November – December	January – February	March – April	May – June
Sentence Skills				
<ul style="list-style-type: none"> • Punctuation / Capitalization of First Word <ul style="list-style-type: none"> ○ Capitalize first word, proper nouns; use commas in a list; and insert correct end punctuation. • Sentences Versus Fragments <ul style="list-style-type: none"> ○ Distinguish between a sentence and a fragment. ○ Correct fragments. ○ Identify and correct fragments and run-ons in paragraphs. • Scrambled Sentences <ul style="list-style-type: none"> ○ Rearrange sequences of words into sentences, adding correct capitalization and punctuation. • Sentence Types <ul style="list-style-type: none"> ○ Write a statement, question, exclamation, and command about a picture, topic, or text. ○ Write questions about a topic, picture, or text. • Conjunctions (because, but, so) <ul style="list-style-type: none"> ○ Complete sentence stems with because, but, and so. ○ Independently write sentences with because, but, and so. 	<p style="text-align: center;"><i>Continue previous sentence activities.</i></p> <ul style="list-style-type: none"> • Sentence Expansion <ul style="list-style-type: none"> ○ Expand kernel sentences with appropriate Q words: <i>who, what, when, where, why, and how.</i> ○ Determine whether a specified part of a sentence tells who, what, when, where, why, and how. • Sentence Combining <ul style="list-style-type: none"> ○ Combine sentences with compound subjects using pronouns, conjunctions (<i>and, but, because, and so</i>), and transitions when appropriate. • Subordinating Conjunctions <ul style="list-style-type: none"> ○ Complete sentences beginning with subordinating conjunctions <i>after, before, whenever, even though, since, and if.</i> ○ Practice writing T.S.s with subordinating conjunctions 	<p style="text-align: center;"><i>Continue previous sentence activities.</i></p> <ul style="list-style-type: none"> • Appositives <ul style="list-style-type: none"> ○ Identify an appositive in a sentence. ○ Match appositives to noun phrases. • Transition Words and Phrases <ul style="list-style-type: none"> ○ Fill in correct transitions in paragraphs with blanks ○ (time-sequence, illustration, change-of-direction, and conclusion). ○ Follow a given sentence with another one beginning with an illustration or cause-effect conclusion transition (<i>Colonists needed transportation for their goods. As a result, _____</i> ○ <i>Blacksmiths needed certain tools. Specifically, _____</i> 	<p style="text-align: center;"><i>Continue previous sentence activities.</i></p> <ul style="list-style-type: none"> • Appositives <ul style="list-style-type: none"> ○ Match an appositive to a noun or noun phrase. ○ Fill in blanks with appositives. ○ Given an appositive, write a sentence. ○ Given a topic, write a T.S. using an appositive. • Transition Words and Phrases <ul style="list-style-type: none"> ○ Insert transition words or phrases (time-sequence, illustration, change- of-direction, and conclusion) into given paragraphs. • Single-Sentence Summary <ul style="list-style-type: none"> ○ Given the subject, use question words without a kernel sentence to create a summary sentence. 	<p style="text-align: center;"><i>Continue previous sentence activities.</i></p> <ul style="list-style-type: none"> • Sentence Combining <ul style="list-style-type: none"> ○ Combine sentences using appositives, pronouns, and conjunctions.
Outline and Paragraph Skills				
<ul style="list-style-type: none"> • Single-Paragraph Outline <ul style="list-style-type: none"> ○ Brainstorm or relate details for a given topic sentence. ○ Generate SPOs and paragraphs as a class. ○ Distinguish a topic sentence from supporting details. ○ Given a topic, generate a T.S. ○ Select details from a list to support a given T.S., eliminating irrelevant details. • Note-Taking <ul style="list-style-type: none"> ○ Introduce and model taking notes using key words and phrases. 	<p style="text-align: center;"><i>Continue previous paragraph activities.</i></p> <ul style="list-style-type: none"> • Note-Taking <ul style="list-style-type: none"> ○ Convert sentences into key words and phrases. ○ Convert key words and phrases into sentences. 	<p style="text-align: center;"><i>Continue previous paragraph activities.</i></p> <ul style="list-style-type: none"> • Single-Paragraph Outline <ul style="list-style-type: none"> ○ Use time-sequence and conclusion transitions. ○ Generate SPOs using key words and phrases. ○ Deconstruct a given paragraph into an SPO. • Note-Taking and Underlining Key Words and Phrases <ul style="list-style-type: none"> ○ Introduce common abbreviations and symbols (+, =, →, /). ○ Model underlining key words in paragraphs. • Revise and Edit (Unelaborated Paragraphs) <ul style="list-style-type: none"> ○ Revise unelaborated paragraphs as a class. ○ Revise with a peer with specific directions. ○ Put unelaborated paragraphs on board. Students suggest improvements. ○ Revise with peer without directions. ○ Have students improve their own work given specific directions. 	<p style="text-align: center;"><i>Continue previous paragraph activities.</i></p> <ul style="list-style-type: none"> • Revise and Edit <ul style="list-style-type: none"> ○ Revise with peer without directions. ○ Have students improve their own work given specific directions. 	<p style="text-align: center;"><i>Continue previous paragraph activities.</i></p> <ul style="list-style-type: none"> • Single-Paragraph Outline <ul style="list-style-type: none"> ○ Independently generate narrative or expository SPO and paragraph. ○ Practice developing T.S.s with appositives, subordinating conjunctions, and sentence types. ○ Practice outlining (SPOs) and writing drafts of compare-contrast, problem-solutions, and opinion text structures.