Curriculum Map/Pacing Guide

School: Roy G. Eversole

Subject: Reading

Pacing Guide

Grade Level: 3rd

Ky Standard	Content/Topic	Skill/Time Period	Assessment
RL. 3.1	Ask and Answer Questions	AUGUST- December	 Underlining text
		Make and support logical inferences to	evidence
4,000,000		construct meaning from a text.	 Modeling leading to
			independence (I do, we
			do, you do)
			 Story Works JR
			 Tests and quizzes
			 Teacher observation
			(formative and
			summative)
RL.3.2	Recount stories- Fables, Folktales,	AUGUST	 Underlining text
	Fairy Tales, Myths, and Tall Tales from	Determine the theme, lesson, or moral	evidence
	various cultures around the world		 Modeling leading to
			independence (I do, we
			do, you do)
			 Story Works JR
			 Tests and quizzes
			 Teacher observation
			(formative and
North property and the state of			summative)
RL.3.3	Describe characters in a story	September	 Underlining text
			evidence

Application for the second sec	טו נווני וומוו מנטו טי נוומו מכנינו ט	The second reservation of the second reserva	
evidence	Distinguish own point of view from that of the narrator or characters		
 Underlining text 	October	Point of View	RL.3.6
summative)			
(formative and			
 Teacher observation 			
 Tests and quizzes 			
 Story Works JR 			
do, you do)			
independence (I do, we	chapter, scene, and stanza		
 Modeling leading to 	builds on earlier sections. Use terms		
evidence	Describe how each successive part		
 Underlining text 	September	Stories, Poems, Dramas	RL.3.5
summative)			
(formative and			
 Teacher observation 			
 Tests and quizzes 			
 Story Works JR 			
do, you do)	words and phrases shape meaning.		
independence (I do, we	personification. Describe how these		
 Modeling leading to 	onomatopoeia, hyperbole,		
evidence	Idioms, simile, metaphor,	e e e e e e e e e e e e e e e e e e e	
 Underlining text 	September	Literal vs. Nonliteral Language	RL.3.4
summative)			
(formative and			
 Teacher observation 			
 Tests and quizzes 			
 Story Works JR 			
do, you do)	these affects the plot.		
independence (I do, we	motivations, feeling, actions and how		
 Modeling leading to 	Identify a character's traits,		

RL3.7 Text Illustrations RL3.7 Text Illustrations Explain how illustrations can add extra independence (I do, we only on which is to the story by creating to independence (I do, we only only only only only only only only	e service and the service and	RL.3.9
Text Illustrations October Explain how illustrations can add extra information to stories. Illustrations can contribute to the story by creating mood, characters, and settings Compare and Contrast Compare the theme, setting, and plot of two stories written by the same author over the same topic/characters author over the same topic/characters	xtra xtra	RL.3.9
Text Illustrations October Explain how illustrations can add extra information to stories. Illustrations can contribute to the story by creating mood, characters, and settings Compare and Contrast October Compare the theme, setting, and plot of two stories written by the same author over the same topic/characters author over the same topic/characters	xtra xtra	RL.3.9
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Text Illustrations October •		
 • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative) 	 Modeling leading to independence (I do, we do, you do) Story Works JR Tests and quizzes Teacher observation (formative and summative) 	RL.3.7
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Modeling leading to	Modeling leading to	
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	series of historical events, scientific		
	Describe the relationship between a		į
	Document	Socilaries California and Effort	RI 22
	informational text		
	Determine the central idea of an		
	November	Main Idea and Key Details	RI.3.2
	The second secon		
	text		
е	order to construct meaning from the		
s in	Make and support logical inferences in	Informational texts	
	November - May	Ask and Answer Questions over	RI.3.1
			denter the second
	and proficiently.		
~	complex literary texts independently		
	analyze grade-level appropriate,		
nd	importance) to read, comprehend and		
	using prior knowledge, determining		
Qq	visualizing, inferencing, summarizing,		
	(i.e., questioning, monitoring,		

summative) Underlining text		from the author and describe how		
summative)	•	January	Point of View	RI. 3.6
(1011) arive allu				
(formative and				
 Teacher observation 	•			
 Tests and quizzes 				
 Story Works JR 	•			
do, you do)		subheading, hyperlink, italics, etc.		
independence (I do, we		print, text boxes/side bars, heading,		
 Modeling leading to 	•	glossary, index, table of contents, bold		
evidence		Text features/search tools include:	Search Tools	
 Underlining text 	_	January	Informational Text Features and	RI. 3.5
summative)				
(formative and				
 Teacher observation 	_			
 Tests and quizzes 	_			
 Story Works JR 	_			
do, you do)				
independence (I do, we				
 Modeling leading to 	_	context clues		
evidence		Determine the meaning of words using		
 Underlining text 	_	December	Word Meaning	RI.3.4
summative)				
(formative and				
 Teacher observation 				
 Tests and quizzes 				
 Story Works JR 				
do, you do)				
independence (I do, we	F-20-0-2-11-U	procedures		
 Modeling leading to 		ideas or concepts, or steps in technical		

warious perspectives shape the content do, we do, you do) Story Works JR Texts Texts January	evidence			
Using Illustrations in Informational January Texts Texts Logical Connections Logical Connections February Describe how reasons and evidence support specific claims the author makes in a text.	 Underlining text 	February	Compare and Contrast	RI.3.9
Using Illustrations in Informational Logical Connections Logical Connections Logical Connections Logical Connections February Describe how reasons and evidence support specific claims the author makes in a text.	summative)			
Using Illustrations in Informational Texts Logical Connections Logical	(formative and			
Using Illustrations in Informational Texts Logical Connections February Describe how reasons and evidence support specific claims the author makes in a text.	 Teacher observation 			
Using Illustrations in Informational Texts Using Connections Logical Connections Logical Connections Logical Connections Logical Connections Logical Connections February Describe how reasons and evidence support specific claims the author makes in a text. Various perspectives shape the content and style of a text.	 Tests and quizzes 			
Using Illustrations in Informational Logical Connections Logical Connections Logical Connections Logical Connections Logical Connections February Describe how reasons and evidence support specific claims the author makes in a text.	 Story Works JR 			
Using Illustrations in Informational Texts Logical Connections Logical Connections Logical Connections Various perspectives shape the content and style of a text. Logical Connections Logical Connections February Describe how reasons and evidence support specific claims the author makes in a text.	do, you do)			
Using Illustrations in Informational Texts Using Connections Logical Connections Logical Connections Texts Pebruary Logical Connections	independence (I do, we	makes in a text.		
various perspectives shape the content and style of a text. Using Illustrations in Informational Texts Using Illustrations in Informational Explain how diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. Logical Connections February Describe how reasons and evidence	 Modeling leading to 	support specific claims the author		
Various perspectives shape the content and style of a text. Using Illustrations in Informational Texts Logical Connections Various perspectives shape the content and style of a text. Logical Connections Pebruary February February February February February February February	evidence	Describe how reasons and evidence		
various perspectives shape the content and style of a text. Using Illustrations in Informational Texts Explain how diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. • • • • • • • • • • • • • • • • • •	 Underlining text 	February	Logical Connections	RI.3.8
Using Illustrations in Informational Texts Danuary Explain how diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. to the meaning and clarity of a text.	summative)			Addition with the advantage of the state of
Using Illustrations in Informational Texts Using serspectives shape the content and style of a text. January Explain how diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. •	(formative and			
Using Illustrations in Informational Texts Texts Texts To the meaning and clarity of a text. Various perspectives shape the content and style of a text. Solution is in Informational and style of a text. Explain how diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. • • • • • • • • • • • • • • • • • •	 Teacher observation 			
various perspectives shape the content and style of a text. Using Illustrations in Informational Texts Using Illustrations in Informational Explain how diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. •	 Tests and quizzes 			
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Using Illustrations in Informational Texts Using learn by the content and style of a text. Danuary Explain how diagrams, graphs, photographs and side bars, contribute photographs	independence (I do, we	to the meaning and clarity of a text.		
various perspectives shape the content and style of a text. Using Illustrations in Informational Texts Explain how diagrams, graphs, various perspectives shape the content and style of a text. • • • • • • • • • • • • • • • • • •	 Modeling leading to 	photographs and side bars, contribute		
various perspectives shape the content and style of a text. Using Illustrations in Informational Various perspectives shape the content and style of a text. • • • • • • • • • • • • • • • • • •	evidence	Explain how diagrams, graphs,	Texts	
es shape the content	 Underlining text 	January	Using Illustrations in Informational	RI.3.7
es shape the content	summative)			
es shape the content •	(formative and			
es shape the content •	 Teacher observation 			
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es shape the content •	 Story Works JR 			
es shape the content •	do, you do)			
content	independence (I do, we	and style of a text.		
	 Modeling leading to 			

independently and proficiently.
complex informational texts
analyze grade-level appropriate,
importance) to read, comprehend and
using prior knowledge, determining
visualizing, inferencing, summarizing,
(i.e., questioning, monitoring,
variety of comprehension strategies
By the end of the year, flexibly use a
the same theme or topic
information from two or more texts on
Explain the relationship between

necessary.	understanding, rereading as	correct word recognition and	c.) Use context to confirm or self-	orally on successive readings	b.) Fluently read prose and poetry	understanding	a.) head with prose and
summative)	(formative and	 Teacher observation 	Tests and quizzes	Story Works JR	do, you do)	independence (I do, we	 Wodeling leading to