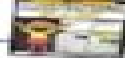


FREE PACING GUIDE THIRD GRADE

ELA STANDARDS

Week					
5 (14)	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures by using language that pertains to time, sequence, and cause/effect.  Making Connections Unit	Review, reteach, apply the skills throughout the remaining Quarters. *Depending on class assessment data, standards may need to be focused on during SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups) about topics and issues, stating one's own ideas and expressing the ideas of others.	RF.3.3a Identify and know the meaning of the most common prefixes and suffixes.	L.3.1E Form and use the simple (e.g., I walked; I will walk) verb tenses.  Verb Tenses Unit	CO LES
6 (15)		RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  Ask & Answer Unit	SL.3.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	RF.3.4 Read with sufficient accuracy and fluency to support comprehension. RF.3.4a Read grade-level text with purpose and understanding. RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF Fluency Unit 	
7 (16)	RI.3.4 Determine the main words and phrases used in distinguishing literal and nonliteral language. Figurative Language Unit	RI.3.7 Use information gained from illustrations (maps, photos) and the words in a text to demonstrate understanding of the text.  Illustrations Unit	SL.3.4 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  Speaking & Listening Unit		Use co-high-stus adding (e.g.,
8 (17)		RI.3.5 Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Text Features Unit 			Use the general families spelling ending word par
9 (18)	RI.3.7 Explain aspects of illustrations and what is conveyed in a story mood, emotion of a character.  Story Mood Unit	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	RF.3.3d Read grade-appropriate irregularly spelled words.  Irregularly Spelled Words Unit	Explain nouns, pr adjectives general and in particu Portuguese Unit

Third Grade Pacing Guide

Richard Gentry, Jan McNeel



Third Grade Pacing Guide:

Kim Bailey,Chris Jakicic,2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more From Rigorous Standards to Student Achievement Laura Mc Cullough,Michael D. Rettig,Karen Santos,2013-09-27 This book showcases strategies which support teachers and principals as they implement high standards for students At the same time it demonstrates how to meet the needs of diverse learners **The Boundless Classroom** Nathan Lang-Raad,James Vince Witty,2022 A global pandemic hit our world and education has forever changed But have your instructional practices changed Teachers must now leverage technology to provide students with high quality teaching and learning experiences that transcend a traditional classroom s walls This is a historic opportunity to abandon antiquated teaching practices and reimagine instruction in ways that boost learning outcomes and prepare students for living and working in the digital age This book offers guidance for creating and sustaining rigorous and engaging blended learning solutions Opening with lessons learned from the pandemic the book addresses impacts on lesson design and delivery student engagement assessment and teacher training and PD The following chapters build on and address these experiences with each chapter featuring practical examples on how to implement effective blended instructions as well as examples from the field to illustrate effective approaches to blended and online instruction **Math Trailblazers 2E G3 Teacher Implemenation Guide** TIMS Project,2004 A complete research based K 5 mathematics program integrating math science and language arts The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover *Mathematics Unit Planning in a PLC at Work® , Grades 3--5* Sarah Schuhl,Timothy D. Kanold,Jennifer Deinhart,Matthew R. Larson,Mona Toncheff,2020-03-24 Build collaborative teacher teams committed to fostering student self efficacy and increasing achievement in mathematics Part of the Every Student Can Learn Mathematics series this practical resource provides a framework for collectively planning a unit of study in grades 3 5 Grade level teams will learn how to work together to perform key tasks from unwrapping standards and creating team unit calendars to determining academic vocabulary and designing robust fraction units Help your team identify what students need to know by the end of each unit and build student self efficacy Understand how to collaboratively plan thematic units in grades 3 5 Study the seven unit planning elements and learn how to incorporate each in essential unit design Review the role of the PLC at Work process in enhancing collaborative student learning and teacher collaboration Observe three model fraction units one for each grade level Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part

1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in Grades 3 5 Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Fraction Unit Examples Grades 3 5 Chapter 3 Grade 3 Unit Fraction Understanding Chapter 4 Grade 4 Unit Fraction Equivalence Addition and Subtraction Chapter 5 Grade 5 Unit Fraction Addition and Subtraction Epilogue Mathematics Team Organization Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning References and Resources

Elementary School Scheduling Michael D. Rettig, Robert Lynn Canady, 2013-09-27 This practical book and its accompanying downloadable resources include over 100 schedules to help elementary schools raise student achievement

Getting to the Core of Writing: Essential Lessons for Every Third Grade Student Richard Gentry, Jan McNeel, 2012-06-01 Inspire students to develop as writers in the third grade classroom with these engaging and creative writing lessons This classroom tested resource shows positive results in students writing and simplifies the planning of writing instruction It contains detailed information on how to establish and manage daily Writer s Workshop and includes consistent structured instruction to encourage students to actively participate in the writing process Specific lessons to help students develop the traits of quality writing are also included

The Teachers Alexandra Robbins, 2023-03-14 A National Bestseller A riveting must read year in the life account of three teachers combined with reporting that reveals what s really going on behind school doors by New York Times bestselling author and education expert Alexandra Robbins Alexandra Robbins goes behind the scenes to tell the true sometimes shocking always inspirational stories of three teachers as they navigate a year in the classroom She follows Penny a southern middle school math teacher who grappled with a toxic staff clique at the big school in a small town Miguel a special ed teacher in the western United States who fought for his students both as an educator and as an activist and Rebecca an East Coast elementary school teacher who struggled to schedule and define a life outside of school Robbins also interviewed hundreds of other teachers nationwide who share their secrets dramas and joys Interspersed among the teachers stories a seeming scandal a fourth grade whodunit and teacher confessions are hard hitting essays featuring cutting edge reporting on the biggest issues facing teachers today such as school violence outrageous parent behavior inadequate support staffing and resources coupled with unrealistic mounting demands the myth of teacher burnout the COVID 19 pandemic and ways all of us can help the professionals who are central both to the lives of our children and the heart of our communities

PLC+ Douglas Fisher, Nancy Frey, John Almarode, Karen Flories, Dave Nagel, 2019-05-16 What makes a powerful and results driven Professional Learning Community PLC The answer is collaborative work that expands the emphasis on student learning and leverages individual teacher efficacy into collective teacher efficacy PLC Better Decisions and Greater Impact by Design calls for strong and effective PLCs plus and that plus is YOU Until now the PLC movement has been focused almost exclusively on students and what they were or were not learning But keeping student learning at the forefront requires that we also recognize the vital role that you play in the equation of teaching and learning This means that PLCs must take on two

additional challenges maximizing your individual expertise while harnessing the power of the collaborative expertise you can develop with your peers PLC is grounded in four cross cutting themes a focus on equity of access and opportunity high expectations for all students a commitment to building individual self efficacy and the collective efficacy of the professional learning community and effective team activation and facilitation to move from discussion to action The PLC framework supports educators in considering five essential questions as they work together to improve student learning Where are we going Where are we now How do we move learning forward What did we learn today Who benefited and who did not benefit The PLC framework leads educators to question practices as well as outcomes It broadens the focus on student learning to encompass educational equity and teaching efficacy and in doing so it leads educators to plan and implement learning communities that maximize individual expertise while harnessing the power of collaborative efficacy Make It Happen Kim Bailey,Chris Jakicic,2018-12-07 Ensure every educator is engaged in the right work with a collective focus on improved student learning Aligned to the Professional Learning Communities PLC at Work model this resource includes instructional coaching tools processes protocols templates tips and strategies designed to support the multidimensional work of instructional coaches and PLC training Each chapter includes action steps and reflective coaching activities as well as suggestions for navigating some of the most common issues instructional coaches face Use this book to understand the unique requirements of instructional coaches in building a school that answers the four critical questions of a PLC at Work Learn how to provide PLC training and professional development for collaborative teacher teams Study three major variables that will affect instructional coaching capacity culture and context and four major actions that will act as guiding principles Explore issues that can arise in PLC schools as well as teacher coaching strategies to help resolve these issues Deepen your understanding of instructional coaching in a PLC with helpful online reproducibles and teacher coaching tools Acquire capacity building strategies aligned to the four PLC questions Contents Introduction Chapter 1 How to Get Started as an Instructional Coach Chapter 2 What Do We Want Students to Know and Be Able to Do Chapter 3 How Will We Know if They Have Learned It Chapter 4 How Will We Respond When Some Students Do Not Learn Chapter 5 How Will We Extend the Learning of Students Who Are Already Proficient Epilogue Maintaining the Momentum and Sustaining the Process References and Resources Index Getting to Excellence James A. Johnson,2013-03-29 This book is about a journey with the Center for Strategic Alliances in Education for School and District Improvement with stakeholders in a school targeted for school improvement The first chapter puts into context the notion of school its purpose and the incumbent variables of values attitudes organizational and leadership behaviors and instructional practices Throughout the book the authors look at three contextual boundaries 1 historical 2 the lens of former students and their perceptions of the presence or absence of those variables and 3 a comparison of labeled schools and the views and perceptions of stakeholders with regard to quality equity and adequacy This is a compelling journey which utilizes quantitative and qualitative data to take a critical look at the

processes involved and the strategies used in America's journey in the quest for excellence. The authors' story is one of the pursuits of innovation, reinvention, equity, excellence, and culturally relevant education experiences that inspire and reframe the discussion about getting to excellence. The book is replete with illustrations of weaknesses hidden in abstract policies, institutional persistence, and culturally void programs, methodologies, and practices. It advocates a methodology for arriving at well-conceived processes for achieving acceptance and academic excellence through collaboration among those to whom education is important: the children and the communities where they live. **Great Leaders Equal Great Schools** Autumn Cyprès, 2013-01-01

The networks of Tennessee politicians, school leaders, and academics are rife with significant contributors to the national fabric of educational reform. This cadre includes Former White House Chief of Staff Howard Baker, United States Senator Bill Frist, currently Chairman of the Tennessee State Collaborative on Reforming Education, former United States Secretary of Education Lamar Alexander, currently United States Senator and Conference Chair of the Republican Party, and current Governor Bill Haslam. This network has deep current ties to The University of Tennessee, the Knoxville area, and school systems across the state of Tennessee. The Center for Educational Leadership is a highly funded, highly visible model for education reform throughout the state of Tennessee. This 3-book series will serve as a calling card for all activities that The Center for Educational Leadership is involved in around the state of Tennessee and the United States. This includes all school leadership summits for policy makers, practitioners, scholars, and legislators. It represents the shared vision and commitment of educational leaders, politicians, educational reformers, and legislators. This book will be distributed to school leaders, professional development coaches, teacher unions, scholars at several Tennessee institutions of higher education, and members of the Tennessee legislature and Department of Education. The audience for this series is primarily school leaders and scholars who are launching and designing new programs or revising and strengthening existing programs. However, those who are discussing policy at the local, state, and national level would be interested in the information given within these pages as it relates clearly to their work in educational leadership. Common Formative Assessment Kim Bailey, Chris

Jakicic, 2023-01-24. In the second edition of this pivotal work by Kim Bailey and Chris Jakicic, you will discover updated and improved resources to use formative data to support higher levels of student learning. Data-driven techniques and new tools will guide you in improving collaboration and student engagement throughout the assessment process. Teams can use the ideas, templates, and protocols in this practitioner-friendly resource. K-12 educators will identify successful assessment tools for implementation, understand the role of assessments in advancing student learning, reflect on assessment processes and the standards driving instruction, access a wide variety of assessment designs and strategies for guiding collaboration, utilize data-driven jump-start resources and templates that suit their team's needs. Contents: Foreword by Robert Eaker, Introduction, Chapter 1: Getting Started as a Collaborative Team, Chapter 2: Setting the Stage for Common Formative Assessments, Chapter 3: Essential Standards Determining Priorities for Student Learning, Chapter 4: Achieving Collective Clarity With the

Unwrapping Process Chapter 5 Designing Quality Common Formative Assessments Chapter 6 Going Deeper Advanced Processes for Designing Assessments Chapter 7 Now What Using Data to Make a Difference Chapter 8 Building Student Self Efficacy in Learning Chapter 9 Strengthening and Sustaining the Work Appendix Tools for Teams References and Resources Index

The Cornerstone Angela Powell, 2009 Using classroom photographs forms and dialogue examples The Cornerstone shows how to design instructional routines that facilitate learning

Building Blocks Gene I. Maeroff, 2025-09-23 A student's entire journey along the educational spectrum is affected by what occurs and crucially by what does not occur before the age of eight or nine Yet early learning has never received the attention it deserves and needs In his latest book education expert Gene Maeroff takes a hard look at early learning and the primary grades of schooling Building Blocks offers a concrete and groundbreaking strategy for improving early education Filled with colorful descriptions and anecdotes from Maeroff's visits to schools around the country Building Blocks creates a rich portrait of education in America ranging from math lessons imported from Singapore in Massachusetts to serious but joyful kindergartens in California He speaks of the need for schools to prepare for the burgeoning enrollment of youngsters from immigrant families and for all children to acquire the habits and dispositions that will make them committed and productive students Maeroff issues a call to action for policy makers and parents alike

Learning by Doing Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, Mike Mattos, Anthony Muhammad, 2024-05-07 25 years on the PLC at Work process continues to produce results across the United States and worldwide In this fourth edition of the bestseller Learning by Doing the authors use updated research and time tested knowledge to address current education challenges from learning gaps exacerbated by the COVID 19 pandemic to the need to drive a highly effective multitiered system of supports This book will help K 12 administrators school leaders and teacher teams Build shared knowledge of both critical vocabulary and the concepts underlying the key PLC terms Learn new more in depth strategies for coaching in a PLC at Work Make honest assessments of student learning examine their school culture and implement conventional practices from a fresh critical perspective Take immediate and specific steps to close the knowing doing gap and implement PLC concepts in their school and district Recognize that the knowledge needed to support students in achieving higher levels is readily available and the next step is to transform this awareness into an action plan for school improvement Follow the step by step format outlined in each chapter to advance their school's PLC journey and drive continuous improvement Contents Introduction Chapter 1 A Guide to Action for Professional Learning Communities at Work Chapter 2 Defining a Clear and Compelling Purpose Chapter 3 Building the Collaborative Culture of a Professional Learning Community Chapter 4 Coaching Collaborative Teams in a Professional Learning Community at Work Chapter 5 Creating a Results Orientation in a Professional Learning Community Chapter 6 Establishing a Focus on Learning Chapter 7 Creating Team Developed Common Formative Assessments Chapter 8 Responding When Some Students Don't Learn Chapter 9 Hiring Orienting and Retaining New Staff Chapter 10 Addressing

Conflict and Celebrating in a Professional Learning Community Chapter 11 Implementing the Professional Learning Community Process Districtwide Conclusion Touching the Emotions Creating a Culture of Caring References Index *Big Book of Tools for Collaborative Teams in a PLC at Work®* William M. Ferriter, 2020-05-01 Build your team's capacity to become agents of positive change Organized around the four critical questions of PLC at Work this comprehensive book of field tested easy to use tools provides an explicit structure for collaborative teams Rely on these resources and best practices to help you establish team norms navigate common challenges develop collective teacher efficacy and more Use this resource to monitor the quality of your team's work Discover how to address the many challenges teams face and develop the skills necessary to improve student learning Understand how to build a solid foundation for your collaborative efforts Study strategies for effectively developing a guaranteed and viable curriculum common formative assessments and remediation and extension opportunities Obtain targeted support and tools that you can use immediately to strengthen the work of your collaborative team Explore the core behaviors that are essential to collaborative success Contents Acknowledgments Table of Contents About the Author Introduction Chapter 1 Strengthening the Collegial Practices of Learning Teams Chapter 2 What Do We Want Students to Learn Chapter 3 How Will We Know Students Are Learning Chapter 4 How Will We Respond When Some Students Don't Learn Chapter 5 How Will We Extend the Learning for Students Who Are Already Proficient References Index [The School Leader's Guide to Professional Learning Communities at Work™](#) Richard DuFour, Rebecca DuFour, 2012-02-02 Are you a K-8 principal ready to implement the PLC at Work™ process Two experienced practitioners show you how to explore the critical components needed to lay the foundation of a PLC including how to develop a structure that supports collaborative teams how to focus on effective monitoring strategies how to reflect on your communication effectiveness and more *Singletons in a PLC at Work®* Brig Leane, Jon Yost, 2022-06-21 In a professional learning community isolation is the enemy of school improvement But what does collaboration among teachers look like when you can't easily identify with a team This book will help singleton teachers first develop clarity on learning essentials then find creative entry points to form collaborative teams Drawing from their own experiences the authors offer practical solutions for eliminating the practice of isolation for all educators Collaborative teams will Understand what meaningful collaboration is and how singletons can utilize the PLC process Build the groundwork for meaningful collaboration using strategies for your specific situation Implement meaningful collaboration as a singleton across separate schools or within the same school Align disparate singletons under the same unifying PLC process Contents Chapter 1 Meaningful Collaboration Chapter 2 Singleton On Ramps for Collaboration Chapter 3 Preparation for Meaningful Collaboration Chapter 4 Course Alike Entry Point The Virtual Team Chapter 5 Common Content Entry Point Chapter 6 Critical Friend Entry Point Chapter 7 Putting It All Together Afterword Final Thoughts References and Resources Index *What About Us?* Diane Kerr, Tracey A. Hulen, Jacqueline Heller, Brian K. Butler, 2020-08-14 Early childhood learning is a critical launchpad for every student's social emotional and

intellectual growth With What About Us you will discover how to achieve the full potential of PreK 2 classrooms through proven best practices aligned to the PLC at Work process Learn how to work in collaborative teams to determine essential standards design assessments monitor student progress and more Use this resource to ensure every early childhood student gains the strong foundation necessary for an excellent education Understand how the PLC at Work process and early childhood learning go hand in hand Learn the various aspects of what goes into creating an effective PLC for early childhood learning Explore the environmental cultural and academic needs of an early childhood learner in the formative years Map out effective curricula that encompass the practices embodied by PLC at Work and promote social emotional learning Grasp the importance of operating effectively as a whole school team Contents Chapters Introduction Chapter 1 How the PLC Process Supports Collaborative Teams Creating a Foundation of Learning Chapter 2 What We Want Out Students to Know and Be Able to Do Building a Curriculum Chapter 3 What We Want Out Students to Know and Be Able to Do Determining Essential Standards and Mapping Curriculum Chapter 4 How We Know Students Have Learned Unwrapping Standards and Setting Goals Chapter 5 How We Know Students Have Learned Designing Assessments Chapter 6 How We Respond When Some Students Do or Do Not Learn Conducting Data Discussions and Progress Monitoring Chapter 7 How We Respond When Some Students Do or Do Not Learn Planning Instruction Epilogue

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