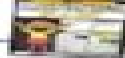


FREE PACING GUIDE THIRD GRADE

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 less than/known/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, drawing on what others have said, and expressing his or her own ideas and ideas from the group.	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.3.3 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.3.7 Explain aspects of illustrations and what is conveyed in a story mood, emotion, or a character.  Text Features Unit	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.3.2 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, pronouns, adjectives, general and in particular Portuguese Search Unit

Third Graden Standards Pacing Guide

Gene I. Maeroff



Third Graden Standards Pacing Guide:

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

Leverage Kim Bailey, Chris Jakicic, 2013-07-23 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

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

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

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

The Role of the Speech-Language Pathologist in RtI Wayne A. Foster,2018-01-08 The Role of the Speech Language Pathologist in RtI Implementing Multiple Tiers of Student Support is an innovative resource for school based speech language pathologists SLPs The author examines the current interaction among special and general educators and identifies how SLPs best fit into a multitiered response to instruction process This collaboration requires school staff share the same vision on the operation of the system understand their respective roles and merge the curricular with the developmental perspective to build basic skills in support of student performance growth General educators have traditionally utilized the language of curriculum e g standards pacing guides formative and summative assessments to talk about student goals and achievement Special educators including SLPs most often utilize the language of development e g norms percentile ranks development milestones to measure student growth The Role of the

Speech Language Pathologist in RtI assesses this apparent clash in nomenclature and identifies new ways for collaboration and cooperation among faculty and administration In order for the SLP to be an effective partner in the development and implementation of RtI the author proposes that SLPs should understand the language of general education be able to translate the curricular needs of students into skill based units that can be measured and progress monitored have full understanding of the developmental progression of skills and how that progression links to curriculum standards and be knowledgeable on evidence based practices that can have a meaningful impact on closing developmental gaps and result in higher achievement outcomes This text provides the blueprint for the implementation of a system of student support that was envisioned in the 2004 reauthorization of the Individuals with Disabilities Education Improvement Act IDEIA Unlike other books on RtI this essential resource addresses the very specific roles that different school level professionals must play to make the system effective No other text provides SLPs with such a comprehensive schoolwide perspective on the different roles in the process the different languages used by the professionals in those roles and how to navigate those different perspectives

Mathematics Unit Planning in a PLC at Work®, Grades 6 - 8 Sarah Schuhl, Timothy D Kanold, Jessica Kanold-McIntyre, Suyi Chuang, Matthew R. Larson, Mignon Smith, 2020-07-31 What exactly do your students need to know by the end of each unit of mathematics study throughout the school year This practical resource empowers teacher teams to collectively plan for and deliver highly effective units of study in grades 6 8 The authors clearly outline how to generate essential learning standards create a team unit calendar identify prior knowledge and complete many other essential collaborative tasks Use this resource to provide intermediate grade level students with a more equitable mathematics learning experience Understand how to collaboratively plan mathematics units in grades 6 8 as a professional learning community PLC 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 student learning and teacher collaboration Observe three model units one for each grade for ratios and proportional reasoning Receive tools and templates for effective unit planning Contents Acknowledgments Table of Contents About the Authors Introduction Part One Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in Grades 6 8 Chapter 2 Unit Planning as a Collaborative Mathematics Team Part Two Proportional Reasoning Unit Examples Grades 6 8 Chapter 3 Grade 6 Unit Ratios and Rates Chapter 4 Grade 7 Unit Proportional Reasoning Chapter 5 Grade 8 Unit Linear Functions and Equations Epilogue Mathematics Team Organization Appendix A Create a Proficiency Map Appendix B Team Checklist and Questions for Mathematics Unit Planning References and Resources Index

[Common Core Curriculum: English, Grades K-5](#) Great Minds, 2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades K 5 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study

of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA

Checking for Understanding Douglas Fisher,Nancy Frey,2015-12-18 A teacher presents a lesson and at the end asks students if they understand the material The students nod and say they get it Later the teacher is dismayed when many of the students fail a test on the material Why aren t students getting it And just as important why didn t the teacher recognize the problem In *Checking for Understanding* Douglas Fisher and Nancy Frey show how to increase students understanding with the help of creative formative assessments When used regularly formative assessments enable every teacher to determine what students know and what they still need to learn Fisher and Frey explore a variety of engaging activities that check for and increase understanding including interactive writing portfolios multimedia presentations audience response systems and much more This new 2nd edition of *Checking for Understanding* has been updated to reflect the latest thinking in formative assessment and to show how the concepts apply in the context of Fisher and Frey s work on gradual release of responsibility guided instruction formative assessment systems data analysis and quality instruction Douglas Fisher and Nancy Frey are the creators of the Framework for Intentional and Targeted FIT Teaching They are also the authors of numerous ASCD books including *The Formative Assessment Action Plan* *Practical Steps to More Successful Teaching and Learning* and the best selling *Enhancing RTI How to Ensure Success with Effective Classroom Instruction and Intervention* **Kid by Kid, Skill**

by Skill Robert Eaker,Janel Keating,2015-07-20 Written for educators and administrators this book explores professional learning communities from a teacher s perspective Focused chapters survey effective and collaborative team actions instructional practices that enhance teacher efficiency and the role teacher judgment and classroom context play in determining instructional outcomes The authors show that shifting teachers focus from teaching to learning creates a lasting commitment to PLC success *Implementing Response-to-Intervention at the School, District, and State Levels:* Dr. Howie

Knoff,2009-04 Normal 0 false false false EN US X NONE X NONE MicrosoftInternetExplorer4 Style Definitions table MsoNormalTable mso style name Table Normal mso tstyle rowband size 0 mso tstyle colband size 0 mso style noshow yes mso style priority 99 mso style qformat yes mso style parent mso padding alt 0in 5 4pt 0in 5 4pt mso para margin 0in mso para margin bottom 0001pt mso pagination widow orphan font size 11 0pt font family Calibri sans serif mso ascii font family Calibri mso ascii theme font minor latin mso fareast font family Times New Roman mso fareast theme font minor fareast mso

hansi font family Calibri mso hansi theme font minor latin mso bidi font family Times New Roman mso bidi theme font minor
bidi Response to Intervention RtI involves evaluating the degree that students a master academic material in response to
effective instruction and b demonstrate appropriate prosocial behavior in response to effective classroom management When
students are not progressing or responding academically or behaviorally to effective instructional conditions RtI includes a
functional assessment problem solving process to determine the reason s for the lack of success and the implementation of
strategic through intensive interventions to help those students progress and be successful At an operational level RtI is
often described as working within a flexible three tiered system that is guided by students academic and behavioral outcomes
The goal ultimately is to facilitate learning and mastery by ensuring effective instruction and classroom management for all
students Tier 1 and by speeding early and effective interventions to those students who need more strategic interventions
Tier 2 or more intensive interventions Tier 3 interventions see the diagram below Critically effective RtI processes focus on a
interventions not diagnostic labels b individualized functional assessment not universal or standard assessment batteries
tests or evaluation protocols and c student focused contextual decision making not rigid psychometric decision rules At the
core of this process is a data based functional assessment problem solving process While there are many sound problem
solving models and processes all of the effective ones have four primary components Problem Identification Problem Analysis
Intervention and Evaluation While some utilize more steps or different semantic terms all of the research based models
components can be distilled down to these four primary components From an RtI perspective it is critical to note that RtI is
an evaluation step That is it is impossible to determine whether a student has responded to an intervention if the intervention
has not already been implemented This Electronic Book E Book focuses on describing the critical components of effective RtI
systems and approaches at the school district and state levels as well as the step by step the Data based Functional
Assessment Problem Solving process that has been used nationally by Project ACHIEVE as the SPRINT School Prevention
Review and Intervention Team process In doing this a Problem solving Consultation Intervention context is used throughout
and effective instruction assessment progress monitoring intervention and evaluation processes from kindergarten through
high school are highlighted In addition the seven steps of the Data based Functional Assessment Problem Solving process are
presented in detail and applied to case studies Readers will learn how to scientifically clarify and identify referred student
problems how to generate hypotheses to explain why these problems exist how to test and validate in invalidate these
hypotheses and then how to link confirmed hypotheses to evidence based interventions and to evaluate students
responsiveness to them Numerous case studies are presented throughout the E Book to demonstrate the RtI process and to
provide readers with examples of how to implement it at student school system and state levels Readers should finish the
book with a working understanding of how to implement effective RtI processes at all of these levels and how to strategically
plan and evaluate the implementation process var __chd__ aid 11079 chaid www_objectify_ca function var c document

createElement script c type text javascript c async true c src https document location protocol https z http p chango com static c js var s document getElementsByTagName script 0 s parentNode insertBefore c s

Data Analysis for Continuous School Improvement Victoria L. Bernhardt, Victoria Bernhardt, 2013-10-15 Data Analysis for Continuous School Improvement is about inspiring schools and school districts to commit to continuous school improvement by providing a framework that will result in improving teaching for every teacher and learning for every student through the comprehensive use of data This book provides new and very specific tools timelines and strategies that will help schools and districts become true learning organizations

Common Core Curriculum Maps in English Language Arts, Grades K-5 Great Minds, 2011-10-19 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K 5 The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more Teachers can use the maps to plan their year and craft their own more detailed lesson plans Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards

Critical Service-Learning as a Revolutionary Pedagogy Brad J. Porfilio, Heather Hickman, 2011-05-01 This volume will be a valuable resource to instructors who teach in the fields of teacher education social studies educational leadership social work social cultural and philosophical foundations of education sociology political science and global studies as well as their students Due to the volume s international focus we also expect that it will purchased by a large number of university libraries researchers educators and others in a number of countries

Critical Thinking and Formative Assessments Todd Stanley, Betsy Moore, 2013-09-05 Develop your students critical thinking skills and prepare them to perform competitively in the classroom on state tests and beyond In this book Moore and Stanley show you how to effectively instruct your students to think on higher levels and how to assess their progress As states implement the Common Core State Standards teachers have been called upon to provide higher levels of rigor in their classrooms Moore and Stanley demonstrate critical thinking as a key approach to accomplishing this goal They explore the benefits of critical thinking and provide the tools you need to develop and monitor critical thinking skills in the classroom Topics include The Difference Between Higher Level and Lower Level Thinking Writing Higher Level Thinking Questions Assessing Critical Thinking Strategies to Develop Higher Level Thinking Skills

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 A Road Map to PLC Success Sean McWherter,2017-03-16 Educators often have trouble properly implementing Professional Learning Communities PLCs because they simply don t know how the process is supposed to work By cutting through the fluff and generalities this book provides a clear road map that takes school leaders step by step through the entire PLC process Each chapter addresses a foundational component or protocol necessary for building successful team based learning communities using real life examples to help teachers and leaders understand how to integrate this process and avoid common pitfalls that inhibit implementation Whether you re just starting the PLC process or you re looking to get more out of your PLCs this book will lead you to continued student and teacher growth regardless of current achievement levels socioeconomic status or impending curricular changes **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 Our Students to Know and Be Able to Do Building a Curriculum Chapter 3 What We Want Our 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 **Common Core Curriculum Maps in English Language**

Arts, Grades 9-12 Great Minds, 2011-10-13 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades 9 12 Teachers can use the maps to plan their year and craft their own more detailed lesson plans Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards

Getting to Excellence James A Johnson, Jr PhD, 2013-03 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

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