



BEDFORD COUNTY PUBLIC SCHOOLS

Third Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

2nd Grade Standards of Learning
Prerequisite Standards

3rd Grade Standards of Learning
Grade Level Standards

4th Grade Standards of Learning
Extension Standards

<p>COMMUNICATION : SPEAKING, LISTENING, MEDIA LITERACY</p> <p>2.1 The student will demonstrate an understanding of oral language structure.</p> <ul style="list-style-type: none"> a. Create oral stories to share with others. b. Create and participate in oral dramatic activities. c. Use correct verb tenses in oral communication. d. Use increasingly complex sentence structures in oral communication. e. Begin to self-correct errors in language use. <p>2.2 The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none"> a. Increase listening and speaking vocabularies. b. Use words that reflect a growing range of interests and knowledge. c. Clarify and explain words and ideas orally. d. Identify and use synonyms and antonyms. e. Use vocabulary from other content areas. <p>2.3 The student will use oral communication skills.</p> <ul style="list-style-type: none"> a. Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond. b. Share stories or information orally with an audience. c. Participate as a contributor and leader in a group. d. Retell information shared by others. e. Follow three- and four-step directions. f. Give three- and four-step directions. 	<p>COMMUNICATION : SPEAKING, LISTENING, MEDIA LITERACY</p> <p>3.1 The student will use effective communication skills in group activities.</p> <ul style="list-style-type: none"> a. Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. b. Ask and respond to questions from teachers and other group members. c. Explain what has been learned. d. Use language appropriate for context. e. Increase listening and speaking vocabularies. <p>3.2 The student will present brief oral reports using visual media.</p> <ul style="list-style-type: none"> a. Speak clearly. b. Use appropriate volume and pitch. c. Speak at an understandable rate. d. Organize ideas sequentially or around major points of information. e. Use contextually appropriate language and specific vocabulary to communicate ideas. 	<p>COMMUNICATION : SPEAKING, LISTENING, MEDIA LITERACY</p> <p>4.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a. Present accurate directions to individuals and small groups. b. Contribute to group discussions across content areas. c. Seek ideas and opinions of others. d. Use evidence to support opinions. e. Use grammatically correct language and specific vocabulary to communicate ideas. f. Communicate new ideas to others. g. Demonstrate the ability to collaborate with diverse teams. h. Demonstrate the ability to work independently. <p>4.2 The student will make and listen to oral presentations and reports.</p> <ul style="list-style-type: none"> a. Use subject-related information and vocabulary. b. Listen to and record information. c. Organize information for clarity. d. Use language and style appropriate to the audience, topic, and purpose. <p>4.3 The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> a. Differentiate between auditory, visual, and written media messages. b. Identify the characteristics of various media messages.
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<p>2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <ul style="list-style-type: none"> a. Count phonemes (sounds) within one-syllable words. b. Blend sounds to make one-syllable words. c. Segment one-syllable words into individual speech sounds (phonemes). d. Add or delete phonemes (sounds) to make words. e. Blend and segment multisyllabic words at the syllable level. <p>READING</p> <p>2.5 The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> a. Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. b. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. c. Decode regular multisyllabic words. <p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> a. Use information in the story to read words. b. Use knowledge of sentence structure. c. Use knowledge of story structure and sequence. d. Reread and self-correct. 	<p>READING</p> <p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> a. Use knowledge of regular and irregular vowel patterns. b. Decode regular multisyllabic words. 	<p>READING</p>
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<p>2.7 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a. Use knowledge of homophones. b. Use knowledge of prefixes and suffixes. c. Use knowledge of antonyms and synonyms. d. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. e. Use vocabulary from other content areas. <p>2.8 The student will read and demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> a. Make and confirm predictions. b. Relate previous experiences to the main idea. c. Ask and answer questions about what is read. d. Locate information to answer questions. e. Describe characters, setting, and important events in fiction and poetry. f. Identify the problem and solution. g. Identify the main idea. h. Summarize stories and events with beginning, middle, and end in the correct sequence. i. Draw conclusions based on the text. j. Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 	<p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a. Use knowledge of homophones. b. Use knowledge of roots, affixes, synonyms, and antonyms. c. Apply meaning clues, language structure, and phonetic strategies. d. Use context to clarify meaning of unfamiliar words. e. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. f. Use vocabulary from other content areas. g. Use word reference resources including the glossary, dictionary, and thesaurus. <p>3.5 The student will read and demonstrate comprehension of fictional text and poetry.</p> <ul style="list-style-type: none"> a. Set a purpose for reading. b. Make connections between previous experiences and reading selections. c. Make, confirm, or revise predictions. d. Compare and contrast settings, characters, and events. e. Identify the author's purpose. f. Ask and answer questions about what is read. g. Draw conclusions about text. h. Identify the problem and solution. i. Identify the main idea. j. Identify supporting details. k. Use reading strategies to monitor comprehension throughout the reading process. l. Differentiate between fiction and nonfiction. 	<p>4.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a. Use context to clarify meanings of unfamiliar words. b. Use knowledge of roots, affixes, synonyms, antonyms, and homophones. c. Use word-reference materials, including the glossary, dictionary, and thesaurus. d. Develop vocabulary by listening to and reading a variety of texts. e. Use vocabulary from other content areas. <p>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> a. Explain the author's purpose. b. Describe how the choice of language, setting, characters, and information contributes to the author's purpose. c. Identify the main idea. d. Summarize supporting details. e. Identify the problem and solution. f. Describe the relationship between text and previously read materials. g. Identify sensory words. h. Draw conclusions/make inferences about text. i. Make, confirm, or revise predictions. j. Identify cause and effect relationships. k. Use reading strategies throughout the reading
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<p>2.9 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a. Preview the selection using text features. b. Make and confirm predictions about the main idea. c. Use prior and background knowledge as context for new learning. d. Set purpose for reading. e. Ask and answer questions about what is read. f. Locate information to answer questions. g. Identify the main idea. h. Read and reread familiar passages with fluency, accuracy, and meaningful expression. <p>2.10 The student will demonstrate comprehension of information in reference materials.</p> <ul style="list-style-type: none"> a. Use table of contents. b. Use pictures, captions, and charts. c. Use dictionaries, glossaries, and indices. d. Use online resources. <p>WRITING</p> <p>2.11 The student will maintain legible printing and begin to make the transition to cursive.</p>	<p>m. Read with fluency and accuracy.</p> <p>3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a. Identify the author’s purpose. b. Use prior and background knowledge as context for new learning. c. Preview and use text features. d. Ask and answer questions about what is read. e. Draw conclusions based on text. f. Summarize major points found in nonfiction texts. g. Identify the main idea. h. Identify supporting details. i. Compare and contrast the characteristics of biographies and autobiographies. j. Use reading strategies to monitor comprehension throughout the reading process. k. Identify new information gained from reading. l. Read with fluency and accuracy. <p>3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.</p> <ul style="list-style-type: none"> a. Use encyclopedias and other reference books, including online reference materials. b. Use table of contents, indices, and charts. <p>WRITING</p> <p>3.8 The student will write legibly in cursive.</p>	<p>process to monitor comprehension.</p> <p>l. Read with fluency and accuracy.</p> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a. Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. b. Formulate questions that might be answered in the selection. c. Explain the author’s purpose. d. Identify the main idea. e. Summarize supporting details. f. Draw conclusions and make simple inferences using textual information as support. g. Distinguish between cause and effect. h. Distinguish between fact and opinion. i. Use prior knowledge and build additional background knowledge as context for new learning. j. Identify new information gained from reading. k. Use reading strategies throughout the reading process to monitor comprehension. l. Read with fluency and accuracy. <p>WRITING</p>
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<p>2.12 The student will write stories, letters, and simple explanations.</p> <ul style="list-style-type: none"> a. Generate ideas before writing. b. Organize writing to include a beginning, middle, and end for narrative and expository writing. c. Expand writing to include descriptive detail. d. Revise writing for clarity. 	<p>3.9 The student will write for a variety of purposes.</p> <ul style="list-style-type: none"> a. Identify the intended audience. b. Use a variety of prewriting strategies. c. Write a clear topic sentence focusing on the main idea. d. Write a paragraph on the same topic. e. Use strategies for organization of information and elaboration according to the type of writing. f. Include details that elaborate the main idea. g. Revise writing for clarity of content using specific vocabulary and information. 	<p>4.7 The student will write cohesively for a variety of purposes.</p> <ul style="list-style-type: none"> a. Identify intended audience. b. Focus on one aspect of a topic. c. Use a variety of pre-writing strategies. d. Organize writing to convey a central idea. e. Recognize different modes of writing have different patterns of organization. f. Write a clear topic sentence focusing on the main idea. g. Write two or more related paragraphs on the same topic. h. Use transition words for sentence variety. i. Utilize elements of style, including word choice and sentence variation. j. Revise writing for clarity of content using specific vocabulary and information. k. Include supporting details that elaborate the main idea.
<p>2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a. Recognize and use complete sentences. b. Use and punctuate declarative, interrogative, and exclamatory sentences. c. Capitalize all proper nouns and the word <i>I</i>. d. Use singular and plural nouns and pronouns. e. Use apostrophes in contractions and possessives. f. Use contractions and singular possessives. g. Use knowledge of simple abbreviations. h. Use correct spelling for commonly used sight 	<p>3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a. Use complete sentences. b. Use transition words to vary sentence structure. c. Use the word <i>I</i> in compound subjects. d. Use past and present verb tense. e. Use singular possessives. f. Use commas in a simple series. g. Use simple abbreviations. h. Use apostrophes in contractions with pronouns and in possessives. 	<p>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> a. Use subject-verb agreement. b. Include prepositional phrases. c. Eliminate double negatives. d. Use noun-pronoun agreement. e. Use commas in series, dates, and addresses. f. Incorporate adjectives and adverbs. g. Use correct spelling for frequently used words, including common homophones. h. Use singular possessives.



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<p>words, including compound words and regular plurals. i. Use commas in the salutation and closing of a letter. j. Use verbs and adjectives correctly in sentences.</p> <p>2.14 The student will use available technology for reading and writing.</p>	<p>i. Use the articles <i>a</i>, <i>an</i>, and <i>the</i> correctly. j. Use correct spelling for frequently used sight words, including irregular plurals.</p> <p>3.11 The student will write a short report. a. Construct questions about the topic. b. Identify appropriate resources. c. Collect and organize information about the topic into a short report. d. Understand the difference between plagiarism and using own words.</p> <p>3.12 The student will use available technology for reading and writing.</p>	<p>RESEARCH 4.9 The student will demonstrate comprehension of information resources to research a topic. a. Construct questions about a topic. b. Collect information from multiple resources including online, print, and media. c. Use technology as a tool to organize, evaluate, and communicate information. d. Give credit to sources used in research. e. Understand the difference between plagiarism and using own words.</p>
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General Instructional Resources and Expectations for Teaching Reading in Third Grade

Oral Language

At the third-grade level, students will learn oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must know the skills involved in effectively communicating ideas and opinions, including such skills as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language, students will learn how to present information succinctly and confidently in oral presentations.

Reading

At the third-grade level, students will make the transition from a focus on learning how to read to an emphasis on reading to learn and reading for enjoyment. An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. They will build reading comprehension through reading a variety of literature, to include, but not be limited to, narrative fiction, such as folktales, and nonfiction materials, such as biographies and autobiographies. Students will continue to develop strategic reading skills, such as word analysis and construction of meaning from text. Process strategies that they implement before, during, and after reading will assist their comprehension in all subjects (for example, when reading word problems in mathematics, investigating scientific concepts, and comparing important people and events in history). Students will use a variety of print resources to research topics.

Writing

At the third-grade level, students will continue to develop their writing skills. When they write letters, stories, and simple explanations, the instructional emphasis will be on paragraph development. Their sentences will become more complex, and they will learn to select details to elaborate the main idea of the paragraph. Students will revise and edit for correct sentence formation, grammar, capitalization, punctuation, and spelling. They will use their written communication skills across the curricula.

Excerpts taken from the 2010 VDOE Curriculum Framework



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General Literacy Resources

*Reading A-Z (RAZ) resources will require your BCPS login information

*CBM is a free site that will require you to create a free account

Instructional Tools/Resources

[Phonics](#) (RAZ)
[High Frequency Words](#) (RAZ)
[Shared Reading](#) (RAZ)
[Fluency Passages](#) (RAZ)
[Reader's Theater Scripts](#) (RAZ)
[Literacy Apps](#)
[2-3 Student Center Activities](#) (FCRR)
[PALS Literacy Activities](#)
[Comprehension Skill Packs](#) (RAZ)
[Early Literacy Instructional Strategy Videos](#)
[Dolch Word Kit](#)
[Cognitive Rigor Matrix](#)

VDOE/Local Resources

[Curriculum Framework](#)
[Grade 3 Reading Test Blueprint](#)
[Enhanced Scope and Sequence](#)
[English Instructional Resources](#)
[Early Literacy Strategies](#)
[Vocabulary Resources](#)
[Writing Resources](#)
 Standards Based Rubrics:
[K](#), [1](#), [2](#), [3](#), [4](#), [5](#)
 Reading Interventions Chart (coming soon!)
[Unpacking the Standards](#)

Assessments and Progress Monitoring

[Phonics Assessments](#) (RAZ)
[Informal Decoding Inventory](#)
[High Frequency Words Assessments](#) (RAZ)
[Dolch Word Kit](#)
[Administering Running Records](#) (RAZ)
[Retelling Rubric](#) (RAZ)
[Fluency Reading Assessments](#) (CBM)
[Words Correct per Minute](#)
[The Abecedarian Assessment](#)
[PALS Quick Checks](#)
[Yopp-Singer Test of Phoneme Segmentation](#)
[Informal Word Analysis Inventory](#)
[Easy CBM Assessment Site](#) (CBM)

- Word Reading Fluency
- High Frequency Sight Words
- Comprehension

[Informal Reading Assessments](#)

- Phonics
- Fluency
- Vocabulary
- Comprehension

[Sample Writing Rubric](#)

Best Practices/Training for Reading

[Reading 101: The Basics of Teaching Reading](#)
[Effective Reading Instruction](#)
[Phonics and Decoding](#)
[Development of Phonological Skills](#)
[Spelling and Word Study](#)
[Screening and Diagnosis Module](#)
[Differentiating in Phonemic Awareness and Word Recognition](#)
[Informational Text Structure Module](#)
[Teaching K-3 Comprehension Strategies](#)
[Engaging K-3 Students with Text](#)
[Teaching Text Structure to Support K-3 Comprehension](#)

VDOE Webinars:

[Reading Instruction and Targeted Interventions](#)
[Assessing Reading at Mid-Year](#)
[Spelling/Reading Correlations from PALS](#)



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Content	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p><u>Reading: Oral Communication</u></p> <p>SOL 3.1 and 3.2 should be incorporated into all content areas throughout the year.</p>	<p>3.1 TSW use effective communication skills in group activities.</p> <ul style="list-style-type: none"> a. Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said b. Ask and respond to questions from teachers and other group members. c. Explain what has been learned. d. Use language appropriate for context e. Increase listening and speaking vocabularies <p>3.2 TSW present brief oral reports using visual media.</p> <ul style="list-style-type: none"> a. Speak clearly b. Use appropriate volume and pitch c. Speak at an understandable rate d. Organize ideas sequentially or around major points of information e. Use contextually appropriate language and specific vocabulary to communicate ideas 	<p>3.1 TSW use effective communication skills in group activities.</p> <p style="text-align: center;">→</p> <p><i>Continue to build/maintain skills from the previous nine weeks.</i></p> <p>3.2 TSW present brief oral reports using visual media.</p> <p style="text-align: center;">→</p> <p><i>Continue to build/maintain skills from the previous nine weeks</i></p>	<p>3.1 TSW use effective communication skills in group activities.</p> <p style="text-align: center;">→</p> <p><i>Continue to build/maintain skills from the previous nine weeks.</i></p> <p>3.2 TSW present brief oral reports using visual media.</p> <p style="text-align: center;">→</p> <p><i>Continue to build/maintain skills from the previous nine weeks</i></p>	<p>3.1 TSW use effective communication skills in group activities.</p> <p style="text-align: center;">→</p> <p><i>Continue to build/maintain skills from the previous nine weeks.</i></p> <p>3.2 TSW present brief oral reports using visual media.</p> <p style="text-align: center;">→</p> <p><i>Continue to build/maintain skills from the previous nine weeks</i></p>



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<p><u>Reading: Word Knowledge/ Vocabulary</u></p> <p><u>Word Study Expectations</u></p> <p><u>Spelling/Reading Correlations</u></p> <p>SOL 3.3 should be embedded in word study, writing, and reading activities daily.</p> <p>Word study expectations should be developmentally appropriate, and students should be assessed at their word study level. However, all students, regardless of word study level, should be exposed to the grade level expectations (which are listed to the right).</p>	<p>3.3 TSW apply word-analysis skills when reading</p> <p>a. Use knowledge of regular and irregular vowel patterns</p> <p>b. Decode regular multisyllabic words</p> <p>3.4 Expand vocabulary when reading</p> <p>a. Homophones</p> <p>b. Roots, affixes, synonyms, antonyms</p> <p>e. Vocabulary development</p> <p>g. Reference materials (dictionary, glossary, thesaurus)</p>	<p>3.3 TSW apply word-analysis skills when reading</p> <p>3.4 Expand vocabulary when reading</p> <p>c. Apply meaning clues, language structures, and phonetic strategies</p> <p>d. Use context to clarify meaning of unfamiliar words</p> <p>f. Use vocabulary from content areas</p>	<p>3.3 TSW apply word-analysis skills when reading</p> <p>3.4 Expand vocabulary when reading</p>	<p>3.3 TSW apply word-analysis skills when reading</p> <p>3.4 Expand vocabulary when reading</p>



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<p>Reading: Comprehension SOL 3.5-3.7</p> <p>Reading Skills Progression Chart</p> <p>Spelling/Reading Correlations</p> <p>Fiction Performance Assessments:</p> <ul style="list-style-type: none"> Dogzilla The Fisherman and His Wife The Garden of Abdul Gasazi The Keeping Quilt <p>Nonfiction Performance Assessments:</p> <ul style="list-style-type: none"> Highs and Lows Traveling Seeds Why Pipes Burst Assessment 1 Assessment 2 Assessment 3 	<p><i>The expectation in third grade is that fiction and nonfiction are taught throughout the school year and integrated into all content areas. Therefore, skills listed within the first and second nine weeks should be taught and/or maintained throughout the year.</i></p>			
	<p>3.5 Demonstrate comprehension of fictional text and poetry</p> <p>a. Set a purpose for reading e. author’s purpose f. ask and answer questions about what is read h. identify the problem and solution k. use reading strategies to monitor comprehension m. read with fluency and accuracy</p>	<p>3.5 Demonstrate comprehension of fictional text and poetry</p> <p>b. Make connections between previous experiences and reading selections c. Make, confirm, or revise predictions d. Compare and contrast settings, characters, and events g. draw conclusions about text i. identify the main idea j. identify supporting details l. differentiate between fiction and nonfiction</p>	<p>3.5 Demonstrate comprehension of fictional text and poetry</p>	<p>3.5 Demonstrate comprehension of fictional text and poetry</p>
	<p>3.6 Demonstrate comprehension of nonfiction texts</p> <p>a. Identify author’s purpose c. preview and use text features d. ask and answer questions about what is read j. monitor comprehension k. identify new information gained from reading l. read with fluency and accuracy</p>	<p>3.6 Demonstrate comprehension of nonfiction texts</p> <p>b. Use prior knowledge as context for new learning e. Draw conclusions f. summarize major points g. identify the main idea h. Identify supporting details</p>	<p>3.6 Demonstrate comprehension of nonfiction texts</p> <p>i. compare and contrast the characteristics of biographies and autobiographies</p>	<p>3.6 Demonstrate comprehension of nonfiction texts</p>





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<p>Additional Text Resources:</p> <ul style="list-style-type: none"> • Project Gutenberg • Eyewitness to History • Famous Speeches and Speech Topics • Short Biographies • Time for Kids • Lesson plans for lit, hist, art, and culture • Read Works • Short passages: fiction/nonfiction/paired passages/poetry/writing by grade level • Classic poetry • Online library of picture books read aloud • Online picture books read aloud TUMBLECLOUD for upper elementary • Fables and folktales • Stories <p>Writing</p> <p>Writing Skills Progression Chart</p> <p>Click HERE for an example of a writing rubric.</p>	<p>3.7 Demonstrate comprehension of information from a variety of print and electronic resources</p> <p>a. Use encyclopedias and other reference books, including online reference materials</p> <p>b. Use table of contents, indices, and charts</p> <p>3.8 Cursive</p> <p>3.9 The students will write for a variety of purposes</p> <p>b. use a variety of prewriting strategies</p> <p>c. write a clear topic sentence focusing on the main idea</p> <p>d. write a paragraph on the same topic</p> <p>g. revise writing for clarity of content using specific vocabulary and information</p>	<p>3.7 Demonstrate comprehension of information from a variety of print and electronic resources</p> <p>3.8 Cursive</p> <p>3.9 The students will write for a variety of purposes</p> <p>a. Identify the intended audience</p> <p>e. use strategies for organization of information and elaboration according to the type of writing</p> <p>f. include details that elaborate the main idea</p>	<p>3.7 Demonstrate comprehension of information from a variety of print and electronic resources</p> <p>3.8 Cursive</p> <p>3.9 The students will write for a variety of purposes</p> <p><i>Continue to build/maintain writing skills previously taught and provide daily opportunities to write, including cross-curricular writing tasks.</i></p>	<p>3.7 Demonstrate comprehension of information from a variety of print and electronic resources</p> <p>3.8 Cursive</p> <p>3.9 The students will write for a variety of purposes</p> <p><i>Continue to build/maintain writing skills previously taught and provide daily opportunities to write, including cross-curricular writing tasks.</i></p>
<p><i>Daily writing opportunities should be embedded across all content areas. Narrative and expository strategies, models, rubrics, and lessons are available in the Write from the Beginning and Beyond resources.</i></p>				

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<p>Grammar</p> <p>Grammar Skills Progression Chart</p> <p>Grammar skills may be taught in any order according to writing focus and needs of class and individual. It is important to be sure that the skills listed are mastered by the end of the grade level.</p>	<p>3.10 Edit writing for correct grammar, capitalization, punctuation, and spelling</p> <p>a. Use complete sentences f. use commas in a simple series j. use correct spelling for frequently used sight words including irregular plurals</p> <p>3.12 Use available technology for reading and writing</p>	<p>3.10 Edit writing for correct grammar, capitalization, punctuation, and spelling</p> <p>c. use the word / in compound subjects d. use past and present verb tense i. use the articles <i>a</i>, <i>an</i>, and <i>the</i> correctly</p> <p>3.12 Use available technology for reading and writing</p>	<p>3.10 Edit writing for correct grammar, capitalization, punctuation, and spelling</p> <p>b. Use transition words to vary sentence structure e. use singular possessives h. use apostrophes in contractions with pronouns and possessives</p> <p>3.11 The students will write a short report</p> <p>Construct questions about the topic Identify appropriate resources Collect and organize information Understand plagiarism</p> <p>3.12 Use available technology for reading and writing</p>	<p>3.10 Edit writing for correct grammar, capitalization, punctuation, and spelling</p> <p>g. use simple abbreviations</p> <p>3.11 The students will write a short report</p> <p>3.12 Use available technology for reading and writing</p>



BEDFORD COUNTY PUBLIC SCHOOLS

Third Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

NEW

Content	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks																														
PALS Focus PALS Site PALS Benchmarks PALS Quick Checks PALS Literacy Activities Word Study Expectations Spelling/Reading Correlations	<table border="1"> <thead> <tr> <th colspan="2">Fall Administration – Benchmark 54</th> <th colspan="2">Midyear Administration – Benchmark 77</th> <th colspan="2">Spring Administration – Benchmark 65</th> </tr> </thead> <tbody> <tr> <td>spelling</td> <td>39</td> <td>spelling</td> <td>47</td> <td>spelling</td> <td>50</td> </tr> <tr> <td>second grade list</td> <td>15</td> <td>second grade list</td> <td>18</td> <td>third grade list</td> <td>15</td> </tr> <tr> <td></td> <td></td> <td>third grade list</td> <td>12</td> <td></td> <td></td> </tr> <tr> <td colspan="2">STRATEGIC Intervention =28-53 INTENSIVE Intervention=27 & below</td> <td colspan="2">STRATEGIC Intervention =38-76 INTENSIVE Intervention =37 & below</td> <td colspan="2">STRATEGIC Intervention =32-64 INTENSIVE Intervention=31 & below</td> </tr> </tbody> </table>				Fall Administration – Benchmark 54		Midyear Administration – Benchmark 77		Spring Administration – Benchmark 65		spelling	39	spelling	47	spelling	50	second grade list	15	second grade list	18	third grade list	15			third grade list	12			STRATEGIC Intervention =28-53 INTENSIVE Intervention=27 & below		STRATEGIC Intervention =38-76 INTENSIVE Intervention =37 & below		STRATEGIC Intervention =32-64 INTENSIVE Intervention=31 & below	
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<p>The PALS office provides Summed Score Benchmarks for the fall and spring administrations. The chart above is intended to provide teachers with a reference point for the individual assessment tasks. Each student's assessment results should be analyzed in order to provide timely and targeted interventions in areas of need.</p>																																		