

**Language Arts Literacy  
Pacing Guide/Skills Array  
Macmillan McGraw-Hill *Treasures 2009* Reading Program  
Grade 3**

<b>ASSESSMENT</b>	<b>BEGINNING YEAR</b>	<b>BENCHMARK TEST</b>		
	<b>Oral Language SSR/GR</b>	<b>Word Study WWW</b>	<b>Reading GR</b>	<b>Writing: W</b>
<b>Unit 1/Wk 1</b>				
<b>September</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with short vowels <b>Spelling:</b> Words with Short Vowels	<b>Comprehension Strategy:</b> Analyze Story Structure  <b>Skill:</b> Character, Setting, Plot	<b>Grammar:</b> Statements and Questions Capitalization and Punctuation
	<b>Build Background</b>	<b>Vocabulary Strategy:</b> Word Parts <b>Skill:</b> Compound Words	<b>Fluency:</b> Commas and Ellipses Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Personal Narrative <b>Writing Trait:</b> Organization
<b>Unit 1/Wk 2</b>				
<b>September</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> The CVCe Pattern <b>Spelling:</b> The CVCe Pattern	<b>Comprehension Strategy:</b> Analyze Story Structure <b>Skill:</b> Character, Setting, Plot	<b>Grammar:</b> Commands and Exclamations Punctuation in Commands and Exclamations
	<b>Build Background</b>	<b>Vocabulary Strategy:</b> Context Clues <b>Skill:</b> Use clues in sentences	<b>Fluency:</b> Dialogue and Question Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Friendly Letter <b>Writing Trait:</b> Sentence Fluency
<b>Unit 1/Wk 3</b>				
<b>September</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with long (a)	<b>Comprehension Strategy:</b> Summarize	<b>Grammar:</b> Subjects

		<b>Spelling:</b> Words with long (a)	<b>Skill:</b> Main Idea and Details	
	<b>Build Background</b>	<b>Vocabulary Strategy:</b> Dictionary <b>Skill:</b> Unfamiliar word with no context	<b>Fluency:</b> Pronunciation of vocabulary words Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Extended Response to Literature Correct Sentences (sentence fragments) <b>Writing Trait:</b> ???
<b>Unit 1/Wk 4 October</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with long (o) <b>Spelling:</b> Words with long (o)	<b>Comprehension Strategy:</b> Summarize <b>Skill:</b> Main Idea and Details	<b>Grammar:</b> Predicates Complete Sentences (sentence fragments and run-on sentences)
	<b>Build Background</b>	<b>Vocabulary Strategy:</b> Dictionary <b>Skill:</b> Homograph	<b>Fluency:</b> Pace and Speed of reading Partner Reading, Choral Reading, Echo Reading, Rereading	
				<b>Writing:</b> Poem <b>Writing Trait:</b> Word Choice
<b>Unit 1/Wk 5 October</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with long (i) <b>Spelling:</b> Words with long (i)	<b>Comprehension Strategy:</b> Analyze Story Structure <b>Skill:</b>	<b>Grammar:</b> Compound Sentences Punctuate Compound Sentences
	<b>Build Background</b>	<b>Vocabulary Strategy:</b> Dictionary <b>Skill:</b> Multiple Meaning	<b>Fluency:</b> Quotation Marks Partner Reading,	<b>Writing:</b> Personal Narrative <b>Writing Trait:</b> Ideas and

		Words	Choral Reading, Echo Reading, Rereading	Content
<b>Unit 2/Wk 1 October</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with long (e) <b>Spelling:</b> Words with long (e)	<b>Comprehension Strategy:</b> Generate Questions <b>Skill:</b> Summarize	<b>Grammar:</b> Common and Proper Nouns Capitalization of Proper Nouns
	<b>Build Background</b>	<b>Vocabulary Strategy:</b> Antonym <b>Skill:</b> Weakest	<b>Fluency:</b> Exclamation Points Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Persuasive Paragraph <b>Writing Trait:</b> Organization
<b>Unit 2/Wk 2 November</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with /ch/ <b>Spelling:</b> Words with /ch/	<b>Comprehension Strategy:</b> Generate Questions <b>Skill:</b> Fantasy and Reality	<b>Grammar:</b> Singular and Plural Nouns Punctuate Sentences (commands, statements, questions, exclamations)
	<b>Build Background</b>	<b>Vocabulary Strategy: Dictionary</b> <b>Skill:</b> Choose the right meaning	<b>Fluency:</b> Punctuation and Intonation Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Persuasive Poster <b>Writing Trait:</b> Word Choice
<b>Unit 2/Wk 3 November</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with th, ph, wh, sh <b>Spelling:</b> Words with th, wh, sh	<b>Comprehension Strategy:</b> Summarize <b>Skill:</b> Fact and Opinion	<b>Grammar:</b> Irregular Plural Nouns Spelling Plural Nouns
	<b>Build Background</b>	<b>Vocabulary Strategy:</b> Word Parts	<b>Fluency:</b> Pronunciation of vocabulary	<b>Writing:</b> Personal Narrative

		<b>Skill:</b> Plural endings s and es (spelling changes to (i) or drop e and add es	words Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing Trait:???</b>
<b>Unit 2/Wk 4 November</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Consonant Blends <b>Spelling:</b> Consonant Blends	<b>Comprehension Strategy:</b> Generate Questions <b>Skill:</b> Summarize	<b>Grammar:</b> Possessive Nouns Apostrophes in Possessive Nouns
	<b>Build Background</b>	<b>Vocabulary Strategy:</b> Context Clues <b>Skill:</b> Definition	<b>Fluency:</b> Vocabulary words Partner Reading Choral Reading Echo Reading Rereading	<b>Writing:</b> Radio Ad <b>Writing Trait:</b> Voice
<b>Unit 2/Wk 5 December</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with /n/ gn, kn; /r/ wr <b>Spelling:</b> Words with /n/ gn, kn; /r/ wr	<b>Comprehension Strategy:</b> Summarize <b>Skill:</b> Author's Purpose	<b>Grammar:</b> Sentence Combining With Nouns Book Titles
	<b>Build Background</b>	<b>Vocabulary Strategy:</b> Context Clues <b>Skill:</b> Word Clues	<b>Fluency:</b> Long Sentences Partner Reading Choral Reading Echo Reading Rereading	<b>Writing:</b> Book Review <b>Writing Trait:</b> Sentence Fluency
<b>Unit 3/Wk 1 December</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with r-controlled words /ar/ and /or/ <b>Spelling:</b> Words with r-controlled words /ar/ and	<b>Comprehension Strategy:</b> Visualize <b>Skill:</b> Make Inferences	<b>Grammar:</b> Action Verbs Commas in Dates and Places <b>Writing:</b> Journal Entry <b>Writing Trait:</b> Voice

		/or/		
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Synonym <b>Skill:</b> ???	<b>Fluency:</b> Exclamatory Sentences Partner Reading, Choral Reading, Echo Reading, Rereading	
<b>Unit 3/Wk 2</b> <b>January</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with /ar/ <b>Spelling:</b> Words with /ar/	<b>Comprehension Strategy:</b> Story Structure <b>Skill:</b> Plot and Setting	<b>Grammar:</b> Present Tense Verbs Subject-Verb Agreement
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Dictionary <b>Skill:</b> Unfamiliar Words	<b>Fluency:</b> Intonation and Pauses Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Character Sketch <b>Writing Trait:</b> Word Choice
<b>Unit 3/Wk 3</b> <b>January</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with /ur/ <b>Spelling:</b> Words with /ur/	<b>Comprehension Strategy:</b> Text Structure <b>Skill:</b> Cause and Effect	<b>Grammar:</b> Past -Tense Verbs Commas in a Series
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Dictionary <b>Skill:</b> Multiple Meaning Word: different meanings but listed in the same dictionary entry	<b>Fluency:</b> Pronunciation of vocab Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Persuasive Writing <b>Writing Trait:</b> ???
<b>Unit 3/Wk 4</b> <b>January</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with /u/ <b>Spelling:</b> Words with /u/	<b>Comprehension Strategy:</b> Visualize <b>Skill:</b> Make Inferences	<b>Grammar:</b> Future-Tense Verbs Colons in Time and Quotation Marks

	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Homophones <b>Skill:</b> Wrapping (rapping-rap)	<b>Fluency:</b> Punctuation Marks and dialogue Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Dialogue <b>Writing Trait:</b> Conventions
<b>Unit 3 /Wk January 5</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with /oi/ <b>Spelling:</b> Words with /oi/	<b>Comprehension Strategy:</b> Text Structure <b>Skill:</b> Sequence	<b>Grammar:</b> Sentence Combining with Verbs Commas
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Context Clues <b>Skill:</b> In a sentence sketches	<b>Fluency:</b> Reading pace and pauses Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Play <b>Writing Trait:</b> Word Choice
<b>Unit 4 /Wk 1 February</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with /o/ <b>Spelling:</b> Words with /o/	<b>Comprehension Strategy:</b> Make Inferences and Analyze <b>Skill:</b> Compare and Contrast	<b>Grammar:</b> Verbs be, do, and have Subject-Verb Agreement (Correct Usage of Be and Have)
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Dictionary <b>Skill:</b> Idiom	<b>Fluency:</b> Character voices Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Explanation <b>Writing Trait:</b> Organization
<b>Unit 4/Wk 2 February</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Words with /ou/ <b>Spelling:</b> Words with /ou/	<b>Comprehension Strategy:</b> Make Inferences and Analyze	<b>Grammar:</b> Linking Verbs End Punctuation (./?/!) and Complete Sentences

			<b>Skill:</b> Draw Conclusions	
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Dictionary <b>Skill:</b> Multiple Meaning	<b>Fluency:</b> Semi colons and Periods Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Poster <b>Writing Trait:</b>
<b>Unit 4 /Wk 3</b> <b>February</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Soft c and g <b>Spelling:</b> Soft c and g	<b>Comprehension Strategy:</b> Monitor Comprehension <b>Skill:</b> Compare and Contrast	<b>Grammar:</b> Main and Helping Verbs Quotation Marks in Dialogue
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Word Parts <b>Skill:</b> Contractions	<b>Fluency:</b> Pronunciation of Vocab Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Personal Narrative <b>Writing Trait:</b> ???
<b>Unit 4/Wk 4</b> <b>March</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Homophones <b>Spelling:</b> Homophones	<b>Comprehension Strategy:</b> Monitor Comprehension <b>Skill:</b> Author's Purpose	<b>Grammar:</b> Irregular Verbs Correct Verb Forms
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Context Clues <b>Skill:</b> Slogans	<b>Fluency:</b> Tempo for non-fiction  Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Personal Essay <b>Writing Trait:</b> Voice
<b>Unit 4/Wk 5</b> <b>March</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Plurals <b>Spelling:</b> Plurals	<b>Comprehension Strategy</b> Monitor Comprehension <b>Skill:</b> Make and Confirm	<b>Grammar:</b> Contractions with not Spelling Contractions with

			Predictions	Not(Apostrophes)
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Word Parts <b>Skill:</b> Comparatives and Superlatives	<b>Fluency:</b> Vocal Expression Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Directions <b>Writing Trait:</b> Word Choice
<b>Unit 5/Wk 1</b> <b>April</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Compound Words <b>Spelling:</b> Compound Words	<b>Comprehension Strategy:</b> Summarize <b>Skill:</b> Sequence	<b>Grammar:</b> Pronouns Capitalizing I and Proper Nouns
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Word Parts <b>Skill:</b> Compound Words	<b>Fluency:</b> Commas and Periods Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Compare/Contrast Paragraphs <b>Writing Trait:</b> Organization
<b>Unit 5/Wk 2</b> <b>April</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Inflected Endings <b>Spelling:</b> Inflected Endings	<b>Comprehension Strategy:</b> Make Inferences and Analyze <b>Skill:</b> Cause and Effect	<b>Grammar:</b> Subject and Object Pronouns Pronoun Usage
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Word Parts <b>Skill:</b> Word Families	<b>Fluency:</b> Dialogue and Narration Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Descriptive Paragraph <b>Writing Trait:</b> Ideas and Content
<b>Unit 5/Wk 3</b> <b>April</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Endings y to i <b>Spelling:</b> Endings y to i	<b>Comprehension Strategy:</b> Make Inferences and Analyze	<b>Grammar:</b> Possessive Pronouns Possessive Pronouns

			<b>Skill:</b> Fact and Opinion	
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Word Parts <b>Skill:</b> Possessives	<b>Fluency:</b> Pronunciation of Vocab Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Personal Narrative <b>Writing Trait:</b> ???
<b>Unit 5/Wk 4</b> <b>May</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> The VC/CV Pattern  <b>Spelling:</b> The VC/CV Pattern	<b>Comprehension Strategy:</b> Make Inferences and Analyze <b>Skill:</b> Make and Confirm Predictions	<b>Grammar:</b> Pronoun-Verb Agreement Pronoun-Verb Agreement
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Context Clues <b>Skill:</b> Figurative Language	<b>Fluency:</b> Exclamation Points Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Speech <b>Writing Trait:</b> Voice
<b>Unit 5/Wk 5</b> <b>May</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> The V/CV and the VC/V Pattern <b>Spelling:</b> The V/CV and the VC/V Pattern	<b>Comprehension Strategy:</b> Summarize <b>Skill:</b> Description	<b>Grammar:</b> Pronoun-Verb Contraction Spelling Contractions and Possessive Pronouns (they're, their, it's, its; you're your)
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Analogies <b>Skill:</b> Analogies	<b>Fluency:</b> Expository Non-fiction Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Descriptive Poem <b>Writing Trait:</b> Word Choice

<b>Unit 6/Wk 1</b> <b>May</b>	<b>Extend Vocabulary</b>	<b>Phonics:</b> Final schwa /el/ <b>Spelling:</b> Final schwa /el/	<b>Comprehension Strategy:</b> Story Structure <b>Skill:</b> Theme	<b>Grammar:</b> Adjectives and Articles Titles and Abbreviations
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Context Clues <b>Skill:</b> Clues in a paragraph	<b>Fluency:</b> Inflection and pauses for punctuation marks Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Business Letter <b>Writing: Trait:</b> Conventions
<b>Unit 6 /Wk 2</b> <b>May</b>	<b>Extend Vocabulary</b>	<b>Phonics</b> Prefixes re-, un-, dis-, pre- <b>Spelling</b> Prefixes re-, un-, dis-, pre-	<b>Comprehension Strategy:</b> Monitor Comprehension <b>Skills:</b> Make Judgments	<b>Grammar:</b> Adjectives that Compare Correct comparative and Superlative Forms
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Word Parts <b>Skill:</b> Prefixes		
			<b>Fluency:</b> Quotation Marks Sentence Fluency: Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> News Story <b>Writing: Trait:</b>
<b>Unit 6/Wk 3</b> <b>June</b>	<b>Extend Vocabulary</b>	<b>Phonics</b> Final schwa /er/ <b>Spelling</b> Final schwa /er/	<b>Comprehension Strategy:</b> Text Structure <b>Skills:</b> Problem and Solution	<b>Grammar:</b> Adverbs That Tell How Adverbs vs. Adjectives
	<b>Build Background</b>	<b>Vocabulary</b> <b>Strategy:</b> Word Parts	<b>Fluency:</b> Pronunciation of vocabulary	<b>Writing:</b> Fictional Narrative

		<b>Skill:</b> Greek Roots	Words Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing: Trait:</b> ???
<b>Unit 6/Wk 4 June</b>	<b>Extend Vocabulary</b>	<b>Phonics</b> Suffixes –ful, -less, -ly <b>Spelling</b> Suffixes –ful, -less, -ly	<b>Comprehension Strategy:</b> Monitor Comprehension <b>Skills:</b> Author’s Purpose	<b>Grammar:</b> Adverbs That Tell When or Where Commas After Introductory Words
	<b>Build Background</b>	<b>Vocabulary Strategy:</b> Word Parts <b>Skill:</b> Suffixes	<b>Fluency:</b> Phrasing and Intonation Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing:</b> Article <b>Writing: Trait:</b> Organization
<b>Unit 6/Wk 5 June</b>	<b>Extend Vocabulary</b>	<b>Phonics</b> Accented Syllables <b>Spelling:</b> Accented Syllables	<b>Comprehension Strategy:</b> Monitor Comprehension <b>Skills:</b> Draw Conclusions	<b>Grammar:</b> Sentence Combining with Adjectives and Adverbs Comma Usage
	<b>Build Background</b>	<b>Vocabulary Strategy:</b> Dictionary <b>Skill:</b> Choose the Right Meaning	<b>Fluency:</b> Tempo of Words beginning with the same letter. Partner Reading, Choral Reading, Echo Reading, Rereading	<b>Writing::</b> Magazine Article <b>Writing: Trait:</b> Word Choice