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| **3rd Grade** **Unit 1 Pacing Guide** | | | | | | | | | | | |
| **Date** | **Aug. 7-18** | **Aug. 21-25** | **Aug. 28 – Sept. 1** | **Sept. 5-8** | **Sept. 11-15** | | **Sept. 18-22** | | **Sept. 25-29** | **Oct. 2-5** | **Oct.10-13** |
| ***Benchmark Lessons*** | **1.1** | **1.2** | **Extended Text** | **3.1** | **5.1** | | **8.1** | | **9.1** | **Extended Text** | BUFFERWEEK |
| ***Informational*** | **3RI1**  Ask and answer questions, referring explicitly to the text | **3RI2** Determine the main idea, recount key details and explain how they support the main idea | **3RI4** Determine the meaning of academic and domain-specific words and phrases in a text | **3RI3** Describe the relationship between historical, scientific, technical using time, sequence, & cause/effect | **3RI7**  Use info. from illustrations and text for understanding  **3RI5**  Use text features and search tools to locate info | | **3RI9** Compare/ contrast key ideas and details presented in ***two texts on the same topic*** | | **3RI8** Describe the logical connection between sentences and paragraphs in text | **3RI6** Distinguish their own POV from the author of a text  **3RI5**  Use text features & search tools to locate information | **Administer Pre/Post**  **Test** |
| **3RI10** Read and comprehend informational text, including history/ss./sci, technical | | | | | | | | | |
| ***Foundational***  Word Study Kit 1  **3RF3 & 4** | Unit 1  Compound words | Unit 2  Adding -ing to VC & VCC words | Unit 3  Adding –ing to VCe & VVC words | Unit 4  Adding –ing double, e-drop, no change | Unit 5  Inflectional ending -ed | | | Unit 6  Unusual past tense words | Unit 7  Adding plural endings -es  -ies | Unit 8  Irregular plurals | **Review and enrich** |
| ***Informational Writing*** | **3W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension  b. Develop the topic with facts, definitions, and details  c. Use linking words and phrases  d. Provide a concluding statement or section  **3W4-10** | | | | | | | | | | **Writing**  **Performance Task** |
| ***Speaking & Listening*** | **3SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b. Follow agreed-upon rules for discussions  c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  d. Explain their own ideas and understanding in light of the discussion.  **3SL6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification  **Supporting Standards:** 3SL2, 3SL3, 3SL4, 3SL5 | | | | | | | | | | **Review and enrich** |
| ***Language*** | **3L1a**  Explain the function of nouns | **3L1a**  Explain the function of pronouns | **3L1a**  Explain the function of verbs | **3L1a**  Explain the function of adjectives | **3L1a**  Explain the function of adverbs | **3L1b**  Form and use regular and irregular plural nouns | | | **3L1c**  Use abstract nouns (e.g., childhood) | **3L1d**  Form and use regular and irregular verbs | **Review and enrich** |
| **3L1j.** Writes legibly in cursive. **3L2f**. Use spelling patterns and generalizations in writing words.  **3L2g**. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **Supporting Standards:** 3L1, 3L2, 3L3, 3L4, 3L5, 3L6 | | | | | | | | | |

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| **3rd Grade** **Unit 2 Pacing Guide** | | | | | | | | | |
| **Date** | **Oct. 16-20** | **Oct. 23-27** | **Oct. 30- Nov. 3** | **Nov. 6-9** | **Nov. 13-17** | **Nov. 27- Dec. 1** | **Dec. 4-8** | **Dec. 11-15** | **Dec. 18-21** |
| ***Benchmark Lessons*** | **2.1** | **2.2** | **3.2** | **8.2** | **10.2** | Use Charlotte’s Web | Use Charlotte’s Web | Use Charlotte’s Web | BUFFERWEEK |
| ***Literary*** | **3RL7**  Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story | **3RL3**  Describe characters and explain how their actions contribute to the sequence of events | **3RL4** Determine the meaning of words & phrases as they are used in the text | **3RL9** Compare/ contrast theme, setting, plots of books ***in the same series*** | **3RL2**  Recount stories, determine central message, moral/ explain how conveyed through key details | **3RL1**  Ask & answer questions referring explicitly to the text | **3RL6** Distinguish point of view from that of narrator or characters | **3RL5**  Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, etc. | **Administer Pre/Post**  **Test** |
| **3RL10** Read & comprehend literature, including stories, dramas, poetry independently & proficiently | | | | | | | |
| ***Foundational***  Word Study Kit 1  **3RF3 & 4** | Unit 9  Inflectional endings to words ending in y | Unit 10  Syllable juncture in VCV & VCCV | Unit 11  More Syllable juncture in VCV & VCCV | Unit 12  Syllable juncture in VCV & VVCV | Unit 13  Syllable juncture in VCCCV & VV | Unit 14  Open and closed syllables and inflectional endings | Unit 15  Long a patterns | Unit 16  Long i patterns | **Review and enrich** |
| ***Narrative Writing*** | **3W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  c. Use temporal words and phrases to signal event order.  d. Provide a sense of closure.  **3W4-10** | | | | | | | | **Writing**  **Performance Task** |
| ***Speaking & Listening*** | **3SL2:** 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.  **3SL3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  **Supporting Standards:** 3SL1, 3SL4, 3SL5, 3SL6 | | | | | | | | **Review and enrich** |
| ***Language*** | **3L1e**  Form and use the simple  verb tenses | **3L1f**  Ensure subject-verb and pronoun-antecedent agreement. | **3L1g**  Form and use comparative and superlative adjectives and adverbs | **3L1h**  Use coordinating and subordinating conjunctions | **3L1i**  Produce simple, compound, and complex sentences | **3L2a**  Capitalize appropriate words in titles. | **3L2b**  Use commas in addresses | **3L2c**  Use commas and quotation marks in dialogue | **Review and enrich** |
| **3L1j.** Writes legibly in cursive. **3L2f**. Use spelling patterns and generalizations in writing words.  **3L2g**. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **Supporting Standards:** 3L1, 3L2, 3L3, 3L4, 3L5, 3L6 | | | | | | | |

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| **3rd Grade** **Unit 3 Pacing Guide** | | | | | | | | | | | |
| **Date** | **Jan. 9-19** | **Jan. 22-26** | **Jan. 29-Feb. 2** | **Feb.5-9** | | **Feb. 12-16** | | **Feb. 21-23** | **Feb. 26-Mar. 2** | **March 5-9** | **March 12-16** |
| ***Benchmark Lessons*** | **4.1/ 7.1/ Extended Text** | | **4.2/ 7.2/Extended Text** | | | **5.2/ Extended Text** | | | **10.1/ Extended Text** | | BUFFER WEEK |
| ***Informational*** | **3RI1**  Ask and answer questions, referring explicitly to the text | | **3RI2**  Determine the main idea, recount key details and explain how they support the main idea | | | **3RI3**  Describe the relationship between historical, scientific, technical using time, sequence, & cause/effect | | | **3RI4**  Determine the meaning of academic and domain-specific words and phrases in a text | | **Administer Pre/Post**  **Test** |
| ***Literary*** | **3RL1**  Ask and answer questions referring explicitly to the text | | **3RL2**  Recount stories, determine central message, lesson, or moral and explain how it is conveyed through key details | | | **3RL3**  Describe characters and explain how their actions contribute to the sequence of events | | | **3RL4**  Determine the meaning of words & phrases as they are used in the text | |
| ***Foundational***  Word Study Kit 1  **3RF3 & 4** | Unit 17  Long o patterns | Unit 18  Long u patterns | Unit 19  Long e patterns | | Unit 20  Unaccented final syllables -le | Unit 21  Unaccented final syllables  -le, -el, -il, -al | Unit 22  Unaccented final syllables  -er, -ar, -or | | Unit 23  Agents | Unit 24  Final –y, -ey, -ie | **Review and enrich** |
| ***Opinion/ Persuasive Writing*** | **3W1** Write opinion pieces on topics or texts, supporting a point of view with reasons  a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons  b Provide reasons that support the opinion  c Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for,* *example*) to connect opinion and reasons  d Provide a concluding statement or section  **3W4-10** | | | | | | | | | | **Writing**  **Performance Task** |
| ***Speaking & Listening*** | **3SL4:** 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.  **3SL5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  **Supporting Standards:** 3SL1, 3SL2, 3SL3, 3SL6 | | | | | | | | | | **Review and enrich** |
| ***Language*** | **3L2d**  Form and use possessives. | **3L2e**  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words | **3L3a**  Choose words and phrases for effect. | | **3L3b**  Recognize and observe differences between the conventions of spoken and written standard English | **3L4a**  Use sentence-level context as a clue to the meaning of a word or phrase | **3L4b**  Determine the meaning of the new word formed when a known affix is added to a known word | | **3L4c**  Use a known root word as a clue to the meaning of an unknown word with the same root | **3L4d**  Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases | **Review and enrich** |
| **3L1j.** Writes legibly in cursive. **3L2f**. Use spelling patterns and generalizations in writing words.  **3L2g**. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **Supporting Standards:** 3L1, 3L2, 3L3, 3L4, 3L5, 3L6 | | | | | | | | | |

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| **3rd Grade** **Unit 4 Pacing Guide** | | | | | | | | | | | | |
| **Date** | **Mar. 19-23** | **Mar. 26-29** | | | **April 10-13** | | **April 16-20** | **April 23-27** | **April 30-May 4** | **May 7-11** | **May 14-18** | **May 21-29** |
| ***Benchmark Lessons*** | **6.1** | **6.2** | | | **10.2/ Extended Text** | | | **Extended Text** | | **Extended Text** | | BUFFERWEEK |
| ***Informational*** | **3RI7**  Use info. from illustrations and text for understanding | | | | **3RI6** Distinguish their own POV from the author of a text | | | **3RI8** Describe the logical connection between sentences and paragraphs in text  **3RI5**  Use text features & search tools to locate information | | **3RI9**  Compare/contrast key ideas and details presented in two texts on the same topic | | **Administer Pre/Post**  **Test** |
| ***Literary*** | **3RL7**  Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story | | | | **3RL6** Distinguish point of view from that of narrator or characters | | | **3RL5**  Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, etc. | | **3RL9**  Compare/ contrast theme, setting, plots of books in the same series | |
| **3RI1, 3RL1, 3RI10, 3RL10** | | | | | | | | | | |
| ***Foundational***  Word Study Kit 1  **3RF3 & 4** | Unit 25  Hard and soft c | Unit 26  Hard and soft g | | | Unit 27  /k/ spelled ck, ic, x | | Unit 28  Prefixes re-, un- | Unit 29  Prefixes dis-, mis-, pre- | Unit 30  Suffixes –y, -ly, -ily | Unit 31  Comparative suffixes -er,  -est | Unit 32  Anagrams | **Review and enrich** |
| ***Writing*** | **3W1** Write opinion pieces on topics or texts, supporting a point of view with reasons  **3W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly  **3W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences  **3W34-10** | | | | | | | | | | | **Review and enrich** |
| ***Speaking & Listening*** | **3SL6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification  **3SL1** Engage effectively in a range of collaborative discussions, building and expressing their own ideas clearly  **3SL2** 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 | | | | | | | **3SL3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail  **3SL4** Report on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace  **3SL5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details | | | | **Review and enrich** |
| ***Language*** | **3L5a**  Distinguish the literal and non-literal meanings of words and phrases in context | | **3L5b**  Identify real-life connections between words and their use | **3L5c**  Distinguish shades of meaning among related words that describe states of mind or degrees of certainty | | **ELAGSE3L6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | | | | | | **Review and enrich** |
| **3L1j.** Writes legibly in cursive. **3L2f**. Use spelling patterns and generalizations in writing words.  **3L2g**. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **Supporting Standards:** 3L1, 3L2, 3L3, 3L4, 3L5, 3L6 | | | | | | | | | | |