







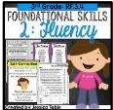



















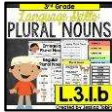











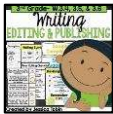









3rd Grade ELA Pacing Guide: Quarter I

Week	Reading RL/RI	Speaking & Listening SL	Reading: Foundational RF	Language L	Writing W
1	<p><u>RL.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Ask & Answer Unit</p> 	<p>*Teach SL Standards explicitly during Quarter 1. Then, revisit through application through the year.</p> <p>Speaking & Listening Unit</p> 	<p> Reading Foundational Skills Bundle</p> <p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><u>L.3.4.C</u> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p><u>L.3.4.B</u> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p> Affixes & Roots Unit</p>	<p style="text-align: center;">W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p style="text-align: center;"><u>W.3.1.A</u> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p style="text-align: center;"><u>W.3.1.B</u> Provide reasons that support the opinion.</p> <p style="text-align: center;"><u>W.3.1.C</u> Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p style="text-align: center;"><u>W.3.1.D</u> Provide a concluding statement or section.</p> <p style="text-align: right;">Opinion Writing Unit</p> 
2	<p><u>RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>SL.3.1 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.</p> <p><u>SL.3.1.A</u> 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.</p> <p><u>SL.3.1.B</u> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>SL.3.1.C</u> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><u>SL.3.1.D</u> Explain their own ideas and understanding in light of the discussion.</p> <p><u>SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p>RF Phonics Unit</p> 	<p style="text-align: center;"><u>L.3.3.B</u> Recognize and observe differences between the conventions of spoken and written standard English.</p> <p> Spoken vs. Written Unit</p>	
3	<p> Characters Unit</p>		<p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p> RF Fluency Unit</p>	<p> Reference Materials Unit</p>	
4	<p><u>RL.3.2</u> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Recount Stories Unit</p> 		<p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p>RF Fluency Unit</p> 	<p><u>L.3.4.D</u> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><u>L.3.2.G</u> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	




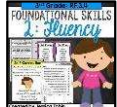







Week	Reading RL/RI	Speaking & Listening SL	Reading: Foundational RF	Language L	Writing W
5	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Ask & Answer Unit</p> 	<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4.a Read grade-level text with purpose and understanding.</p>	<p>L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>*CONTINUE OPINION LESSONS IF MORE TIME IS NEEDED.</p> <p>Editing & Publishing Unit</p> 
6	<p>RI.3.7 Use information gained from illustrations (maps, photos) and the words in a text to demonstrate understanding of the text.</p> <p>Illustrations Unit</p> 	<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF Fluency Unit</p> 	<p>L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words for them.</p> <p>Spelling Patterns Unit</p> 	<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
7	<p>RI.3.5 Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Text Features Unit</p> 	<p>Speaking & Listening Unit</p> 	<p>RF Fluency Unit</p> 	<p>Spelling Patterns Unit</p> 	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>
8	<p>Text Features Unit</p> 	<p>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.</p>	<p>RF.3.3.d Read grade-appropriate irregularly spelled words.</p> <p>RF Phonics Unit</p> 	<p>L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>Parts of Speech Unit</p> 	<p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
9	<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Main Idea Unit</p> 	<p>Speaking & Listening Unit</p> 	<p>RF Phonics Unit</p> 	<p>Parts of Speech Unit</p> 	<p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>











3rd Grade ELA Pacing Guide: Quarter 2

Week	Reading RL/RI	Speaking & Listening SL	Reading: Foundational RF	Language L	Writing W
1 (10)	<p style="text-align: center;"><u>RL.3.6</u></p> <p>Distinguish their own point of view from that of the narrator or those of the characters.</p> <p style="text-align: center;">Point of View Unit</p> 	<p>SL & RF Standards are taught explicitly during Quarter 1. Review, reteach, apply the skills throughout the remaining Quarters. *Depending on class assessment data, standards may need to be focused on during</p>		<p style="text-align: center;">L.3.1.B</p> <p>Form and use regular and irregular plural nouns.</p>  <p style="text-align: center;">Plural Nouns Unit</p>	 <p style="text-align: center;">Informative Writing Unit</p> <p style="text-align: center;">W.3.2</p> <p style="text-align: center;">Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p style="text-align: center;"><u>W.3.2.A</u></p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
2 (11)	<p style="text-align: center;"><u>RL.3.5</u></p> <p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p style="text-align: center;">Structure Unit</p> 	<p><u>SL.3.1</u> 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.</p> <p><u>SL.3.2</u> 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.</p> <p><u>SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>SL.3.4</u> 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.</p> <p><u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p style="text-align: center;"><u>RF.3.3.a</u></p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p style="text-align: center;"><u>RF.3.3.b</u></p> <p>Decode words with common Latin suffixes.</p> <p style="text-align: center;"><u>RF.3.3.c</u></p> <p>Decode multisyllable words.</p> <p style="text-align: center;"><u>RF.3.3.d</u></p> <p>Read grade-appropriate irregularly spelled words</p> <p style="text-align: center;"><u>RF.3.4.a</u></p> <p>Read grade-level text with purpose and understanding.</p> <p style="text-align: center;"><u>RF.3.4.b</u></p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><u>RF.3.4.c</u></p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;">L.3.1.C</p> <p>Use abstract nouns (e.g., childhood).</p>  <p style="text-align: center;">Abstract Nouns Unit</p>	<p style="text-align: center;"><u>W.3.2.B</u></p> <p>Develop the topic with facts, definitions, and details.</p> <p style="text-align: center;"><u>W.3.2.C</u></p> <p>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p style="text-align: center;"><u>W.3.2.D</u></p> <p>Provide a concluding statement or section.</p>
3 (12)	<p style="text-align: center;"><u>RI.3.6</u></p> <p>Distinguish their own point of view from that of the author of a text.</p> <p style="text-align: center;">Point of View Unit</p> 	<p><u>SL.3.4</u> 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.</p> <p><u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	 <p style="text-align: center;">RF Phonics Unit</p>  <p style="text-align: center;">RF Fluency Unit</p>	<p style="text-align: center;">L.3.1.D</p> <p>Form and use regular and irregular verbs.</p>  <p style="text-align: center;">Irregular Verbs Unit</p>	 <p style="text-align: center;"><u>SL.3.5</u></p> <p>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.</p>








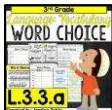

Week	Reading RL/RI	Speaking & Listening SL	Reading: Foundational RF	Language L	Writing W
5 (14)	<p><u>RI.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>SL & RF Standards are taught explicitly during Quarter 1. Review, reteach, apply the skills throughout the remaining Quarters. *Depending on class assessment data, standards may need to be focused on during</p>		<p><u>L.3.1.E</u> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>  <p>Verb Tenses Unit</p>	<p><u>*CONTINUE INFORMATIVE LESSONS IF MORE TIME IS NEEDED.</u></p> <p>Editing & Publishing Unit</p> 
6 (15)	 <p>Making Connections Unit</p>	<p><u>SL.3.1</u> 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.</p> <p><u>SL.3.2</u> 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.</p>	<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p>	<p><u>L.3.4.A</u> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Context Clues Unit</p> 	<p><u>W.3.4</u> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
7 (16)	<p><u>RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Figurative Language Unit</p> 	<p><u>SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>SL.3.4</u> 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.</p>	<p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>L.3.5.A</u> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>  <p>Nonliteral Language Unit</p>	<p><u>W.3.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>
8 (17)	<p><u>RL.3.7</u> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	<p><u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>RF Phonics Unit</p>  <p>RF Fluency Unit</p> 	<p><u>L.3.5.B</u> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>Real-Life Connections</p> 	<p><u>W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
9 (18)	 <p>Illustrations in a Text Unit</p>			<p>Real-Life Connections</p> 	








3rd Grade ELA Pacing Guide: Quarter 3

Week	Reading RL/RI	Speaking & Listening SL	Reading: Foundational RF	Language L	Writing W
1 (19)	<p><u>REVIEW- RL.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>  <p>Ask & Answer Unit</p>	<p>SL & RF Standards are taught explicitly during Quarter 1. Review, reteach, apply the skills throughout the remaining Quarters. *Depending on class assessment data, standards may need to be focused on during</p> <p><u>SL.3.1</u> 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.</p> <p><u>SL.3.2</u> 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.</p> <p><u>SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>SL.3.4</u> 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.</p> <p><u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>  <p>RF Phonics Unit</p>  <p>RF Fluency Unit</p> 	<p><u>L.3.1.F</u> Ensure subject-verb and pronoun-antecedent agreement.</p> <p>Subject-Verb Agreement Unit</p> 	 <p>Narrative Writing Unit</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>W.3.3.A</u> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>W.3.3.B</u> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><u>W.3.3.C</u> Use temporal words and phrases to signal event order.</p> <p><u>W.3.3.D</u> Provide a sense of closure.</p>
2 (20)	<p><u>RL.3.9</u> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> <p>Compare & Contrast Unit</p> 	<p><u>SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>SL.3.4</u> 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.</p> <p><u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>L.3.1.G</u> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Superlatives Unit</p> 	<p><u>W.3.3.A</u> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>W.3.3.B</u> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><u>W.3.3.C</u> Use temporal words and phrases to signal event order.</p> <p><u>W.3.3.D</u> Provide a sense of closure.</p>
3 (21)	<p>*May need to review RL.3.2: THEME</p>	<p><u>SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>SL.3.4</u> 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.</p> <p><u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>L.3.1.H</u> Use coordinating and subordinating conjunctions.</p> <p>Conjunctions Unit</p> 	<p><u>W.3.3.A</u> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>W.3.3.B</u> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><u>W.3.3.C</u> Use temporal words and phrases to signal event order.</p> <p><u>W.3.3.D</u> Provide a sense of closure.</p>
4 (22)	<p><u>RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>Words & Phrases Unit</p> 	<p><u>SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>SL.3.4</u> 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.</p> <p><u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>L.3.1.H</u> Use coordinating and subordinating conjunctions.</p> <p>Conjunctions Unit</p> 	<p><u>W.3.3.A</u> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>W.3.3.B</u> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><u>W.3.3.C</u> Use temporal words and phrases to signal event order.</p> <p><u>W.3.3.D</u> Provide a sense of closure.</p>

Week	Reading RL/RI	Speaking & Listening SL	Reading: Foundational RF	Language L	Writing W
5 (23)	<p><u>REVIEW- RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Main Idea Unit</p> 	<p>SL & RF Standards are taught explicitly during Quarter 1. Review, reteach, apply the skills throughout the remaining Quarters. *Depending on class assessment data, standards may need to be focused on during</p>	<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>L.3.1.i</u> Produce simple, compound, and complex sentences.</p> <p>Producing Sentences Unit</p> 	<p><u>*CONTINUE NARRATIVE LESSONS IF MORE TIME IS NEEDED.</u></p> <p>Editing & Publishing Unit</p> 
6 (24)	<p><u>RI.3.8</u> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>			<p><u>SL.3.1</u> 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.</p> <p><u>SL.3.2</u> 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.</p>	<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
7 (25)	<p>Text Structures Unit</p> 	<p><u>SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>SL.3.4</u> 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.</p>	<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>L.3.2.B</u> Use commas in addresses.</p> <p>Commas Unit</p> 	<p><u>W.3.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>
8 (26)	<p><u>RI.3.9</u> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>RF Phonics Unit</p> 	<p><u>L.3.2.C</u> Use commas and quotation marks in dialogue.</p> <p>Dialogue Unit</p> 	<p><u>W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
9 (27)	<p>Comparing Two Texts</p> 	<p><u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>RF Fluency Unit</p> 	<p>Dialogue Unit</p> 	<p><u>W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>

3rd Grade ELA Pacing Guide: Quarter 4

Week	Reading RL/RI	Speaking & Listening SL	Reading: Foundational RF	Language L	Writing W	
1 (28)	<p><u>REVIEW- RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>  <p style="text-align: right;">Characters Unit</p>	<p>SL & RF Standards are taught explicitly during Quarter 1. Review, reteach, apply the skills throughout the remaining Quarters. *Depending on class assessment data, standards may need to be focused on during</p>	<p>SL.3.1 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.</p> <p><u>SL.3.2</u> 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.</p> <p><u>SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>SL.3.4</u> 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.</p> <p><u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>L.3.2.D Form and use possessives.</p> <p>Possessives Unit</p> 	<p><u>W.3.7</u> Conduct short research projects that build knowledge about a topic.</p> <p><u>W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Research Writing Unit</p> 	
2 (29)	<p><u>REVIEW- RI.3.7</u> Use information gained from illustrations (e.g., maps, photos) and the words in a text to demonstrate understanding</p>  <p style="text-align: right;">Illustrations Unit</p> <p><u>REVIEW- RI.3.5</u> Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Text Features</p> 			<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>Shades of Meaning Unit</p> 	<p><u>SL.3.5</u> 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.</p>
3 (30)	<p><u>REVIEW- RI.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>  <p style="text-align: right;">Making Connections Unit</p>			<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>L.3.3.A Choose words and phrases for effect.</p> <p>Word Choice Unit</p> 	<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
4 (31)	<p><u>REVIEW- RI.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>  <p style="text-align: right;">Making Connections Unit</p>			<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>RF.3.3.a</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>RF.3.3.b</u> Decode words with common Latin suffixes.</p> <p><u>RF.3.3.c</u> Decode multisyllable words.</p> <p><u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words</p> <p><u>RF.3.4.a</u> Read grade-level text with purpose and understanding.</p> <p><u>RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Week	Reading RL/RI	Speaking & Listening SL	Reading: Foundational RF	Language L	Writing W
5 (32)	<p>REVIEW- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>Structure Unit</p> 	<p>SL & RF Standards are taught explicitly during Quarter 1. Review, reteach, apply the skills throughout the remaining Quarters. *Depending on class assessment data, standards may need to be focused on during</p>		<p>After completion of all Language Standards, review the standards based on Class Assessment Data. Review skills that students haven't mastered.</p>	<p><u>*CONTINUE RESEARCH LESSONS IF MORE TIME IS NEEDED.</u></p>
6 (33)	<p>REVIEW- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>Compare & Contrast</p> 	<p>SL.3.1 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.</p> <p>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.</p>	<p>RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.b Decode words with common Latin suffixes.</p> <p>RF.3.3.c Decode multisyllable words.</p> <p>RF.3.3.d Read grade-appropriate irregularly spelled words</p> <p>RF.3.4.a Read grade-level text with purpose and understanding.</p>	<p>Suggested Review Skills:</p> <ul style="list-style-type: none"> Affixes & Roots Unit Parts of Speech Unit Abstract Nouns Unit Irregular Verbs Unit Nonliteral Language Unit Producing Sentences Unit 	<p>Editing & Publishing Unit</p>  <p>W.3.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
7 (34)	<p>REVIEW- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/ second in a sequence).</p> <p>Text Structures Unit</p> 	<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 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.</p>	<p>RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<p>W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>
8 (35)	<p>REVIEW- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Comparing Two Texts</p> 	<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>RF Phonics Unit</p> <p>RF Fluency Unit</p>  		<p>W.3.6</p> <p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
9 (36)					