

UNIT 1		BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW: 8/26/19 – 10/4/19	
WEEK 1		WEEKLY CONCEPT: Story time		ESSENTIAL QUESTION: What can stories teach you?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.7 SL.3.1b SL.3.2	<b>READ ALOUD</b> Title: "Three Pigs, a Wolf, and a Book" Genre: Fantasy Strategy: Visualize	<b>SHORT TEXT</b> Bruno's New Home (430) Genre: Fantasy Strategy: Visualize Skill: Character, Setting, Plot: Character	<b>MAIN SELECTION</b> Wolf! (650) Genre: Fantasy <b>PAIRED SELECTION</b> "Jennie and the Wolf" (450) Genre: Fable Strategy: Visualize Skill: Character, Setting, Plot: Character	Strategy: Visualize Skill: Character, Setting, Plot: Character <b>MAIN SELECTION</b> Genre: Fantasy <b>Titles:</b> A: Berries, Berries, Berries/"The Heron and the Fish" (430) O: Duck's Discovery/"The Lion and the Fox" (530) E: Duck's Discovery/"The Lion and the Fox" (410) B: Robot Race/"The Hare and the Tortoise" (750)	<b>Reading/Writing Workshop:</b> Genre, Connection of Ideas <b>Literature Anthology:</b> Purpose, Genre, Sentence Structure, Connection of Ideas	
L.3.4a L.3.4d L.3.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> ached, concentrate, discovery, educated, effort, improved, inspired, satisfied <b>Additional Academic Vocabulary:</b> fantasy, expression, moral <b>Vocabulary Strategy:</b> Context Clues: Synonyms				
L.3.2f L.3.2g RF.3.3c	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Short Vowels a, i <b>Structural Analysis:</b> Word Families				
RF.3.4b	<b>FLUENCY</b>	Expression			<b>ASSESSMENTS</b>  Weekly Formative Assessments	
W.3.3a	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Product:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Ideas/Focus on an Event <b>Reading/Writing Workshop:</b> Bruno's New Home <b>Literature Anthology:</b> Wolf! <b>Your Turn Practice Book:</b> River Rescue				
L.3.1i	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Sentences and Fragments <b>Grammar Mechanics:</b> Capitalization and Punctuation			<b>PLC Focus</b>	
RL.3.2 RL.3.3 W.3.10 W.3.7	<b>Research</b>	<b>Research and Inquiry:</b> Create a Story Map <b>Weekly Project:</b> Research Aesop's fables <b>Write About Reading:</b> Write an Opinion (Character, Setting Plot)				

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 1 WEEK 2	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW: 8/26/19 – 10/4/19	
WEEK 2	WEEKLY CONCEPT: Traditions		ESSENTIAL QUESTION: What can traditions teach you about cultures?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
L.3.4b RL.3.10 RL.3.3 RL.3.7 RL.3.9 SL.3.1c SL.3.1d SL.3.2	Title: "Ready for Aloha!"  Genre: Realistic Fiction  Strategy: Visualize	<b>SHORT TEXT</b> The Dream Catcher (470)  Genre: Realistic Fiction  Strategy: Visualize  Skill: Character, Setting, Plot: Sequence	<b>MAIN SELECTION</b> Yoon and the Jade Bracelet (480)  Genre: Realistic Fiction  <b>PAIRED SELECTION</b> Title: "Family Traditions" (480)  Genre: Expository Text  Strategy: Visualize  Skill: Character, Setting, Plot: Sequence	Strategy: Visualize  Skill: Character, Setting, Plot: Sequence  <b>MAIN SELECTION</b> Genre: Realistic Fiction <b>Titles:</b> A: The Special Meal/"More About Mole" (380) O: A Row of Lamps/"Diwali" (410) E: A Row of Lamps/"Diwali" (310) B: Dragons on the Water/"A Great Tradition" (700)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Genre (Dialogue), Prior Knowledge, Purpose, Specific Vocabulary, Connection of Ideas
L.3.4a L.3.4d L.3.6 RL.3.4	<b>VOCABULARY</b>	Synonyms <b>Vocabulary Words:</b> celebrate, courage, disappointment, precious, pride, remind, symbol, tradition <b>Additional Vocabulary:</b> gasped <b>Vocabulary Strategy:</b> Context Clues:			
L.3.2f L.3.2g RF.3.3c	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Short Vowels e, o, u <b>Structural Analysis:</b> Inflectional Endings			
RF.3.4b	<b>FLUENCY</b>	Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.3.10 W.3.3b W.3.8	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Product:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Word Choice/Descriptive Details <b>Reading/Writing Workshop:</b> The Dream Catcher <b>Literature Anthology:</b> Yoon and the Jade Bracelet <b>Your Turn Practice Book:</b> Giving Thanks			
L.3.1i	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Commands and Exclamations <b>Grammar Mechanics:</b> Punctuation in Commands and Exclamations			
W.3.7	<b>Research</b>	<b>Weekly Project:</b> Research contributions of different cultures <b>Research and Inquiry:</b> Prepare a web <b>Write About Reading:</b> Write an analysis			<b>PLC Focus</b>

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 1 WEEK 3	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW: 8/26/19 – 10/4/19	
WEEK 3	WEEKLY CONCEPT: Communities		ESSENTIAL QUESTION: How do people from different cultures contribute to a community?		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.3.1 RI.3.10 RI.3.8 RI.3.9 SL.3.1a SL.3.1c SL.3.1d SL.3.2 SL.3.4	Title: "Faith Ringgold: Telling Stories Through Art"  Genre: Narrative Nonfiction  Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> Room to Grow (490)  Genre: Narrative Nonfiction  Strategy: Ask and Answer Questions  Skill: Text Structure: Sequence  Text Features: Headings, Map	<b>MAIN SELECTION</b> Gary the Dreamer (500)  Genre: Narrative Nonfiction  <b>PAIRED SELECTION</b> Title: "Sharing Polkas and Pitas" (530)  Genre: Expository Text  Strategy: Ask and Answer Questions  Skill: Text Structure: Sequence	Strategy: Ask and Answer Questions  Skill: Text Structure: Sequence  <b>MAIN SELECTION</b> Genre: Biography <b>Titles:</b> A: Judy Baca/"Vibrant Los Angeles" (560) O: Judy Baca/"Vibrant Los Angeles" (630) E: Judy Baca/"Vibrant Los Angeles" (610) B: Judy Baca/"Vibrant Los Angeles" (750)	<b>Reading/Writing Workshop:</b> Organization, Genre  <b>Literature Anthology:</b> Genre, Organization, Connection of Ideas
L.3.4a L.3.6 L.2.4d RI.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> admires, classmate, community, contribute, practicing, pronounce, scared, tumble <b>Additional Domain Words:</b> celebrate, symbols, traditions <b>Vocabulary Strategy:</b> Compound Words			
L.3.2f L.3.2g RF.3.3c	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Final e <b>Structural Analysis:</b> Inflectional Endings: Drop Final e			
RF.3.4a	<b>FLUENCY</b>	Rate			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.3.3a W.3.3c W.3.8	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Product:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Organization/Sequence <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> Room to Grow <b>Literature Anthology:</b> Gary the Dreamer <b>Your Turn Practice Book:</b> Joseph Bruhac			
L.3.1i	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Subjects <b>Grammar Mechanics:</b> Complete Sentences and Fragments			
W.3.7 W.3.10	Research	<b>Research and Inquiry:</b> Create a travel brochure <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research their community			<b>PL C Focus</b>

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: Inventions		ESSENTIAL QUESTION: How can problem solving lead to new ideas?		8/26/19 – 10/4/19
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.3.1 RI.3.4 RI.3.5 RI.3.7 RI.3.8 RI.3.9 RI.3.3 (added) SL.3.1b SL.3.1c SL.3.1d SL.3.2	Title: “Chester Greenwood and His Cold Ears” Genre: Biography Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> Mary Anderson’s Great Invention (460) Genre: Biography Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect Text Features: Diagrams, Sidebars	<b>MAIN SELECTION</b> All Aboard! Elijah McCoy’s Steam Engine (450) Genre: Biography Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect <b>PAIRED SELECTION</b> “Lighting the World” Genre: Expository Text	Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect <b>MAIN SELECTION</b> Genre: Biography Titles: A: The Amazing Benjamin Franklin/“Beulah Louise Henry: Inventor” (520) O: The Amazing Benjamin Franklin/“Beulah Louise Henry: Inventor” (770) E: The Amazing Benjamin Franklin/“Beulah Louise Henry: Inventor” (550) B: The Amazing Benjamin Franklin/“Beulah Louise Henry: Inventor” (770)	Reading/Writing Workshop: Organization Literature Anthology: Purpose, Prior Knowledge, Connections of Ideas, Organization, Sentence Structure, Specific Vocabulary, Genre
L.3.5a L.3.6 RI.3.4	<b>VOCABULARY</b>	Vocabulary Words: design, encouraged, examine, invention, quality, simple, solution, substitutes Additional Domain Words: examine, solution, bailed, boiler, patent Vocabulary Strategy: Metaphors			
L.3.2f L.3.2g RF.2.3b RF.3.3d	<b>PHONICS/SPELLING</b>	Phonics/Spelling Skill: Long a Spellings Structural Analysis: Plurals -s and -es			
RF.3.1b W.3.10	<b>FLUENCY</b>	Expression		<b>ASSESSMENTS</b>	
	<b>WRITING</b>	Genre Writing: Narrative Text Unit Writing Product: Friendly Letter, Personal Narrative Writing Trait: Word Choice Reading/Writing Workshop: Mary Anderson’s Great Invention Literature Anthology: All Aboard! Elijah McCoy’s Steam Engine Your Turn Practice Book: Victor Ochoa’s New Idea		Weekly Formative Assessments	
L.3.1i SL.3.1d W.3.10 W.3.7	<b>GRAMMAR</b>	Grammar Skill: Predicates Grammar Mechanics: Complete Sentences		<b>PLC Focus</b>	
	<b>Research</b>	Weekly Project: Research community or class problem Research and Inquiry: Write about reading Write About Reading: Write an Analysis (Text Features)			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEK 5 Weekly Concept: Landmarks		Essential Question: How do landmarks help us understand our country's story? 8/26/19 – 10/4/19		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.3.1 RI.3.10 RI.3.2 RI.3.7 RI.3.9 SL.3.1b SL.3.1c SL.3.2	Title: "America's Landmarks and Memorials"  Genre: Expository Text  Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> A Natural Beauty (560)  Genre: Expository Text  Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  Text Features: Captions, Map, Sidebar	<b>MAIN SELECTION</b> A Mountain of History (560)  Genre: Expository Text  <b>PAIRED SELECTION</b> "A Landmark Street" (580)  Genre: Expository Text  Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details	Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  <b>MAIN SELECTION</b> Genre: Expository Text  Titles: A: The National Mall/Gateway Arch (650) O: The National Mall/Gateway Arch (750) E: The National Mall/Gateway Arch (700) B: The National Mall/Gateway Arch (840)	<b>Reading/Writing Workshop:</b> Purpose, Genre Literature Anthology: Sentence Structure, Genre, Purpose
L.3.4a L.3.5a L.3.5b RI.3.4 RL.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> carved, clues, grand, landmark, massive, monument, national, traces <b>Additional Domain Words:</b> landmark, monument <b>Vocabulary Strategy:</b> Context Clues: Multiple Meaning Words			
L.3.2f L.3.2g RF.2.3b RF.3.4b	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Long O: o, ow, o_e, oa, oe <b>Structural Analysis:</b> Compound Words			
RF.3.4c	<b>FLUENCY</b>	Accuracy and Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.3.10 W.3.1a	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Product:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Sentence Fluency/Sentence Types <b>Reading/Writing Workshop:</b> A Natural Beauty <b>Literature Anthology:</b> A Mountain of History <b>Your Turn Practice Book:</b> Building a Landmark			
L.3.1h L.3.1i	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Simple and Compound Sentences <b>Grammar Mechanics:</b> Punctuate Simple and Compound Sentences			
SL.3.4 W.3.6 W.3.7	<b>Research</b>	<b>Weekly Project:</b> Research famous landmarks <b>Research and Inquiry:</b> Write an informative Report <b>Write About Reading:</b> Write an Analysis <i>Unit Level: Research</i> <i>Skill: Choosing a Research Topic</i> <b>Unit Project:</b> Select/develop from weekly research options-unit research projects			<b>PLC Focus</b>

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Growing and Learning — How can learning help us grow?		INSTRUCTIONAL WINDOW:	
WEEK 6	Essential Question: How do landmarks help us understand our country's story?		8/26/19 – 10/4/19	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4b RF.3.4g	FLUENCY	Reader's Theater: Take Me to Your Litter	Using Assessment Results Tested skills:	
RI.3.5 W.3.8	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Soccer Is America's Game	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.3.1d SL.3.4 W.3.7 W.3.10	RESEARCH AND INQUIRY	Research skill: Choosing a topic  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.3.3a W.3.3b W.3.3c W.3.5 W.3.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 2		BIG IDEA: Figure It Out — What does it take to solve a problem?		INSTRUCTIONAL WINDOW: 10/7/19 – 11/15/19	
WEEK 1		WEEKLY CONCEPT: Cooperation		ESSENTIAL QUESTION: Why is working together a good way to solve a problem?	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.7 RL.3.10 RL.4.1 SL.3.1b SL.3.1d SL.3.3	Title: “A Field Full of Stones”  Genre: Folktale  Strategy: Make, Confirm, or Revise Predictions	<b>SHORT TEXT</b> Anansi Learns a Lesson (510)  Genre: Folktale  Strategy: Make, Confirm, or Revise Predictions  Skill: Theme	<b>MAIN SELECTION</b> Roadrunner’s Dance (640)  Genre: Folktale  <b>PAIRED SELECTION</b> “Deltona Is Going Batty” (550)  Genre: Expository Text  Strategy: Make, Confirm, or Revise Predictions  Skill: Theme	Strategy: Make, Confirm, or Revise Predictions  Skill: Theme  <b>MAIN SELECTION</b> Genre: Folktale  Titles: A: The Quarreling Quails/“The Dragon Slayers” (410) O: Jungle Treasures/“Urban Roots” (680) E: Jungle Treasures/“Urban Roots” (560) B: The Bear Who Stole the Chinook/“Saving Lubec” (740)	<b>Reading/Writing Workshop:</b> Genre, Connection of Ideas  <b>Literature Anthology:</b> Genre, Organization, Purpose, Connection of Ideas, Sentence Structure
L.3.5c L.3.6 L.3.4a RL.3.4a RL.3.4	VOCABULARY	<b>Vocabulary Words:</b> attempt, awkward, cooperation, created, furiously, interfere, involved, timid <b>Additional Vocabulary:</b> cooperation involved <b>Additional Academic Vocabulary:</b> collaboration; connections <b>Vocabulary Strategy:</b> Context Clues: Antonyms			
L.3.2f L.S.2g RF.2.3b RF.3.4a	PHONICS/SPELLING	<b>Phonics/Spelling Skill:</b> Long i and long u <b>Structural Analysis:</b> Plural Words with y to i			
RF.3.4b	FLUENCY	Intonation and Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.3.10 W.3.2c	WRITING	<b>Writing Trait:</b> Word Choice/Linking Words and Phrases <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> An Field Full of Stories <b>Literature Anthology:</b> Roadrunner’s Dance <b>Your Turn Practice Book:</b> Why People and Birds Are Friends			
L.3.1a L.3.1c	GRAMMAR	<b>Grammar Skill:</b> Kinds of Nouns <b>Grammar Mechanics:</b> Capitalize Proper Nouns			<b>PLC Focus</b>
SL.3.4 W.3.7	Research	<b>Weekly Project:</b> Research how to form an effective team <b>Research and Inquiry:</b> Write Instructions <b>Write About Reading:</b> Write an Analysis			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 2		BIG IDEA: Figure It Out — What does it take to solve a problem?			INSTRUCTIONAL WINDOW:	
WEEK 2		WEEKLY CONCEPT: Immigration		ESSENTIAL QUESTION: Why do people immigrate to new places?		10/7/19 – 11/15/19
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RL.3.1 RL.3.10 RL.3.2 RL.3.7 SL.3.1 SL.3.1b SL.3.2	Title: “Our Story Cloth”  Genre: Historical Fiction  Strategy: Make Confirm, or Revise Predictions	<b>SHORT TEXT</b> Sailing to America (460)  Genre: Historical Fiction  Strategy: Make, Confirm, or Revise Predictions  Skill: Theme	<b>MAIN SELECTION</b> The Castle on Hester Street (730)  Genre: Historical Fiction  <b>PAIRED SELECTION</b> “Next Stop, America!” (510)  Genre: Expository Text  Strategy: Make, Confirm, or Revise Predictions  Skill: Theme	Strategy: Make, Confirm, or Revise Predictions  Skill: Theme  <b>MAIN SELECTION</b> Genre: Historical Fiction  Titles: A: The Promise of Gold Mountain/“Gold in California!” (490) O: Moving from Mexico/“ Mexican Revolution 1910–1920” (640) E: Moving from Mexico/“ Mexican Revolution 1910–1920” (540) B: Gustaf Goes to America/“ Celebrating Swedish Culture” (690)	<b>Reading/Writing Workshop:</b> Organization, Specific Vocabulary  <b>Literature Anthology:</b> Prior Knowledge, Specific Vocabulary, Sentence Structure, Connection of Ideas, Purpose	
L.3.5c L.3.4a L.3.5a L.3.6	VOCABULARY	<b>Vocabulary Words:</b> arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered <b>Additional Vocabulary:</b> immigrate, opportunity <b>Additional Domain Words:</b> astronomer, ticker tape, confetti, boarders, pushcart <b>Additional Academic Vocabulary:</b> plagiarizing; precise; accurate; repetition <b>Vocabulary Strategy:</b> Figurative Language: Similes				
L.3.2f L.3.2g RF.3.3b RF.3.4b RL.3.4	PHONICS/SPELLING	<b>Phonics/Spelling Skill:</b> Long e <b>Structural Analysis:</b> Inflectional Endings				
RF.3.4b	FLUENCY	Rate	ASSESSMENTS			
L.3.3b W.3.1 W.3.10	WRITING	<b>Writing Trait:</b> Word Choice/Precise Language <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> Sailing to America <b>Literature Anthology:</b> The Castle on Hester Street <b>Your Turn Practice Book:</b> A Dream to the West			Weekly Formative Assessments	
L.3.1b L.3.2f	GRAMMAR	<b>Grammar Skill:</b> Singular and Plural Nouns <b>Grammar Mechanics:</b> Punctuate Four Sentence Types			PLC Focus	
SL.3.4 W.3.7 W.3.8	Research	<b>Weekly Project:</b> Research famous immigrants <b>Research and Inquiry:</b> Write a Report <b>Write About Reading:</b> Write an opinion				



## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 2 WEEK 3	BIG IDEA: Figure It Out — What does it take to solve a problem?			INSTRUCTIONAL WINDOW:	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.3.1 RI.3.4 RI.3.6 RI.3.7 RI.3.9 RL.3.1 SL.3.1c SL.3.2 SL.3.3 SL.3.6	Title: “All About Elections”  Genre: Nonfiction  Strategy: Reread	<b>SHORT TEXT</b> Every Vote Counts! (560)  Genre: Expository Text  Strategy: Reread  Skill: Author’s Point of View  Text Features: Headings, Bar Graph	<b>MAIN SELECTION</b> Vote! (530)  Genre: Expository Text  <b>PAIRED SELECTION</b> “A Plan for the People” (530)  Genre: Expository Text  Strategy: Reread  Skill: Author’s Point of View	Strategy: Reread  Skill: Author’s Point of View  <b>MAIN SELECTION</b> Genre: Expository Text  <b>Titles:</b> <b>A:</b> The Race for the Presidency/“Elementary School Lawmakers” (560) <b>O:</b> The Race for the Presidency/“Elementary School Lawmakers” (720) <b>E:</b> The Race for the Presidency/“Elementary School Lawmakers” (710) <b>B:</b> The Race for the Presidency/“Elementary School Lawmakers” (890)	Reading/Writing <b>Workshop:</b> Sentence Structure, Purpose  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Genre, Organization, Specific Vocabulary, Sentence Structure, Connection of Ideas
L.3.4a L.3.4b L.3.5a RI.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> announced, candidates, convince, decisions, elect, estimate, government, independent <b>Additional Domain Words:</b> campaign, volunteers, sworn, laws <b>Vocabulary Strategy:</b> Prefixes: re-, un-, dis-, mis-			
L.3.2f L.3.2g RF.3.4b RF.3.3d	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Words with Silent Letters <b>Structural Analysis:</b> Singular and Plural Possessives			
RF.3.4b	<b>FLUENCY</b>	Accuracy and Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.3.2b W.3.10	<b>WRITING</b>	<b>Writing Trait:</b> Ideas/Supporting Details <b>Reading/Writing Workshop:</b> Every Vote Counts! <b>Literature Anthology:</b> Vote! <b>Your Turn Practice Book:</b> Express Yourself			
L.3.1b L.3.2f	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Special Nouns <b>Grammar Mechanics:</b> Spelling Plural Nouns			<b>PLC Focus</b>
SL.3.1b W.3.7 W.3.8	Research	<b>Weekly Project:</b> Research different positions in state governments <b>Research and Inquiry:</b> Write a Report <b>Write About Reading:</b> Write an Analysis (Analyze Author’s Point of View)			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: Survival		ESSENTIAL QUESTION: How can people help animals survive?		10/7/19 – 11/15/19
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
L.3.4a RI.3.1 RI.3.2 RI.3.5 RI.3.6 RI.3.7 RI.3.9 SL.3.1a SL.3.1c SL.3.2 SL.3.6	Title: "The Bald Eagle: A Success Story"  Genre: Expository Text  Strategy: Reread	<b>SHORT TEXT</b> Kids to the Rescue! (560)  Genre: Expository Text  Strategy: Reread  Skill: Author's Point of View  Text Features: Sidebar, Map	<b>MAIN SELECTION</b> Whooping Cranes in Danger(580)  Genre: Expository Text  <b>PAIRED SELECTION</b> "Help the Manatees!" (630)  Genre: Expository Text  Strategy: Reread  Skill: Author's Point of View	Strategy: Reread  Skill: Author's Point of View  <b>MAIN SELECTION</b> Genre: Expository Text  Titles: A: Protecting the Islands/"Penguins Go Global" (560) O: Protecting the Islands/"Penguins Go Global" (720) E: Protecting the Islands/"Penguins Go Global" (660) B: Protecting the Islands/"Penguins Go Global" (810)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Organization, Genre, Sentence Structure, Specific Vocabulary
L.3.4b L.3.4d RI.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> caretakers, population, recognized, relatives, resources, success, survive, threatened <b>Additional Vocabulary:</b> coated, ecosystem, endangered, extinct, full, glide, going, spoiled <b>Additional Domain Words:</b> trackers, relative <b>Additional Academic Vocabulary:</b> organize, signal, events <b>Vocabulary Strategy:</b> Suffixes ful, -less			
L.3.2f L.3.2g RF.3.3c RF.3.4a SL.3.5	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Three-Letter Blends <b>Structural Analysis:</b> Closed Syllables			
RF.3.4b	<b>FLUENCY</b>	Rate	<b>ASSESSMENTS</b>  Weekly Formative Assessments		
W.3.1b W.3.3c	<b>WRITING</b>	<b>Writing Trait:</b> Organization/Sequence <b>Reading/Writing Workshop:</b> Kids to the Rescue! <b>Literature Anthology:</b> Whooping Cranes in Danger <b>Your Turn Practice Book:</b> The Sound of Elephants			
L.3.1a L.3.2b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Combining Sentences <b>Grammar Mechanics:</b> Commas		<b>PLC Focus</b>	
SL.3.1b SL.3.3 W.3.7	<b>Research</b>	<b>Weekly Project:</b> Research endangered animals <b>Research and Inquiry:</b> Write a Description <b>Write About Reading:</b> Write an Opinion (Reflect on Author's Point of View)			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEK 5 Figure It Out		Essential Question: How do people figure things out? 10/7/19 – 11/15/19		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
L.3.2f L.3.5a RL.3.1 RL.3.10 RL.3.4 RL.3.5 RL.3.6 SL.3.1a SL.3.1b SL.3.2 SL.3.6	Title: "New Bike, Old Bike"  Genre: Poetry  Strategy: Reread	<b>SHORT TEXT</b> "Empanada Day,"/"Cold Feet," Our Washing Machine, "Bugged"  Genre: Poetry: Limerick and Free Verse  Literary Elements: Alliteration and Rhyme  Skill: Point of View	<b>MAIN SELECTION</b> "The Inventor Thinks Up Helicopters,"/"The Ornithopter"  Genre: Poetry  <b>PAIRED SELECTION</b> "Montgolfier Brother's Hot Air Balloon"  Genre: Poetry  Skill: Point of View	Strategy: Reread  Skill: Point of View  <b>MAIN SELECTION</b> Genre: Realistic Fiction <b>Titles:</b> A: Problem Solved/"Rainy Day" (480) O: The Long Walk/"The Forgetful Girl,"/"The Friendly Frog" (560) E: The Long Walk/"Thomas the Mess Monster" (480) B: Two Up, One Down/"I Listen,"/"The Nesting Box" (610)	Reading/Writing Workshop: Specific Vocabulary, Author's Purpose  Literature Anthology: Sentence Structure, Specific Vocabulary, Connection of Ideas
L.3.4b L.3.5a L.3.5b RL.3.4	VOCABULARY	Vocabulary Words: bounce, imagine, inventor, observer Poetry Terms: alliteration, free verse, limerick, rhyme Additional Vocabulary: ornithopter Additional Academic Vocabulary: descriptive Vocabulary Strategy: Figurative Language: Similes			
L.3.2d L.3.2f L.3.2g RF.3.3c SL.3.5	PHONICS/SPELLING	Phonics/Spelling Skill: Digraphs Structural Analysis: Open Syllables			
RF.3.4b	FLUENCY	Phrasing			ASSESSMENTS
W.3.2b W.3.10	WRITING	Writing Trait: Ideas/Descriptive Details Write to Sources: Reading/Writing Workshop: "Empanada Day,"/"Cold Feet," Our Washing Machine, "Bugged" Literature Anthology: "The Inventor Thinks Up Helicopters,"/"The Ornithopter" Your Turn Practice Book: Learning to Read			Weekly Formative Assessments
L.3.3d	GRAMMAR	Grammar Skill: Possessive Nouns Grammar Mechanics: Apostrophes in Possessive Nouns			PLC Focus
SL.3.3 W.3.7	Research	Research and Inquiry: Write an Analysis Write About Reading: Write an Analysis (Analyze Author's Choice of Words) Weekly Project: Research ways people solve problems Unit Level: Research Skill: Using Reliable and Appropriate Sources Unit Project: Self-select and develop from weekly research options for unit research projects			

**GRADE 3 LANGUAGE ARTS PACING GUIDE**

<b>UNIT 2</b>	<b>BIG IDEA: Figure It Out — What does it take to solve a problem?</b>		<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 6</b>	<b>Essential Question: How do landmarks help us understand our country's story?</b>		10/7/19 – 11/15/19	
<b>CCSS</b>	<b>UNIT WRAP-UP</b>		<b>SUMMATIVE ASSESSMENT Post Assessment Instruction</b>	
RF.3.4a RF.3.4c	<b>FLUENCY</b>	<b>Reader's Theater:</b> Take Me to Your Litter	<b>Using Assessment Results</b> <b>Tested skills:</b>	
RI.3.5 RI.3.9	<b>COMPREHENSION</b>	<b>TIME FOR KIDS/Reading Digitally:</b> Soccer Is America's Game	<b>RETEACH</b> <b>Skill/Strategy:</b>	<input type="checkbox"/> <b>Whole Group</b> <input type="checkbox"/> <b>Small Group</b> Students:
SL.3.1c SL.3.3 W.3.7 W.3.8	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  <b>Science/Social Studies Connection</b>	<b>Instructional strategy(ies)/activity(ies):</b>	
W.3.2a W.3.2b W.3.2c W.3.2d W.3.5 W.3.6	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Friendly Letter Personal Narrative	<b>RETEACH</b> <b>Skill/Strategy:</b>  <b>Instructional strategy(ies)/activity(ies):</b>	
	<b>EXTEND LEARNING</b> Level Up			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 3		BIG IDEA: One of a Kind — Why are individual qualities important?		INSTRUCTIONAL WINDOW: 11/18/19 – 1/17/20	
WEEK 1		WEEKLY CONCEPT: Be Unique		ESSENTIAL QUESTION: What makes different animals unique?	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.10 SL.3.1c SL.3.2 SL.3.3 SL.3.6	Title: “Bear, Beaver, and Bee”  Genre: Folktale  Strategy: Visualize	<b>SHORT TEXT</b> The Inchworm’s Tale (590) Genre: Folktale  Strategy: Visualize  Skill: Problem and Solution	<b>MAIN SELECTION</b> Title: Martina the Beautiful Cockroach(570)  Genre: Folktale  <b>PAIRED SELECTION</b> “Get a Backbone!” (510)  Genre: Expository Text  Strategy: Visualize  Skill: Problem and Solution	Strategy: Visualize  Skill: Problem and Solution  <b>MAIN SELECTION</b> Genre: Folktale  <b>Titles:</b> A: The Ballgame Between the Birds and the Animals/“All About Bats” (540) O: King of the Birds/“The Real Quetzal” (600) E: King of the Birds/“The Real Quetzal” (550) B: Sheep and Pig Set Up Housekeeping/“Sheep and Wolves” (680)	<b>Reading/Writing Workshop:</b> Organization, Genre  <b>Literature Anthology:</b> Genre, Specific Vocabulary, Sentence, Structure, Connection of Ideas
L.3.4a L.3.5a L.3.5b L.3.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> disbelief, dismay, fabulous, features, offered, splendid, unique, watchful <b>Additional Vocabulary:</b> aroma <b>Additional Domain Words:</b> ability, specie, amphibian <b>Additional Academic Vocabulary:</b> declarative, exclamatory, imperative, interrogative <b>Vocabulary Strategy:</b> Context Clues: Synonyms			
L.3.2f L.3.2g RF.2.3b RF.2.4b	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowels <b>Structural Analysis:</b> Contractions			
RF.3.4b	<b>FLUENCY</b>	Expression			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.3.3a W.3.10	<b>WRITING</b>	<b>Writing Trait:</b> Sentence Fluency/Vary Sentence Types <b>Reading/Writing Workshop:</b> The Inchworm’s Tale <b>Literature Anthology:</b> Martina the Beautiful Cockroach <b>Your Turn Practice Book:</b> How Zebras Got Their Stripes			
L.3.1a L.3.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Action Verbs <b>Grammar Mechanics:</b> Quotation Marks and Colons in Time			<b>PLC Focus</b>
RI.3.5 SL.3.4 W.3.7	<b>Research</b>	<b>Research and Inquiry:</b> Write a Comparison <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research animal families			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 3		BIG IDEA: One of a Kind — Why are individual qualities important?			INSTRUCTIONAL WINDOW:	
WEEK 2		WEEKLY CONCEPT: Leadership		ESSENTIAL QUESTION: How can one person change the way you think? 11/18/19 – 1/17/20		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION/PAIRED SELECTION	LEVELED READER MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RL.3.1 RL.3.3 RL.3.4 RL.3.7 SL.3.1b SL.3.2 SL.3.6	Title: "Meeting the Pride of Puerto Rico"  Genre: Historical Fiction  Strategy: Visualize	<b>SHORT TEXT</b> Jane's Discovery (660)  Genre: Historical Fiction  Strategy: Visualize  Skill: Character, Setting, Plot: Cause and Effect	<b>MAIN SELECTION</b> Title: Finding Lincoln (660)  Genre: Historical Fiction  <b>PAIRED SELECTION</b> "A Great American Teacher" (600)  Genre: Biography  Strategy: Visualize  Skill: Character, Setting, Plot: Cause and Effect	Strategy: Visualize  Skill: Character, Setting, Plot: Cause and Effect  <b>MAIN SELECTION</b> Genre: Historical Fiction  Titles: A: On the Ball/"Jackie Robinson" (530) O: Harry's Great Idea/"Eleanor Roosevelt" (550) E: Harry's Great Idea/"Madam C.J. Walker" (500) B: Best Friends in Business/"Eleanor Roosevelt" (640)	Reading/Writing Workshop: Genre, Organization  Literature Anthology: Prior Knowledge, Specific Vocabulary, Connection of Ideas, Organization, Sentence Structure, Genre, Purpose	
L.3.4a L.3.5a L.3.5c L.3.6	VOCABULARY	Vocabulary Words: amazement, bravery, disappear, donated, leader, nervous, refused, temporary Additional Vocabulary: essay Additional Academic Vocabulary: relationship Vocabulary Strategy: Figurative Language: Idioms				
L.3.2f L.3.2g L.3.4b RF.3.3a	PHONICS/SPELLING	Phonics/Spelling Skill: r-Controlled Vowels/är/and/ôr/ Structural Analysis: Prefixes un-, re-, and pre-				
RF.3.4a	FLUENCY	Phrasing			ASSESSMENTS  Weekly Formative Assessments	
W.3.1a W.3.2c	WRITING	Writing Trait: Word Choice/Linking Words and Phrases Reading/Writing Workshop: Jane's Discovery Literature Anthology: Finding Lincoln Your Turn Practice Book: A Letter to Helen Keller				
L.3.1a L.3.1f	GRAMMAR	Grammar Skill: Present Tense Verbs Grammar Mechanics: Subject-Verb Agreement			PLC Focus	
W.3.2b W.3.6 W.3.7	Research	Research and Inquiry: Write an Analysis Write About Reading: Write an Opinion Weekly Project: Research people who have made a difference				

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 3		BIG IDEA: One of a Kind — Why are individual qualities important?			INSTRUCTIONAL WINDOW:
WEEK 3		WEEKLY CONCEPT: Discoveries		ESSENTIAL QUESTION: What do we know about Earth and its neighbors in space? 11/18/19 – 1/17/20	
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.3.2 RI.3.4 RI.3.5 RI.3.7 RI.3.9 SL.3.1a SL.3.1c SL.3.1d SL.3.2	Title: "Our Home in the Solar System"  Genre: Expository Text  Strategy: Summarize	<b>SHORT TEXT</b> Earth and Its Neighbors (660)  Genre: Expository Text  Strategy: Summarize  Skill: Main Idea and Key Details  Text Features: Key Words, Chart	<b>MAIN SELECTION</b> Earth (630)  Genre: Expository Text  <b>PAIRED SELECTION</b> "Coyote and the Jar of Stars" (530)  Genre: Legend  Strategy: Summarize  Skill: Main Idea and Key Details	Strategy: Summarize  Skill: Main Idea and Key Details  <b>MAIN SELECTION</b> Genre: Expository Text  Titles: A: Destination Saturn/"Why the Stars Twinkle" (500) O: Destination Saturn/"Why the Stars Twinkle" (700) E: Destination Saturn/"Why the Stars Twinkle" (660) B: Destination Saturn/"Why the Stars Twinkle" (780)	<b>Reading/Writing Workshop:</b> Connection of Ideas, Organization  <b>Literature Anthology:</b> Genre, Purpose, Connection of Ideas, Specific Vocabulary, Organization
L.3.4a L.3.4b L.3.5a L.3.5b RI.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> amount, astronomy, globe, solar system, support, surface, temperature, warmth <b>Additional Domain Words:</b> elliptical, rotate, axis <b>Additional Academic Vocabulary:</b> key word, related, paragraph <b>Vocabulary Strategy:</b> Suffixes y, -ly			
L.3.2f L.3.2g	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowels/â/and/îr/, <b>Structural Analysis:</b> Suffixes -y and -ly			
RF.3.3a RF.3.3b RF.3.3d	<b>FLUENCY</b>	Accuracy and Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.3.2a W.3.10	<b>WRITING</b>	<b>Writing Trait:</b> Organization/Strong Paragraphs <b>Reading/Writing Workshop:</b> Earth and Its Neighbors <b>Literature Anthology:</b> Earth <b>Your Turn Practice Book:</b> Seeing Red			
L.3.1e L.3.1f	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Past Tense Verbs <b>Grammar Mechanics:</b> Abbreviations and Name Titles			<b>PLC Focus</b>
SL.3.2 W.3.7 W.3.8	<b>Research</b>	<b>Research and Inquiry:</b> Write a Description <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research Earth and other bodies in the solar system			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 3		BIG IDEA: One of a Kind — Why are individual qualities important?			INSTRUCTIONAL WINDOW:	
WEEK 4		WEEKLY CONCEPT: New Ideas		ESSENTIAL QUESTION: What ideas can we get from nature?		11/18/19 – 1/17/20
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.3.2 RI.3.3 RI.3.5 RI.3.7 RI.3.9 SL.3.1a	Title: "Ideas From Nature"  Genre: Expository Text  Strategy: Summarize	<b>SHORT TEXT</b> Bats Did It First (700)  Genre: Expository Text  Strategy: Summarize  Skill: Main Idea and Key Details  Text Features: Diagram, Caption	<b>MAIN SELECTION</b> Big Ideas from Nature(670)  Genre: Expository Text  <b>PAIRED SELECTION</b> "Perdix Invents the Saw" (580)  Genre: Myth  Strategy: Summarize  Skill: Main Idea and Key Details	Strategy: Summarize  Skill: Main Idea and Key Details  <b>MAIN SELECTION</b> Genre: Expository Text  Titles: A: Inspired by Nature/"Hermes and the Lyre" (570) O: Inspired by Nature/"Hermes and the Lyre" (660) E: Inspired by Nature/"Hermes and the Lyre" (630) B: Inspired by Nature/"Hermes and the Lyre" (790)	Reading/Writing Workshop: Prior Knowledge  Literature Anthology: Genre, Organization, Specific Vocabulary, Prior Knowledge	
L.3.4a L.3.4b L.3.4c L.3.5b RF.3.3b	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> effective, example, identical, imitate, material, model, observed, similar <b>Additional Vocabulary:</b> bored <b>Additional Domain Words:</b> invention, bio mimicry <b>Additional Academic Vocabulary:</b> mimic, quality, closure <b>Vocabulary Strategy:</b> Root Words				
L.3.2f L.3.4b	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Prefixes pre-, dis-, mis- <b>Structural Analysis:</b> Syllables with Final e				
RF.3.3a RF.3.4b	<b>FLUENCY</b>	Phrasing and Rate			<b>ASSESSMENTS</b>  Weekly Formative Assessments	
W.3.1a W.3.2d W.3.10	<b>WRITING</b>	<b>Writing Trait:</b> Organization/Strong Conclusions <b>Reading/Writing Workshop:</b> Bats Did It First <b>Literature Anthology:</b> Big Ideas from Nature <b>Your Turn Practice Book:</b> A Sticky Idea				
L.3.1e L.3.2a	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Future Tense Verbs <b>Grammar Mechanics:</b> Book Titles			<b>PLC Focus</b>	
SL.3.5 W.3.6 W.3.7	<b>Research</b>	<b>Research and Inquiry:</b> Write a Report <b>Write About Reading:</b> Write an Opinion <b>Weekly Project:</b> Research animal characteristics				



## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: One of a Kind — Why are individual qualities important?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEK 5 Weekly Concept: Value the Past		Essential Question: How is each event in history unique?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.3.1 RI.3.2 RI.3.4 RI.3.5 RI.3.7 RI.3.8 RI.3.9 RI.3.10 SL.3.1b SL.3.1c SL.3.2	Title: "The California Gold Rush"  Genre: Expository Text  Strategy: Summarize	<b>SHORT TEXT</b> The Long Road to Oregon (680)  Genre: Expository Text  Strategy: Summarize  Skill: Sequence  Text Features: Sidebar, Photographs and Captions, Map	<b>MAIN SELECTION</b> Riding the Rails West!(730)  Genre: Expository Text  <b>PAIRED SELECTION</b> "Discovering Life Long Ago" (740)  Genre: Expository Text  Strategy: Summarize  Skill: Sequence	Strategy: Summarize  Skill: Sequence  <b>MAIN SELECTION</b> Genre: Expository Text  Titles: A: The Life of a Homesteader/"Keeping History Alive" (520) O: The Life of a Homesteader/"Keeping History Alive" (690) E: The Life of a Homesteader/"Keeping History Alive" (560) B: The Life of a Homesteader/"Keeping History Alive" (850)	Reading/Writing Workshop: Connection of Ideas, Genre  Literature Anthology: Organization, Sentence Structure
L.3.2e L.3.4b L.3.4c RF.3.3b	<b>VOCABULARY</b>	Vocabulary Words: agreeable, appreciate, boomed, descendants, emigration, pioneers, transportation, vehicles Additional Academic Vocabulary: formal, informal, contractions Vocabulary Strategy: Suffixes able, -ful, -less			
L.3.2f L.3.2g RF.3.3a RF.3.4c	<b>PHONICS/SPELLING</b>	Phonics/Spelling Skill: Diphthongs/oi/and/ou/ Structural Analysis: Prefixes un-, non-, dis-			
RF.3.4b	<b>FLUENCY</b>	Accuracy and Phrasing			<b>ASSESSMENTS</b>
W.3.10 W.3.1a	<b>WRITING</b>	Writing Trait: Voice Reading/Writing Workshop: The Long Road to Oregon Literature Anthology: Riding the Rails West! Your Turn Practice Book: Mississippi Steamboats			Weekly Formative Assessments
L.3.1b L.3.1f L.3.2b	<b>GRAMMAR</b>	Grammar Skill: Combining Sentences with Verbs Grammar Mechanics: Punctuation in Formal Letters, Dates, Addresses, and Locations			<b>PLC Focus</b>
SL.3.2 SL.3.4 W.3.7	<b>Research</b>	Research and Inquiry: Write a Report Write About Reading: Write an Analysis Weekly Project: Research unique events in American history Unit Level: Research Skill: Quoting and Paraphrasing Unit Project: Self-select and develop from weekly research options for unit research projects			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: One of a Kind — Why are individual qualities important?		INSTRUCTIONAL WINDOW:	
WEEK 6	Essential Question: How do landmarks help us understand our country's story?		11/18/19 – 1/17/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4b RF.3.4c	FLUENCY	Reader's Theater: Take Me to Your Litter	Using Assessment Results Tested skills:	
RI.3.5 W.3.8	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Soccer Is America's Game	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
RI.3.5 SL.3.2 W.3.6 W.3.7	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.3.1a W.3.1b W.3.1c W.3.1d W.3.5 W.3.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Meet the Challenge — What choices are good for us?		INSTRUCTIONAL WINDOW: 1/21/20 – 2/28/20		
WEEK 1	WEEKLY CONCEPT: Choices		ESSENTIAL QUESTION: What choices are good for us?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.6 RL.3.10 SL.3.1b SL.3.2	Title: "Three Wishes"  Genre: Folktale  Strategy: Ask and Answer Questions	<b>SHORT TEX</b> Nail Soup (580)  Genre: Folktale  Strategy: Ask and Answer Questions  Skill: Point of View	<b>MAIN SELECTION</b> Title: The Real Story of Stone Soup (570)  Genre: Folktale  <b>PAIRED SELECTION</b> "Healthful Food Choices" (420)  Genre: Expository Text  Strategy: Ask and Answer Questions  Skill: Point of View	Strategy: Ask and Answer Questions  Skill: Point of View  <b>MAIN SELECTION</b> Genre: Folktale  Titles: A: The Weaver of Rugs/"How to Make Paper Mats" (520) O: Why the Sea Is Salty/"How to Make Sea Salt" (570) E: Why the Sea Is Salty/"How to Make Sea Salt" (510) B: Finn MacCool and the Salmon of Knowledge/"Brain Food" (780)	<b>Reading/Writing Workshop:</b> Connection of ideas  <b>Literature Anthology:</b> Prior Knowledge, Connection of Ideas, Sentence Structure, Genre
L.3.4b L.3.4c L.3.5b L.3.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> aroma, expect, flavorful, graceful, healthful, interrupted, luscious, variety <b>Additional Vocabulary Words:</b> intermission, program, props <b>Additional Academic Vocabulary:</b> habit, positive, impact <b>Vocabulary Strategy:</b> Root Words			
L.3.2f L.3.2g L.3.4c RF.3.4b	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> /ü/ and /û/ <b>Structural Analysis:</b> Roots in Related Words			
RF43.4b	<b>FLUENCY</b>	Expression			<b>ASSESSMENTS</b>
W.3.3b	<b>WRITING</b>	<b>Writing Trait:</b> Voice <b>Write to Sources:</b> Reading/Writing <b>Workshop:</b> Nail Soup <b>Literature Anthology:</b> The Real Story of Stone Soup <b>Your Turn Practice Book:</b> The Turtle and the Box of Riches			Weekly Formative Assessments
L.3.1a L.3.1d	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Linking Verbs <b>Grammar Mechanics:</b> End Punctuation and Complete Sentences			<b>PLC Focus</b>
RL.3.3 RL.3.6 SL.3.1d SL.3.4 W.3.1b W.3.7 W.3.10	<b>Research</b>	<b>Research and Inquiry:</b> Write an Opinion <b>Write About Reading:</b> Write and Analysis <b>Weekly Project:</b> Research how to make informed choices			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 4		BIG IDEA: Meet the Challenge — What choices are good for us?			INSTRUCTIONAL WINDOW:	
WEEK 2		WEEKLY CONCEPT: Skills and Talents		ESSENTIAL QUESTION: How can you use what you know to help others?		
CCSS		COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION/PAIRED SELECTION	LEVELED READER MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
SL.3.1c SL.3.2 RL.3.1 RL.3.6 RL.3.7 RL.3.9	Title: "Dancing La Raspa"  Genre: Realistic Fiction  Strategy: Ask and Answer Questions	<u>SHORT TEXT</u> The Impossible Pet Show (600)  Genre: Realistic Fiction  Strategy: Ask and Answer Questions  Skill: Point of View	<u>MAIN SELECTION</u> Title: The Talented Clementine (660)  Genre: Realistic Fiction  <u>PAIRED SELECTION</u> "Clementine and the Family Meeting" (630)  Genre: Realistic Fiction  Strategy: Ask and Answer Questions  Skill: Point of View	Strategy: Ask and Answer Questions  Skill: Point of View  <u>MAIN SELECTION</u> Genre: Realistic Fiction  Titles: A: Every Picture Tells a Story/"Hidden Treasure" (470) O: A Chef in the Family/"The Perfect Sandwich" (530) E: A Chef in the Family/"The Perfect Sandwich" (440) B: Stepping Forward/"Rigel to the Rescue" (700)	1/21/20 – 2/28/20  Reading/Writing Workshop: Genre, Connection of Ideas  Literature Anthology: Organization, Connection of Ideas, Sentence Structure, Prior Knowledge, Genre, Specific Vocabulary	
RL.3.4 L.3.6 L.3.4b L.3.5c	VOCABULARY	<b>Vocabulary Words:</b> achievement, apologize, attention, audience, confidence, embarrassed, realized, talents <b>Additional Vocabulary:</b> not, now, off, practiced, special <b>Additional Domain Words:</b> agenda <b>Additional Academic Vocabulary:</b> realistic fiction, ask and answer questions, point of view, narrator, fiction, dialogue, realistic, illustrations,, prefixes, definition, phrasing, talent, task, directions, narrations, situations <b>Vocabulary Strategy:</b> Prefixes un-, non-, im-, pre-				
RF.3.3c RF.3.4a L.3.2f L.3.2g	PHONICS/SPELLING	<b>Phonics/Spelling Skill:</b> Plural Words <b>Structural Analysis:</b> Vowel Team Syllables				
RF.3.4b W.3.3b	FLUENCY  WRITING	Phrasing  Writing Trait: Ideas Reading/Writing Workshop: The Impossible Pet Show Literature Anthology: The Talented Clementine Your Turn Practice Book: Painting From Memory			ASSESSMENTS  Weekly Formative Assessments	
L.3.2f L.3.3b RL.3.9 SL.3.5 W.3.1b W.3.7	GRAMMAR  Research	<b>Grammar Skill:</b> Contraction with Not <b>Grammar Mechanics:</b> Using Apostrophes  <b>Research and Inquiry:</b> Write Instructions <b>Write About Reading:</b> Write and Opinion <b>Weekly Project:</b> Research ways to help others			PLC Focus	

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 4		BIG IDEA: Meet the Challenge — What choices are good for us?			INSTRUCTIONAL WINDOW:	
WEEK 3		WEEKLY CONCEPT:	ESSENTIAL QUESTION: How do animals adapt to challenges in their habitat? 1/21/20 – 2/28/20			
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.3.1 RI.3.7 RI.3.8 RI.3.10 SL.3.1c SL.3.2	Title: "African Lions"  Genre: Expository Text  Strategy: Reread	<b>SHORT TEXT</b> Gray Wolf! Red Wolf! (750)  Genre: Expository Text  Strategy: Reread  Skill: Compare and Contrast  Text Features: Map, Photos with Captions	<b>MAIN SELECTION</b> Amazing Animals of the Mojave (720)  Genre: Expository Text  <b>PAIRED SELECTION</b> Title: "Little Half Chick" (690)  Genre: Folktale  Strategy: Reread  Skill: Text Structure: Compare and Contrast	Strategy: Reread  Skill: Text Structure: Compare and Contrast  <b>MAIN SELECTION</b> Genre: Expository Text <b>Titles:</b> A: Life in a Tide Pool/"Bluebird and Coyote" (550) O: Life in a Tide Pool/"Bluebird and Coyote" (730) E: Life in a Tide Pool/"Bluebird and Coyote" (610) B: Life in a Tide Pool/"Bluebird and Coyote" (860)	Reading/Writing Workshop: Prior Knowledge, Genre  Literature Anthology: Purpose, Prior Knowledge, Organization, Genre, Specific Vocabulary, Connection of Ideas	
L.3.4a L.3.4b RI.3.4	VOCABULARY	Vocabulary Words: alert, competition, environment, excellent, prefer, protection, related, shelter Additional Domain Words: burrows, vibrations Vocabulary Strategy: Sentence Clues				
L.3.2f L.3.2g L.3.4c SL.3.5	PHONICS/SPELLING	Phonics/Spelling Skill: Variant Vowel/ô/ Structural Analysis: Greek and Latin Roots				
RF.3.4b	FLUENCY	Intonation			ASSESSMENTS  Weekly Formative Assessments	
W.3.2a	WRITING	Writing Trait: Organization Reading/Writing Workshop: Gray Wolf! Red Wolf! Literature Anthology: Amazing Animals of the Mojave Your Turn Practice Book: Adaptations: Grizzly and Polar Bears				
L.3.1c L.3.1d L.3.2c	GRAMMAR	Grammar Skill: Main and Helping Verbs Grammar Mechanics: Commas and Quotation Marks in Dialogue			PLC Focus	
RI.3.7 RI.3.9 SL.3.3 SL.3.6 W.3.1b W.3.7 W.3.8	Research	Research and Inquiry: Write a Description Write About Reading: Write an Opinion Weekly Project: Research animal adaptations				

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 4		BIG IDEA: Meet the Challenge — What choices are good for us?			INSTRUCTIONAL WINDOW:	
WEEK 4		WEEKLY CONCEPT: Flight		ESSENTIAL QUESTION: How are people able to fly?		1/21/20 – 2/28/20
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.3.1 RI.3.3 RI.3.5 RI.3.7 RI.3.8 SL.3.1b SL.3.2	Title: "Fly Like a Bird"  Genre: Expository Text  Strategy: Reread	<b>SHORT TEXT</b> Firsts in Flights (750)  Genre: Expository Text  Strategy: Reread  Skill: Compare and Contrast  Text Features: Sidebar	<b>MAIN SELECTION</b> Title: Hot Air Balloons (680)  Genre: Expository Text  <b>PAIRED SELECTION</b> "Bellerophon and Pegasus" (640)  Genre: Myth  Strategy: Reread  Skill: Text Structure: Cause and Effect	Strategy: Reread  Skill: Text Structure: Cause and Effect  <b>MAIN SELECTION</b> Genre: Expository Text  Titles: A: The Future of Flight/"The Cloak of Feathers" (600) O: The Future of Flight/"The Cloak of Feathers": (690) E: The Future of Flight/"The Cloak of Feathers" (650) B: The Future of Flight/"The Cloak of Feathers" (770)	Reading/Writing Workshop: Connection of Ideas, Sentence Structure  Literature Anthology: Genre, Purpose, Organization, Specific Vocabulary, Prior Knowledge	
L.3.4a L.3.6 RI.3.4	<b>VOCABULARY</b>	Vocabulary Words: controlled, direction, flight, impossible, launched, motion, passenger, popular Additional Domain Words: spy physics, Vocabulary Strategy: Multiple-Meaning Words				
L.3.4f L.3.4g RF.3.3d RF.3.4b	<b>PHONICS/SPELLING</b>	Phonics/Spelling Skill: Homophones Structural Analysis: r-Controlled Vowel				
RF.3.4b	<b>FLUENCY</b>	Accuracy			<b>ASSESSMENTS</b>	
W.3.2d	<b>WRITING</b>	Writing Trait: Organization Write to Sources: Reading/Writing Workshop: Firsts in Flights Literature Anthology: Hot Air Balloons Your Turn Practice Book: History of Human Flight			Weekly Formative Assessments	
L.3.1b L.3.1i	<b>GRAMMAR</b>	Grammar Skill: Complex Sentences Grammar Mechanics: Using Commas in Sentences			PLC Focus	
RI.3.3 RI.3.8 RI.3.9 SL.3.1c W.3.7 W.3.8	Research	Research and Inquiry: Write a Bibliography Write About Reading: Write an Opinion Weekly Project: Research discoveries in early aviation				

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 4 WEEK 5	BIG IDEA: Meet the Challenge — What choices are good for us?			INSTRUCTIONAL WINDOW: 1/21/20 – 2/28/20	
WEEK 5	WEEKLY CONCEPT: Inspiration	Essential Question: How can others inspire us?			
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.4 RL.3.5 SL.3.1b SL.3.2	Title: "My Grandpa"  Genre: Narrative and Free Verse  Strategy: Reread	<b>SHORT TEXT</b> "Ginger's Fingers," "The Giant,"/"Captain's Log"  Genre: Narrative and Free Verse  Literary Elements: Repetition and Rhyme  Skill: Theme	<b>MAIN SELECTION</b> "The Winningest Woman of the Iditarod Dog Sled Race"/"The Brave Ones"  Genre: Poetry  <b>PAIRED SELECTION</b> "Narcissa"  Genre: Poetry: Narrative and Free Verse Skill: Theme	Strategy: Reread  Skill: Theme  <b>MAIN SELECTION</b> Genre: Realistic Fiction  Titles: A: A Speech to Remember/"Let the Lion Roar" (480) O: Melanie's Mission/"In the Land of the Lions" (590) E: Melanie's Mission/"The Greedy Puppy" (510) B: In the Running/"Everybody's Surfing" (700)	Reading/Writing Workshop: Specific Vocabulary  Literature Anthology: Genre, Organization, Connection of Ideas
L.3.4a L.3.5a L.3.5b RL.3.4	VOCABULARY	Vocabulary Words: adventurous, courageous, extremely, weird Poetry Terms: free verse, narrative poem, repetition, rhyme Additional Academic Words: inspire, descriptive, specific Vocabulary Strategy: Using Metaphors			
L.3.2f L.3.2g RF.3.3 RF.3.4b RF.3.5	PHONICS/SPELLING	Phonics/Spelling Skill: Soft c and g Structural Analysis: Words with er and -est			
RF.3.4b	FLUENCY	Expression			ASSESSMENTS
W.3.3b	WRITING	Writing Trait: Word Choice Reading/Writing Workshop: "Ginger's Fingers,"/"The Giant,"/"Captain's Log" Literature Anthology: "The Winningest Woman of the Iditarod Dog Sled Race"/"The Brave Ones" Your Turn Practice Book: Why I Run			Weekly Formative Assessments
L.3.1d L.3.1f	GRAMMAR	Grammar Skill: Irregular verbs Grammar Mechanics: Correct Verb Forms			PLC Focus
SL.3.1a SL.3.1d SL.3.5 W.3.10 W.3.1d W.3.6 W.3.7	Research	Research and Inquiry: Write a Description Write About Reading: Write an Opinion Weekly Project: Research famous people who inspire others Unit Level: Research Skill: Using Primary and Secondary Sources Unit Project: Self-select and develop from weekly research options for unit research projects			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 4		BIG IDEA: Meet the Challenge — What choices are good for us?		INSTRUCTIONAL WINDOW:	
WEEK 6		Essential Question: How do landmarks help us understand our country's story?		1/21/20 – 2/28/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction		
RF.3.4a RF.3.4b	FLUENCY	Reader's Theater: Take Me to Your Litter	Using Assessment Results Tested skills:		
RI.3.5 W.3.7	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Soccer Is America's Game	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:	
SL.3.4 W.3.6 W.3.7 W.3.8	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):		
W.3.3a W.3.3b W.3.5 W.3.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:	
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):		



## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 5		BIG IDEA: Take Action — What are ways people can take action?		INSTRUCTIONAL WINDOW: 3/2/20-4/9/20	
WEEK 1		WEEKLY CONCEPT: Let's Trade		ESSENTIAL QUESTION: How do we get what we need?	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.6 RL.3.10 SL.3.1c SL.3.2	Title: "Wei and the Golden Goose"  Genre: Fairy Tale  Strategy: Summarize	<b>SHORT TEXT</b> Juanita and the Beanstalk (610)  Genre: Fairy Tale  Strategy: Summarize  Skill: Point of View	<b>MAIN SELECTION</b> Clever Jack Takes the Cake (600)  Genre: Fairy Tale  <b>PAIRED SELECTION</b> Title: "When Corn Was Cash" (660)  Genre: Expository Text  Strategy: Summarize  Skill: Point of View	Strategy: Summarize  Skill: Point of View  <b>MAIN SELECTION</b> Genre: Fairy Tale  <b>Titles:</b> A: The Chickpea Boy/"Forgotten Gold" (510) O: The Golden Goose/"Gold, Gold, Gold" (590) E: The Golden Goose/"Gold, Gold, Gold" (440) B: A Gift for Mario/"The Golden Land" (800)	<b>Reading/Writing Workshop:</b> Genre, Specific Vocabulary  <b>Literature Anthology:</b> Organization, Sentence Structure, Specific Vocabulary, Genre, Connection of Ideas, Purpose
L.3.4a L.3.4c RL.3.2 RL.3.4	VOCABULARY	<b>Vocabulary Words:</b> admit, barter, considered, creation, humble, magnificent, payment, reluctantly <b>Additional Vocabulary:</b> disobey, clearing <b>Additional Academic Words:</b> needs, wants <b>Vocabulary Strategy:</b> Root Words			
L.3.2f RF.3.3b RF.3.4a SL.3.5	PHONICS/SPELLING	<b>Phonics/Spelling Skill:</b> Compound Words <b>Structural Analysis:</b> Consonant + le Syllables			
RF.3.4b	FLUENCY	Intonation		<b>ASSESSMENTS</b>  Weekly Formative Assessments	
W.3.3a	WRITING	<b>Writing Trait:</b> Sentence Fluency <b>Reading/Writing Workshop:</b> Juanita and the Beanstalk <b>Literature Anthology:</b> Clever Jack Takes the Cake <b>Your Turn Practice Book:</b> Otomo Spins Gold			
L.3.1a L.3.1f	GRAMMAR	<b>Grammar Skill:</b> Singular and Plural Pronouns <b>Grammar Mechanics:</b> Capitalizing I, and Nouns		<b>PLC Focus</b>	
RL.3.6 SL.3.1a SL.3.3 W.3.10 W.3.7 W.3.8	Research	<b>Research and Inquiry:</b> Write a Description <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research how people get and use resources			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 5		BIG IDEA: Take Action — What are ways people can take action?			INSTRUCTIONAL WINDOW:	
WEEK 2		WEEKLY CONCEPT: Reuse and Recycle		ESSENTIAL QUESTION: How can we reuse what we already have? 3/2/20-4/9/20		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RL.3.2 RL.3.6 RL.3.7 RL.3.10 SL.3.1b SL.3.2	Title: "The School Garden"  Genre: Realistic Fiction  Strategy: Summarize	<b>SHORT TEXT</b> The New Hoop (660)  Genre: Realistic Fiction  Strategy: Summarize  Skill: Point of View	<b>MAIN SELECTION</b> Bravo, Tavo! (590)  Genre: Realistic Fiction  <b>PAIRED SELECTION</b> "Trash Into Art" (740)  Genre: Expository Text  Strategy: Summarize  Skill: Point of View	Strategy: Summarize  Skill: Point of View  <b>MAIN SELECTION</b> Genre: Realistic Fiction <b>Titles:</b> A: The Great Book Swap/"Why Not Swap?" (480) O: The Salvage Crew/"From Trash to Treasure" (670) E: The Salvage Crew/"From Trash to Treasure" (610) B: Bikes Forever/"Recycle-a-Bicycle" (760)	<b>Reading/Writing Workshop:</b> Connection of Ideas, Purpose  <b>Literature Anthology:</b> Specific Vocabulary, Connection of Ideas, Organization	
L.3.4a L.3.4c L.3.4d L.3.5c L.3.6 RL.3.4	VOCABULARY	<b>Vocabulary Words:</b> conservation, discouraged, frustration, gazed, jubilant, recycling, remaining, tinkered <b>Additional Vocabulary:</b> soles, widow, channel, sensation, unison, overflowed, reuse <b>Vocabulary Strategy:</b> Context Clues: Homographs				
L.3.2e L.3.2f RF.3.3a RF.3.3b RF.3.4a	PHONICS/SPELLING	<b>Phonics/Spelling Skill:</b> Inflectional Endings -ed, -ing, -s <b>Structural Analysis:</b> Suffixes -ful, -less, able				
RF.3.4b	FLUENCY	Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments	
W.3.3b	WRITING	<b>Writing Trait:</b> Word Choice <b>Write to Sources:</b> Reading/Writing <b>Workshop:</b> The New Hoop <b>Literature Anthology:</b> Bravo, Tavo! <b>Your Turn Practice Book:</b> The Jar Garden				
L.3.1a	GRAMMAR	<b>Grammar Skill:</b> Subject and Object Pronouns <b>Grammar Mechanics:</b> Pronoun Usage			<b>PLC Focus</b>	
L.3.3a RI.3.9 RL.3.6 SL.3.1b SL.3.1d W.3.7 W.3.10	Research	<b>Research and Inquiry:</b> Write a Visual Report <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research how to recycle everyday materials				

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 5		BIG IDEA: Take Action — What are ways people can take action?			INSTRUCTIONAL WINDOW:	
WEEK 3		WEEKLY CONCEPT: Teaming Up		ESSENTIAL QUESTION: How do teams work together?		
					3/2/20-4/9/20	
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.3.1 RI.3.5 RI.3.6 RI.3.7 SL.3.1d SL.3.2	Title: "Firefighters: Teamwork Counts"  Genre: Expository Text  Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> Rescue Dogs Save the Day (720)  Genre: Expository Text  Strategy: Ask and Answer Questions  Skill: Author's Point of View  Text Features: Headings, Chart	<b>MAIN SELECTION</b> Wildfires (750)  Genre: Expository Text  <b>PAIRED SELECTION</b> "Windy Gale and the Great Hurricane" (660)  Genre: Tall Tale  Strategy: Ask and Answer Questions  Skill: Author's Point of View	Strategy: Ask and Answer Questions  Skill: Author's Point of View  <b>MAIN SELECTION</b> Genre: Expository Text  Titles: A: Firefighting Heroes/"A Favor Repaid" (600) O: Firefighting Heroes/"A Favor Repaid" (690) E: Firefighting Heroes/"A Favor Repaid" (580) B: Firefighting Heroes/"A Favor Repaid" (780)	Reading/Writing Workshop: Genre, Purpose  Literature Anthology: Organization, Prior Knowledge, Connection of Ideas, Genre, Specific Vocabulary	
L.3.4a L.3.6 RI.3.4	<b>VOCABULARY</b>	Vocabulary Words: accidental, careless, disasters, equipment, harmful, prevention, purpose, respond Additional Domain Words: regrowth, reborn, renewing Vocabulary Strategy: Context Clues: Sentence Clues				
L.3.2f L.3.2g L.3.4c RF.3.3c RF.3.4b	<b>PHONICS/SPELLING</b>	Phonics/Spelling Skill: Closed Syllables Structural Analysis: Roots in Related Words				
RF.3.4b	<b>FLUENCY</b>	Phrasing and Rate			<b>ASSESSMENTS</b>	
W.3.2a	<b>WRITING</b>	Writing Trait: Organization Write to Sources: Reading/Writing Workshop: Rescue Dogs Save the Day Literature Anthology: Wildfires Your Turn Practice Book: True Teamwork			Weekly Formative Assessments	
L.3.1a L.3.1f	<b>GRAMMAR</b>	Grammar Skill: Pronoun Verb Agreement Grammar Mechanics: Pronoun-Verb Agreement			PLC Focus	
L.3.1b L.3.3b RI.3.6 RI.3.9 SL.3.1d W.3.10 W.3.7	<b>Research</b>	Research and Inquiry: Write an Opinion Write About Reading: Write an Analysis Weekly Project: Research how to participate effectively in a team				

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 5 WEEK 4	BIG IDEA: Take Action — What are ways people can take action?			INSTRUCTIONAL WINDOW:		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
<b>L.3.5b</b> <b>RI.3.1</b> <b>RI.3.6</b> <b>RI.3.7</b> <b>RI.3.10</b> <b>SL.3.1b</b>	<b>Title:</b> "Jimmy Carter: A Good Citizen"  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Dolores Huerta: Growing Up Strong (670)  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Point of View  <b>Text Features:</b> Caption, Timeline	<b>MAIN SELECTION</b> Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote (700)  <b>Genre:</b> Biography  <b>PAIRED SELECTION</b> "Susan B. Anthony Takes Action!" (730)  <b>Genre:</b> <b>Strategy:</b> Ask and Answer Question <b>Skill:</b> Author's Point of View	<b>Strategy:</b> Ask and Answer Question  <b>Skill:</b> Author's Point of Vie  <b>MAIN SELECTION</b> <b>Genre:</b> Biography  <b>Titles:</b> <b>A:</b> Eunice Kennedy Shriver/"The Lifesaver" (600) <b>O:</b> Eunice Kennedy Shriver/"The Lifesaver" (690) <b>E:</b> Eunice Kennedy Shriver/"The Lifesaver" (600) <b>B:</b> Eunice Kennedy Shriver/"The Lifesaver" (860)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Connection of Ideas  <b>Literature Anthology:</b> Connection of Ideas, Sentence Structure, Prior Knowledge, Specific Vocabulary, Purpose, Organization, Genre	
<b>L.3.4a</b> <b>L.3.4b</b> <b>L.3.5b</b> <b>RI.3.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> citizenship, continued, daring, horrified, participate, proposed, unfairness, waver <b>Additional Vocabulary:</b> preposterous, flabbergasted, sentiments <b>Additional Domain Words:</b> abolitionist, <b>Vocabulary Strategy:</b> Prefixes and Suffixes				
<b>L.3.2f</b> <b>L.3.2g</b> <b>RF.3.3a</b> <b>RF.3.4b</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Inflectional Endings y and i <b>Structural Analysis:</b> Suffixes -ful, -ness, less				
<b>RF.3.4b</b>	<b>FLUENCY</b>	Phrasing and Rate		<b>ASSESSMENTS</b>		
<b>W.3.10</b>	<b>WRITING</b>	<b>Writing Trait:</b> Organization <b>Reading/Writing Workshop:</b> Dolores Huerta: Growing Up Strong <b>Literature Anthology:</b> Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote <b>Your Turn Practice Book:</b> Hiram Revels— The First African American Senator			Weekly Formative Assessments	
<b>L.3.1a</b> <b>L.3.2b</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Possessive Pronouns <b>Grammar Mechanics:</b> Possessive Pronouns and Reflexive Pronouns			<b>PLC Focus</b>	
<b>RI.3.5</b> <b>RI.3.9</b> <b>SL.3.1a</b> <b>SL.3.1c</b> <b>SL.3.2</b> <b>SL.3.6</b> <b>W.3.7</b>	<b>Research</b>	<b>Research and Inquiry:</b> Write a Description <b>Write About Reading:</b> Write and Analysis <b>Weekly Project:</b> Research different ways to be a good citizen				

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 5		BIG IDEA: Take Action — What are ways people can take action?			INSTRUCTIONAL WINDOW:	
WEEK 5		WEEK 5 Weekly Concept: Energy		Essential Question: What are different kinds of energy?		3/2/20 – 4/9/20
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.3.1 RI.3.3 RI.3.5 RI.3.10 SL.3.1b	Title: "Using Power"  Genre: Expository Text  Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> Here Comes Solar Power(710)  Genre: Expository Text  Strategy: Ask and Answer Questions  Skill: Cause and Effect  Text Features: Photographs and captions, Sidebar	<b>MAIN SELECTION</b> It's All in the Wind (740)  Genre: Expository Text  <b>PAIRED SELECTION</b> Title: "Power for All" (780)  Genre: Expository Text  Strategy: Ask and Answer Questions  Skill: Cause and Effect	Strategy: Ask and Answer Questions  Skill: Cause and Effect  <b>MAIN SELECTION</b> Genre: Expository Text <b>Titles:</b> A: The Fuel of the Future/"Saving Energy" (680) O: The Fuel of the Future/"Saving Energy" (750) E: The Fuel of the Future/"Saving Energy" (680) B: The Fuel of the Future/"Saving Energy" (800)	Reading/Writing Workshop: Connection of Ideas, Organization  Literature Anthology: Purpose, Connection of Ideas, Genre	
L.3.1a L.3.2d L.3.4a L.3.4b L.3.6 RI.3.4	VOCABULARY	Vocabulary Words: energy, natural, pollution, produce, renewable, replace, sources, traditional Additional Academic Vocabulary: nuclear, biofuel, Vocabulary Strategy: Context Clues: Homophones				
RF.3.3a RF.3.3b RF.3.3c RF.3.4b	PHONICS/SPELLING	Phonics/Spelling Skill: Open Syllables Structural Analysis: Prefixes and Suffixes				
RF.3.4b	FLUENCY	Rate			ASSESSMENTS  Weekly Formative Assessments	
W.3.1a	WRITING	Writing Trait: Voice Reading/Writing Workshop: Here Comes Solar Power Literature Anthology: It's All in the Wind Your Turn Practice Book: The Electric Car				
L.3.1a L.3.2d	GRAMMAR	Grammar Skill: Pronoun Verb Contractions Grammar Mechanics: Spelling Contractions and Possessive Pronouns			PLC Focus	
RI.3.9 SL.3.1d SL.3.4 W.3.7 W.3.8 W.3.10	Research	Research and Inquiry: Write a Comparison Write About Reading: Write an Analysis Weekly Project: Research alternative energy sources Unit Level: Research Skill: Creating a Bibliography Unit Project: Self-select and develop from weekly research options for unit research projects				

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Take Action — What are ways people can take action?		INSTRUCTIONAL WINDOW:	
WEEK 6	Essential Question: How do landmarks help us understand our country's story?		3/2/20 – 4/9/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4a RF.3.4c	FLUENCY	Reader's Theater: Take Me to Your Litter	Using Assessment Results Tested skills:	
RI.3.5 W.3.8	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Soccer Is America's Game	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.3.5 SL.3.6 W.3.7 W.3.10	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.3.1a W.3.1b W.3.1c W.3.5 W.3.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 6		BIG IDEA: Think It Over — How do we decide what’s important?		INSTRUCTIONAL WINDOW: 4/20/20 – 5/29/20	
WEEK 1		WEEKLY CONCEPT: Treasures		ESSENTIAL QUESTION: How do you decide what is important?	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.5 SL.3.1b SL.3.2	Title: "Pandora Finds a Box" Genre: Myth/Drama  Strategy: Make, Confirm, and Revise Predictions	<b>SHORT TEXT</b> Athena and Arachne  Genre: Myth/Drama  Strategy: Make, Confirm, and Revise Predictions  Skill: Theme	<b>MAIN SELECTION</b> King Midas and the Golden Touch  Genre: Drama/Myth  <b>PAIRED SELECTION</b> Title: "Carlos's Gift" (640)  Genre: Realistic Fiction  Strategy: Make, Confirm, and Revise Predictions  Skill: Theme	Strategy: Make, Confirm, and Revise Predictions  Skill: Theme  <b>MAIN SELECTION</b> Genre: Drama  Titles: A: Midas and the Donkey Ears/"It's Party Time!" (520) O: The Naming of Athens/"The Perfect Present" (590) E: The Naming of Athens/"The Perfect Present" (470) B: Odysseus and King Aeolus/"Daria's Dream" (650)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Genre, Sentence Structure, Connection of Ideas, Organization, Specific Vocabulary
L.3.4c L.3.5b L.3.6	VOCABULARY	<b>Vocabulary Words:</b> alarmed, anguished, necessary, obsessed, possess, reward, treasure, wealth <b>Additional Domain Words:</b> crestfallen, optimistic, volunteer <b>Additional Academic Vocabulary:</b> myth; drama; scene; stage directions; dialogue <b>Vocabulary Strategy:</b> Root Words			
L.3.2f L.3.2g L.3.4c RF.3.3a SL.3.5	PHONICS/SPELLING	<b>Phonics/Spelling Skill:</b> Prefixes un-, re-, pre-, dis- <b>Structural Analysis:</b> Roots in Related Words			
RF.3.4b	FLUENCY	Expression		ASSESSMENTS  Weekly Formative Assessments	
W.3.2a	WRITING	<b>Writing Trait:</b> Sentence Fluency <b>Reading/Writing Workshop:</b> Athena and Arachne <b>Literature Anthology:</b> King Midas and the Golden Touch <b>Your Turn Practice Book:</b> Prometheus Brings Fire to Humans			
L.3.1a	GRAMMAR	<b>Grammar Skill:</b> Adjectives and Articles <b>Grammar Mechanics:</b> Commas in a Series and in Dates		PLC Focus	
RL.3.5 SL.3.2 SL.3.3 W.3.7 W.3.10	Research	<b>Research and Inquiry:</b> Write Interview Questions <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research qualities people value			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 6 WEEK 2	BIG IDEA: Think It Over — How do we decide what’s important?			INSTRUCTIONAL WINDOW: 4/20/20 – 5/29/20	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.7 SL.3.1b SL.3.2	Title: "Joshua's Odd Neighbor"  Genre: Historical Fiction  Strategy: Make Predictions	<b>SHORT TEXT</b> The Big Blizzard (690)  Genre: Historical Fiction  Strategy: Make, Confirm, and Revise Predictions  Skill: Theme	<b>MAIN SELECTION</b> Noah's Ark (740)  Genre: Historical Fiction  <b>PAIRED SELECTION</b> "The Wind and the Sun" (570)  Genre: Fable  Strategy: Make, Confirm, and Revise Predictions  Skill: Theme	Strategy: Make, Confirm, and Revise Predictions  Skill: Theme  <b>MAIN SELECTION</b> Genre: Historical Fiction  Titles: A: The Big Storm/"The Oak and the Reeds" (470) O: The Schoolhouse Blizzard/"The Lion and the Boar" (610) E: The Schoolhouse Blizzard/"The Lion and the Boar" (490) B: The Hottest Summer/"The Swallow and the Crow" (630)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Specific Vocabulary  <b>Literature Anthology:</b> Specific Vocabulary, Connection of Ideas, Genre, Sentence Structure, Prior Knowledge, Organization
L.3.4c L.3.5a L.3.5a L.3.5b RL.3.4	VOCABULARY	<b>Vocabulary Words:</b> argue, astonished, complained, conditions, forbidding, forecast, relief, stranded <b>Additional Vocabulary:</b> granite, heifer, crook, bawling <b>Additional Academic Vocabulary:</b> extreme; weather; fable <b>Vocabulary Strategy:</b> Idioms			
L.3.2f L.3.2g RF.3.3b RF.3.3c RF.3.4a	PHONICS/SPELLING	<b>Phonics/Spelling Skill:</b> Consonant + le Syllable <b>Structural Analysis:</b> Latin Suffixes			
RF.3.4b	FLUENCY	Phrasing			ASSESSMENTS  Weekly Formative Assessments
W.3.3b	WRITING	<b>Writing Trait:</b> Word Choice <b>Reading/Writing Workshop:</b> The Big Blizzard <b>Literature Anthology:</b> Noah's Ark <b>Your Turn Practice Book:</b> Too Warm for Wheat			
L.3.1g	GRAMMAR	<b>Grammar Skill:</b> Adjectives That Compare <b>Grammar Mechanics:</b> Correct Comparative and Superlative Forms			PLC Focus
L.3.1g RL.3.2 SL.3.1a SL.3.5 W.3.1a W.3.7	Research	<b>Research and Inquiry:</b> Write a Summary <b>Write About Reading:</b> Write an Opinion <b>Weekly Project:</b> Research the effects of extreme weather			



## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 6 WEEK 3	BIG IDEA: Think It Over — How do we decide what's important?			INSTRUCTIONAL WINDOW: 4/20/20 – 5/29/20	
WEEK 3	WEEKLY CONCEPT: Learning to Succeed		ESSENTIAL QUESTION: How can weather affect us?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.3.1 RI.3.3 RI.3.5 RL.3.10 SL.3.1b SL.3.2	Title: "Mae Jamison, Astronaut"  Genre: Biography  Strategy: Reread	<b>SHORT TEXT</b> Rocketing into Space  (790) Genre: Biography  Strategy: Reread  Skill: Problem and Solution  Text Features: Keywords, Photographs	<b>MAIN SELECTION</b> Title: Out of This World! The Ellen Ochoa Story (780)  Genre: Biography  <b>PAIRED SELECTION</b> "A Flight to Lunar City"  (600) Genre: Adventure  Story Strategy: Reread  Skill: Problem and Solution	Strategy: Reread  Skill: Problem and Solution  <b>MAIN SELECTION</b> Genre: Biography  Titles: A: Reach for the Stars/"Melina Shows Her Mettle" (600) O: Reach for the Stars/"Melina Shows Her Mettle" (750) E: Reach for the Stars/"Melina Shows Her Mettle" (680) B: Reach for the Stars/"Melina Shows Her Mettle" (850)	Reading/Writing Workshop: Genre  Literature Anthology: Specific Language, Connection of Ideas, Genre, Specific Vocabulary
L.3.4c L.3.5a L.3.5b RI.3.4 RL.3.4	<b>VOCABULARY</b>	Vocabulary Words: communicated, essential, goal, motivated, professional, research, serious, specialist Additional Vocabulary: reach for the stars, out of this world, Additional Domain Words: weightlessness, mission specialist, payload, climate, lunar Additional Academic Vocabulary: achieve, interview,, organize, order Vocabulary Strategy: Greek and Latin Roots			
L.3.2f L.3.2g RF.3.3c RF.3.4b RF.3.4c	<b>PHONICS/SPELLING</b>	Phonics/Spelling Skill: Vowel-Team Syllables Structural Analysis: Greek and Latin Roots			
RF.3.4b	<b>FLUENCY</b>	Accuracy			<b>ASSESSMENTS</b>
W.3.2a	<b>WRITING</b>	Writing Trait: Organization Reading/Writing Workshop: Rocketing into Space Literature Anthology: Out of This World! The Ellen Ochoa Story Your Turn Practice Book: John Glenn			Weekly Formative Assessments
L.3.1a L.3.1g	<b>GRAMMAR</b>	Grammar Skill: Adverbs Grammar Mechanics: Adverbs and Adjectives			<b>PLC Focus</b>
L.3.3b RI.3.9 SL.3.4 SL.3.6 W.3.7 W.3.10	<b>Research</b>	Research and Inquiry: Write Interview Questions Write About Reading: Write an Analysis Weekly Project: Research how to set goals and achieve them			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 6 WEEK 4	BIG IDEA: Think It Over — How do we decide what’s important?			INSTRUCTIONAL WINDOW: 4/20/20 – 5/29/20	
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION/PAIRED SELECTION	LEVELED READER MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RI.3.1</b> <b>RI.3.7</b> <b>RI.3.8</b> <b>RI.3.10</b> <b>SL.3.1c</b> <b>SL.3.2</b>	<b>Title:</b> "Respect for the Florida Panther"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Butterflies Big and Small (870)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Compare and Contrast  <b>Text Features:</b> Headings, Diagram	<b>MAIN SELECTION</b> Alligators and Crocodiles(870)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> "The Monkey and the Crocodile" (730) <b>Genre:</b> Folktale  <b>Strategy:</b> Reread  <b>Skill:</b> Compare and Contrast	<b>Strategy:</b> Reread  <b>Skill:</b> Compare and Contrast  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> African Cats/"How Leopard Got His Spots" (580) <b>O:</b> African Cats/"How Leopard Got His Spots" (720) <b>E:</b> African Cats/"How Leopard Got His Spots" (660) <b>B:</b> African Cats/"How Leopard Got His Spots" (840)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Connection of Ideas  <b>Literature Anthology:</b> Purpose, Organizaton, Prior Knowledge, Genre, Specific Vocabulary, Sentence Structure, Connection of Ideas
<b>L.3.4a</b> <b>L.3.4c</b> <b>L.3.5b</b> <b>RI.3.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> endangered, fascinating, illegal, inhabit, requirement, respected, unaware, wildlife <b>Additional Vocabulary:</b> scamper, nimble, clever <b>Additional Domain Words:</b> sensory, webbed, plates, nocturnal, hatchling <b>Additional Academic Vocabulary:</b> compare and contrast, signal words, es, illustration, caption, conclusion, <b>Vocabulary Strategy:</b> Context Clues: Paragaraph Clues			
<b>L.3.2f</b> <b>L.3.2g</b> <b>L.3.4b</b> <b>RF.3.3b</b> <b>RF.3.4a</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowel Syllables <b>Structural Analysis:</b> Latin Suffixes			
<b>RF.3.4b</b>	<b>FLUENCY</b>	Phrasing			<b>ASSESSMENTS</b>
<b>W.3.2d</b> <b>W.3.10</b>	<b>WRITING</b>	<b>Writing Trait:</b> Organization <b>Reading/Writing Workshop:</b> "Respect for the Florida Panther" <b>Literature Anthology:</b> Alligators and Crocodiles <b>Your Turn Practice Book:</b> The Disappearance of Bees			Weekly Formative Assessments
<b>L.3.1a</b> <b>L.3.1g</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adverbs That Compare <b>Grammar Mechanics:</b> Using More and Most			<b>PLC Focus</b>
<b>RI.3.8</b> <b>RI.3.9</b> <b>SL.3.1a</b> <b>SL.3.2</b> <b>SL.3.6</b> <b>W.3.7</b> <b>W.3.10</b>	Research	<b>Research and Inquiry:</b> Write a Visual Report <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research animal's unique abilities			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 6 WEEK 5	BIG IDEA: Think It Over — How do we decide what's important?			INSTRUCTIONAL WINDOW:	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.10 RL.3.5 RL.3.6 SL.3.1b	Title: "Show and Tell"  Genre: Narrative Poem  Strategy: Reread	<b>SHORT TEXT</b> "The Camping Trip" "Bubble Gum"  Genre: Poetry: Narrative Poem  Literary Elements: Rhythm and Rhyme  Skill: Point of View	<b>MAIN SELECTION</b> Title: "Ollie's Escape"  Genre: Poetry: Narrative Poem  <b>PAIRED SELECTION</b> "The Gentleman Bookworm"  Genre: Poetry: Narrative Poem  Literary Elements: Rhythm and Rhyme  Skill: Point of View	Literary Elements: Rhythm and Rhyme  Skill: Point of View  <b>MAIN SELECTION</b> Genre: Realistic Fiction  <b>Titles:</b> A: Funny Faces/"My Cheeky Puppy" (450) O: Too Many Frogs/"Pet Day" (670) E: Too Many Frogs/"Cat and Dog" (600) B: The Joke's on You/"The Homework Blues" (780)	Reading/Writing Workshop: Specific Vocabulary  Literature Anthology: Genre, Sentence Structure, Specific Vocabulary
L.3.5a L.3.5b RL.3.4	VOCABULARY	Vocabulary Words: entertainment, humorous, ridiculous, slithered Poetry Terms: narrative poem, rhyme, rhythm, stanza Additional Vocabulary: creep, bookworm, hit the ceiling, Additional Academic Vocabulary: precise Vocabulary Strategy: Idioms Additional Vocabulary: scamper, nimble, clever			
L.3.2c L.3.2g RF.3.3a RF.3.3d RF.3.4b	PHONICS/SPELLING	Phonics/Spelling Skill: Suffixes -ful, -less, -ly Structural Analysis: Frequently Misspelled Words			
RF.3.4b	FLUENCY	Phrasing and Expression			ASSESSMENTS
W.3.3b	WRITING	Writing Trait: Word Choice Write to Sources: Reading/Writing Workshop: "The Camping Trip" "Bubble Gum" Literature Anthology: "The Gentleman Bookworm" Your Turn Practice Book: Aliens!			Weekly Formative Assessments
L.3.1i	GRAMMAR	Grammar Skill: Prepositions Grammar Mechanics: Commas after Introduction			PLC Focus
L.3.3g SL.3.1a SL.3.1d W.3.7 W.3.10	Research	Research and Inquiry: Write an Analysis Write About Reading: Write an Analysis Weekly Project: Research types of jokes and how to create them Unit Level: Research Skill: Presentation Skills Unit Project: Self-select and develop from weekly research projects options for unit research projects			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Think It Over — How do we decide what’s important?		INSTRUCTIONAL WINDOW:	
WEEK 6	Essential Question:		4/20/20 – 5/29/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4b RF.3.4c	FLUENCY	Reader’s Theater: Take Me to Your Litter	Using Assessment Results Tested skills:	
RI.3.5 W.3.7	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Soccer Is America’s Game	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.3.1d SL.3.3b W.3.6 W.3.7	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.3.2a W.3.3b W.3.5 W.3.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	