



**Vocabulary**

<p><b>RF</b> Fluency Prefix Purpose Suffix Syllable</p> <p><b>RL</b> Author Chapters Character Feelings Character Motivation Detail Illustration Mood Narrator Point Of View Scene Sequence of Events Settings</p>	<p><b>RI</b> Compare/Contrast Effect Ideas Informational Text Informative Key Concepts Key Detail Main Idea Sequence Text Features Topic</p> <p><b>W</b> Character Concluding Statement Dialogue Events Opinion Reflect Sequence Of Events Setting Supporting Details</p>	<p><b>L</b> Abstract Nouns Compound Sentence Context Independent Clause Irregular Nouns Plural Regular Simple Sentence</p>	<p><b>SL</b> Focus Listening Main Idea Metacognition On Topic Reflect Speaking Respect Stamina Supporting Details Topic</p>
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<b>Recommended Texts*</b>	<b>Resources*</b>

Third Grade First Quarter  
2020-2021 Pacing Guide

# English Language Arts

Introduction to Your English Language Arts Pacing Guide

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p><b>Weeks 1-2</b></p> <p><b>Review of Second Grade Standards</b></p> <p><b>RF.2.4a</b>-Read on-level text with purpose and understanding.</p> <p><b>RF.2.4b</b>-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>Weeks 3-4 Start Smart - Wonders</b></p> <p><b>Week 5-Start Core Instruction</b></p> <p><b>RF.3.3</b>-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>I can show what I have learned about letters, sounds and words in my reading.</li> </ul> <p><b>RF.3.3c</b>- Decode multi-syllable words.</p> <ul style="list-style-type: none"> <li>I can read words with more than one syllable.</li> </ul>	<p><b>RL.2.9</b>-Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b>RL.2.10</b>-By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RL.3.1</b>-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> <li>I Can explain a story by referring to details and examples in the text.</li> </ul> <p><b>RL.3.5</b>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 section.</p> <ul style="list-style-type: none"> <li>I can write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza).</li> </ul> <p><b>RL.3.7</b> 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> <ul style="list-style-type: none"> <li>I can explain how the author uses illustrations to help the meaning in a story.</li> </ul>	<p><b>RI.2.9</b>-Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b>-By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RI.3.1</b>- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> <li>I can ask and answer questions to show that I understand the information that I am reading.</li> </ul> <p><b>RI.3.5</b>-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <ul style="list-style-type: none"> <li>I can use the parts of a text that stand out to find information quickly.</li> </ul> <p><b>RI.3.7</b>-Use information gained from illustrations (e.g., maps, photographs) and the words in a text demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <ul style="list-style-type: none"> <li>I can show what I have learned from informational text and illustrations by answering questions about where, when, why and how.</li> </ul>	<p><b>W.2.1.</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.2</b> Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.3.1a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <ul style="list-style-type: none"> <li>I can write my opinion piece in an organized way that introduces my opinion and lists my reasons.</li> </ul> <p><b>W.3.3a</b> Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.</p> <ul style="list-style-type: none"> <li>I can write stories from different</li> </ul>	<p><b>L.2.1c</b>-Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p><b>L.2.1f</b>-Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p><b>L.2.3a</b>-Compare formal and informal uses of English.</p> <p><b>L.2.4c</b>- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p><b>L.2.5b</b>-Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p><b>L.2.6</b>-Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p><b>L.2.2AL</b>-Form uppercase and lowercase letters in cursive.</p> <p><b>L.2.2</b>-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.2.4</b>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 2 reading and content</i>, choosing flexibly from an array of strategies</p> <p><b>L.3.1</b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>I can show that I know how</li> </ul>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.2.6</b>-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.3.1a</b>-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> <ul style="list-style-type: none"> <li>I can come to discussions prepared to share my ideas because I have read or studied what I need to.</li> </ul> <p><b>SL.3.1b</b>-Follow agreed upon rules for discussions.</p> <ul style="list-style-type: none"> <li>I can listen, wait to speak until it’s my tur and be respectful of others when I am having discussions.</li> </ul> <p><b>SL.3.1c</b>-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <ul style="list-style-type: none"> <li>I can ask questions to help me understand discussion, stay on topic and to help me to connect my ideas with other people’s ideas.</li> </ul> <p><b>SL.3.3</b>- Ask and answer questions about information from a speaker, offering elaboration and detail.</p> <ul style="list-style-type: none"> <li>I can ask and answer questions about what a speaker says so that I can talk more about the topic.</li> </ul>

			<p><input type="checkbox"/> points of view that have characters and a plot.</p> <p><b>W.3.3b</b> Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><input type="checkbox"/> I can use dialog between my characters and describe their actions &amp; feelings to help others understand the plots of my stories.</p> <p><b>W.3.3c</b> Use temporal words and phrases to signal event order.</p> <p><input type="checkbox"/> I can use temporal words to help others understand the order in my stories.</p> <p><b>W.3.6</b> 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> <p><input type="checkbox"/> I can use technology to create and publish my writing.</p> <p><b>W.3.7-</b> conduct short research projects that build knowledge about a topic.</p> <p><input type="checkbox"/> I can do short research projects to help me learn more about a topic.</p> <p><b>W.3.8</b> 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><input type="checkbox"/> I can remember what I have learned or find new information from books or technology to help me with my research.</p> <p><b>W.3.10</b> Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.</p> <p><input type="checkbox"/> 3.10 I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.</p>	<p><input type="checkbox"/> to use words correctly when I write and speak.</p> <p><b>L.3.1a-</b>Explain the functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><input type="checkbox"/> I can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences.</p> <p><b>L.3.1b-</b>Form and use regular and irregular plural nouns.</p> <p><input type="checkbox"/> I can correctly say, write and use all kinds of plural nouns.</p> <p><b>L.3.1c-</b>Use abstract nouns (e.g., childhood)</p> <p><input type="checkbox"/>I can use abstract nouns (e.g., childhood, honesty, courage, faith).</p> <p><b>L.3.1d-</b>Form and use regular and irregular verbs.</p> <p><input type="checkbox"/>I can correctly say, write and use regular and irregular verbs (action words).</p> <p><b>L.3.1e-</b>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p><input type="checkbox"/>I can correctly say, write and use different verb tenses.</p> <p><b>L.3.1f-</b>Ensure subject-verb and pronoun-antecedent agreement.</p> <p><input type="checkbox"/>I can make sure that all of my subjects and verbs go together correctly in the sentences I say and write.</p> <p><b>L.3.1g-</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><input type="checkbox"/> I can correctly use comparative and superlative adjectives and adverbs correctly in my speech and writing.</p> <p><b>L.3.1i-</b> Produce simple sentences.</p>	<p><input type="checkbox"/></p>
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I can say and write simple, compound and complex sentences.

**L.3.2d-** Form and use possessives.

I can use apostrophes appropriately to show possession.

Vocabulary	
<p><b>RL</b>                      Central Message                      Character                      Plot                      Sequence of Events                      Story</p>	<p><b>W</b>                      Concluding Detail                      Dialogue                      Narrative                      Opinion                      Point of View                      Purpose                      Research                      Revise                      Section                      Source                      Supporting Topic</p>
Recommended Texts*	Resources*



Third Grade Second Quarter

Pacing Guide

# English Language Arts

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p><b>RF.3.3a-</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can find and tell the meanings of most common prefixes and suffixes.</li> </ul> <p><b>RF.3.3b- Decode words with common Latin suffixes.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read words with common Latin suffixes.</li> </ul>	<p><b>RL.3.2-</b> 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> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can remember and retell different kinds of stories from many cultures.</li> <li><input type="checkbox"/> I can figure out the lessons or morals of the stories that I read and explain that message using details from the story.</li> </ul> <p><b>RL.3.3-</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe characters in stories and explain how their actions affect the story.</li> </ul> <p><b>RL.3.4-</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can figure out the meanings of words or groups of words in stories by thinking about how they are used.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can tell the difference between literal and nonliteral language when I read.</li> </ul>	<p><b>RI.3.2-</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can figure out the main idea of information I read.</li> </ul> <p><b>RI.3.4-</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>Grade 3 topic or subject area</i>.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can figure out the meanings of words and phrases in science and social studies texts.</li> </ul>	<p><b>W.3.2b</b> Develop the topic with facts, definitions, and details.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write about a topic using facts, definitions and details.</li> </ul> <p><b>W.3.2c</b> use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use linking words to connect ideas in my writing.</li> </ul> <p><b>W.3.3c</b> Use temporal words and phrases to signal event order.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use temporal words to help others understand the order in my stories.</li> </ul> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can do short research projects to help me learn more about a topic.</li> </ul> <p><b>W.3.8-</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can remember what I have learned or find new information from books or technology to help me with my research.</li> </ul> <p><b>W.3.10</b> Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3.10 I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.</li> </ul>	<p><b>L.3.1i-</b> Produce compound sentences.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can say and write simple, compound and complex sentences.</li> </ul> <p><b>L.3.2e-</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can spell commonly used words correctly and add suffixes to them.</li> </ul> <p><b>L.3.2f</b> – use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use spelling patterns and rules to help me spell new words.</li> </ul> <p><b>L.3.2h-</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3.4 I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read.</li> </ul> <p><b>L.3.4a-</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3.4.a I can use context clues to help me understand new words.</li> </ul> <p><b>L.3.4b-</b> Determine the meaning of new word formed when a known affix is added to a known word (e.g.,</p>	<p><b>SL.3.2-</b> 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> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can figure out the main ideas and details of what I see and hear.</li> </ul> <p><b>SL.3.4-</b> Repost on a topic or text, tell a story, or recount an experience with appropriate facts relevant, descriptive details, speaking clearly at an understandable pace.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can give a report or share a story or experience with important details to help others understand.</li> </ul>

<input type="checkbox"/>				<p>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 3.4.b I can use prefixes and suffixes that I know to help me understand new words.</li></ul> <p><b>L.3.4c-</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>3.4.c</b> I can use root words I know to help me understand the meanings of new words.</li></ul> <p><b>L.3.4d-</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> I can use print and computer dictionaries to help me find the meaning of new words.</li></ul> <p><b>L.3.5-</b>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> I can show that I understand figurative language.</li><li><input type="checkbox"/> I can figure out how words are related and how their meanings might be similar.</li></ul> <p><b>L.3.5a-</b>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <ul style="list-style-type: none"><li><input type="checkbox"/> I can tell the difference between literal and nonliteral language when I read.</li></ul> <p><b>L.3.5c-</b>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <ul style="list-style-type: none"><li><input type="checkbox"/> I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting.</li></ul>	
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Vocabulary			
<p><b>RL</b> Character Trait Infer Literal Non-literal</p>	<p><b>RI</b> Cause/Effect Key idea Sequential Order</p>	<p><b>W</b> Definition Fact Prepared Supporting Detail Topic Sentence</p>	<p><b>L</b> Adjective Adverb Comparative Adjective Complex Sentence Literal Meaning Non-literal Meaning Superlative Adjective Syllable</p> <p><b>SL</b> Discuss Key Ideas Participate Prepared</p>
Recommended Texts*		Resources*	



Third Grade Third Quarter

Pacing Guide

# English Language Arts

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p><b>RF.3.4- Read with sufficient accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can fluently read and understand books at my level well.</li> </ul> <p><b>RF.3.4a –Read on-level text with purpose and understanding.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read and understand third grade books.</li> </ul> <p><b>RF.3.4b- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read third grade books and poems aloud like a teacher would read them.</li> </ul> <p><b>RF.3.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> RF.3.4.c I can use what I understand from my reading to help me figure out or correct words I am having trouble with.</li> </ul>	<p><b>RI.3.9-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).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can compare and contrast stories written by the same author about the same or similar characters</li> </ul>	<p><b>RI.3.3-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 and effect.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe how some historical events are related.</li> </ul> <p><b>RI.3.8- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe how the sentences and paragraphs in informational text are connected and follow a logical order.</li> </ul> <p><b>RI.3.9-Compare and contrast the most important points and key details presented in two texts on the same topic.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can compare and contrast the most important ideas and details in two pieces of information about the same topic.</li> </ul>	<p><b>W.3.1a</b> Introduce the topic, or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write to share my opinion and give reasons to support that opinion.</li> </ul> <p><b>W.3.1b- Provide reasons that support the opinion.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can give reasons to support my opinion in my writing.</li> </ul> <p><b>W.3.2a</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write an informative text that introduces my topic and then groups related information together.</li> </ul> <p><b>W.3.2b- Develop the topic with facts, definitions, and details.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write about a topic using facts, definitions and details.</li> </ul> <p><b>W.3.2c- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use linking words to connect ideas in my writing</li> </ul> <p><b>W.3.2d</b> Provide a concluding statement or section.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write conclusions to my informative pieces of writing.</li> </ul> <p><b>W.3.3a</b> Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write stories from different points of view that have characters and a plot.</li> </ul> <p><b>W.3.6</b> 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>	<p><b>L.3.1i- Produce complex sentences.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can say and write simple, compound and complex sentences.</li> </ul> <p><b>L.3.1h-Use coordinating and subordinating conjunctions.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use conjunctions in the correct way in my speech and writing.</li> </ul> <p><b>L.3.2- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can show that I know how to write sentences correctly.</li> </ul> <p><b>L.3.2a- Capitalize appropriate words in titles.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use capital letters correctly when I write titles.</li> </ul> <p><b>L.3.2b- Use commas in addresses.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use commas correctly in addresses.</li> </ul> <p><b>L.3.2c- Use commas and quotation marks in dialogue.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use commas and quotation marks correctly when I write dialogue between two people or characters.</li> </ul> <p><b>L.3.5b- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can find-real life connections between words and the way they are used.</li> </ul> <p><b>L.3.6- Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g.,</b></p>	<p><b>SL.3.5- 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.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can create engaging recordings of stories or poems to show my fluency in reading.</li> </ul> <p><b>SL.3.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards L.3.1 and L.3.3 for specific expectations).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can speak in complete sentences to make what I am sharing more clear to others.</li> </ul>

			<p><input type="checkbox"/> I can use technology to create and publish my writing.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><input type="checkbox"/> I can do short research projects to help me learn more about a topic.</p> <p><b>W.3.10</b> Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.</p> <p><input type="checkbox"/> 3.10 I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.</p>	<p>After dinner that night we went looking for them).</p> <p><input type="checkbox"/> I can use new words and phrases I have learned in different ways to show that I know what they mean.</p>	
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Vocabulary			
<b>RF</b> Expression ‘ Irregular Spelling Orally Understanding	<b>RI</b> Describe Historical Events Relationships Scientific Ideas/Concepts Sequence Series Of Steps Technical Procedures	<b>W</b> Categories Explanatory Text Informative Text Personal Experience	<b>L</b> Adverb Comparative Adjective Comparative Adverb Complex Sentence Compound Sentence Conjunction Context Coordinating Conjunction Similar States Of Mind Of Certainty Simple Sentence Subordinating Conjunction Superlative Adjective Superlative Adverb
<b>RL</b> Drama Play Poem Poetry Prose Scene(s) Stanza Verses			
Recommended Texts*		Resources*	



## Third Grade Fourth Quarter Pacing Guide

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p><b>RF.3.3d</b>-Read grade appropriate irregularly spelled words.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read third grade words that aren't spelled the way they sound.</li> </ul>	<p><b>RL.3.6</b>-Distinguish their own point of view from that of the narrator or those of the characters.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can tell the difference between what I think and what the author or characters might think in a story.</li> </ul> <p><b>RL.3.10</b>-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read and understand third grade stories, plays and poems independently.</li> </ul>	<p><b>RI.3.6</b>-Distinguish their own point of view from that of the author of a text.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can tell the difference between what I think and what an author writes in informational texts.</li> </ul> <p><b>RI.3.10</b>-By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> RI.3.10 I can read and understand 3rd grade informational texts independently.</li> </ul>	<p><b>W.3.1b</b>- Provide reasons that support the opinion.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can give reasons to support my opinion in my writing</li> </ul> <p><b>W.3.2a</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write an informative text that introduces my topic and then groups related information together</li> </ul> <p><b>W.3.2d</b>- Provide a concluding statement or section.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write conclusions to my informative pieces of writing</li> </ul> <p><b>W.3.3a</b> Establish a situation and introduce a narrator, characters, or both; organize and event sequence that unfolds naturally.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write stories from different points of view that have characters and a plot</li> </ul> <p><b>W.3.3b</b> Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use dialog between my characters and describe their actions &amp; feelings to help others understand the plots of my stories.</li> </ul> <p><b>W.3.6</b> With guidance and support from</p>	<p><b>AL Specific</b>-Write legibly in cursive.</p> <p><b>L.3.3</b>-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3.3 I can write, speak, read and listen by using my knowledge of the English language.</li> </ul> <p><b>L.3.3a</b>-Choose words and phrases for effect.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can choose interesting words and phrases to help others understand my meaning better.</li> </ul> <p><b>L.3.3b</b>-Recognize and observe differences between the conventions of spoken and written Standard English.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize differences between my speaking language and my written language.</li> </ul>	<p><b>SL.3.1</b>-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> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can successfully participate in discussions.</li> </ul> <p><b>SL.3.1d</b>-Explain their own ideas and understanding in light of the discussion.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain my own thinking and ideas after a discussion.</li> </ul>

