



2016-2017

3rd ELA Curriculum Pacing Guide

3rd Grade Curriculum Team
Bloomfield Schools
2016-2017

Third Grade Common Core English Language Arts Pacing Guide

The Bloomfield Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the focus standards by quarter and unit. Teachers should understand that the focus standards emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will recur across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

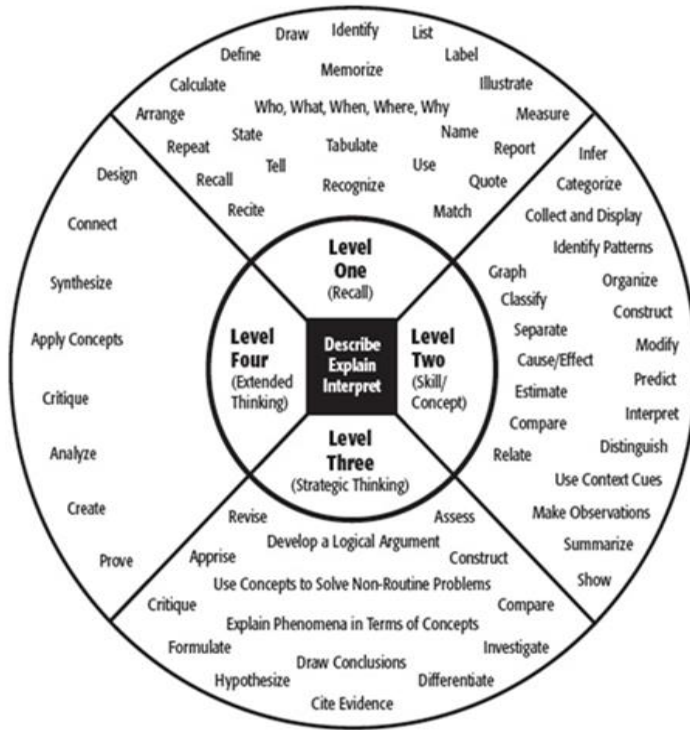
The English Language Arts CCSS pacing guides contain the following elements:

- Embedded Standards
- Student Learning Target : Student Outcomes in “I can statements”
- Assessment of Learning Target: I Can Statements: (I can statement should be visible and where students can see and know their goal : they establish the standard, they understand the teacher expectation and they will try to achieve it.

I can statements are done for teachers in the first quarter but you must develop autonomous statements to help support your learning goals.

- Grade Level: Identify the grade level of the intended standards
- Standard: Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- Standards Code: Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- Skills and Knowledge: Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standards

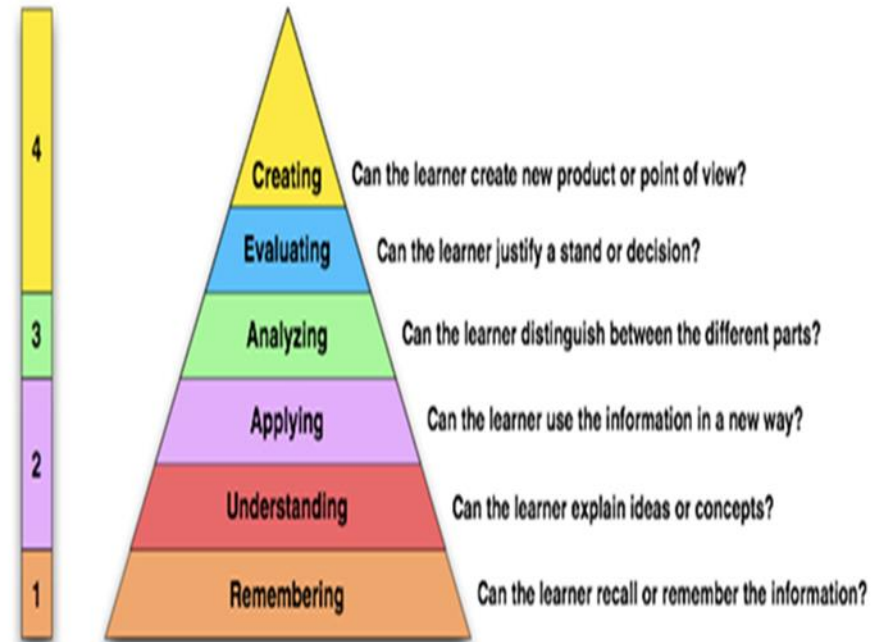
Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2006. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

Relationship between Depth of Knowledge and Bloom's Taxonomy



DoK Levels

New Version of Bloom's Taxonomy

http://www.edu.edu/educ/llschult/blooms_taxonomy.html

Depth of Knowledge was developed through a ten-state grant initiative to streamline Bloom's taxonomy to facilitate state-wide assessments.

Third Grade Common Core English Language Arts Pacing Guide

Quarter 1

Embedded Standards: These standards are year-long ongoing standards that should be taught to mastery by the end of the year.

For Reading, Language and Speaking/Listening in each Unit

Cite Evidence	Analyze Content	Study & Apply Grammar	Study & Apply Vocabulary	Conduct Discussions	Report Findings
RL/RI.3.3, RL/RI.3.10	RL/RI.3.2-9, SL.3.2-3	L.3.1-3, SL.3.6	L.3.4-6	SL.3.1	SL.3.4-6

Reading Foundation Skills

Writing Skills

Phonics and Word Recognition	Fluency	Writing Process
RF.3.3.a-d	RF.3.4.a-c	W.3.4-6, W.3.3(Narrative)

Essential Question: How do writers use language to effectively communicate their desired purpose in a piece of narrative writing?

Final Product/Assessment: Student-produced narrative writing piece and comprehension assessments

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
Weeks 1 and 2	RL.3.2, RL. 3.3, RL.3.7 (ongoing)	Retell stories and explain how illustrations assist in understanding the text.	<ul style="list-style-type: none"> Graphic organizer (e.g. story maps, webs, outlines, timelines, flow charts, etc.) Oral presentation using rubrics focusing on presentation, verbal and non-verbal skills, etc. Written products demonstrating correct conventions of grammar; Writing rubrics (PARCC) 	<ul style="list-style-type: none"> I can use illustrations to assist in understanding text. I can read my journal out loud using facts and details 	Journeys Week 1: In a Fine Fine School Week 2: The Trial of Cardigan Jones Tier 2 & 3 Lower Quartile Orton Gillingham Write Tools Retell Graphic Organizers Daily Journal Writing Treasures Resources
	SL.3.4	Report orally using facts and details.			
	L.3.1a, b, c, f, i	Explain different parts of speech when speaking and writing simple and complex sentences.			

Asterisk (*) indicates essential learning standards
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	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
	Week 3	RL.3.1, RL.3.3 (ongoing)	Ask and answer questions citing evidence from the text. Explain how the main characters' thoughts, motivations, and actions affect the outcome of the story.	<ul style="list-style-type: none"> Mixed-format questions (including open-ended questions) requiring students to cite evidence (e.g. location in text, page and paragraph) Informal assessment (e.g. participation rubric) Written product or graphic organizer in Reading Response Journal 	<ul style="list-style-type: none"> I will be able to answer a question using and citing evidence from the text. I can work in collaborative groups. I can use capitalization, punctuation and spelling properly in my writing.
SL.3.1a-d		Engage effectively in collaborative discussions.			
L.3.1i, 2a, e, f, g		Consult reference materials and demonstrate correct capitalization, punctuation, and spelling when writing.			
W. 3.3 (Narrative)		Write a narrative while organizing events from a story.			

Third Grade Common Core English Language Arts Pacing Guide

Quarter 1 Continued

Essential Question: How do writers use language to effectively communicate their desired purpose in a piece of narrative writing?

Final Product/Assessment: Student-produced narrative writing piece and comprehension assessments

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
Week 4	RL.3.1, RL.3.3 (ongoing)	Ask and answer questions citing evidence from the text. Explain how the main characters' thoughts, motivations, and actions affect the outcome of the story.	<ul style="list-style-type: none"> Teacher-generated assessment (e.g. anchor charts, skills based, story maps, etc.) Reading Response Journal Mixed-format assessment Informal assessment (e.g. anecdotal records, observation, checklist) Rough draft and revised draft Comprehension assessments 	<ul style="list-style-type: none"> I can begin to understand Root Words and Affixes in complex Vocabulary. I can begin to plan and revise a purposeful writing piece. I can explain main character actions and how the impact in the story. 	<p>Journeys Week 4: Pop's Bridge</p> <p>Root Word and Affixes</p> <p>Reading Informational Texts</p>
	W.3.3, W.3.4, W.3.5 (Narrative)	Plan, revise, and edit writing to produce a written piece focusing on purpose and audience.			
	L.3.1a, 4a-d (ongoing)	Use context clues, affixes, root words, dictionaries, and glossaries to determine the meaning of unknown words and phrases.			

Third Grade Common Core English Language Arts Pacing Guide

Quarter 1 Continued

Essential Question: How do writers use language to effectively communicate their desired purpose in a piece of narrative writing?

Final Product/Assessment: Student-produced narrative writing piece and comprehension assessments

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
Week 5	RL.3.5	Refer to parts of stories when writing or speaking about a text.	<ul style="list-style-type: none"> Oral or written response Written product that demonstrates use of writing process (planning/organization, revision, editing, final draft; Writing rubrics (PARCC) Writing Notebook (e.g. vocab. lists, glossaries, content-based vocabulary) 	<ul style="list-style-type: none"> I can begin to understand point of view between characters in a book. I can write a narrative and use a rubric to help me understand the goals for my work. 	Journeys Week 5: Roberto Clemente <ul style="list-style-type: none"> Writing Sentence Stems Teaching Point of View Two Bad Ants Lesson
	RL.3.6	Compare/contrast the characters' points of view and the reader's point of view.			
	RI.3.3	Use informational text patterns to describe the relationship in a series of events (comparison, cause/effect, first/second/third in a sequence).			
	*RI.3.8	Identify informational text patterns such as comparison, cause/effect, and sequence.			
	W.3.3a-d	Write a narrative while organizing events from a story.			
	L.3.1b	Explain different parts of speech when speaking and writing simple and complex sentences.			
	L.3.6	Use grade-level academic language correctly.			
Week 6	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
	RL.3.4	Use strategies and context clues to determine the meaning of words and phrases in a text.	<ul style="list-style-type: none"> Informal assessment Written product Rough draft and revised draft Writing Notebook (e.g. vocab. lists, glossaries, content-based vocabulary) Reading Response Journal 	<ul style="list-style-type: none"> I am able to understand context clues and how to determine the meaning of words with these skills. 	Journeys Week 6: Bat Loves the Night Context Clues Ethemes Tier2 upper Quartile 95% Group
	L.3.1a,d	Explain different parts of speech when speaking and writing simple and complex sentences.			
	RI.3.8	Identify informational text patterns such as comparison, cause/effect, and sequence.			
W.3.3.a-d,	Write a narrative using the writing process.				

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Quarter 1 Continued

Essential Question: How do writers use language to effectively communicate their desired purpose in a piece of narrative writing?

Final Product/Assessment: Student-produced narrative writing piece and comprehension assessments

		Quarter 1 Continued				
Essential Question: How do writers use language to effectively communicate their desired purpose in a piece of narrative writing?						
Final Product/Assessment: Student-produced narrative writing piece and comprehension assessments						
		Standards	Student Learning Target:	Assessments of Essential Learning Targets		
Week 7	RL.3.2, RL.3.5	Determine the theme and use details from the text to explain the central message or moral.	Refer to parts of stories when writing or speaking about a text.	<ul style="list-style-type: none"> • Graphic organizer to identify theme and compare/contrast while listing details • Theme-based comparison charts • Written product • Teacher/Student conferencing 	<ul style="list-style-type: none"> • I am able to use graphic organizers to help compare and contrast stories. 	<ul style="list-style-type: none"> • Common Instructional Assessment : CIA Edulastic
		RL.3.9				
	W.3.3a-d	Write a narrative.				
Weeks 8 and 9	RL.3.2, RL.3.5	Determine the theme and use details from the text to explain the central message or moral.	Refer to parts of stories when writing or speaking about a text.	<ul style="list-style-type: none"> • Graphic organizers • Written product • Final presentation • “Common Theme” bulletin board • Close Reading activities 	<ul style="list-style-type: none"> • I can determine the theme of a story using details from the story. • I can determine the central message in a myth, fairy tale, or folktale. 	<ul style="list-style-type: none"> • Teacher Resource on Theme Layouts • Small Group Activity on Theme using MAP
		RL.3.9				
	W.3.3a-d	Write a narrative.				

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Quarter 2

Embedded Standards: These standards are year long ongoing standards that should be taught to mastery by the end of the year.

For Reading, Language and Speaking/Listening in each Unit

Cite Evidence	Analyze Content	Study & Apply Grammar	Study & Apply Vocabulary	Conduct Discussions	Report Findings
RL/RI.3.1, RL/RI.3.10	RL/RI.3.2-9, SL.3.2-3	L.3.1-3, SL.3.6	L.3.4-6	SL.3.1	SL.3.4-6
Reading Foundation Skills			Writing Skills		
Phonics and word recognition		Fluency	Writing Process		
RF.3.3.a-d		RF.3.4.a-c	W.3.4-6, W.3.10		

Essential Question: How do writers use language to effectively communicate their desired purpose in a piece of expository writing?

Final Product/Assessment: Student-produced Informative/Explanatory Writing and comprehension assessments

Week 1	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
	RI.3.1, RI.3.2 (ongoing)	Ask and answer questions citing evidence and key details from informational text to determine the main idea.	<ul style="list-style-type: none"> Reading Response Journal Informal assessment Graphic organizers focusing on citing evidence to determine main ideas/ details Rubrics (e.g. PARCC writing rubric) 	Journeys Week 1: The Harvest Birds
	W.3.1	Write an opinion piece with supporting details.		
	SL.3.2	Determine the main idea and supporting details of a text presented in various formats.		
	L.3.2b	Demonstrate correct usage of conventions of grammar when speaking and writing.		

Third Grade Common Core English Language Arts Pacing Guide

Quarter 2 continued

Embedded Standards: These standards are year long ongoing standards that should be taught to mastery by the end of the year.

For Reading, Language and Speaking/Listening in each Unit

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
Week 2	RI.3.7, RI.3.5 (ongoing)	Use text features and illustrations to find information and understand the text.	<ul style="list-style-type: none"> • Student generated work • Rubrics • Graphic organizers, Close Reading activities • Text feature student-made booklet • Dictionary/resource scavenger hunt 	Journeys Week 2: Kamishiba Man
	W.3.1	Write an opinion piece with supporting details.		
	SL.3.4	Orally report on a topic using facts and details.		
	L.3.1c	Demonstrate correct usage of conventions of grammar when speaking and writing.		
Week 3	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
	RI.3.2	Ask and answer questions citing evidence and key details from informational text to determine the main idea.	<ul style="list-style-type: none"> • Informal assessment (checklist, observation, anecdotal records) • Graphic organizers for vocabulary • Rough draft • Close Reading activities 	Journeys Week 3: Young Thomas Edison
	W.3.1	Opinion		
L.3.1a & f	Demonstrate correct usage of conventions of grammar when speaking and writing.			
Week 4	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
	RI.3.3 RI.3.8	Describe the relationship in a series of events. Identify informational text patterns such as comparison, cause/effect, and sequence.	<ul style="list-style-type: none"> • Reading Response Journals • Graphic organizers • Rubrics • Final draft 	Journeys Week 4: Technology Wins the Game
	W.3.1	Write an opinion piece with supporting details.		
	L.3.1b	Use grade-level academic language correctly.		

Third Grade Common Core English Language Arts Pacing Guide

Quarter 2 Continued

Essential Question: How do writers use language to effectively communicate their desired purpose in a piece of expository writing?

Final Product/Assessment: Student-produced Informative/Explanatory Writing and comprehension assessments

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
Week 5	RI.3.2	Ask and answer questions citing evidence and key details from informational text to determine the main idea.	<ul style="list-style-type: none"> • Informal assessment • Graphic organizers • Rough draft • Writing Notebook (e.g. vocab. lists, glossaries, content-based vocabulary) 	Journeys Week 5: Tops and Bottoms
	W.3.1	Write an opinion piece with supporting details.		
	L.3.2c	Use grade-level academic language correctly.		
Week 6	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
	RI.3.3, RI.3.8	Identify informational text patterns and describe the relationship in a series of events.	<ul style="list-style-type: none"> • Reading Response Journal • Informal assessment • Graphic organizers • Final draft • Writing Notebook 	Journeys Week 6: Yonder Mountain: A Cherokee Legend
	W.3.1	Write an opinion piece with supporting details.		
	SL.3.6	Speak in complete sentences to provide detail or clarification.		
L.3.1a, L.3.1d	Demonstrate correct usage of conventions of grammar when speaking and writing.			

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Quarter 2 Continued

Essential Question: How do writers use language to effectively communicate their desired purpose in a piece of expository writing?

Final Product/Assessment: Student-produced Informative/Explanatory Writing and comprehension assessments

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
Week 7	RI.3.2	Ask and answer questions citing evidence and key details from informational text to determine the main idea.	<ul style="list-style-type: none"> • Graphic organizers • Rubrics (e.g. PARCC writing rubric) • Rough draft and revised draft • Oral presentation/project 	Journeys Week 7: Arrow and Officer Mike
	W.3.1a-d	Write an opinion piece with supporting details.		
	SL.3.3	Ask and answer questions about information from a speaker.		
	L.3.1f	Demonstrate correct usage of conventions of grammar when speaking and writing.		
Weeks 8 and 9	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
	RI.3.9	Compare and contrast two informational texts about the same topic.	<ul style="list-style-type: none"> • Graphic organizers • Edited draft and final draft • Student-prepared visuals (e.g. photographs, illustrations, realia) • Close Reading activities 	
	W.3.1a-d	Write an opinion piece with supporting details.		
SL.3.5	Use technology and visual elements to enhance a story or poem.			

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Quarter 3 continued

Embedded Standards: These standards are year long ongoing standards that should be taught to mastery by the end of the year.

For Reading, Language and Speaking/Listening in each Unit

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
Week 1	RI.3.3, RI.3.8	Use informational text patterns to describe the relationship in a series of events.	<ul style="list-style-type: none"> • Graphic organizers (sequencing, cause & effect) • Student planning page • Rough and revised drafts • Informal assessment (e.g. checklists, pair share, collaborative discussions) 	Journeys Week 1: Ramona Quimby Age 8
	W.3.2a-d	Use the writing process to write an informative text/research report.		
	W.3.7, W.3.8, RI.3.5	Gather and organize information from a variety of sources to create a research project.		
	L.3.1d	Demonstrate correct usage of conventions of grammar when speaking and writing.		
Week 2	RI.3.3, RI.3.8	Use informational text patterns to describe the relationship in a series of events.	<ul style="list-style-type: none"> • Edited and revised drafts • Reading Response Journals • Research project • Student-generated work • Mixed-format assessment • Close Reading activities 	Journeys Week 2: Judy Moody Saves the World
	W.3.2a-d	Use the writing process to write an informative text/research report.		
	W.3.7, W.3.8, RI.3.5	Gather and organize information from a variety of sources to create a research project.		
	L.3.1a, L.3.1g	Demonstrate correct usage of conventions of grammar when speaking and writing.		

Quarter 3 continued

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Embedded Standards: These standards are year long ongoing standards that should be taught to mastery by the end of the year.				
For Reading, Language and Speaking/Listening in each Unit				
Week 3	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
	RI.3.1, RI.3.2 (ongoing)	Ask and answer questions citing evidence and key details from informational text to determine the main idea.	<ul style="list-style-type: none"> • Graphic organizers • Rubrics (e.g. PARCC writing rubric) • Reading Response Journal • Informal assessment 	Journeys Week 3: The Albertosaurus Mystery
	W.3.2a-d	Use the writing process to write an informative text/research report.		
	SL.3.2	Determine the main ideas and supporting details of a text presented in various formats.		
	L.3.1a, L.3.1g	Demonstrate correct usage of conventions of grammar when speaking and writing.		
Week 4	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
	RI.3.5	Compare and contrast two informational texts about the same topic.	<ul style="list-style-type: none"> • Graphic organizers • Rubrics (e.g. PARCC writing rubric) • Reading Response Journal • Informal assessment 	Journeys Week 4: A Tree Is Growing
	RI.3.7	Use information from illustrations and words to understand the text.		
	W.3.2	Use the writing process to write an informative text/research report.		
	L.3.6 L.3.1d,e	Use grade-level academic language correctly. Demonstrate correct usage of conventions of grammar when speaking and writing.		

Third Grade Common Core English Language Arts Pacing Guide

Quarter 3 continued

Embedded Standards: These standards are year long ongoing standards that should be taught to mastery by the end of the year.

For Reading, Language and Speaking/Listening in each Unit

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
Week 5	RL.3.2	Ask and answer questions citing evidence and key details from informational text to determine the main idea.	<ul style="list-style-type: none"> Graphic organizer (e.g. story maps, webs, outlines, timelines, flow charts, etc.) Oral presentation using rubrics focusing on presentation, verbal and non-verbal skills, etc. Written products demonstrating correct conventions of grammar/rubrics 	Journeys Week 5: <i>Two Bear Cubs</i>
	W.3.2	Use the writing process to write an informative text/research report.		
	L.3.2a-g L.3.3	Demonstrate correct usage of conventions of grammar when speaking and writing.		
Week 6	RI.3.2	Ask and answer questions citing evidence and key details from informational text to determine the main idea.	<ul style="list-style-type: none"> Interview Biography Writing Notebook (e.g. vocab. lists, glossaries, content-based vocabulary, word banks) Informal assessments 	Journeys Week 6: <i>Life on the Ice</i> Reading Standard: Grammar Standard: Writing Standard: <ul style="list-style-type: none"> Mixed-format questions (including open-ended questions) requiring students to cite evidence (e.g. location in text, page and paragraph) Informal assessment (e.g. participation rubric) Written product or graphic organizer in Reading Response Journal
	W.3.2	Use the writing process to write an informative text/research report.		
	L.3.1a, L.3.1g	Demonstrate correct usage of conventions of grammar when speaking and writing.		

Quarter 3 continued

Embedded Standards: These standards are year long ongoing standards that should be taught to mastery by the end of the year.

For Reading, Language and Speaking/Listening in each Unit

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
Week 7	RL.3.3	Ask and answer questions citing evidence from the text.	<ul style="list-style-type: none"> Graphic organizers Rubrics (e.g. PARCC writing rubric)Reading Response Journal Informal assessment 	Journeys Week 7: Sarah Plain and Tall Reading Standard: Grammar Standard: Writing Standard:
	L.3.1g	Demonstrate correct usage of conventions of grammar when speaking and writing.		
Weeks 8-9	RL.3.5	Use terms such as genre, chapter, scene, and stanza to refer to parts of a story and poems.	<ul style="list-style-type: none"> Reading Response Journal Informal assessment Graphic organizers Rubrics (e.g. PARCC writing rubric)	Review
	W.3.2	Use the writing process to write an informative text/research report.		

Third Grade Common Core English Language Arts Pacing Guide

Quarter 4

Embedded Standards: These standards are year long ongoing standards that should be taught to mastery by the end of the year.

For Reading, Language and Speaking/Listening in each Unit

Cite Evidence	Analyze Content	Study & Apply Grammar	Study & Apply Vocabulary	Conduct Discussions	Report Findings
RL/RI.3.1, RL/RI.3.10	RL/RI.3.2-9, SL.3.2-3	L.3.1-3, SL.3.6	L.3.4-6	SL.3.1	SL.3.4-6
Reading Foundation Skills			Writing Skills		
Phonics and word recognition		Fluency	Writing Process		
RF.3.3.a-d		RF.3.4.a-c	W.3.4-6, W.3.10		

Essential Question: How can students demonstrate independence and proficiency using increasingly complex texts?

Final Product/Assessment: Book Club presentations focusing on chapter books

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
Week 1	RI.3.3, RI.3.8	Use informational text patterns to describe the relationship in a series of events (comparison, cause/effect, first/second/third in a sequence).	<ul style="list-style-type: none"> Partner writing/Shared writing Learning/Review games (e.g. Jeopardy) Write to a given topic using writing process Timelines, cause/effect charts, sequence charts Close reading 	Journeys Week 1: <i>The Journey: Stories of Migration</i>
	W.3.7	Gather and organize information from a variety of sources to research a topic.		
	L.3.1g	Demonstrate correct usage of conventions of grammar when speaking and writing.		
Week 2	RL.3.5	Read, understand, and identify all genres that are more challenging.	<ul style="list-style-type: none"> Book Clubs Chants, charts, Learning/Review games (e.g. Jeopardy) Shared Reading/Shared Writing Writing play scripts, shared writing 	Journeys Week 2: <i>The Journey of Oliver K. Woodman</i>
	W.3.7	Gather and organize information from a variety of sources to research a topic.		
	L.3.2d	Demonstrate correct usage of conventions of grammar when speaking and writing.		

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Quarter 4 Continued

Essential Question: How can students demonstrate independence and proficiency using increasingly complex texts?

Final Product/Assessment: Book Club presentations focusing on chapter books

Standards		Student Learning Target:	Assessments of Essential Learning Targets	
Week 3	RL.3.10, RI.3.10	Read, understand, and identify all genres that are more challenging.	<ul style="list-style-type: none"> Chants Writing projects Book Club summarizing, presentations Writing play scripts, comic strip sequencing 	Journeys Week 3: <i>Dog-of-the-Sea-Waves</i>
	W.3.7	Gather and organize information from a variety of sources to research a topic.		
	L.3.1i	Demonstrate correct usage of conventions of grammar when speaking and writing.		
Standards		Student Learning Target:	Assessments of Essential Learning Targets	
Week 4	RI.3.5 RI 3.7	Use text features and illustrations to find information and understand the text.	<ul style="list-style-type: none"> Detail/Theme graphic organizer Shades of Meaning word games Figurative/Literal language chart Thesaurus/Dictionary treasure hunt games 	Journeys Week 4: <i>Mountain: Surviving on Mt. Everest</i>
		Demonstrate correct usage of conventions of grammar when speaking and writing.		
		L.3.1g		
Standards		Student Learning Target:	Assessments of Essential Learning Targets	
Week 5		Review	<ul style="list-style-type: none"> Book genre reading graphs (student or class) Daily writing sessions – letters, poetry, other genres of writing Comprehension checks for all genres Genre Bingo checklist (assuring students are reading all genres) 	Journeys Week 5: Teachers Choice
	Review			

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Quarter 4 Continued				
Essential Question: <i>How can students demonstrate independence and proficiency using increasingly complex texts?</i>				
Final Product/Assessment: <i>Book Club presentations focusing on chapter books</i>				
Week 6	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
	Review/Spiral	Review/Spiral	<ul style="list-style-type: none"> • Reading Response Journals • Book reviews • Shared Reading/Shared Writing • Daily writing sessions • Written product - Opinion piece 	Journeys <u>Week 6: Teachers Choice</u>
Week 7	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
	Review/Spiral	Review/Spiral	<ul style="list-style-type: none"> • Summaries • Book Clubs • Independent reading (chapter books) • Reading logs, anchor charts 	Journeys <u>Week 7: Teachers Choice</u>
K S	Standards	Student Learning Target:	Assessments of Essential Learning Targets	

Third Grade Common Core English Language Arts Pacing Guide

	Review/Spiral	Review/Spiral	<ul style="list-style-type: none">• Independent• Summaries• Book Clubs reading (chapter books)• Reading logs, presentations	Journeys <u>Week 8&9: Teachers Choice</u>
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