2019 ELA Pacing Guide, Grade 3

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| Dates | Introduction of I CAN!s | Unit |
| 8/27-9/7/18  (2 Weeks) | Week of Welcome & Orientation  Beginning of the Year Assessments: iReady ELA & Math Diagnostic, DIBELS,  [Reading a-z Running Records,](https://www.readinga-z.com/helpful-tools/about-running-records/) Writing Prompt, & Learning Styles Identified | |
| 9/10-10/26/18  (7 Weeks) | 3.1, 3.2  3.5 c , 3.6  3.8, 3.9  Foundational Reading Skills: 3.12, 3.13 | Reading & Writing Focus: **Literature, Poetry, & Narratives**  Literature units with social studies themes should be planned for introducing story writing and reading. Students need a combination of leveled readers and complex read alouds. Writing projects can be done by hand and on the computer.  Be sure to cover the RACES strategy for answering questions and writing about text: **R**estate the question, **A**nswer the question, **C**ite your evidence, **E**xplain your answer, and **S**um it up. |
| 10/29-11/9/18  (2 Weeks) | Milestone #1 Window: 10/29-11/6/18  Data Day: 11/30/18 (Homeschool), 11/13/18 (Academy)  I CAN!s Tested: 3.1, 3.2, 3.12, 3.13  Dibels Reading Fluency Goal: 80-90 cwpm | |
| Teacher Notes | | |
| 11/14-1/11/19  (4 Weeks) | 3.3, 3.4  3.5 b, 3.7  Ongoing Reading & Language Skills: 3.12-3.15 | Reading & Writing Focus: **Informational Text**  Cross-curricular thematic units should be used when practicing reading and writing techniques (e.g. Based on your science readings, describe typical weather conditions for the area during the winter. ngss 3-ESS2-1.) |
| 1/14-1/25/18  (2 Weeks) | Milestone #2 Window: 1/14-1/25/19  Data Day: 2/22/19 (Homeschool), 2/5/19 (Academy)  I CAN!s: 3.1, 3.2, 3.3, 3.4, 3.12, 3.13, 3.14, 3.15  Dibels Reading Fluency Goal: 80-90 cwpm | |
| Teacher Notes | | |
| 1/28-3/15/19  (7 Weeks) | 3.5 a  3.10, 3.11  Ongoing Reading & Language Skills: 3.12-3.15 | Reading & Writing Focus: **Opinion**  Students read opinion articles, have discussions, and pre-write using graphic organizers to organize their thoughts or feelings on a topic backed with reasons and evidence. |
| 3/18/19 - 3/29/19  (2 Weeks) | Milestone #3 Window: 3/18-3/29/19  Data Day: 3/29/19 (Homeschool) 4/5/19 (Academy)  I CAN!s Tested: 3.1, 3.2, 3.3, 3.4, 3.5, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15 | |
| Teacher Notes | | |
| 3/25-5/24/19  (8 Weeks) | Ongoing Reading & Language Skills: 3.12-3.15 | Reading & Writing Focus: **Drama, Performance,** **Creative Writing, & Writing for Fun**  Students use their reading, writing, and speaking skills in fun and creative ways and to help or entertain others: participating in a reader’s theater, presenting spoken word, performing a song or speech they wrote, or creating a class newspaper. |
| Teacher Notes | | |
| 5/28-6/13/19  (2 Weeks) | End of the Year Assessments & Exhibitions/Demonstration of Discovery  I CAN! demonstrate mastery by applying new skills to complex, real-life problems.  Onramp to next grade level.  Dibels Reading Fluency Goal: 90-100 cwpm | |
| Teacher Notes | | |

Helpful Links

[Proficiency Scales](https://drive.google.com/open?id=1c34Muwr_ecI9CQQGKluuwIRicIbyjbR2lRyGBTcNCpI)

[3rd Grade Social Studies topics](https://drive.google.com/open?id=1gH0C63bjamliOOKkXpZGtREVnEZxx6Hl)

[3rd Grade Science Topics](https://drive.google.com/drive/u/0/recent?ogsrc=32)

Reading Suggestions, Grade Band 2-3

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| Literature | Informational Text |
| **Stories**  Gannett, Ruth Stiles. My Father’s Dragon  Averill, Esther. The Fire Cat  Steig, William. Amos & Boris  Shulevitz, Uri. The Treasure  Cameron, Ann. The Stories Julian Tells  MacLachlan, Patricia. Sarah, Plain and Tall  Rylant, Cynthia. Henry and Mudge: The First Book of Their Adventures  Stevens, Janet. Tops and Bottoms  LaMarche, Jim. The Raft  Rylant, Cynthia. Poppleton in Winter  Rylant, Cynthia. The Lighthouse Family: The Storm  Osborne, Mary Pope. The One-Eyed Giant (Book One of Tales from the Odyssey)  Silverman, Erica. Cowgirl Kate and Cocoa  **Poetry**  Dickinson, Emily. “Autumn.”  Rossetti, Christina. “Who Has Seen the Wind?”  Millay, Edna St. Vincent. “Afternoon on a Hill.”  Frost, Robert. “Stopping by Woods on a Snowy Evening.”  Field, Rachel. “Something Told the Wild Geese.”  Hughes, Langston. “Grandpa’s Stories.” .  Jarrell, Randall. “A Bat Is Born.”  Giovanni, Nikki. “Knoxville, Tennessee.”  Merriam, Eve. “Weather.”  Soto, Gary. “Eating While Reading.”  **Read-Aloud Stories**  Kipling, Rudyard. “How the Camel Got His Hump.”  Thurber, James. The Thirteen Clocks  White, E. B. Charlotte’s Web  Selden, George. The Cricket in Times Square  Babbitt, Natalie. The Search for Delicious  Curtis, Christopher Paul. Bud, Not Buddy  Say, Allen. The Sign Painter  Read-Aloud Poetry  Lear, Edward. “The Jumblies.”  Browning, Robert. The Pied Piper of Hamelin  Johnson, Georgia Douglas. “Your World.”  Eliot, T. S. “The Song of the Jellicles.”  Fleischman, Paul. “Fireflies.” | **Informational Texts**  A Medieval Feast.  Gibbons, Gail. From Seed to Plant  Milton, Joyce. Bats: Creatures of the Night  Beeler, Selby. Throw Your Tooth on the Roof: Tooth Traditions Around the World  Leonard, Heather. Art Around the World  Ruffin, Frances E. Martin Luther King and the March on Washington  St. George, Judith. So You Want to Be President?  Einspruch, Andrew. Crittercam  Kudlinski, Kathleen V. Boy, Were We Wrong About Dinosaurs  Davies, Nicola. Bat Loves the Night  Floca, Brian. Moonshot: The Flight of Apollo 11  Thomson, Sarah L. Where Do Polar Bears Live?  **Read-Aloud Informational Texts**  Freedman, Russell. Lincoln: A Photobiography  Coles, Robert. The Story of Ruby Bridges  Wick, Walter. A Drop of Water: A Book of Science and Wonder  Smith, David J. If the World Were a Village: A Book about the World’s People  Aliki. Ah, Music!  Mark, Jan. The Museum Book: A Guide to Strange and Wonderful Collections  D’Aluisio, Faith. What the World Eats  Arnosky, Jim. Wild Tracks! A Guide to Nature’s Footprints  Deedy, Carmen Agra. 14 Cows for America |

[Dolch Sight Words](http://www.sightwords.com/pdfs/word_lists/dolch_group.pdf)

about better bring carry clean cut done draw drink eight fall far full got grow hold hot hurt if keep kind laugh light long much myself never only own pick seven shall show six small start ten today together try warm

[Marzano’s Vocabulary Words](https://docs.google.com/spreadsheets/d/14PoUYP0juwCPl_1Nsb8obI45mMQ_0ne31qbYavhHDGU/edit#gid=1582164689)

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| **Science** | **Social Studies** | **Language Arts** | **Math** |
| adaptation | adapt | appendix | algorithm |
| axis | ancestor | audience | area |
| carnivore | century | brainstorm | axes |
| community | citizenship | capitalization | capacity |
| condensation | city | chapter title | closed figure |
| consumer | civilization | consonant substitution | coordinate |
| decomposer | communication | contraction | denominator |
| ecosystem | community | cursive | dividend |
| environment | custom | decode | divisor |
| equator | exploration | directions | face |
| erosion | decade | edit | factor |
| evaporation | goods | encyclopedia | flip-reflection |
| experiment | government | essay | intersection |
| herbivore | immigrant | fable | line graph |
| investigation | income | fantasy | mean |
| kinetic energy | industry | fiction | median |
| magnetism (magnetic) | invention | glossary | metric system |
| mixture | location | illustration | multiple |
| nonrenewable resource | migration | index | net |
| population | natural resources | mystery | numerator |
| potential energy | region | myth | ordered pair |
| producer | rural | nonfiction | point |
| renewable resource | services | noun | probability |
| revolution | state | paragraph | product |
| rotation | suburban | period | range |
| solar system | symbol | prefix | remainder |
| solution | trade | proper noun | right angle |
| system | tradition | question mark | rotation-turn |
| water cycle | urban | suffix | slide-translation |
| weathering | vaccine | syllable | volume |

Grade 3 I CAN!s and CAN I?s

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| **I CAN!s** | **Standard** | **CAN I?s** |
| Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class. | | |
| **Reading Literature** | | |
| 3.1  I CAN! read third grade stories, dramas and poetry. | Key Ideas & Details  RL 3.1  RL 3.2  RL 3.3  Integration of Knowledge & Ideas  RL 3.7  RL 3.9 | a) *CAN I?* ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.  b) *CAN I?* 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.  c) *CAN I?* describe **characters** in a story (e.g., their **traits**,  **motivations**, or **feelings**) and explain how their actions contribute to the **sequence of events**  d) *CAN I?* 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)  e) *CAN I?* **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) |
| 3.2  I CAN! use text features to understand third grade stories, dramas and poetry. | Craft & Structure  RL 3.4  RL 3.5  RL 3.6 | a) *CAN I?* determine the meaning of words and phrases as they are used in a text, distinguishing **literal** from **nonliteral** language.  b) *CAN I?* refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as **chapter, scene, and stanza**; describe how each successive part builds on earlier sections.  c) *CAN I?* distinguish their own **point of view** from that of the **narrator** or those of the characters. |
| **Reading Informational Text** | | |
| 3.3  I CAN! read informational texts, including history, science, and online information. | Key Ideas & Details  RI 3.1  RI 3.2  RI 3.3  Knowledge & Ideas  RI 3.7  RI 3.8  RI 3.9 | a) *CAN I?* ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  b) *CAN I?* determine the **main idea** of a text; recount the key details and explain how they support the main idea.  c) *CAN I?* describe the relationship between a series of **historical events**, scientific ideas or concepts, or steps in technical **procedures** in a text, using language that pertains to **time, sequence,** and **cause/effect**.  d) *CAN I?* use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  e) *CAN I?* describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  *f) CAN I?* compare and contrast the most important points and key details presented in two texts on the same topic. |
| 3.4  I CAN! use text features to understand text books, online articles, and reference books. | Craft & Structure  RI 3.4  RI 3.5  RI 3.6 | a) *CAN I?* determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  b) *CAN I?* use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  c) *CAN I?* distinguish their own point of view from that of the author of a text. |
| **Writing** | | |
| 3.5  I CAN! write for different tasks, purposes, and audiences. | Text Types and Purposes  W 3.1  W 3.2  W 3.3 | a) **Opinion: Write opinion pieces on topics or texts, supporting a point of view with reasons.**  *CAN I? Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.*  *CAN I?* provide reasons that support the opinion.  *CAN I?* use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  *CAN I?* provide a concluding statement or section.  **b) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**  *CAN I?* introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  *CAN I?* develop the topic with facts, definitions, and details.  Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  *CAN I?* provide a concluding statement or section.  **c) Narrative: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**  *CAN I?* establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  *CAN I?* use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  *CAN I?* use temporal words and phrases to signal event order.  *CAN I?* provide a sense of closure. |
| 3.6  I CAN! use the writing process to develop my writing. | Production and Distribution of Writing  W 3.4  W 3.5  W 3.6 | a) *CAN I?* with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  b) *CAN I?* with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  c) *CAN I?* 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. |
| 3.7  I CAN! work with my peers and use print and digital tools to answer a question we have about the world.  (Item not tested on milestones) | Research to Build and Present Ideas  W 3.7  W 3.8 | a) *CAN I?* conduct short research projects that build knowledge about a topic.  b) *CAN I?* recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| **Speaking and Listening** | | |
| 3.8  I CAN! participate in small and large group conversations about my third grade topics and books.  (Item not tested on Milestones) | Comprehen-  sion & Collaboration  SL 3.1  SL 3.2  SL 3.3 | a) *CAN I?* come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b) *CAN I?* follow agreed-upon rules for discussions (e.g., **gaining the floor** in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  c) *CAN I?* ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  d) *CAN I?* explain their own ideas and understanding in light of the discussion.  e) *CAN I?* 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.  f) *CAN I?* ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 3.9  I CAN! present ideas and experiences and use visual displays.  (Item not tested on milestones) | Presentation & Knowledge of Ideas  SL 3.4  SL 3.5  SL 3.6 | a) *CAN I?* report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, **descriptive details**, speaking clearly at an understandable pace.  b) *CAN I?* 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.  c) *CAN I?* speak in **complete sentences** when appropriate to task and situation in order to provide requested detail or clarification. |
| **Language** | | |
| 3.10  I CAN! use print and digital tools to determine the meaning of unknown words. | Vocabulary Acquisition and Use  L 3.4 | a) *CAN I?* use sentence-level **context** as a clue to the meaning of a word or phrase.  b) *CAN I?* determine the meaning of the new word formed when a known **affix** is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  c) *CAN I?* use a known **root word** as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  d) *CAN I?* use **glossaries** and beginning **dictionaries**, both print and digital, to determine or clarify the meaning of words and phrases. |
| 3.11  I CAN! use appropriate vocabulary and identify literal and nonliteral words and phrases. | Vocabulary Acquisition and Use  L 3.5  L 3.6 | a) *CAN I?* distinguish the **literal** and **nonliteral** meanings of words and phrases in context (e.g.,take steps).  b) *CAN I?* identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  c) *CAN I?* identify multiple meaning words such as: **synonyms**, **antonyms, homophones**  d) *CAN I?* 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., After dinner that night we went looking for them). (Item not tested on milestones) |

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| Reading & Language Convention Skills | | | |
| Reading Foundations | | Language Skills | |
| Phonics and Word Recognition  RF 3.3 | Fluency  RF 3.4 | Convention  of Standard English  L 3.1 | Conventions  of Standard English  L3.2a-e |
| 3.12  I CAN! use my phonics skills to decode words. | 3.13  I CAN! read fluently and self-correct when necessary. | 3.14  I CAN! use proper grammar when I write and speak. | 3.15  I CAN! use proper capitalization, punctuation, and spelling in my writing. |
| a) identify the meaning of the most common prefixes and derivational suffixes.  b) decode words with common Latin suffixes.  c) decode multisyllable words.  d) read my third grade sight words. | a) read third grade level books with purpose and understanding.  b) read out loud with accuracy, at a **natural pace**, and use **expression**.  c) use **context** to understand what I’m reading or to **self correct**. | a) explain the function of **nouns** and **pronouns**, **verbs**, **adverbs** and ***adjectives****.*  b) form and use **regular** and **irregular plural nouns**.  c) use **abstract nouns** (e.g., childhood).  d) form and use **regular** and **irregular verbs.**  e) form and use the simple (e.g., I walked; I walk; I will walk) **verb tenses.**  f) ensure subject-verb and pronoun-antecedent agreement.  g) form and use **comparative** and **superlative adjectives** and **adverbs**, and choose between them depending on what is to be modified.  h) *u*se **coordinating** and **subordinating conjunctions**.  i) produce **simple**, **compound**, and **complex sentences**. | a) capitalize appropriate words in titles.  b) use commas in addresses.  c) use **commas** and **quotation marks** in **dialogue**.  d)form and use **possessives**.  e) spell my third grade **sight words** and words that add **suffixes** to **base** words (e.g., sitting, smiled, cries, happiness).  f)use spelling patterns and generalizations (e.g., **word families**, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  g) use **reference** materials, including beginning **dictionaries**, as needed to check and correct spellings. |