

# Ganado Unified School District (READING/3<sup>rd</sup> Grade)

1<sup>st</sup> Quarter

## PACING Guide SY 2021 -2022

MATERIALS		ASSESSMENT		
<p>Map</p> <p>Reading/Editable Anchor Chart</p> <p>Resource download Center</p> <p>Leveled Readers / Book Club / Literacy Stations</p> <p>Leveled Readers Teacher's Guide</p> <p>Read Aloud Page</p> <p>Read Aloud: Trade Book Library</p> <p>Interactive Read Aloud Lesson Plan Guide</p> <p>Shared Read</p> <p>Mentor Stack</p> <p>Story board / Graphic organizers</p> <p>Internet / Doc cam / Smartboard</p> <p>Dictionary</p>		<p>Daily Formative Assessment Options</p> <p>Progress Check-Ups</p> <p>Cold Reads</p> <p>Weekly Standards Practice for Language and Conventions</p> <p>Weekly Standards Practice for Word Study</p> <p>Weekly Standards Practice for academic Vocabulary</p> <p>Practice Test</p> <p>Test Banks</p> <p>Spelling Test</p>		
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1<sup>st</sup> Quarter</p> <p>Week 1 August 3-6</p> <p><b>UNIT 1-Week 1</b></p> <p><b>Theme: Environments</b></p> <p><b>T14-T83</b></p> <p><b>Workshop: Grandma and the Great Gourd</b></p> <p><b>Genre: Traditional Tale</b></p>	<p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.RI.1 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>How does our environment affect us?</li> <li>How do people travel indifferent environment?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Learn more about traditional tales and analyze plot and setting in a traditional tale.</li> <li>Develop knowledge about language to make connections between reading and writing.</li> <li>Can use elements of text to write a personal narrative</li> </ul>	<p><b>Spelling List)</b> clap, camp, hand, stamp, snack, rack, grabs, glad, bill, miss, click, pink, sick, grin, lift</p> <p><b>(Academic)</b> basket, subject, lesson, traffic, mustard, compact, absent, cosmic, disgust, fantastic</p> <p><b>(My View)</b> Preparations, magnificent, brooded, rejoicing, satisfied</p>

<p>1<sup>st</sup> Quarter</p> <p>Week 2 August 9-13</p> <p><b>UNIT 1 - Week 2</b>  <b>Theme: Environments</b>  <b>T84-T145</b>  <b>Read Aloud: Why the Sky Is Far Away</b>  <b>Genre: Folktale</b></p>	<p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.RI.1 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>• How does our environment affect us?</li> <li>• How do different cultures relate to their environments?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about traditional tales and infer theme in a folktale</li> <li>• Develop knowledge about language to make connections between reading and writing.</li> <li>• Use elements of text to write a personal narrative.</li> </ul>	<p><b>(Spelling List)</b> step, mess, head, crops, stop, rock, clock, sock, pond, jumps, shut, luck, slump, bugs, mug</p> <p><b>(Academic)</b> inches, pitches, dishes, glasses, spies, fries, cities, pennies, families, faxes</p> <p><b>(My View)</b> Preparations, magnificent, brooded, rejoicing, satisfied</p>
<p>1<sup>st</sup> Quarter</p> <p>Week 3 August 16-20</p> <p><b>UNIT 1 - Week 3</b>  <b>Theme: Environments</b>  <b>T146-T207</b>  <b>Read Aloud: Cocoliso</b>  <b>Genre: Realistic Fiction</b></p>	<p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RI.5 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>• How does our environment affect us?</li> <li>• How do different cultures relate to their environments?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about themes concerning environments by analyzing characters in realistic fiction</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of narrative text to write a personal narrative</li> </ul>	<p><b>(Spelling List)</b> date, lake, skate, plane, grade, fine, life, rice, wise, smile, rose, globe, smoke, come used</p> <p><b>(Academic)</b> moving, beginning, carried, easier, begged, noisier, using, angriest, dragging, emptied</p> <p><b>(My View)</b> Dream, amazing, bored, discovery, proud</p>

<p>1st Quarter</p> <p>Week 4 August 23-27</p> <p><b>UNIT 1 - Week 4</b>  <b>Theme:</b> Environments  <b>T208-T277</b>  <b>Read Aloud:</b> Living in Desert  <b>Genre:</b> Informational Text</p>	<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RI.5 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>• How does our environment affect us?</li> <li>• How do different cultures relate to their environments?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about themes concerning environments by analyzing text features in an informational text</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of narrative text to write a personal narrative</li> </ul>	<p><b>(Spelling List)</b> plain, braid, fail, grain, snail, paint, sway, tray, gray, stay, state, fake, same, weigh, they</p> <p><b>(Academic)</b> owner, peaches, asleep, display, shadow, dream, braided, charcoal, agree, maintain</p> <p><b>(My View)</b> Shield, lack, exposure, nomadic, landscape</p>
<p>1st Quarter</p> <p>Week 5 Aug. 30 - Sept. 3</p> <p><b>UNIT 1 - Week 5</b>  <b>Theme:</b> Environments  <b>T278-T339</b>  <b>Read Aloud:</b> The Golden Flower  <b>Genre:</b> Myth</p>	<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RL.2 Recount and paraphrase 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 text.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>3.RI.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/effect.</p>	<ul style="list-style-type: none"> <li>• How does our environment affect us?</li> <li>• How do different cultures relate to their environments?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about traditional tales and analyze descriptive language in a myth</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of narrative text to write a personal narrative</li> </ul>	<p><b>(Spelling List)</b> coast, float, toad, coal, soak, gold, sold, scold, slope, broke, note, bone, slow, show, foe</p> <p><b>(Academic)</b> thousand, shower, power, enjoy, bounce, avoid, appoint, annoy, proud, fountain</p> <p><b>(My View)</b> Pouch, globe, murmuring, mountainside, footpath</p>



<p>1st Quarter</p> <p>Week 6 September 7-10</p> <p><b>Writing Genre:</b> Personal Narrative</p> <p><b>UNIT 1 - Week 6</b> Project-Based Inquiry <b>T468-487</b> <b>T350, T354, T358, T362, T366</b></p>	<p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.W.7 Conduct short research projects that build knowledge about a topic.</p> <p>3.SL.1.d Explain their own ideas and understanding based on the discussion.</p>	<ul style="list-style-type: none"> <li>Do you have a special memory of an experience?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Learn the elements of a personal narrative</li> <li>Read a variety of personal narratives</li> <li>Develop a story around a special memory</li> <li>Begin a draft on a personal narrative</li> </ul>	<p><b>(Spelling List)</b> sky, fry, pie, tied, tight, right, bright, grind, child, cube, cute, mule, music, drew, few</p> <p><b>(Academic)</b> prewrite, draft, revise, edit, publish</p> <p><b>(My View)</b> convention, Introduce, purpose, event, body, closure</p>
<p>1st Quarter</p> <p>Week 7 September 13-17</p> <p><b>Writing Genre:</b> Personal Narrative</p> <p><b>UNIT 1 - Week 7</b> WRITING WORKSHOP <b>T346, T347</b> <b>T350, T354, T358, T362, T366</b></p>	<p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>3.W.7 Conduct short research projects that build knowledge about a topic.</p> <p>3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<ul style="list-style-type: none"> <li>Do you have a special memory of an experience?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Learn the elements of a personal narrative</li> <li>Read a variety of personal narratives</li> <li>Develop a story around a special memory</li> <li>Begin a draft on a personal narrative</li> </ul>	<p><b>(Spelling List)</b> heel, week, creek, free, green, street, freeze, seal, weak, bean, speaks, team, clean, cream, field</p> <p><b>(Academic)</b> personal narrative, narrative elements, narrative structure, writers craft, celebrate, assess</p> <p><b>(My View)</b> convention, Introduce, purpose, event, body, closure</p>

<p>1st Quarter</p> <p>Week 8 September 20-24</p> <p><b>UNIT 1 - Week 8</b> <b>GRAMMAR WORKSHOP</b></p>	<p>3.L.1.a Explain the function of verbs in general and their functions in particular sentences.</p> <p>3.L.1.h Use coordinating and subordinating conjunctions.</p> <p>3.L.1.e Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>3.L.1.f Ensure subject-verb and pronoun antecedent agreement.</p> <p>3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3.L.2.c Use commas and quotation marks in dialogue.</p> <p>3.L.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<ul style="list-style-type: none"> <li>• What does a verb do?</li> <li>• What are coordinating and subordinating conjunctions?</li> <li>• What are pronouns?</li> <li>• What is a pronoun's antecedent?</li> <li>• What is the function of a noun, pronoun, verb, adjective, and adverbs?</li> </ul>		<p><b>(Spelling List)</b> wrap, Wrists, wrote, wreck, Wring, write, wreath, Knit, knife, knight, Knock, knee, gnome, Sign, gnaws</p> <p><b>(Academic)</b> verb, pronoun, verb, noun, adjective, adverb</p> <p><b>(My View)</b> coordinating conjunctions, subordinating conjunctions, antecedent</p>
<p>1st Quarter</p> <p>Week 9 Sept. 27-Oct. 1</p> <p><b>UNIT 2 - Week 1</b> <b>Theme:</b> Interactions <b>T278-T339</b> <b>Read Aloud:</b> Patterns in Nature <b>Genre:</b> Informational Text</p>	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.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/effect.</p> <p>3.RI.7 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).</p>	<ul style="list-style-type: none"> <li>• How do plants and animals live together?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about informational texts and identify the main idea and details in an informational text</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of informational text to write a how to article</li> </ul>	<p><b>(Spelling List)</b> scrubs, screams, scratch, scrape, screen, spread, splash, spray, streak, strength, strong, squeak, throw, threaten, throne</p> <p><b>(Academic)</b> total, digit, talent, human, minus, defend, finish, equal, salad, famous</p> <p><b>(My View)</b> Nature, patterns, repeat, sequence, symmetry</p>

<p>1st Quarter</p> <p>Week 10 October 4-7</p> <p><b>UNIT 2 - Week 2</b>  <b>Theme:</b> Interactions  T278-T339  <b>Read Aloud:</b> Weird Friends  <b>Genre:</b> Informational Text</p>	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison of cause/effect, first/second/third in a sequence).</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).</p> <p>3.RI.7 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).</p>	<ul style="list-style-type: none"> <li>• How do plants and animals live together?</li> <li>• How do living things in a habitat support one another?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about informational texts and analyze the structure of an informational text.</li> <li>• Develop knowledge about language to make connection between reading and writing</li> <li>• Use elements of an informational text to write a how to article</li> </ul>	<p><b>(Spelling List)</b> I've, let's can't, aren't, didn't, won't couldn't, wouldn't, you've, doesn't</p> <p><b>(Academic)</b> purpose, experience, society, notice, generate questions, connect, respond</p> <p><b>(My View)</b> predators, protection, immune, species, emerges</p>
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### PACING Guide SY 2021-2022

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>2<sup>ND</sup> Quarter</p> <p>Week 11 October 12-15</p> <p><b>Unit 2 – Week 3</b>  <b>Theme:</b> Interactions  <b>T278-T339</b>  <b>Read Aloud:</b> Wolf Island  <b>Genre:</b> Realistic Fiction</p>	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.7 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).</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p>	<ul style="list-style-type: none"> <li>• How do plants and animals live together?</li> <li>• How can a chain of events affect plants and animals?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about themes concerning interactions by analyzing illustrations in realistic fiction</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of an informational text to write a how-to article</li> </ul>	<p><b>(Spelling List)</b> chick, much, pitch, teacher, lunch, hatch, cheese, stretch, thick, truth, pathway, them, fish, whales, what</p> <p><b>(Academic)</b> morning, format, explore, cardboard, soared, darkness, alarm, adore, target, absorb</p> <p><b>(My View)</b> depended, Well-being, population, available, balance</p>





<p>2<sup>ND</sup> Quarter</p> <p>Week 12 October 18-22</p> <p><b>Unit 2 - Week 4</b>  <b>Theme:</b> Interactions  <b>T278-T339</b>  <b>Read Aloud:</b> Welcome Back, Wolves!    Wolves Don't Belong in Yellowstone</p>	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>3.RI.7 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).</p>	<ul style="list-style-type: none"> <li>• How do plants and animals live together?</li> <li>• How does reintroduction of a species affect plants and animals in a habitat?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about themes concerning interactions by analyzing the text structure of persuasive texts.</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of an informational text to write a how-to article</li> </ul>	<p><b>(Spelling List)</b> whirl, third, girls, firm, fern, herds, stern, serve, hurt, nurse, turns, learn, pearl, word, world</p> <p><b>(Academic)</b> popcorn, football, moonlight, eyesight, airport, haircut, fireworks, outside, playground, rattlesnake</p> <p><b>(My View)</b> Habitat, Solitary, multiplied  Eliminated, reintroduced</p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 13 October 25-29</p> <p><b>UNIT 2 - Week 5</b>  <b>Theme:</b> Interactions  <b>T278-T339</b>  <b>Read Aloud:</b> Nature's Patchwork Quilt  <b>Genre:</b> Informational Text</p>	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas</p>	<ul style="list-style-type: none"> <li>• How do plants and animals live together?</li> <li>• Why is it important for plants and animals to depend on each other?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about informational texts and explain the author's purposes in an informational text.</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of an informational text to write a how-to article</li> </ul>	<p><b>(Spelling List)</b> sharp, yard, artist, carve, porch, storm, sport, story, chore, shore, sore, hoard, oars, pour your</p> <p><b>(Academic)</b> dispute, expose, mistake, complete, translate, include, explode, despite, subscribe, reptile</p>







	or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			(My View)
<p>2<sup>nd</sup> Quarter</p> <p>Week 14 November 1-5</p> <p><b>UNIT 2 - Week 6</b> <b>Project-Based Inquiry</b> <b>T450-469</b></p>	<p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>3.W.1.a Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.</p> <p>3.W.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>3.W.2.b Develop the topic with facts, definitions, and details.</p> <p>3.W.2.d Provide a concluding statement or section.</p> <p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of</p> <p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<ul style="list-style-type: none"> <li>• How do we write a How-to-article?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• I will compose a how-to-article.</li> <li>• Use the writing process- prewrite, draft, revise, edit, and publish.</li> <li>• Will incorporate steps in writing a how-to-article.</li> <li>• Revise an existing piece or write a new piece.</li> <li>• Conference with teacher and revise existing piece.</li> <li>• Revise for grammar and conventions.</li> <li>• Apply writing conventions.</li> <li>• Present/showcase publish writing piece.</li> </ul>	<p><b>(Spelling List)</b> careful, stared, shared, pair, stairs, wear, bear, where, there, dear, rear, gear, here, career, peer</p> <p><b>(Academic)</b> certain, half, patterns, nature, repeat, sequence, symmetry, library, mishap, spiral</p> <p><b>(My View)</b> focus, characteristics, design, Conference, revise, prompt, source</p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 15 November 8-12</p>	<p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate</p>	<ul style="list-style-type: none"> <li>• What is the topic of this article?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Spell words correctly.</li> <li>• Spell syllable patterns.</li> </ul>	<p><b>(Spelling List)</b> misprint, misread, mistrust, miscount,</p>

<p><b>UNIT 2 - Week 7</b>  <b>T332, T336, T340,</b>  <b>T344, T348</b>  <b>WRITER WORKSHOP</b></p>	<p>understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.W.1.a Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.</p> <p>3.W.2.b Develop the topic with facts, definitions, and details.</p> <p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.8 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>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>3.L.1.e Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>3.WF.3.c Spell singular and plural possessives (e.g., teacher's, teachers').</p>	<ul style="list-style-type: none"> <li>• What is the purpose of this article?</li> <li>• Who is the audience for this article?</li> </ul>	<ul style="list-style-type: none"> <li>• Sort words by diphthongs.</li> <li>• Write the singular and plural form of words.</li> <li>• Identify common and proper nouns.</li> <li>• Compose informational texts using genre characteristics and craft.</li> <li>• Read article with fluency.</li> <li>• Compose a headline and lead.</li> <li>• Compose facts and details.</li> <li>• Spell multisyllabic words with closed syllables; open syllables; VC's syllables; vowel teams, including digraphs and diphthongs</li> </ul>	<p>misspell, precut, preheat, preplan, preview, presale, dishonest, discover, dismantled, distrust, disconnect</p> <p><b>(Academic)</b> finally, money, predators, protection, immune, species, emerges, bargain, argument, departure</p> <p><b>(My View)</b> proofread, headline, lead, fact, detail</p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 16 November 15-19</p> <p><b>UNIT 3 - Week 1</b>  <b>Theme: Heroes</b>  <b>T14-T83</b></p>	<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<ul style="list-style-type: none"> <li>• What makes a hero?</li> <li>• What qualities do we see in heroes?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• learn more about historical fiction and analyze plot and setting in historical fiction.</li> <li>• Develop knowledge about language to make connections between</li> </ul>	<p><b>(Spelling List)</b> foil, coins, noise, point, enjoy, joyful, down, owl, crowd, plow, round, couch, proud, bounce, loudly</p>

<p><b>Read Aloud:</b> Below Deck: A Titanic Story <b>Genre:</b> Historical Fiction</p>	<p>3.RI.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/effect.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.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).</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.RI.7 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).</p>		<p>reading fiction and writing historical fiction</p> <ul style="list-style-type: none"> <li>Use elements of narrative text to write a historical fiction story</li> </ul>	<p><b>(Academic)</b> minutes, decided, depended, well-being, population, available, balance, courthouse, thumbtack, teammate</p> <p><b>(My View)</b> enormous, interfered, stationary, abandon, appeared</p>										
<p>2<sup>nd</sup> Quarter  Week 17 November 15-19  <b>Unit 3 - Week 2</b> <b>Theme:</b> Heroes</p>	<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and</p>	<ul style="list-style-type: none"> <li>What makes a hero?</li> <li>How can a hero's actions affect other people?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>learn more about historical fiction and analyze plot and setting in historical fiction.</li> </ul>	<p><b>(Spelling List)</b></p> <table border="0"> <tr> <td>A.M.</td> <td>ASAP</td> </tr> <tr> <td>Bld.</td> <td>etc.</td> </tr> <tr> <td>no</td> <td>P.M.</td> </tr> <tr> <td>P.S.</td> <td>Rd.</td> </tr> <tr> <td>vs.</td> <td>wt.</td> </tr> </table>	A.M.	ASAP	Bld.	etc.	no	P.M.	P.S.	Rd.	vs.	wt.
A.M.	ASAP													
Bld.	etc.													
no	P.M.													
P.S.	Rd.													
vs.	wt.													

<p><b>T84-T143</b>  <b>Read Aloud:</b>  Granddaddy's Turn: A Journey to the Ballot Box  <b>Genre:</b> Historical Fiction</p>	<p>phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RI.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/effect.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.WF.3.d.2 Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).</p> <p>3.RL.7 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>• Develop knowledge about language to make connections between reading fiction and writing historical fiction</li> <li>• Use elements of narrative text to write a historical fiction story</li> </ul>	<p>dept. hrs. FYI</p> <p><b>(Academic)</b> building, ocean, figured, complain, patience, temper, remembered</p> <p><b>(My View)</b> figured, complain, patience, temper, remembered</p>
<p>2<sup>nd</sup> Quarter  Week 18 Nov. 29-Dec. 3</p> <p><b>UNIT 3 - Week 3</b>  <b>Theme:</b> Heroes  <b>T144-T205</b>  <b>Read Aloud:</b> Little House on the Prairie and By the Shores of Silver Lake  <b>Genre:</b> Historical Fiction</p>	<p>3.RI.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/effect.</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RL.4 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>• What makes a hero?</li> <li>• How do challenges turn ordinary people into heroes?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• learn more about historical fiction and infer themes in historical fiction.</li> <li>• Develop knowledge about language to make connections between reading fiction and writing historical fiction</li> <li>• Use elements of narrative text to write a historical fiction story</li> </ul>	<p><b>(Spelling List)</b>  taught, hauls, caused, paused, squawk, drawing, crawl, flawless, lawn, salt, talked, halls, water, bought, thoughtless</p> <p><b>(Academic)</b> nothing, scientists, horribly, furious, insisted, terribly, disturbed, plentiful, billowy, fierceness</p>



	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>			<p><b>(My View)</b> horribly, furious</p>
<p>2<sup>nd</sup> Quarter Week 19 December 6-10</p> <p><b>UNIT 3 - Week 4</b> <b>Theme:</b> Heroes <b>T206-T265</b> <b>Read Aloud:</b> Mama Miti: Wangari Maathai and the Trees of Kenya <b>Genre:</b> Biography</p>	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• What makes a hero? Why do people need heroes?</li> </ul>   	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about themes concerning heroes and analyze text structure in a biography</li> <li>• Develop knowledge about language to make connections between reading a fiction and writing</li> <li>• Use elements of narrative text to write a historical fiction story</li> </ul>	<p><b>(Spelling List)</b> airplane, daytime, birthday, daylight, hairdo, somebody, birdhouse, barefoot, headlight, sometime, someone, newspaper, sidewalks, basketball, stagecoach</p> <p>(Academic) island, machine, ceremonies, tradition, medicine, lamenting, offering, soothe, renewal nuisance</p> <p><b>(My View)</b> ceremonies, tradition, medicine, lamenting, offering</p>

<p>2<sup>nd</sup> Quarter</p> <p>Week 20 December 13-17</p> <p><b>UNIT 3 - Week 5</b></p> <p><b>Theme:</b> Heroes</p> <p><b>T265-T323</b></p> <p><b>Read Aloud:</b> Poems about Heroes</p> <p><b>Genre:</b> Poetry</p>	<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.7 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).</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p>	<ul style="list-style-type: none"> <li>• What makes a hero?</li> <li>• What kinds of actions can be heroic?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about themes concerning heroes and explain poetic elements in poetry.</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of narrative text to write a historical fiction story</li> </ul>	<p><b>(Spelling List)</b> spoon, goose, booth, gloom, rude, tube, due, clues, true, chew, July, look shook, notebook, could</p> <p>(Academic List) ago, stood, triumphant, company, challenge, twinkle, curious, crises, cacti, vertebrae</p> <p><b>(My View)</b> triumphant, company, challenge, twinkle, curious</p>
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### PACING Guide SY 2021 -2022

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>3<sup>rd</sup> Quarter</p> <p>Weeks 21 January 3-7</p> <p><b>UNIT 3 - Week 6</b>  <b>T325-T335, T350-T399</b>  <b>T430-T431, T434-T449</b>  <b>T452-T471</b>  <b>Project-Based Inquiry</b></p>	<p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.W.2.b Develop the topic with facts, definitions, and details.</p> <p>3.W.1.a Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.</p> <p>3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>.W.8 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>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• What are some basic elements of a Historical fiction story?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Reflect on mentor texts.</li> <li>• Write different genres and styles.</li> <li>• Apply writing conventions.</li> <li>• Explore the genre of historical fiction</li> <li>• Identify and create characters, setting, and plot.</li> <li>• Plan their own historical fiction story.</li> <li>• Compose literary texts including personal narratives and poetry using genre characters and craft.</li> </ul>	<p><b>(Spelling List)</b> sale, sail, beet, beat, rode, road, rowed, its, its', your, you're, their, they're, peace, piece</p> <p><b>(Academic)</b> prewrite, draft, revise, edit, publish, conference</p> <p><b>(My View)</b> reflect, writing genres, writing styles, writing conventions</p>

<p>3<sup>rd</sup> Quarter</p> <p>Week 22 January 10-14</p> <p><b>UNIT 3 - Week 7</b> <b>T326-T349, T416-T17</b> <b>Writing Workshop</b></p>	<p>3.RF.3.d Read grade-level appropriate irregularly spelled words.</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.WF.3.d.2 Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).</p> <p>3.W.1.a Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.</p> <p>3.W.1.d Provide a concluding statement or section.</p> <p>3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)</p> <p>3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> <li>• What are some basic elements of a Historical fiction story?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply spelling knowledge by spelling words with prefixes.</li> <li>• Edit drafts using conventions including complete and compound sentences with subject-verb agreement.</li> <li>• Spell compound words, contractions, and abbreviations.</li> <li>• Listen actively, ask relevant questions to clarify information and make a comment.</li> <li>• Plan, revise, and edit a draft for a specific topic, purpose, and audience.</li> <li>• Edit drafts using standard English conventions.</li> <li>• Report on a topic, story, or an experience with appropriate facts and descriptive details.</li> <li>• Plan, revise, and edit a draft for a specific topic, purpose, and audience.</li> </ul>	<p><b>(Spelling List)</b> pounce, placed, dice, cents, price, space, mice, office, wage, age, gyms, giant, changes, message, pages</p> <p><b>(Academic)</b> convention, grammar, revise, edit, publish</p> <p><b>(My View)</b> clarify, model, share, present</p>
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<p>3<sup>rd</sup> Quarter</p> <p>Week 23 January 18-21</p> <p><b>UNIT 3 - Week 8</b> <b>T392-T401</b> <b>Grammar Workshop</b></p>	<p>3.RF.3.d Read grade-level appropriate irregularly spelled words.</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.WF.3.d.2 Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).</p>	<p>* How does words meaning change when we add a prefix?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply spelling knowledge by spelling words with prefixes.</li> <li>• Edit drafts using conventions including complete and compound sentences with subject-verb agreement.</li> <li>• Spell compound words, contractions, and abbreviations.</li> <li>• Listen actively, ask relevant questions to clarify information and make a comment.</li> </ul>	<p><b>(Spelling List)</b> names, named, naming, hopes, hoped, hoping, dances, danced, dancing, drops, dropped, dropping, wraps, wrapped, wrapping</p> <p><b>(Academic)</b> prepay, nonstop, preapprove, incorrect, impatient</p> <p><b>(My View)</b> demonstrate, apply, establish</p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 24 January 24-28</p> <p><b>UNIT 4 - Week 1</b> <b>Theme: Events</b> <b>T14-T31</b> <b>Read Aloud: The House That Jane Built</b> <b>Genre: Biography</b></p>	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.W.8 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>3.L.4.d 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>• How do communities change over time?</li> <li>• How can one person improve a community?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about biography and analyze text structure in a biography</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of opinion writing to write an opinion essay</li> </ul>	<p><b>(Spelling List)</b> basket, rabbit, lesson, letter, invite, bedtime, mammal, number, fellow, chapter, follow, problem, chicken, butter, napkin</p> <p><b>(Academic)</b> system, brought, community, donate, convince, generous, transformed, determine, virtual, personable</p> <p><b>(My View)</b> community, donate, convince, generous, transformed</p>


<p>3<sup>rd</sup> Quarter</p> <p>Week 25 Jan. 31-Feb. 4</p> <p><b>UNIT 4 - Week 2</b>  <b>Theme:</b> Event  <b>T78-T137</b>  <b>Read Aloud:</b> Frederick Douglass  <b>Genre:</b> Biography</p>	<p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.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/effect.</p> <p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>3.RI.7 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).</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RL.6 Distinguish one's own point of view from that of the narrator or those of the characters.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.6 Distinguish one's own point of view from that of the author of a text.</p> <p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<ul style="list-style-type: none"> <li>• How do communities change over time?</li> <li>• How can personal stories change society?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about biography and identify the main idea and key details in a biography</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of opinion writing to write an opinion essay</li> </ul>	<p><b>(Spelling List)</b> tries, tried, trying, dries, dried, drying, hurries, hurried, hurrying, studies, studied, studying, plays, played, playing</p> <p><b>(Academic)</b> common, though, slavery, abolitionist, violence, equality, influential, contraction, embrace, completion</p> <p><b>(My View)</b> slavery, abolitionist, violence, equality, influential</p>
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<p>3<sup>rd</sup> Quarter</p> <p>Week 26 February 7-11</p> <p><b>UNIT 4 - Week 3</b>  <b>Theme:</b> Events  <b>T138-T201</b>  <b>Read Aloud:</b> Milton Hershey  <b>Genre:</b> Biography</p>	<p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.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/effect.</p> <p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>3.RI.7 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).</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RL.6 Distinguish one's own point of view from that of the narrator or those of the characters.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.6 Distinguish one's own point of view from that of the author of a text.</p> <p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence), thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<ul style="list-style-type: none"> <li>• How do communities change over time?</li> <li>• How do big ideas change communities?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about biography and explain the author's purpose in a biography</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of opinion writing to write an opinion essay</li> </ul>	<p><b>(Spelling List)</b> pilot, diner, tiger, favor, lemon, planet, cloudy, shady, robot, tiny label, cozy, silent, spider, frozen</p> <p><b>(Academic)</b> language, clear, succeed, determined, impressed, eventually, imagined, traceable, invincible, inspiration</p> <p><b>(My View)</b> succeed, determined, impressed, eventually, imagined</p>
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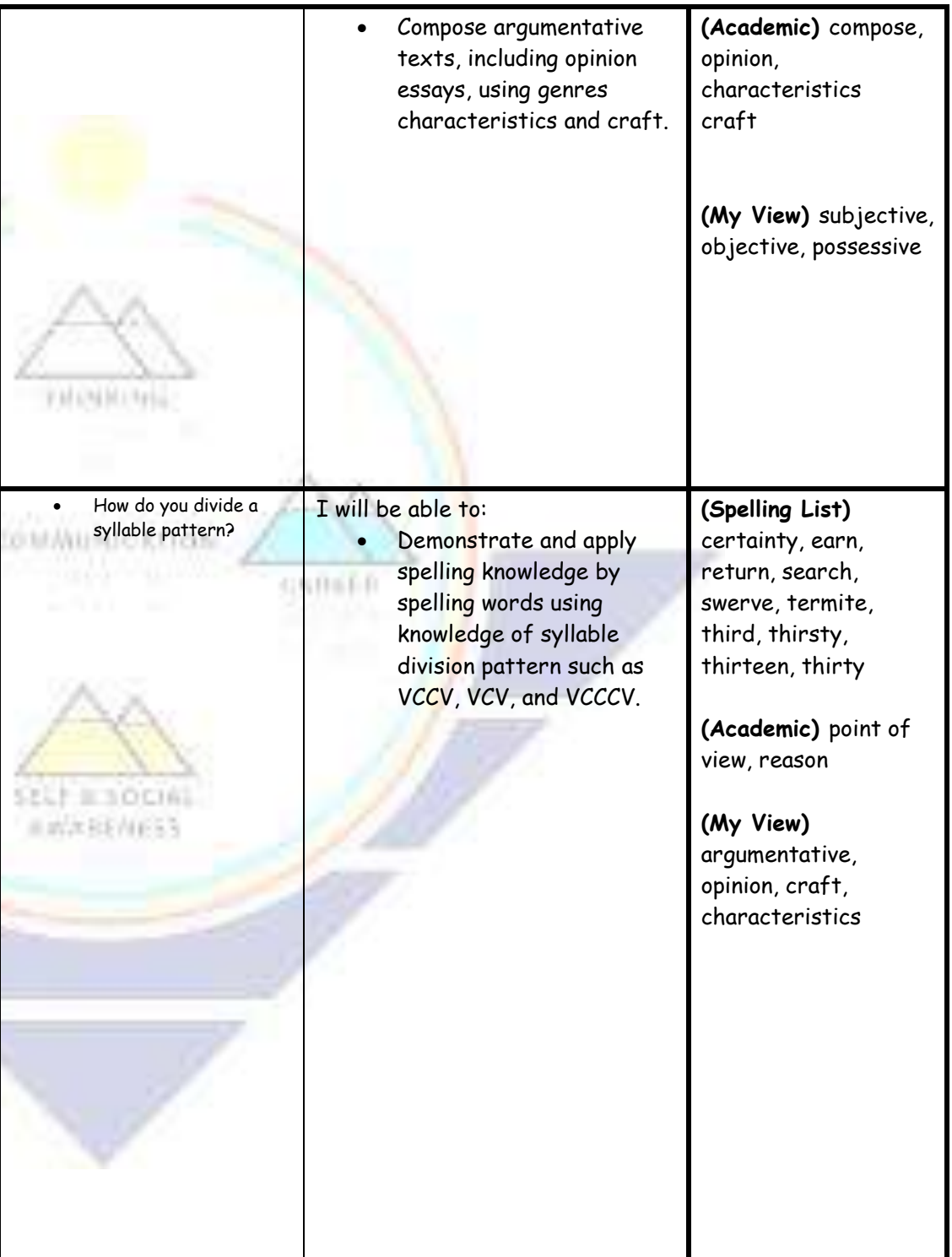
<p>3<sup>rd</sup> Quarter</p> <p>Week 27 February 14-18</p> <p><b>UNIT 4 - Week 4</b>  <b>Theme:</b> Events  <b>T202-T267</b>  <b>Read Aloud:</b> Green City  <b>Genre:</b> Narrative Nonfiction</p>	<p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.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/effect.</p> <p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>3.RI.7 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).</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RL.6 Distinguish one's own point of view from that of the narrator or those of the characters.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.6 Distinguish one's own point of view from that of the author of a text.</p> <p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</p>	<ul style="list-style-type: none"> <li>• How do communities change over time?</li> <li>• How can a leader's experiences inspire change?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about themes concerning events by distinguishing viewpoint in a narrative nonfiction.</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of opinion writing to write an opinion essay</li> </ul>	<p><b>(Spelling List)</b> disagree, dislike, disappear, prepaid, preschool, precook, previous, rebuild, return, resell, reprint, unwrap, unlucky, untied, unbeaten</p> <p><b>(Academic)</b> equation, among, destroyed, opportunity, sustainability, reclaimed, constructed, entrances, manifest, invalid</p> <p><b>(My View)</b> destroyed, opportunity, sustainability, reclaimed, constructed</p>
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<p>3<sup>rd</sup> Quarter</p> <p>Week 28 February 22-25</p> <p><b>UNIT 4 - Week 5</b>  <b>Theme:</b> Events  <b>T268-T329</b>  <b>Read Aloud:</b> Grace and Grandma  <b>Genre:</b> Drama</p>	<p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• How do communities change over time?</li> <li>•</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about themes concerning events by reading a text that helps me identify elements in a drama</li> <li>• Develop knowledge about language to make connections between reading and writing</li> <li>• Use elements of opinion writing to write an opinion essay</li> </ul>	<p><b>(Spelling List)</b> able, purple, riddle, handle, eagle, puzzle, castle, little, pickle, towel, nickel, camel, travel, tunnel, squirrel</p> <p><b>(Academic)</b> government, material, heritage, immigrants, interview, permission, arrival, weather, whether, seize</p> <p><b>(My View)</b> heritage, immigrants, interview, permission, arrival</p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 29 February 28</p> <p><b>UNIT 4 - Week 6</b>  <b>Project-Based Inquiry</b>  <b>T458-T477</b></p>	<p>3.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• Which community has changed over time?</li> <li>• How has your community changed over time?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate details and read to determine key ideas.</li> <li>• Synthesize information to create new understanding.</li> <li>• Use text evidence to support an appropriate response.</li> </ul>	<p><b>(Spelling List)</b> ate, cell, dear, deer, dual, duel, eight, pause, paws, sell, eight, sew, so</p> <p><b>(Academic)</b> evaluate, determine, synthesize, appropriate</p>

	<p>3.W.1.a Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.</p> <p>3.W.1.b Provide reasons that support the opinion.</p> <p>3.W.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)</p> <p>3.W.7 Conduct short research projects that build knowledge about a topic.</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.L.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., After dinner that night, we went looking for them).</p>			
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<p>3<sup>rd</sup> Quarter</p> <p>Week 30 March 1-4</p> <p><b>UNIT 4 - Week 7 Writing Workshop T331-T455</b></p>	<p>3.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.RI.5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<ul style="list-style-type: none"> <li>• How do we get what we need?</li> <li>• How can we reuse what we already have?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply spelling knowledge by spelling multisyllabic words.</li> <li>• Edit drafts using conventions including subjective, objective, and possessive cases.</li> </ul>	<p><b>(Spelling List)</b> surprise, pilgrim, subtract, control, sample, inspect, contrast, employ, exclaim, athlete</p>
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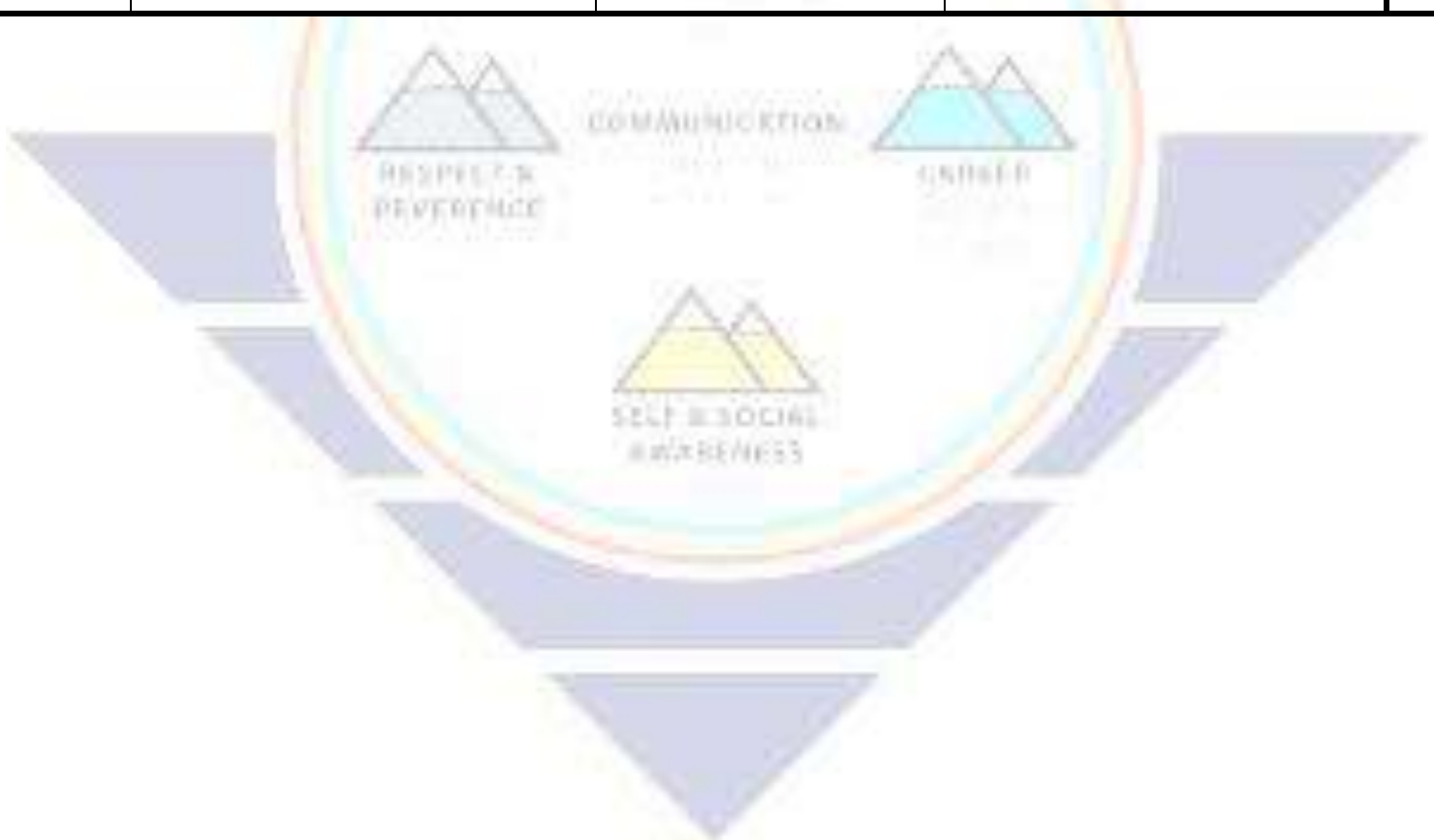
	<p>3.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.W.1.a Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.</p> <p>3.W.1.b Provide reasons that support the opinion.</p>		<ul style="list-style-type: none"> <li>• Compose argumentative texts, including opinion essays, using genres characteristics and craft.</li> </ul>	<p><b>(Academic)</b> compose, opinion, characteristics craft</p> <p><b>(My View)</b> subjective, objective, possessive</p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 31 March 7-11</p> <p><b>UNIT 4 - Week 8</b> Grammar Workshop <b>T331-T455</b></p>	<p>3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3.L.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>3.L.1.i Produce simple, compound, and complex sentences.</p> <p>3.L.2.a Capitalize appropriate words in titles.</p> <p>3.L.3.a Choose words and phrases for effect.</p> <p>3.L.3.b Recognize and observe differences between the conventions of spoken and written Standard English.</p> <p>3.L.4.a Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>3.L.4.b Use a known root word as a clue to the</p>	<ul style="list-style-type: none"> <li>• How do you divide a syllable pattern?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division pattern such as VCCV, VCV, and VCCCV.</li> </ul>	<p><b>(Spelling List)</b> certainty, earn, return, search, swerve, termite, third, thirsty, thirteen, thirty</p> <p><b>(Academic)</b> point of view, reason</p> <p><b>(My View)</b> argumentative, opinion, craft, characteristics</p>

meaning of an unknown word with the same root(e.g., company, companion).

3.L.4.c Use sentence-level context as a clue to the meaning of a word or phrases.

3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

3.L.5.b Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).






PACING Guide SY 2021 -2022


Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>4th Quarter</p> <p>Week 32 March 21-25</p> <p><b>UNIT 5 - Week 1</b> <b>Theme:</b> Solutions <b>T278-T339</b> <b>Read Aloud:</b> Deep Down and Other Extreme Places to Live <b>Genre:</b> Informational Text</p>	<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.WF.3.a Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p>	<ul style="list-style-type: none"> <li>• How does the world challenge us?</li> <li>• How can nature change people's lives?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about informational texts and analyze text features in informational text</li> <li>• Use languages to make connections between reading and writing</li> <li>• Use knowledge of the sound and shape of poetry to write a poem.</li> </ul>	<p><b>(Spelling List)</b> careful, cheerful, helpful, colorful, harmful, pitiful, painless, priceless, helpless, sleepless, rainless, helplessly, peacefully, carefully, wisely</p> <p><b>(Academic)</b> special, heavy, extreme, spectacular, attracts, region, transport, awesome, afterthought, exhaustion</p> <p><b>(My View)</b> extreme, spectacular, attracts, region, transport</p>


<p>4<sup>th</sup> Quarter</p> <p>Week 33 March 28-31</p> <p><b>UNIT 5 - Week 2</b>  <b>Theme: Solutions</b>  <b>T278-T339</b></p> <p><b>Read Aloud:</b>  Earthquakes, Eruptions, and Other Events that Changes Earth  <b>Genre: Informational Text</b></p>	<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<ul style="list-style-type: none"> <li>• How does the world challenge us?</li> <li>• How do changes on Earth affect the environment?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about informational texts and analyze text features in informational text</li> <li>• Use languages to make connections between reading and writing</li> <li>• Use knowledge of the sound and shape of poetry to write a poem.</li> </ul>	<p><b>(Spelling List)</b>  Eighty, eighteen  Weigh, weight,  weightless, neighbor  Ceiling, receive,  height,  Freight</p> <p><b>(Academic)</b>  prediction,  characteristics,  synthesize</p> <p><b>(My View)</b> surface,  landforms, process,  damaging, produces</p>
<p>4<sup>th</sup> Quarter</p> <p>Week 34 April 4-8</p>	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RL.4 Determine the meaning of words and</p>	<ul style="list-style-type: none"> <li>• How does the world challenge us?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about informational texts and analyze the text</li> </ul>	<p><b>(Spelling List)</b>  Awaken, given, widen  Soften, sharpen,  lengthen, gladden</p>


<p><b>UNIT 5 - Week 3</b>  <b>Theme: Solutions</b>  <b>T278-T339</b></p> <p><b>Read Aloud: A Safety Plan: In Case of Emergency</b>  <b>Genre: Procedural Text</b></p>	<p>phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RI.7 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).</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<ul style="list-style-type: none"> <li>• What are some ways to prepare for an emergency?</li> </ul>	<p>structure in a procedural text.</p> <ul style="list-style-type: none"> <li>• Use languages to make connections between reading and writing</li> <li>• Use knowledge of the sound and shape of poetry to write a poem.</li> </ul>	<p>Brighten, loosen, lighten</p> <p><b>(Academic)</b> order, directions, prepare, relate</p> <p><b>(My View)</b> prepared, emergency, memorize, responsible, instruction</p>
<p>4<sup>th</sup> Quarter</p> <p>Week 35 April 11-15</p> <p><b>UNIT 5 - Week 4</b>  <b>Theme: Solutions</b>  <b>T278-T339</b></p> <p><b>Read Aloud: Nora's Ark</b>  <b>Genre: Historical Fiction</b></p>	<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.RI.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/effect.</p>	<ul style="list-style-type: none"> <li>• How does the world challenge us?</li> <li>• How should people respond during a disaster?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about themes concerning <i>solutions</i> by <i>analyzing point of view in historical fiction</i></li> <li>• Use languages to make connections between reading and writing</li> <li>• Use knowledge of the sound and shape of poetry to write a poem.</li> </ul>	<p><b>(Spelling List)</b>  Citizen, decimal, delicious, economy  Gallon, global, item  Nickel, notify, travel</p> <p><b>(Academic)</b> theme, moral, analyze, connect, solution</p> <p><b>(My View)</b> survived, Astonished, dangerous, Piteously, relief</p>


	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RL.2 Recount and paraphrase 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 text.</p> <p>3.RI.7 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).</p>			
<p>4<sup>th</sup> Quarter</p> <p>Week 35 April 18-22</p> <p><b>UNIT 5 - Week 5</b>  <b>Theme: Solutions</b>  <b>T278-T339</b>  <b>Read Aloud: Aesop's Fox</b>  <b>Genre: Traditional Tale: Fable</b></p>	<p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2 Recount and paraphrase 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 text.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.10 By the end of the year, proficiently and independently read and comprehend</p>	<ul style="list-style-type: none"> <li>• How does the world challenge us?</li> <li>• What can nature teach us about ourselves?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Learn more about themes concerning <i>solutions by reading a text that helps me infer theme in traditional tales.</i></li> <li>• Use languages to make connections between reading and writing</li> <li>• Use knowledge of the sound and shape of poetry to write a poem.</li> </ul>	<p><b>(Spelling List)</b></p> <p>title vegetable humble active capture organize positive posture creature finalize</p> <p><b>(Academic) theme,</b> compose, interact, infer</p>



	<p>literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p>3.RI.7 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).</p>			<p><b>(My View)</b> elegant, Remarkable, flattery, spectacle, imitation</p>
<p>4<sup>th</sup> Quarter</p> <p>Week 37 April 25-29</p> <p><b>UNIT 5 - Week 6</b> <b>Inquiry Research</b></p>	<p>3.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>3.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RL.6 Distinguish one's own point of view from that of the narrator or those of the characters.</p>	<ul style="list-style-type: none"> <li>• What is a stanza?</li> <li>• What do adjective do in a sentence?</li> <li>• What is the difference between rhythm and rhyme?</li> <li>• What is imagery?</li> <li>• How can imagery help us in writing a poem?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Explore the genre of poetry.</li> <li>• Use imagery, rhythm, and rhyme.</li> <li>• Use adjectives to compare accurately.</li> <li>• Write a poem</li> </ul>	<p><b>(Spelling List)</b> Loved, developed Elegant, remarkable Flattery, spectacle Imitation, characterize Legislature, chronicle</p> <p><b>(Academic)</b> compose, imagery, rhythm, rhyme, alliteration, figurative language</p> <p><b>(My View)</b> publish, celebrate, assess</p>

	<p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.7 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).</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>			
<p>4th Quarter</p> <p>Week 38 May 2-6</p> <p><b>UNIT 5 - Week 7 WRITING WORKSHOP</b></p>	<p>3.RF.4.a Read grade-level text with purpose and understanding.</p> <p>3.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> <li>• What is a stanza?</li> <li>• What do adjective do in a sentence?</li> <li>• What is the difference between rhythm and rhyme?</li> <li>• What is imagery?</li> <li>• How can imagery help us in writing a poem?</li> <li>•</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Explore the genre of poetry.</li> <li>• Use imagery, rhythm, and rhyme.</li> <li>• Use adjectives to compare accurately.</li> <li>• Write a poem.</li> </ul>	<p><b>(Spelling List)</b>  Ready, anything  Survived, astonished  Dangerous, piteously  Relieve, synthesis  Precedent, president</p> <p><b>(Academic)</b> compose, imagery, rhythm, rhyme, alliteration, figurative language</p> <p><b>(My View)</b> publish, celebrate, and assess</p>

	<p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)</p> <p>3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>3.SL.1.c Ask questions to check understanding of Information presented, stay on topic, and link their comments to the remarks of others.</p> <p>3.SL.1.d Explain their own ideas and understanding based on the discussion.</p> <p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			
<p>4<sup>th</sup> Quarter</p> <p>Week 39 May 9-13</p> <p><b>UNIT 5 - Week 8</b></p> <p><b>GRAMMAR</b></p> <p><b>WORKSHOP</b></p>	<p>3.WF.3.b Identify language of origin for words, as noted in dictionaries.</p> <p>3.WF.3.a Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).</p> <p>3.WF.3.d.1 Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.</p> <p>3.WF.3.d.2 Include common, transparent</p>	<ul style="list-style-type: none"> <li>• Why do we revise drafts?</li> <li>• What does word choice important in writing poems?</li> <li>• Why do we add, delete, combine, or rearrange ideas when in writing?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Determine the meaning of the word when prefix or suffix added to the stem/root/base word.</li> </ul>	<p><b>(Spelling List)</b></p> <p>Built, square, surface Landforms, processes Damaging, produces Perceive, paperweight leisurely</p> <p><b>(Academic)</b> word choice, combine, rearrange, stem/root/base word</p>

	<p>prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).</p> <p>3.WF.1 Demonstrate and apply handwriting skills.</p> <p>3.WF.1.a Read and write cursive letters, upper and lower case.</p>			<p><b>(My View)</b> conventions-spelling and grammar</p>
<p>4<sup>th</sup> Quarter</p> <p>Week 40 May 16-20</p> <p><b>REVIEW</b></p>	<p>Students will work on individual reports to end the year with their writing and assignments turned in.</p>			

