




PACING Guide SY 2022-2023

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 st Quarter Week 1 August 2-5	INTRODUCTION TO WORKBOOK Pre-Assessment on Writing Pre-Assessment on Sight Words 1-400 Pre-Assessment on STAR Testing			
1 st Quarter Week 2 August 8-12	BENCHMARKSTAR TESTING		<ul style="list-style-type: none"> READING Reading Worksheet assignments can be given this week 	Spelling List Clap, camp, hand, stamp, snack, rack, grabs, glad, bill, miss, click, pink, sick, grin, lift
UNIT 1 THEME: ENVIRONMENTS			Writing Genre: Narrative	
1 st Quarter Week 3 August 15-19 Grandma and the Great Gourd: A Bengali Folktale UNIT 1-Week 1 Genre: Traditional Tale <ul style="list-style-type: none"> Reading Comprehension Analyze Plot and Setting Reading and Writing Bridge: <ul style="list-style-type: none"> Academic Vocabulary 	3.RL.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answer. 3.RL.2 Recount stories, including fables, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events. 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.	<ul style="list-style-type: none"> How does our environment affect us? How do people travel indifferent environment? What is Traditional Tales? 	I will be able to: <ul style="list-style-type: none"> Learn more about traditional tales: folktales, fables, fairy tales, legends, & myths Recognize the analyze plot and setting in a traditional tale. Develop knowledge about language to make connections between reading and writing. Can use elements of text to write a personal narrative 	Spelling List step mess head crops stop rock clock sock pond jumps shut luck slump bugs mug

<ul style="list-style-type: none"> • Syllable Pattern VC/CV • Read/Write like Writer • Spelling • Simple Sentences 	<p>3.RL.6/3.RI.6 Distinguish their own point of view from that of the author/narrator of a text.</p> <p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>			
<p>1st Quarter Week 4 August 22-26</p> <p>Why the Sky is Far Away</p> <p>UNIT 1-Week 1 Genre: Folktale</p> <ul style="list-style-type: none"> • Reading Comprehension • Infer Theme <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Inflected Endings • Read/Write like Writer • Spelling • Subjects and Predicates 	<p>3.RL.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answer.</p> <p>3.RL.2 Recount stories, including fables, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.RL.3 Describe characters in a story 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.RL.6/3.RI.6 Distinguish their own point of view from that of the narrator/author of a text.</p> <p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<ul style="list-style-type: none"> • How does our environment affect us? • How do different cultures relate to their environments? • What does folktale text look like? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Identify a folktale text by the characters, problems, and plots • Develop knowledge about language to make connections between reading and writing. • Use elements of text to write a personal narrative. 	<p>Spelling List)</p> <p>date lake skate plane grade fine life rick wise smile rose globe smoke come used</p>
<p>1st Quarter Week 5 Aug.29-Sept.2</p> <p>Cocoliso</p> <p>UNIT 1 – Week 2</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 the key details and</p>	<ul style="list-style-type: none"> • How does our environment affect us? • How do different cultures relate to their environments? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Learn more about themes concerning environments by analyzing characters in realistic fiction: purpose, text structure, elements 	<p>(Spelling List)</p> <p>braid fail grain snail paint sway</p>

<p>Genre: Realistic Fiction</p> <ul style="list-style-type: none"> • Reading Comprehension • Analyze Characters <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Base Words and Endings –ing, -ed, -er, -est • Read/Write like Writer • Spelling • Compound Sentences 	<p>explain how they support the main idea</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.6/3.RI.6 Distinguish their own point of view from that of the narrator/author of a text.</p> <p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<ul style="list-style-type: none"> • What does Realistic Fiction text look like? 	<ul style="list-style-type: none"> • Develop knowledge about language to make connections between reading and writing • Use elements of narrative text to write a personal narrative 	<p>tray gray stay state fake same weigh they</p>
<p>1st Quarter</p> <p>Week 6 September 6-9</p> <p>Living in Deserts</p> <p>UNIT 1-Week 5</p> <p>Genre: Informational Text</p> <ul style="list-style-type: none"> • Reading Comprehension • Analyze Text Features <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Vowel Digraphs ee, ea, ai, ay, ow, oa • Read/Write like Writer • Spelling • Compound Subjects and Predicates 	<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 the key details and explain how they support the main idea</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.5 Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.7 Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text.</p> <p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique,</p>	<ul style="list-style-type: none"> • How does our environment affect us? • How do different cultures relate to their environments? • What does Information Text look like? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Learn more about themes concerning environments by analyzing text features in an informational text: purpose, text structure, text features • Develop knowledge about language to make connections between reading and writing • Use elements of narrative text to write a personal narrative 	<p>(Spelling List)</p> <p>coast float toad coal soak gold sold scold slope broke note bone slow show foe</p>

<p>1st Quarter</p> <p>Week 7 Sept. 12-16</p> <p>The Golden Flower: A Taino Myth from Puerto Rico</p> <p>UNIT 1-Week 6</p> <p>Genre: Myth</p> <ul style="list-style-type: none"> • Reading Comprehension • Analyze Description Language <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Diphthongs ou, ow, oi, oy • Read/Write like Writer • Spelling • Publish, Celebrate, and Assess 	<p>descriptive details, and clear event sequences.</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answer.</p> <p>3.RL.2 Recount stories, including fables, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <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.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.6/3.RI.6 Distinguish their own point of view from that of the narrator/author of a text.</p> <p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>			<p>(Spelling List)</p> <p>sky fry pie tied tight right bright grind child cube cute mule music drew few</p>
<p>1st Quarter</p> <p>Week 8 Sept. 19-23</p> <p>UNIT 1-Week 7</p> <p>REVIEW THE GENRES</p> <ul style="list-style-type: none"> • Traditional Tale • Folktale • Realistic Fiction • Informational Text 	<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/ 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"> • How does our environment affect us? • How do different cultures relate to their environments? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Learn more about traditional tales and analyze plot and setting in a traditional tale. • Learn more about traditional tales and infer theme in a folktale • Learn more about themes concerning environments by analyzing characters in realistic fiction • Learn more about themes concerning environments by 	<p>(Spelling List)</p> <p>heel week creek free green street freeze seal weak bean speaks team</p>

<ul style="list-style-type: none"> Myth <p>WRITING GENRE: Final Personal Narrative</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>analyzing text features in an informational text</p> <ul style="list-style-type: none"> Learn more about traditional tales and analyze descriptive language in a myth Develop knowledge about language to make connections between reading and writing Use elements of narrative text to write a personal narrative 	<p>clean cream field</p>
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<p>1st Quarter</p> <p>Week 9 Sept. 26-30</p> <p>WRITING GENRE: FINAL Narrative Text</p>	<p>GRADES ARE DUE FOR THE END OF THIS QUARTER</p> <ul style="list-style-type: none"> STUDENTS WILL BE WORKING ON MAKE-UP WORK AND GETTING CAUGHT UP STUDENTS WILL BE WORKING ON INDEPENDENT READING AND TESTING STUDENTS WILL BE WORKING ON EPIC TO CATCH UP ON THEIR READING STUDENTS WILL BE WORKING ON SMALL WORK PACKETS 	<p>(Spelling List) Wrist, wrap, wrote, wreck, wring, write, wreath, knit, knife, knight, knock, knee, gnome, sign, gnaws</p>
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UNIT 2 THEME: INTERACTIONS	Writing Genre: Informative/Explanatory
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<p>1st Quarter</p> <p>Week 10 October 3-6</p> <p style="text-align: center;">Patterns in Nature</p> <p style="text-align: center;">UNIT 2–Week 1</p> <p>Genre: Informational Text</p> <ul style="list-style-type: none"> Vocabulary Context Analyze Text Structure <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> Academic Vocabulary Syllable Patterns VC/V and V/CV Read/Write like Writer Spelling 	<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 the key details and explain how they support the main idea</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.5 Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.9 Compare and Contrast the most important points and key</p>	<ul style="list-style-type: none"> How do patterns in nature help plants and animals? Do you have a special memory of an experience? What does informational text look like? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Determine how plants and animals live together Know about different types of informational text and understand their elements Use language to make connections between readings and writing informational text Use elements of an informational text to write a how-to article Learn more about informational texts by identifying main ideas and details 	<p>(Spelling List) scrub screams scratch scrape screen spread splash spray streak strength strong squeak throw threaten throne</p>
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<ul style="list-style-type: none"> • Singular & Plural Noun 	<p>details presented in two texts on the same topic</p> <p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>			
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<p>MATERIALS</p>	<p>ASSESSMENT</p>
<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/Online 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>

Ganado Unified School District (READING/3rd Grade)


2ND Quarter


PACING Guide SY 2022-2023


Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
UNIT 2 THEME: INTERACTIONS		Writing Genre: Informative/Explanatory		
<p>1st Quarter</p> <p>Week 11 October 11-14</p> <p>Weird Friends: Unlikely Allies in the Animal Kingdom</p> <p>UNIT 2-Week 2 Genre: Informational Text</p> <ul style="list-style-type: none"> Reading Comprehension Analyze Text Structure <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> Academic Vocabulary R-Controlled Vowels ar, or, ore, oar Read/Write like Writer Spelling Irregular Plural Nouns 	<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 the key details and explain how they support the main idea</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 (maps, photographs) and the words in a text to demonstrate understanding of the text.</p> <p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>	<ul style="list-style-type: none"> How do living things in a habitat support one another? Do you have a special memory of an experience? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Determine how plants and animals live together Know about different types of informational text and understand their elements Use language to make connections between readings and writing informational text Use elements of an informational text to write a how-to article Learn more about informational texts by analyzing text structures 	<p>(Spelling List)</p> <p>sharp yard artist carve porch storm sport story chore shore sore hoard oars pour your</p>
<p>2nd Quarter Week 12 October 17-21</p>	<p>BENCHMARKSTAR TESTING</p> <ul style="list-style-type: none"> READING 		<p>Reading Worksheet assignments can be given this week</p>	

<p>2ND Quarter</p> <p>Week 13 October 24-28</p> <p>Welcome Back, Wolves!</p> <p>Wolves Don't Belong in Yellowstone</p> <p>Unit 2 – Week 4</p> <p>Genre: Realistic Fiction</p> <ul style="list-style-type: none"> • Reading Comprehension • Analyze text structure of persuasive texts <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Figurative Language • Syllable Patterns • Vocabulary • Singular, Plural, Common and Proper Nouns 	<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 the key details and explain how they support the main idea</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 (maps, photographs) and the words in a text to demonstrate understanding of the text.</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.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>	<ul style="list-style-type: none"> • How do plants and animals live together? • How does reintroduction of a species affect plants and animals in a habitat? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Determine how plants and animals live together • Know about different types of informational text and understand their elements • Use language to make connections between readings and writing informational text • Use elements of an informational text to write a how-to article • Learn more about themes concerning interactions by analyzing the text structure of persuasive texts 	<p>(Spelling List)</p> <p>careful stared shared pair stairs wear bear where there dear rear gear here career peer</p>
<p>2nd Quarter</p> <p>Week 14 Oct .31-Nov. 4</p> <p>Nature's Patchwork Quilt</p> <p>UNIT 2 – Week 5</p> <p>Genre: Realistic Fiction</p> <ul style="list-style-type: none"> • Reading Comprehension • Explain author's purpose • Visualize Details 	<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 the key details and explain how they support the main idea</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"> • How do plants and animals live together? • Why is it important for plants and animals to depend on each other? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Determine how plants and animals live together • Know about different types of informational text and understand their elements • Use language to make connections between readings and writing informational text • Use elements of an informational text to write a how-to article • Learn more about informational texts and 	<p>(Spelling List)</p> <p>I've let's can't aren't didn't won't couldn't wouldn't you've doesn't shouldn't isn't he's she's they've</p>

<p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Parts of Speech • Contractions • Vocabulary • Cause and Effect 	<p>3.RI.7 Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text.</p> <p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>		<p>explain the author's purpose in an informational text</p>	
<p>1st Quarter</p> <p>Week 15 November 7-10</p> <p>UNIT 2 REVIEW INFORMATIONAL TEXT GENRE</p> <ul style="list-style-type: none"> • Identify Main Idea and Details • Analyze Text Structure • Analyze Illustration • Explain Author's Purpose <p>WRITING GENRE: FINAL Informative/Explanatory</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/ 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 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"> • How do plants and animals live together? • How can I understand more about informational text? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Learn more about informational texts by identifying main ideas and details • Learn more about informational texts by analyzing text structure • Learn more about themes concerning interactions by analyzing illustration in realistic fiction • Learn more about themes concerning interactions by analyzing the text structure of persuasive text • Learning more about informational texts and explain the author's purpose in an informational text. 	<p>(Spelling List)</p> <p>chick much pitch teacher lunch hatch cheese stretch thick truth pathway them fish whales what</p>
<p>UNIT 3 THEME: HEROES</p>		<p>WRITING GENRE: Narrative Historical Fiction</p>		
<p>2nd Quarter</p> <p>Week 16 Nov. 14-18</p> <p>UNIT 3–Week 1 Below Deck: A Titanic Story</p> <p>Genre: Historical Fiction</p> <ul style="list-style-type: none"> • Reading Comprehension 	<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 the key details and explain how they support the main idea</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</p>	<ul style="list-style-type: none"> • What makes a hero? • What qualities do we see in heroes? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Collaborate with others to determine what makes a hero • Understand historical friction and its elements • Use language to make connections between reading and writing historical fiction • Use elements of narrative text to write a historical fiction story 	<p>(Spelling List)</p> <p>whirl third girls firm fern herds stern serve hurt nurse turns learn</p>

<ul style="list-style-type: none"> Analyze Plot and Setting <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> Academic Vocabulary Prefixes pre-, dis-, in-, im-, non- Use Illustration 	<p>language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.6 Distinguish their own point of view from that of the author of a text</p> <p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>		<ul style="list-style-type: none"> Learn more about historical fiction and analyze plot and setting in historical fiction 	<p>pearl word world</p>
<p>2nd Quarter</p> <p>Week 17 Nov. 28 – Dec.2</p> <p>Unit 3 – Week 2 Granddaddy’s Turn: A Journey to the Ballot Box</p> <p>Genre: Historical Fiction</p> <ul style="list-style-type: none"> Reading Comprehension Analyze Characters <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> Academic Vocabulary Synonyms and Antonyms Abbreviations 	<p>3.RL.4 Determine the meaning of words and 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.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>	<ul style="list-style-type: none"> What makes a hero? How can a hero’s actions affect other people? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Collaborate with others to determine what makes a hero Understand historical friction and its elements Use language to make connections between reading and writing historical fiction Use elements of narrative text to write a historical fiction story Learn more about historical fiction and analyze characters in historical fiction 	<p>(Spelling List)</p> <p>careful cheerful helpful colorful harmful pitiful painless priceless helpless sleepless rainless peacefully carefully wisely helplessly</p>
<p>2nd Quarter</p> <p>Week 18 Dec. 5-9</p> <p>UNIT 3–Week 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> <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>	<ul style="list-style-type: none"> What makes a hero? How do challenges turn ordinary people into heroes? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Collaborate with others to determine what makes a hero Understand historical friction and its elements Use language to make connections between 	<p>(Spelling List)</p> <p>eighty eighteen weigh weight height receive freight</p>

<p>Little House on the Prairie and by the Shores of Silver Lake</p> <p>Genre: Historical Fiction</p> <ul style="list-style-type: none"> • Reading Comprehension • Infer Themes <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Context Clues • Suffixes -ful, -y, -ness • Hyperbole 	<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 and writing historical fiction</p> <ul style="list-style-type: none"> • Use elements of narrative text to write a historical fiction story • Learn more about historical fiction and infer themes in historical fiction texts 	<p>neighbor ceiling sleigh neigh tried fried tied quiet</p>
<p>2nd Quarter Week 19 Week 19 Dec. 12-16</p> <p>FINAL Narrative: Historical Fiction</p>	<p>BENCHMARKSTAR TESTING</p>		<ul style="list-style-type: none"> • READING Reading Worksheet assignments can be given this week <p>(Spelling List) awaken, given, widen, soften, sharpen, lengthen, gladden, brighten, loosen, lighten, waken, woven, frozen, blacken, brazen</p>	
<ul style="list-style-type: none"> • GRADES ARE DUE FOR THE END OF THIS QUARTER • STUDENTS WILL BE WORKING ON MAKE-UP WORK AND GETTING CAUGHT UP • STUDENTS WILL BE WORKING ON INDEPENDENT READING AND TESTING • STUDENTS WILL BE WORKING ON EPIC TO CATCH UP ON THEIR READING • STUDENTS WILL BE WORKING ON SMALL WORK PACKETS 				
<p>2nd Quarter Week 20 Dec. 19-20</p> <p>UNIT 3–Week 4 Theme: Heroes Mama Miti: Wangari Maathai and the Trees of Kenya</p> <p>Genre: Biography</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.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>	<ul style="list-style-type: none"> • What makes a hero? Why do people need heroes? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Collaborate with others to determine what makes a hero • Understand historical friction and its elements • Use language to make connections between reading and writing historical fiction • Use elements of narrative text to write a historical fiction story 	<p>(Spelling List)</p> <p>misprint misread mistrust miscount misspell precut preheat preplan preview presale dishonest discover dismounted</p>

<ul style="list-style-type: none"> • Reading Comprehension • Analyze text structure in a Biography <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Figurative Language • Vowel Teams • Capitalizing • Verbs 	<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>		<ul style="list-style-type: none"> • Learn more about themes concerning heroes and analyze text structure in a biography 	<p>distrust disconnect</p>
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MATERIALS	ASSESSMENT
<p>Map Reading/Editable Anchor Chart Resource download Center Leveled Readers / Book Club / Literacy Stations Leveled Readers Teacher's Guide Read Aloud Page Read Aloud: Trade Book Library Interactive Read Aloud Lesson Plan Guide Shared Read Mentor Stack Story board / Graphic organizers Internet / Doc cam / Smartboard Dictionary/Online Dictionary</p>	<p>Daily Formative Assessment Options Progress Check-Ups Cold Reads Weekly Standards Practice for Language and Conventions Weekly Standards Practice for Word Study Weekly Standards Practice for academic Vocabulary Practice Test Test Banks Spelling Test</p>

PACING Guide SY 2022-2023

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
UNIT 3 THEME: HEROES		WRITING GENRE: Narrative Historical Fiction		
<p>2nd Quarter</p> <p>Week 21 January 4-6</p> <p>UNIT 3–Week 4 Theme: Heroes Mama Miti: Wangari Maathai and the Trees of Kenya (CONTINUE)</p> <p>Genre: Biography</p> <ul style="list-style-type: none"> • Reading Comprehension • Analyze text structure in a Biography <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Figurative Language • Vowel Teams • Capitalizing • Verbs 	<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.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.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"> • What makes a hero? Why do people need heroes? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Collaborate with others to determine what makes a hero • Understand historical friction and its elements • Use language to make connections between reading and writing historical fiction • Use elements of narrative text to write a historical fiction story • Learn more about themes concerning heroes and analyze text structure in a biography 	<p>(Spelling List)</p> <p>foil coins noise point enjoy joyful down owl crowd plow round couch proud bounce loudly</p>
<p>2nd Quarter</p>	<p>3.RI.3 Describe the relationship between a series of historical</p>	<ul style="list-style-type: none"> • What makes a hero? 	<p>I will be able to:</p>	<p>(Spelling List) A.M.</p>

<p>Week 22 January 9-13</p> <p>UNIT 3–Week 5 Poems about Heroes</p> <p>Genre: Poetry</p> <ul style="list-style-type: none"> • Reading Comprehension • Explain poetic elements in poetry <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Parts of Speech • Irregular Plural Nouns • Edit for Punctuation Marks 	<p>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.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.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"> • What kinds of actions can be heroic? 	<ul style="list-style-type: none"> • Collaborate with others to determine what makes a hero • Understand historical fiction and its elements • Use language to make connections between reading and writing historical fiction • Use elements of narrative text to write a historical fiction story • Learn more about themes concerning heroes and explain poetic elements in a poetry 	<p>St. No. P.S. vs. ASAP etc. P.M. Rd. wt. lb. c. Dr. Mr. Mrs.</p>
<p>3rd Quarter</p> <p>Week 23 January 17-20</p> <p>UNIT 3 REVIEW INFORMATIONAL TEXT GENRE</p> <ul style="list-style-type: none"> • Analyze plot and setting in historical fiction • Analyze characters in historical fiction • Infer themes in historical fiction 	<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/ 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 or concepts, or steps in technical</p>	<ul style="list-style-type: none"> • What qualities do we see in heroes? • How can a hero's actions affect other people? • How do challenges turn ordinary people into heroes? • Why do people need heroes? • What kinds of actions can be heroic? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Learn more about historical fiction and analyze plot and setting in historical fiction • Learn more about historical fiction and analyze characters in historical fiction • Learn more about historical fiction and infer themes in historical fiction • Learn more about themes concerning heroes and analyze text structure in a biography • Learn more about themes concerning heroes and explain poetic elements in poetry 	<p>(Spelling List)</p> <p>taught hauls cause paused squawk drawing crawl flawless lawn salt talked halls water bough thoughtless</p>


<ul style="list-style-type: none"> Analyze text structure in a biography Explain poetic elements in poetry <p>WRITING GENRE: FINAL Narrative: Historical Fiction</p>	<p>procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>			
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UNIT 4 THEME: EVENTS	WRITING GENRE: OPINION WRITING
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<p>3rd Quarter</p> <p>Week 24 January 23-27</p> <p style="text-align: center;">UNIT 4–Week 1 The House That Jane Built</p> <p>Genre: Biography</p> <ul style="list-style-type: none"> Reading Comprehension Analyze Text Structure Words that explain Main Ideas <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> Academic Vocabulary Related words R-Controlled Vowels ir, er, ur, ear Use of descriptive language Possessive pronouns 	<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 the key details and explain how they support the main idea</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.10 By the end of the year, read and comprehend informational texts, including history/social study, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons</p>	<ul style="list-style-type: none"> How do communities change over time? How can one person improve a community? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Learn more about biography and analyze text structure in a biography Develop knowledge about language to make connections between reading and writing Use elements of opinion writing to write an opinion essay 	<p>(Spelling List)</p> <p>airplane daytime birthday daylight hairdo somebody birdhouse barefoot headlight sometime someone newspaper sidewalks basketball stagecoach</p>
<p>3rd Quarter</p>	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a</p>	<ul style="list-style-type: none"> How do communities 	<p>I will be able to:</p>	<p>(Spelling List)</p> <p>spoon</p>

<p>Week 25 Jan.30 – Feb.3</p> <p>UNIT 4–Week 2 Frederick Douglass</p> <p>Genre: Biography</p> <ul style="list-style-type: none"> • Reading Comprehension • Identify Main Idea and Key Details • Make Inferences <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Synonyms and Antonyms • VCCCV Patterns • Analyze Graphic Features • Contractions 	<p>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 the key details and explain how they support the main idea</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.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons</p>	<p>change over time?</p> <ul style="list-style-type: none"> • How can personal stories change society? 	<ul style="list-style-type: none"> • Learn more about biography and identify the main idea and key details in a biography • Develop knowledge about language to make connections between reading and writing • Use elements of opinion writing to write an opinion essay 	<p>goose booth gloom rude tube due clues true chew July look shook notebook could</p>
<p>3rd Quarter</p> <p>Week 26 February 6-10</p> <p>UNIT 4–Week 3 Milton Hershey</p> <p>Genre: Biography</p> <ul style="list-style-type: none"> • Reading Comprehension • Explain Author's Purpose • Ask and Answer Questions <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary 	<p>3.RI.1/3.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.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</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.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons</p>	<ul style="list-style-type: none"> • How do communities change over time? • How do big ideas change communities? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Learn more about biography and explain the author's purpose in a biography • Develop knowledge about language to make connections between reading and writing • Use elements of opinion writing to write an opinion essay 	<p>(Spelling List)</p> <p>Sale Sail Beet Beat Rode Road Rowed Bear bare wrote rote Poor Pour Peace piece</p>


<ul style="list-style-type: none"> Context Clues Suffixes Tone and Voice Spell words with -able, -ible, -ation Prepositions and prepositional phrases 				
<p>3rd Quarter</p> <p>Week 27 Feb. 13-17</p> <p>UNIT 4–Week 4 Green City</p> <p>Genre: Narrative Nonfiction</p> <ul style="list-style-type: none"> Reading Comprehension Distinguish Viewpoint Make Connections <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> Academic Vocabulary Analogies Homographs Analyze Text Structure Capitalization Homographs Adjectives 	<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 the key details and explain how they support the main idea</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.6 Distinguish their own point of view from that of the narrator or those of the characters</p> <p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons</p>	<ul style="list-style-type: none"> How do communities change over time? How can a leader's experiences inspire change? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Learn more about themes concerning events by distinguishing viewpoint in a narrative nonfiction. Develop knowledge about language to make connections between reading and writing Use elements of opinion writing to write an opinion essay 	<p>(Spelling List)</p> <p>pounce placed dice cents price space mice office wage age gyms giant changes message pages</p>
<p>3rd Quarter</p> <p>Week 28 Feb. 21-24</p> <p>UNIT 4–Week 5 Grace and Grandma</p> <p>Genre: Drama</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 the key details and explain how they support the main idea</p> <p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or</p>	<ul style="list-style-type: none"> How do communities change over time? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Learn more about themes concerning events by reading a text that helps me identify elements in a drama Develop knowledge about language to make connections between reading and writing 	<p>(Spelling List)</p> <p>names named naming hopes hoped hoping dances danced dancing drops</p>

<ul style="list-style-type: none"> • Reading Comprehension • Identify Play elements • Monitor Comprehension <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Parts of Speech • Homophones • Adverbs <p>WRITING GENRE: Opinion Essay</p>	<p>concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause /effect.</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.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons</p>		<ul style="list-style-type: none"> • Use elements of opinion writing to write an opinion essay 	<p>dropped dropping wraps wrapped wrapping</p>
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<p>3rd Quarter Week 29 Feb. 27 – Mar.3</p> <p>FINAL Opinion Writing</p>	<p>BENCHMARKSTAR TESTING</p> <ul style="list-style-type: none"> • READING 		<p>Reading Worksheet assignments can be given this week</p>
	<ul style="list-style-type: none"> • GRADES ARE DUE FOR THE END OF THIS QUARTER • STUDENTS WILL BE WORKING ON MAKE-UP WORK AND GETTING CAUGHT UP • STUDENTS WILL BE WORKING ON INDEPENDENT READING AND TESTING • STUDENTS WILL BE WORKING ON EPIC TO CATCH UP ON THEIR READING • STUDENTS WILL BE WORKING ON SMALL WORK PACKETS 		<p>(spelling List) Basket, rabbit, lesson, letter, invite, bedtime, mammal, number, fellow, chapter, follow, problem, chicken, butter, napkin</p>

UNIT 5 THEME: SOLUTIONS	WRITING GENRE: POETRY
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<p>3rd Quarter Week 30 March 6-10</p> <p>UNIT 5–Week 1 Deep Down and Other Extreme Places to Live</p> <p>Genre: 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.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</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</p>	<ul style="list-style-type: none"> • How does the world challenge us? <ul style="list-style-type: none"> • How can nature change people's lives? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Learn more about informational texts and analyze text features in informational text • Use languages to make connections between reading and writing <p>Use knowledge of the sound and shape of poetry to write a poem.</p>	<p>(Spelling List) tries tried trying dries dried drying hurries hurried hurrying studies studied studying plays</p>
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<ul style="list-style-type: none"> • Reading Comprehension • Analyze Text Features • Correct or Confirm predictions <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Related words • Vowel patterns au, aw al, augh, ough • Use of text features • Adjectives 	<p>language that pertains to time, sequence, and cause /effect.</p> <p>3.RI.5 Use text features and search tools to locate information</p> <p>3.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>			<p>played playing</p>
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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>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>


Ganado Unified School District (READING/3rd Grade)

4TH Quarter

PACING Guide SY 2022-2023

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
UNIT 5 THEME: SOLUTIONS		WRITING GENRE: POETRY		
<p>3rd Quarter</p> <p>Week 31 March 20-24</p> <p>UNIT 5–Week 2 Earthquakes, Eruptions, and Other Events that Changes Earth</p> <p>Genre: Informational Text</p> <ul style="list-style-type: none"> Synthesize Information Analyze Text Structure <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> Synonyms and Antonyms Vowel Patterns ei, eigh Use Graphic Features Rhythm and Rhyme Alliteration Figurative Language Adverbs 	<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 the key details and explain how they support the main idea</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 (maps, photographs) and the words in a text to demonstrate understanding of the text.</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>	<ul style="list-style-type: none"> How does the world challenge us? How do changes on Earth affect the environment? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Learn more about informational texts and analyze text structure in informational text. Use languages to make connections between reading and writing Use knowledge of the sound and shape of poetry to write a poem. 	<p>(Spelling List)</p> <p>pilot diner tiger favor lemon planet cloudy shady robot tiny label cozy silent spider frozen</p>
<p>4th Quarter</p> <p>Week 32 March 27-31</p> <p>UNIT 5–Week 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>	<ul style="list-style-type: none"> How does the world challenge us? What are some ways to prepare 	<p>I will be able to:</p> <ul style="list-style-type: none"> Learn more about informational texts and analyze the text structure in a procedural text. 	<p>(Spelling List)</p> <p>disagree dislike disappear prepaid preschool</p>

<p>A Safety Plan: In Case of Emergency</p> <p>Genre: Procedural Text</p> <ul style="list-style-type: none"> Analyze Text Structure Monitor Comprehension <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> Context clues Suffix -en Use text structure Line breaks and stanzas Verbs Complex sentences 	<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.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>for an emergency?</p>	<ul style="list-style-type: none"> Use languages to make connections between reading and writing Use knowledge of the sound and shape of poetry to write a poem. 	<p>precook previous rebuild return resell reprint unwrap unlucky untied unbeaten</p>
<p>4th Quarter</p> <p>Week 33 April 3-7</p> <p>UNIT 5–Week 4 Nora’s Ark</p> <p>Genre: Historical Fiction</p> <ul style="list-style-type: none"> Analyze Point of View Vocabulary in Context <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> Figurative Language Schwa Use Voice Nouns 	<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.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"> How does the world challenge us? How should people respond during a disaster? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Learn more about themes concerning <i>solutions by analyzing point of view in historical fiction</i> Use languages to make connections between reading and writing Use knowledge of the sound and shape of poetry to write a poem. 	<p>(Spelling List)</p> <p>able purple riddle handle eagle puzzle castle little pickle towel nickel camel travel tunnel squirrel</p>

<ul style="list-style-type: none"> • Comparative and Superlative Adjectives • Punctuation Marks • Pronoun-Antecedent Agreement 	<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>4th Quarter</p> <p>Week 34 April 11-14</p> <p>UNIT 5–Week 5</p> <p>Aesop’s Fox</p> <p>Genre: Traditional Tale: Fable</p> <ul style="list-style-type: none"> • Infer Theme • Evaluate Details <p>Reading and Writing Bridge:</p> <ul style="list-style-type: none"> • Parts of speech • Final stable syllables • Use precise verbs • Adjective and adverbs • Syllables –le, -ture, -ive, -ize • Edit for commas 	<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.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"> • How does the world challenge us? • What can nature teach us about ourselves? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Learn more about themes concerning <i>solutions by reading a text that helps me infer theme in traditional tales.</i> • Use languages to make connections between reading and writing • Use knowledge of the sound and shape of poetry to write a poem. 	<p>(Spelling List)</p> <p>ate cell dear deer dual duel eight pause paws sell eight sew so</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).			
4th Quarter Week 35 April 17-21	Reading/Grammar Worksheet assignments can be given this week			(Spelling List) apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double, whistle
4th Quarter Week 36 April 24-28	Reading/Grammar Worksheet assignments can be given this week			(Spelling List) below, about belong, around, again, alone, because, above, between, alive, behind, begin, along, before, awhile
4th Quarter Week 37 May 1 - 5	Reading/Grammar Worksheet assignments can be given this week			(Spelling List) person, helmet, until, carpet, Monday, enjoy forget, problem Sunday garden order mistake umpire, herself, wisdom
3rd Quarter Week 38 May 8 - 12	BENCHMARK/STAR Testing		Reading Worksheet assignments can be given this week	
2nd Quarter Week 39 May 15 - 19 WRITING GENRE:	GRADES ARE DUE FOR THE END OF THIS QUARTER <ul style="list-style-type: none"> • STUDENTS WILL BE WORKING ON MAKE-UP WORK AND GETTING CAUGHT UP • STUDENTS WILL BE WORKING ON INDEPENDENT READING AND TESTING • STUDENTS WILL BE WORKING ON EPIC TO CATCH UP ON THEIR READING • STUDENTS WILL BE WORKING ON SMALL WORK PACKETS 			

<p>4th Quarter</p> <p>Week 40 May 22-25</p>	<p>Students will work on individual reports to end the year with their writing and assignments turned in.</p>
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<p>MATERIALS</p>	<p>ASSESSMENT</p>
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