

ELA Curriculum Pacing Guide

** Grade 3 **

Board Approved: December 12, 2016

Created By: Lori Zettlemoyer, Dora Lupo, and Kim Murphy

For Reading and Writing in Each Unit							
Practice and Apply Grammar Skills	Study and Apply Vocabulary Strategies	Phonics and word recognition	Analyze Content	Cite Text Evidence	Fluency	Conduct Discussions	Report Findings

Unit 1

Themes: Citizenship

Writing Focus Trait: Ideas

Piece: Narrative Writing and response to literature

Reading: Literature and Informational Text

Time Frame: Approx. 2 months (September/October)

Reading Informational Text

ELA- Literacy.RI.3.2: Determine main idea of text; recount key details and explain how they support the main idea

ELA- Literacy.RL.3.4: Determine meaning of words and phrases as used in text,

ELA- Literacy.RI.3.7: Use info. gained from illustrations and the words in a text to demonstrate understanding of the text

Reading Literature

ELA- Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for answers.

ELA- Literacy.RL.3.2: Recount stories and determine their central message, lesson or moral.

ELA- Literacy.RL.3.3: Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

Reading Foundational Skills

CCSS: ELA-Literacy.RF.3.3.c -Decode multisyllable words

CCSS.ELA-Literacy.RF.3.3.d - Read grade-appropriate irregularly spelled words

CCSS.ELA-Literacy.RF.3.4.a - Read grade-level text with purpose and understanding

CCSS.ELA-Literacy.RF.3.4.b - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.3.4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

CCSS.ELA-Literacy.SL.3.1.a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.3.1.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).

CCSS.ELA-Literacy.SL.3.1.c - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1.d- Explain their own ideas and understanding in light of the discussion.

Writing

CCSS.ELA-Literacy.W.3.3.a - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.3.3.b - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-Literacy.W.3.3.c - Use temporal words and phrases to signal event order.

CCSS.ELA-Literacy.W.3.3.d - Provide a sense of closure.

Shared Reading	Guided Reading/Literacy	Word Study	Writing
----------------	-------------------------	------------	---------

<p>Focused skills: *main idea and details *gain information from illustrations *recount stories *central idea/theme *character traits</p> <p>Literature text suggestions: Journeys: lesson 1 - A Fine Fine School Lesson 2 -Trial of Cardigan Jones Lesson 3 - Destiny’s Gift Lesson 4 - Pop’s Bridge Lesson 5- Roberto Clemente Lesson 8: The Harvest Birds</p> <p>Informational text suggestions: Journeys: Lesson 1- One-Room Schoolhouses Lesson 3 -Kids Making A Difference Lesson 4: Bridges</p> <p>Studies Weekly: Change Annually</p> <p>Cross Curricular Topics: Communities Citizenship Earth Systems: Weather Changes in Matter</p>	<p>Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.</p> <p>Done on a daily basis: -Meet with 2-3 groups - Independent Reading - Teaching Strategies (See standards)</p> <p>Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level</p>	<p>Journeys - Lesson 1-25: Spelling Patterns & Generalizations</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> · diphthongs (ou,ow,oi,oy) · variant vowels(blew, boot) · r-controlled vowels · silent consonant-consonant patterns- fudge, catch · take apart one and two syllable words · use syllabication rules such as root word/endings -ing -s -ed -est -es CV/CV words (ban/ner);-Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river) · segment consonants and vowels · compound words · CVC pattern · Contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't · initial consonant digraphs ch, sh,th,wh · final consonant digraphs ck,ch,sh,ng,nk,th o silent letter patterns wr,kn,igh,mb · R-controlled vowel patterns er,ir,ur · diphthongs ou, ow (cow), oi, oy o vowel 	<p>Narrative Focus skills: *Write a narrative to develop real experience. *Use details and clear event sequences *Use signal words to order events *Have a sense of closure</p> <p>Zaner-Bloser Unit 1: Personal Narrative- Student Edition pages: 2 - 21</p> <p>Response to Literature: Zaner Bloser Student Edition pages: 282-303</p> <p>Focus Language Skills: *subject predicates *types of sentences *noun: singular, plural, common, proper *verbs *punctuation *abbreviations *Use knowledge of language when writing and speaking *Acquire and accurately use grade-appropriate words and phrases</p>
---	---	--	---

		digraphs ai, ay, ea, ie, oa, oo, ow (blow)	
		Activities: Word sorts Sentence writing Word Hunt Tic-tac-toe board	

ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> • Performance Assessments • Writing Rubrics • Reading & Writing Checklists • Word Study Assessments 	<ul style="list-style-type: none"> • Journeys Anthology • Media Center • Bookbins • Internet • http://commoncore.org/maps/index.php/ • http://www.corestandards.org/

Online Links		
Reading	Writing	Grammar
www.readingworks.org http://www.bookadventure.com/Home.aspx http://www.education.com/activity/third-grade/reading/ http://www.thecurriculumcorner.com/2012/07/22/launching-readers-workshop/	www.readwritethink.org www.readingworks.org https://my.zaner-bloser.com/	https://brainpop.com http://www.pbs.org/parents/education/reading-language/reading-milestones/second-and-third-grader-language-development-milestones/second-and-third-grader-activities-games/ http://www.funbrain.com/FBSearch.php?Grade=3 http://www.spellingcity.com/

Unit 2

Themes: Careers and Lifestyles
 Writing Focus Trait-Organization

Piece: Opinion and Response to Literature
Reading: Literature and Informational Text
Approx time: 2 months (November/December)

Reading Literature

ELA- Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for answers.

ELA- Literacy.RL.3.4: Determine meaning of words and phrases as used in text

ELA- Literacy.RL.3.5: 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.

ELA- Literacy.RL.3.7: Explain how specific parts of a text's illustrations contribute to what is conveyed by the words in the story (create moods, emphasize aspects of character or setting, etc)

Reading Informational

ELA- Literacy.RI.3.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of the text

ELA- Literacy.RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELA- Literacy.RI.3.5: Use text features and search tools to locate information relevant to a given topic efficiently

ELA- Literacy.RI.3.6: Distinguish their own point of view from that of the author of a text

Reading Foundational Skills

CCSS: ELA-Literacy.RF.3.3.c -Decode multisyllable words

CCSS.ELA-Literacy.RF.3.3.d - Read grade-appropriate irregularly spelled words

CCSS.ELA-Literacy.RF.3.4.a - Read grade-level text with purpose and understanding

CCSS.ELA-Literacy.RF.3.4.b - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

CCSS.ELA-Literacy.RF.3.4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

CCSS.ELA-Literacy.SL.3.1.a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.3.1.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).

CCSS.ELA-Literacy.SL.3.1.c - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1.d- Explain their own ideas and understanding in light of the discussion.

Writing

CCSS.ELA-Literacy.W.3.1.a - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1.b - Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1.c - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

CCSS.ELA-Literacy.W.3.1.d - Provide a concluding statement or section.

Shared Reading	Guided Reading/Literacy	Word Study	Writing
----------------	-------------------------	------------	---------

<p>Focused skills: *text illustrations/mood *cause/effect *info gained from illustrations * point of view * sequence of events</p> <p>Literature text suggestions: Journeys: Lesson 9: Kamishibai Man Lesson 5: Baseball Poems Lesson 10: Young Thomas Edison</p> <p>Informational text suggestions: Journeys: Lesson 7: What Do Illustrators Do? Lesson 9: The True Story of Kamishibai Lesson 10: Moving Pictures Lesson 11: Technology Wins the Game Lesson 11: Science For Sports Fans Lesson 14: Aero and Officer Mike</p> <p>Studies Weekly: Change Annually</p> <p>Cross Curricular Topics: American History Community Helpers Career Choices Inventors Historical Figures</p>	<p>Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.</p> <p>Done on a daily basis: -Meet with 2-3 groups - Independent Reading - Teaching Strategies (See standards)</p> <p>Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level</p>	<p>Journeys - Lesson 1-25: Spelling Patterns & Generalizations</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> · diphthongs (ou,ow,oi,oy) · variant vowels(blew, boot) · r-controlled vowels · silent consonant-consonant patterns- fudge, catch · take apart one and two syllable words · use syllabication rules such as root word/endings -ing -s -ed -est -es CV/CV words (ban/ner);-Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river) · segment consonants and vowels · compound words · CVC pattern · Contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't · initial consonant digraphs ch, sh,th,wh · final consonant digraphs ck,ch,sh,ng,nk,th o · silent letter patterns wr,kn,igh,mb · R-controlled vowel patterns er,ir,ur · diphthongs ou, ow (cow), oi, oy o vowel 	<p>Opinion Writing Focus Skills: *introduce a topic *use facts and definitions to develop points *provide a concluding statement or section</p> <p>Zaner-Bloser Unit 3: Opinion- Student edition pages: 234-281</p> <p>Response to Literature: Zaner Bloser Student Edition pages 282-303</p> <p>Focus Language Skills: *subject/predicates *Verbs and verb tenses *Abstract nouns *Pronouns and antecedents *punctuation: Using commas *Use knowledge of language when writing and speaking *Acquire and accurately use grade-appropriate words and phrases</p>
--	---	--	--

		digraphs ai, ay, ea, ie, oa, oo, ow (blow) Activities: Word sorts Sentence writing Word Hunt Tic Tac Toe Board	
--	--	---	--

ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> • Performance Assessments • Writing Rubrics • Reading & Writing Checklists • Word Study Assessments 	<ul style="list-style-type: none"> • Journeys Anthology • Media Center • Bookbins • Internet • http://commoncore.org/maps/index.php/ • http://www.corestandards.org/

Online Links		
Reading	Writing	Grammar
www.readingworks.org http://www.bookadventure.com/Home.aspx http://www.education.com/activity/third-grade/reading/ http://www.thecurriculumcorner.com/2012/07/22/launching-readers-workshop/	www.readwritethink.org www.readingworks.org https://my.zaner-bloser.com/	https://brainpop.com http://www.pbs.org/parents/education/reading-language/reading-milestones/second-and-third-grader-language-development-milestones/second-and-third-grader-activities-games/ http://www.funbrain.com/FBSearch.php?Grade=3 http://www.spellingcity.com/

Unit 3

Themes: Traditional Tales and Fables

Writing: Focus: Trait-Voice
Piece: Explanatory/informative and Response to Literature
Reading: Literature
Approx time frame: 2 months (January/February)

Reading Literature

ELA- Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for answers.

ELA- Literacy.RL.3.2: Recount stories and determine their central message, lesson or moral.

ELA- Literacy.RL.3.4: Determine meaning of words and phrases as used in text

ELA- Literacy.RL.3.3: Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

Reading Foundational Skills

CCSS: ELA-Literacy.RF.3.3.c -Decode multisyllable words

CCSS.ELA-Literacy.RF.3.3.d - Read grade-appropriate irregularly spelled words

CCSS.ELA-Literacy.RF.3.4.a - Read grade-level text with purpose and understanding

CCSS.ELA-Literacy.RF.3.4.b - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.3.4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

CCSS.ELA-Literacy.SL.3.1.a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.3.1.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).

CCSS.ELA-Literacy.SL.3.1.c - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1.d- Explain their own ideas and understanding in light of the discussion.

Writing

CCSS.ELA-Literacy.W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.2.a - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-Literacy.W.3.2.b - Develop the topic with facts, definitions, and details.

CCSS.ELA-Literacy.W.3.2.c - Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

CCSS.ELA-Literacy.W.3.2.d - Provide a concluding statement or section

Shared Reading	Guided Reading/Literacy	Word Study	Writing
----------------	-------------------------	------------	---------

<p>Focused skills: *lesson/moral *character traits *distinguishing literal from nonliteral language *mood set by illustrations</p> <p>Literature text suggestions: Journeys: Lesson 8: The Harvest Birds Lesson 7: Jack Draws a Beanstalk Lesson 8: The Treasure Lesson 12: Tops and Bottoms Lesson 13: Yonder Mountain: A Cherokee Legend Lesson 19: Two Bear Cubs Lesson 20: The Raven, an Inuit Myth Lesson 22: The Grasshopper and the Ant Lesson 26: Paca and the Beatle; A Folktale from Brazil</p> <p>Studies Weekly: Change Annually</p> <p>Cross Curricular Topics: Animals and nature Plants and agriculture Native Americans</p>	<p>Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.</p> <p>Done on a daily basis: -Meet with 2-3 groups - Independent Reading - Teaching Strategies (See standards)</p> <p>Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level</p>	<p>Journeys - Lesson 1-25: Spelling Patterns & Generalizations</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> · diphthongs (ou,ow,oi,oy) · variant vowels(blew, boot) · r-controlled vowels · silent consonant-consonant patterns- fudge, catch · take apart one and two syllable words · use syllabication rules such as root word/endings -ing -s -ed -est -es CV/CV words (ban/ner);-Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river) · segment consonants and vowels · compound words · CVC pattern · Contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't · initial consonant digraphs ch, sh,th,wh · final consonant digraphs ck,ch,sh,ng,nk,th o silent letter patterns wr,kn,igh,mb · R-controlled vowel patterns er,ir,ur · diphthongs ou, ow (cow), oi, oy o vowel 	<p>Informative/Explanatory Focus Skills: Clear focused topic Supporting details Temporal words</p> <p>Zaner-Bloser Unit 2: Informative/Explanatory- Student Edition pages 124-189</p> <p>Response to Literature: Zaner Bloser Student Edition pages 282-303</p> <p>Focus Language Skills: *plural nouns *Writing quotations *subject/verb agreement *pronoun/verb agreement *punctuation *Verb tenses</p>
--	---	---	---

		digraphs ai, ay, ea, ie, oa, oo, ow (blow)	
		Activities: Word sorts Sentence writing Word Hunt Tic Tac Toe Board	

ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> • Performance Assessments • Writing Rubrics • Reading & Writing Checklists • Word Study Assessments 	<ul style="list-style-type: none"> • Journeys Anthology • Media Center • Bookbins • Internet • http://commoncore.org/maps/index.php/ • http://www.corestandards.org/

Online Links		
Reading	Writing	Grammar
www.readingworks.org http://www.bookadventure.com/Home.aspx http://www.education.com/activity/third-grade/reading/ http://www.thecurriculumcorner.com/2012/07/22/launching-readers-workshop/	www.readwritethink.org www.readingworks.org https://my.zaner-bloser.com/	https://brainpop.com http://www.pbs.org/parents/education/reading-language/reading-milestones/second-and-third-grader-language-development-milestones/second-and-third-grader-activities-games/ http://www.funbrain.com/FBSearch.php?Grade=3 http://www.spellingcity.com/

Unit 4

Themes: Kids, Critters, and Crops
Writing Focus: Trait- Word Choice
Piece: Short Research Paper and Response to Literature
Reading: Literature and Informational Text
Approx time frame: 2 months (March/April)

Reading Informational Text

ELA- Literacy.RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELA- Literacy.RI.3.4: Determine meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area

ELA- Literacy.RI.3.6: Distinguish their own point of view from that of the author of a text

Reading Literature

ELA- Literacy.RL.3.2: Recount stories and determine their central message, lesson or moral.

ELA- Literacy.RL.3.3: Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

ELA- Literacy.RL.3.4: Determine meaning of words and phrases as used in text, distinguishing literal from nonliteral.

ELA- Literacy.RL.3.5: 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.

ELA- Literacy.RL.3.7: Explain how specific parts of a text's illustrations contribute to what is conveyed by the words in the story (create moods, emphasize aspects of character or setting, etc)

ELA- Literacy.RL.3.9: Compare and contrast themes, settings and plots of stories written by the same author about the same or similar characters.

Reading Foundational Skills

CCSS.ELA-Literacy.RF.3.3.a: Identify and know the meaning of the most common prefixes and derivational suffixes.

CCSS.ELA-Literacy.RF.3.3.b: Decode words with common Latin suffixes.

CCSS.ELA-Literacy.RF.3.4.a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.3.4.b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.3.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.3.1.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).

CCSS.ELA-Literacy.SL.3.1.c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1.d: Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.3.2: 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.

CCSS.ELA-LITERACY.SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.3.4: 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.

CCSS.ELA-Literacy.SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CCSS.ELA-Literacy.SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](#) for specific expectations.)

Writing

CCSS.ELA-Literacy.W.3.7: Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-Literacy.W.3.2.b: Develop the topic with facts, definitions, and details.

CCSS.ELA-Literacy.W.3.2.c: Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

CCSS.ELA-Literacy.W.3.2.d: Provide a concluding statement or section.

Shared Reading	Guided Reading/Literacy	Word Study	Writing
<p>Focused skills: *compare/contrast *figurative language *lesson/moral *character traits * summarizing * point of view * sequence of events * domain specific vocabulary</p> <p>Literature text suggestions: Journeys: Lesson 6: A Bat is Born Lesson 15: The Extra-Good Sunday Lesson 16: Judy Moody Saves the World! Lesson 16: My Smelly Pet</p> <p>Chapters in other Ramona Quimby and Judy Moody books</p> <p>Informational text suggestions: Journeys: Lesson 6: Bat Loves the Night Lesson 12: Goodness Grows in Gardens Lesson 14: Kids and Critters Lesson 17: Albertosaurus Mystery Lesson 17: Finding Fossils for Fun Lesson 18: A Tree is Growing</p>	<p>Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.</p> <p>Done on a daily basis: -Meet with 2-3 groups - Independent Reading - Teaching Strategies (See standards)</p> <p>Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level</p>	<p>Journeys - Lesson 1-25: Spelling Patterns & Generalizations</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> · diphthongs (ou,ow,oi,oy) · variant vowels(blew, boot) · r-controlled vowels · silent consonant-consonant patterns- fudge, catch · take apart one and two syllable words · use syllabication rules such as root word/endings -ing -s -ed -est -es CV/CV words (ban/ner);-Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river) · segment consonants and vowels · compound words · CVC pattern · Contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't · initial consonant digraphs ch, sh,th,wh · final consonant digraphs ck,ch,sh,ng,nk,th o silent letter patterns wr,kn,igh,mb 	<p>Informative/explanatory Focus Skills: *Write a research paper *introduce a topic *use facts and definitions to develop points *provide a concluding statement or section</p> <p>Zaner-Bloser Unit 2: Informational and Explanatory; Research Report- Student Edition Pages 146-167</p> <p>Response to Literature: Zaner Bloser Student Edition pages 282-303</p> <p>Focus Language Skills: *Adverbs that compare *Making comparisons *Possessive nouns and pronouns *Complex sentences *Words that compare *Use knowledge of language when writing and speaking</p>

<p>Studies Weekly: Change Annually</p> <p>Cross Curricular Topics: Agriculture/Plants Conservation/Earth Day Mammals Dinosaurs Cooking</p>		<ul style="list-style-type: none"> · R-controlled vowel patterns er,ir,ur · diphthongs ou, ow (cow), oi, oy o vowel digraphs ai, ay, ea, ie, oa, oo, ow (blow) <p>Activities: Word sorts Sentence writing Word Hunt Tic Tac Toe Board</p>	<p>*Acquire and accurately use grade-appropriate words and phrases</p>
---	--	--	--

ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> • Performance Assessments • Writing Rubrics • Reading & Writing Checklists • Word Study Assessments 	<ul style="list-style-type: none"> • Journeys Anthology • Media Center • Bookbins • Internet • http://commoncore.org/maps/index.php/ • http://www.corestandards.org/

Online Links		
Reading	Writing	Grammar
<p>www.readingworks.org</p> <p>http://www.bookadventure.com/Home.aspx</p> <p>http://www.education.com/activity/third-grade/reading/</p> <p>http://www.thecurriculumcorner.com/2012/07/22/launching-readers-workshop/</p>	<p>www.readwritethink.org</p> <p>www.readingworks.org</p> <p>https://my.zaner-bloser.com/</p>	<p>https://brainpop.com</p> <p>http://www.pbs.org/parents/education/reading-language/reading-milestones/second-and-third-grader-language-development-milestones/second-and-third-grader-activities-games/</p> <p>http://www.funbrain.com/FBSearch.php?Grade=3</p> <p>http://www.spellingcity.com/</p>

Unit 5

Themes: Trips and Adventures

Writing Focus: Trait-Sentence Fluency

Piece - Opinion and Response to Literature

Reading: Literature and Informational Text

Approx time frame: 2 months (May/June)

Reading Literature

ELA- Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for answers.

ELA- Literacy.RL.3.2: Recount stories and determine their central message, lesson or moral.

ELA- Literacy.RL.3.3: Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

ELA- Literacy.RL.3.4: Determine meaning of words and phrases as used in text

Reading Informational

ELA- Literacy.RI.3.2: Determine main idea of text; recount key details and explain how they support the main idea

ELA- Literacy.RI.3.4: Determine meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area

ELA- Literacy.RI.3.7: Use info. gained from illustrations and the words in a text to demonstrate understanding of the text

ELA- Literacy.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text

ELA- Literacy.RI.3.9: Compare and contrast the most important points presented by two texts on the same topic

Reading Foundational Skills

CCSS.ELA-Literacy.RF.3.3.a: Identify and know the meaning of the most common prefixes and derivational suffixes.

CCSS.ELA-Literacy.RF.3.3.b: Decode words with common Latin suffixes.

CCSS.ELA-Literacy.RF.3.4.a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.3.4.b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.3.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening:

CCSS.ELA-Literacy.SL.3.1.a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.3.1.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).

CCSS.ELA-Literacy.SL.3.1.c - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1.d- Explain their own ideas and understanding in light of the discussion.

Writing

Narrative:

CCSS.ELA-Literacy.W.3.3.a - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.3.3.b - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-Literacy.W.3.3.c - Use temporal words and phrases to signal event order.

CCSS.ELA-Literacy.W.3.3.d - Provide a sense of closure.

Opinion:

CCSS.ELA-Literacy.W.3.1.a - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1.b - Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1.c - Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

CCSS.ELA-Literacy.W.3.1.d - Provide a concluding statement or section.

Shared Reading	Guided Reading/Literacy	Word Study	Writing
<p>Focused skills: *Characters *Message *Main idea * compare/contrast *text and graphic features * point of view</p> <p>Literature text suggestions: Journeys: Lesson 21- Sarah, Plain and Tall Lesson 23- The Journey of Oliver K Woodman Lesson 23- Moving the US Mail Lesson 24- Dog of the Sea Waves Up (reader’s theatre)</p> <p>Informational Text Suggestions: Journeys: Lesson 13- Trail of Tears Lesson 19- Whose Land is it? Lesson 20- Life on the Ice Lesson 21- Wagons of the Old West Lesson 22- The Journey: Stories of Migration Lesson 24- The Land Volcanoes Built Lesson 25- Mountains: Surviving on Mt. Everest Lesson 25- The Big Clean Lesson 26- The Foot Race Across America</p>	<p>Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.</p> <p>Done on a daily basis: -Meet with 2-3 groups - Independent Reading - Teaching Strategies (See standards)</p> <p>Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level</p>	<p>Journeys - Lesson 1-25: Spelling Patterns & Generalizations</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> · diphthongs (ou,ow,oi,oy) · variant vowels(blew, boot) · r-controlled vowels · silent consonant-consonant patterns- fudge, catch · take apart one and two syllable words · use syllabication rules such as root word/endings -ing -s -ed -est -es CV/CV words (ban/ner);-Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river) · segment consonants and vowels · compound words · CVC pattern · Contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't · initial consonant digraphs ch, sh,th,wh · final consonant digraphs ck,ch,sh,ng,nk,th o silent letter patterns wr,kn,igh,mb 	<p>Narrative Focus skills: *Write a narrative to develop real experience. *Use details and clear event sequences *Use signal words to order events *Have a sense of closure</p> <p>Zaner-Bloser Unit 1: Personal Narrative- Student Edition pages: 2 - 21</p> <p>Opinion Writing Focus Skills: *introduce a topic *use facts and definitions to develop points *provide a concluding statement or section</p> <p>Zaner-Bloser Unit 3: Opinion- Student edition pages: 234-281</p> <p>Response to</p> <p>Response to Literature: Zaner Bloser Student Edition pages: 282-303</p> <p>Focus Language Skills:</p>

<p>Studies Weekly: Change Annually</p> <p>Cross Curricular Topics: American History Migrating Animals Mountains Arctic Native Americans Poetry</p>		<ul style="list-style-type: none"> · R-controlled vowel patterns er,ir,ur · diphthongs ou, ow (ow), oi, oy o vowel digraphs ai, ay, ea, ie, oa, oo, ow (blow) <p>Activities: Word sorts Sentence writing Roll a word Word Hunt Journey's Flip Chart Activities</p>	<ul style="list-style-type: none"> *subject predicates *Subject/Verb agreement *irregular verbs *conjunctions *Compound Sentences *punctuation *Use knowledge of language when writing and speaking *Acquire and accurately use grade-appropriate words and phrases
---	--	---	---

ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> • Performance Assessments • Writing Rubrics • Reading & Writing Checklists • Word Study Assessments 	<ul style="list-style-type: none"> • Journeys Anthology • Media Center • Bookbins • Internet • http://commoncore.org/maps/index.php/ • http://www.corestandards.org/

Online Links		
Reading	Writing	Grammar
www.readingworks.org http://www.bookadventure.com/Home.aspx http://www.education.com/activity/third-grade/reading/ http://www.thecurriculumcorner.com/2012/07/22/launching-readers-workshop/	www.readwritethink.org www.readingworks.org https://my.zaner-bloser.com/	https://brainpop.com http://www.pbs.org/parents/education/reading-language/reading-milestones/second-and-third-grader-language-development-milestones/second-and-third-grader-activities-games/ http://www.funbrain.com/FBSearch.php?Grade=3

		http://www.spellingcity.com/
--	--	---

Common Core State Standards addressed throughout the year:

Literature:

ELA- Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for answers.

ELA- Literacy.RL.3.2: Recount stories and determine their central message, lesson or moral.

ELA- Literacy.RL.3.3: Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

ELA- Literacy.RL.3.4: Determine meaning of words and phrases as used in text, distinguishing literal from nonliteral.

ELA- Literacy.RL.3.5: 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.

ELA- Literacy.RL.3.6: Distinguish own point of view from that of the narrator or the characters.

ELA- Literacy.RL.3.7: Explain how specific parts of a text's illustrations contribute to what is conveyed by the words in the story (create mood, emphasize aspects of character or setting, etc)

ELA- Literacy.RL.3.9: Compare and contrast themes, settings and plots of stories written by the same author about the same or similar characters.

ELA- Literacy.RL.3.10: Read and comprehend literature at the end of the text complexity band independently and proficiently.

Informational:

ELA- Literacy.RI.3.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of the text

ELA- Literacy.RI.3.2: Determine main idea of text; recount key details and explain how they support the main idea

ELA- Literacy.RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELA- Literacy.RI.3.4: Determine meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area

ELA- Literacy.RI.3.5: Use text features and search tools to locate information relevant to a given topic efficiently

ELA- Literacy.RI.3.6: Distinguish their own point of view from that of the author of a text

ELA- Literacy.RI.3.7: Use info. gained from illustrations and the words in a text to demonstrate understanding of the text

ELA- Literacy.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text

ELA- Literacy.RI.3.9: Compare and contrast the most important points presented by two texts on the same topic

ELA- Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Writing:

Text Types and Purposes:

CCSS.ELA-Literacy.W.3.1- Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.1.a- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1.b- Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1.c- Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

CCSS.ELA-Literacy.W.3.1.d- Provide a concluding statement or section.

CCSS.ELA-Literacy.W.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.2.a- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-Literacy.W.3.2.b- Develop the topic with facts, definitions, and details.

CCSS.ELA-Literacy.W.3.2.c- Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

CCSS.ELA-Literacy.W.3.2.d- Provide a concluding statement or section.

CCSS.ELA-Literacy.W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.3.a- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.3.3.b- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-Literacy.W.3.3.c- Use temporal words and phrases to signal event order.

CCSS.ELA-Literacy.W.3.3.d- Provide a sense of closure.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.3.4- 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.)

CCSS.ELA-Literacy.W.3.5- 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 [here](#).)

CCSS.ELA-Literacy.W.3.6- 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.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.3.7- Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.3.8- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing:

CCSS.ELA-Literacy.W.3.10- 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.