

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 1		BIG IDEA: Growing and Learning — How can learning help us grow?		INSTRUCTIONAL WINDOW:	
WEEK 1		WEEKLY CONCEPT: Story time		ESSENTIAL QUESTION: What can stories teach you?	
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.7 SL.3.1b SL.3.2	<b>READ ALOUD</b> <b>Title:</b> "Three Pigs, a Wolf, and a Book"  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize	<b>SHORT TEXT</b> Bruno's New Home (430)  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Character	<b>MAIN SELECTION</b> Wolf! (650)  <b>Genre:</b> Fantasy  <b>PAIRED SELECTION</b> "Jennie and the Wolf" (450)  <b>Genre:</b> Fable  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Character	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Character  <b>MAIN SELECTION</b> <b>Genre:</b> Fantasy <b>Titles:</b> <b>A:</b> Berries, Berries, Berries/"The Heron and the Fish" (430) <b>O:</b> Duck's Discovery/"The Lion and the Fox" (530) <b>E:</b> Duck's Discovery/"The Lion and the Fox" (410) <b>B:</b> Robot Race/"The Hare and the Tortoise" (750)	<b>Reading/Writing Workshop:</b> Genre, Connection of Ideas  <b>Literature Anthology:</b> Purpose, Genre, Sentence Structure, Connection of Ideas
L.3.4a L.3.4d L.3.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> ached, concentrate, discovery, educated, effort, improved, inspired, satisfied <b>Additional Academic Vocabulary:</b> fantasy, expression, moral <b>Vocabulary Strategy:</b> Context Clues: Synonyms			
L.3.2f L.3.2g RF.3.3c	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Short Vowels a, i <b>Structural Analysis:</b> Word Families			
RF.3.4b	<b>FLUENCY</b>	Expression			<b>ASSESSMENTS</b>  Weekly Assessments
W.3.3a	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Product:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Ideas/Focus on an Event <b>Reading/Writing Workshop:</b> Bruno's New Home <b>Literature Anthology:</b> Wolf! <b>Your Turn Practice Book:</b> River Rescue			
L.3.1i	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Sentences and Fragments <b>Grammar Mechanics:</b> Capitalization and Punctuation			<b>INTERIM WINDOW:</b>
RL.3.2 RL.3.3 W.3.10 W.3.7	<b>Research</b>	<b>Research and Inquiry:</b> Create a Story Map <b>Weekly Project:</b> Research Aesop's fables <b>Write About Reading:</b> Write an Opinion (Character, Setting Plot)			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 1 WEEK 2	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW:	
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>L.3.4b</b> <b>RL.3.10</b> <b>RL.3.3</b> <b>RL.3.7</b> <b>RL.3.9</b> <b>SL.3.1c</b> <b>SL.3.1d</b> <b>SL.3.2</b>	<b>Title:</b> "Ready for Aloha!"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize	<b>SHORT TEXT</b> The Dream Catcher (470)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Sequence	<b>MAIN SELECTION</b> Yoon and the Jade Bracelet (480)  <b>Genre:</b> Realistic Fiction  <b>PAIRED SELECTION</b> <b>Title:</b> "Family Traditions" (480)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Sequence	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Sequence  <b>MAIN SELECTION</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> <b>A:</b> The Special Meal/"More About Mole" (380) <b>O:</b> A Row of Lamps/"Diwali" (410) <b>E:</b> A Row of Lamps/"Diwali" (310) <b>B:</b> Dragons on the Water/"A Great Tradition" (700)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Genre (Dialogue), Prior Knowledge, Purpose, Specific Vocabulary, Connection of Ideas
<b>L.3.4a</b> <b>L.3.4d</b> <b>L.3.6</b> <b>RL.3.4</b>	<b>VOCABULARY</b>	Synonyms <b>Vocabulary Words:</b> celebrate, courage, disappointment, precious, pride, remind, symbol, tradition <b>Additional Vocabulary:</b> gasped <b>Vocabulary Strategy:</b> Context Clues:			
<b>L.3.2f</b> <b>L.3.2g</b> <b>RF.3.3c</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Short Vowels e, o, u <b>Structural Analysis:</b> Inflectional Endings			
<b>RF.3.4b</b>	<b>FLUENCY</b>	Phrasing			<b>ASSESSMENTS</b>  Weekly Assessments
<b>W.3.10</b> <b>W.3.3b</b> <b>W.3.8</b>	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Product:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Word Choice/Descriptive Details <b>Reading/Writing Workshop:</b> The Dream Catcher <b>Literature Anthology:</b> Yoon and the Jade Bracelet <b>Your Turn Practice Book:</b> Giving Thanks			
<b>L.3.1i</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Commands and Exclamations <b>Grammar Mechanics:</b> Punctuation in Commands and Exclamations			<b>INTERIM WINDOW:</b>
<b>W.3.7</b>	<b>Research</b>	<b>Weekly Project:</b> Research contributions of different cultures <b>Research and Inquiry:</b> Prepare a web <b>Write About Reading:</b> Write an analysis			

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<b>UNIT 1</b>	<b>BIG IDEA: Growing and Learning — How can learning help us grow?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 3</b>	<b>WEEKLY CONCEPT: Communities</b>		<b>ESSENTIAL QUESTION: How do people from different cultures contribute to a community?</b>		
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION</b>	<b>LEVELED READER MAIN SELECTION / PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
<b>RI.3.1</b> <b>RI.3.10</b> <b>RI.3.8</b> <b>RI.3.9</b> <b>SL.3.1a</b> <b>SL.3.1c</b> <b>SL.3.1d</b> <b>SL.3.2</b> <b>SL.3.4</b>	<b>Title:</b> "Faith Ringgold: Telling Stories Through Art"  <b>Genre:</b> Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Room to Grow (490)  <b>Genre:</b> Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Sequence  <b>Text Features:</b> Headings, Map	<b>MAIN SELECTION</b> Gary the Dreamer (500)  <b>Genre:</b> Narrative Nonfiction  <b>PAIRED SELECTION</b> <b>Title:</b> "Sharing Polkas and Pitas" (530)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Sequence	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Sequence  <b>MAIN SELECTION</b> <b>Genre:</b> Biography <b>Titles:</b> <b>A:</b> Judy Baca/"Vibrant Los Angeles" (560) <b>O:</b> Judy Baca/"Vibrant Los Angeles" (630) <b>E:</b> Judy Baca/"Vibrant Los Angeles" (610) <b>B:</b> Judy Baca/"Vibrant Los Angeles" (750)	<b>Reading/Writing Workshop:</b> Organization, Genre  <b>Literature Anthology:</b> Genre, Organization, Connection of Ideas
<b>L.3.4a</b> <b>L.3.6</b> <b>L2.4d</b> <b>RI.3.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> admires, classmate, community, contribute, practicing, pronounce, scared, tumble <b>Additional Domain Words:</b> celebrate, symbols, traditions <b>Vocabulary Strategy:</b> Compound Words			
<b>L.3.2f</b> <b>L.3.2g</b> <b>RF.3.3c</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Final e <b>Structural Analysis:</b> Inflectional Endings: Drop Final e			
<b>RF.3.4a</b>	<b>FLUENCY</b>	Rate			<b>ASSESSMENTS</b>  Weekly Assessments
<b>W.3.3a</b> <b>W.3.3c</b> <b>W.3.8</b>	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Product:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Organization/Sequence <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> Room to Grow <b>Literature Anthology:</b> Gary the Dreamer <b>Your Turn Practice Book:</b> Joseph Bruhac			
<b>L.3.1i</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Subjects <b>Grammar Mechanics:</b> Complete Sentences and Fragments			
<b>W.3.7</b> <b>W.3.10</b>	<b>Research</b>	<b>Research and Inquiry:</b> Create a travel brochure <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research their community			<b>INTERIM WINDOW:</b>

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: Inventions		ESSENTIAL QUESTION: How can problem solving lead to new ideas?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.3.1 RI.3.4 RI.3.5 RI.3.7 RI.3.8 RI.3.9 RI.3.3 (added) SL.3.1b SL.3.1c SL.3.1d SL.3.2	<b>Title:</b> "Chester Greenwood and His Cold Ears" <b>Genre:</b> Biography <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Mary Anderson's Great Invention (460) <b>Genre:</b> Biography <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect <b>Text Features:</b> Diagrams, Sidebars	<b>MAIN SELECTION</b> All Aboard! Elijah McCoy's Steam Engine (450) <b>Genre:</b> Biography <b>PAIRED SELECTION</b> "Lighting the World" <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Text Structure: Cause and Effect <b>MAIN SELECTION Genre:</b> Biography <b>Titles:</b> <b>A:</b> The Amazing Benjamin Franklin/"Beulah Louise Henry: Inventor" (520) <b>O:</b> The Amazing Benjamin Franklin/"Beulah Louise Henry: Inventor" (770) <b>E:</b> The Amazing Benjamin Franklin/"Beulah Louise Henry: Inventor" (550) <b>B:</b> The Amazing Benjamin Franklin/"Beulah Louise Henry: Inventor" (770)	<b>Reading/Writing Workshop:</b> Organization <b>Literature Anthology:</b> Purpose, Prior Knowledge, Connections of Ideas, Organization, Sentence Structure, Specific Vocabulary, Genre
L.3.5a L.3.6 RI.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> design, encouraged, examine, invention, quality, simple, solution, substitutes <b>Additional Domain Words:</b> examine, solution, bailed, boiler, patent <b>Vocabulary Strategy:</b> Metaphors			
L.3.2f L.3.2g RF.2.3b RF.3.3d	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Long a Spellings <b>Structural Analysis:</b> Plurals -s and -es			
RF.3.1b	<b>FLUENCY</b>	Expression	<b>ASSESSMENTS</b>  Weekly Assessments		
W.3.10	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Product:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Word Choice <b>Reading/Writing Workshop:</b> Mary Anderson's Great Invention <b>Literature Anthology:</b> All Aboard! Elijah McCoy's Steam Engine <b>Your Turn Practice Book:</b> Victor Ochoa's New Idea			
L.3.1i	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Predicates <b>Grammar Mechanics:</b> Complete Sentences		<b>INTERIM WINDOW:</b>	
SL.3.1d	<b>Research</b>	<b>Weekly Project:</b> Research community or class problem <b>Research and Inquiry:</b> Write about reading <b>Write About Reading:</b> Write an Analysis (Text Features)			
W.3.10					
W.3.7					

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEK 5 Weekly Concept: Landmarks		Essential Question: How do landmarks help us understand our country's story?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RI.3.1</b> <b>RI.3.10</b> <b>RI.3.2</b> <b>RI.3.7</b> <b>RI.3.9</b> <b>SL.3.1b</b> <b>SL.3.1c</b> <b>SL.3.2</b>	<b>Title:</b> "America's Landmarks and Memorials"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> A Natural Beauty (560)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Captions, Map, Sidebar	<b>MAIN SELECTION</b> A Mountain of History (560)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> "A Landmark Street" (580)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> The National Mall/Gateway Arch (650) <b>O:</b> The National Mall/Gateway Arch (750) <b>E:</b> The National Mall/Gateway Arch (700) <b>B:</b> The National Mall/Gateway Arch (840)	<b>Reading/Writing Workshop:</b> Purpose, Genre Literature Anthology: Sentence Structure, Genre, Purpose
<b>L.3.4a</b> <b>L.3.5a</b> <b>L.3.5b</b> <b>RI.3.4</b> <b>RL.3.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> carved, clues, grand, landmark, massive, monument, national, traces <b>Additional Domain Words:</b> landmark, monument <b>Vocabulary Strategy:</b> Context Clues: Multiple Meaning Words			
<b>L.3.2f</b> <b>L.3.2g</b> <b>RF.2.3b</b> <b>RF.3.4b</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Long O: o, ow, o_e, oa, oe <b>Structural Analysis:</b> Compound Words			
<b>RF.3.4c</b> <b>W.3.10</b> <b>W.3.1a</b>	<b>FLUENCY</b>	Accuracy and Phrasing	<b>ASSESSMENTS</b>  Weekly Assessments		
	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Product:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Sentence Fluency/Sentence Types <b>Reading/Writing Workshop:</b> A Natural Beauty <b>Literature Anthology:</b> A Mountain of History <b>Your Turn Practice Book:</b> Building a Landmark			
<b>L.3.1h</b> <b>L.3.1i</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Simple and Compound Sentences <b>Grammar Mechanics:</b> Punctuate Simple and Compound Sentences		<b>INTERIM WINDOW:</b>	
<b>SL.3.4</b> <b>W.3.6</b> <b>W.3.7</b>	<b>Research</b>	<b>Weekly Project:</b> Research famous landmarks <b>Research and Inquiry:</b> Write an informative Report <b>Write About Reading:</b> Write an Analysis <b>Unit Level:</b> Research <b>Skill:</b> Choosing a Research Topic <b>Unit Project:</b> Select/develop from weekly research options-unit research projects			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

<b>UNIT 1</b>	<b>BIG IDEA: Growing and Learning — How can learning help us grow?</b>		<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 6</b>	<b>Essential Question: How do landmarks help us understand our country's story?</b>		<b>INTERIM WINDOW:</b>	
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4b RF.3.4g	<b>FLUENCY</b>	Reader's Theater: Take Me to Your Litter	Using Assessment Results Tested skills:	
RI.3.5 W.3.8	<b>COMPREHENSION</b>	<i>TIME FOR KIDS</i> /Reading Digitally: Soccer Is America's Game	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.3.1d SL.3.4 W.3.7 W.3.10	<b>RESEARCH AND INQUIRY</b>	Research skill: Choosing a topic  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.3.3a W.3.3b W.3.3c W.3.5 W.3.6	<b>WRITING</b>	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	<b>EXTEND LEARNING</b> Level Up			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Cooperation		ESSENTIAL QUESTION: Why is working together a good way to solve a problem?		
UCS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.7 RL.3.10 RL.4.1 SL.3.1b SL.3.1d SL.3.3	<b>Title:</b> “A Field Full of Stones”  <b>Genre:</b> Folktale  <b>Strategy:</b> Make, Confirm, or Revise Predictions	<b>SHORT TEXT</b> Anansi Learns a Lesson (510)  <b>Genre:</b> Folktale  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>MAIN SELECTION</b> Roadrunner’s Dance (640)  <b>Genre:</b> Folktale  <b>PAIRED SELECTION</b> “Deltona Is Going Batty” (550)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme  <b>MAIN SELECTION</b> <b>Genre:</b> Folktale  <b>Titles:</b> <b>A:</b> The Quarreling Quails/“The Dragon Slayers” (410) <b>O:</b> Jungle Treasures/“Urban Roots” (680) <b>E:</b> Jungle Treasures/“Urban Roots” (560) <b>B:</b> The Bear Who Stole the Chinook/“Saving Lubec” (740)	<b>Reading/Writing Workshop:</b> Genre, Connection of Ideas  <b>Literature Anthology:</b> Genre, Organization, Purpose, Connection of Ideas, Sentence Structure
L.3.5c L.3.6 L.3.4a RL.3.4a RL.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> attempt, awkward, cooperation, created, furiously, interfere, involved, timid <b>Additional Vocabulary:</b> cooperation involved <b>Additional Academic Vocabulary:</b> collaboration; connections <b>Vocabulary Strategy:</b> Context Clues: Antonyms			
L.3.2f L.S.2g RF.2.3b RF.3.4a	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Long i and long u <b>Structural Analysis:</b> Plural Words with y to i			
RF.3.4b	<b>FLUENCY</b>	Intonation and Phrasing			<b>ASSESSMENTS</b>  Weekly Assessments
W.3.10 W.3.2c	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice/Linking Words and Phrases <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> An Field Full of Stories <b>Literature Anthology:</b> Roadrunner’s Dance <b>Your Turn Practice Book:</b> Why People and Birds Are Friends			
L.3.1a L.3.1c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Kinds of Nouns <b>Grammar Mechanics:</b> Capitalize Proper Nouns			<b>INTERIM WINDOW:</b>
SL.3.4 W.3.7	<b>Research</b>	<b>Weekly Project:</b> Research how to form an effective team <b>Research and Inquiry:</b> Write Instructions <b>Write About Reading:</b> Write an Analysis			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Immigration	ESSENTIAL QUESTION: Why do people immigrate to new places?			
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.10 RL.3.2 RL.3.7 SL.3.1 SL.3.1b SL.3.2	<b>Title:</b> “Our Story Cloth”  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make Confirm, or Revise Predictions	<b>SHORT TEXT</b> Sailing to America (460)  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>MAIN SELECTION</b> The Castle on Hester Street (730)  <b>Genre:</b> Historical Fiction  <b>PAIRED SELECTION</b> “Next Stop, America!” (510)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme  <b>MAIN SELECTION</b> <b>Genre:</b> Historical Fiction  <b>Titles:</b> <b>A:</b> The Promise of Gold Mountain/“Gold in California!” (490) <b>O:</b> Moving from Mexico/“ Mexican Revolution 1910)–1920)” (640) <b>E:</b> Moving from Mexico/“ Mexican Revolution1910)–1920)” (540) <b>B:</b> Gustaf Goes to America/“ Celebrating Swedish Culture” (690)	<b>Reading/Writing Workshop:</b> Organization, Specific Vocabulary  <b>Literature Anthology:</b> Prior Knowledge, Specific Vocabulary, Sentence Structure, Connection of Ideas, Purpose
L.3.5c L.3.4a L.3.5a L.3.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered <b>Additional Vocabulary:</b> immigrate, opportunity <b>Additional Domain Words:</b> astronomer, ticker tape, confetti, boarders, pushcart <b>Additional Academic Vocabulary:</b> plagiarizing; precise; accurate; repetition <b>Vocabulary Strategy:</b> Figurative Language: Similes			
L.3.2f L.3.2g RF.3.3b RF.3.4b RL.3.4	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Long e <b>Structural Analysis:</b> Inflectional Endings			
RF.3.4b	<b>FLUENCY</b>	Rate	<b>ASSESSMENTS</b>  Weekly Assessments		
L.3.3b W.3.1 W.3.10	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice/Precise Language <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> Sailing to America <b>Literature Anthology:</b> The Castle on Hester Street <b>Your Turn Practice Book:</b> A Dream to the West			
L.3.1b L.3.2f	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Singular and Plural Nouns <b>Grammar Mechanics:</b> Punctuate Four Sentence Types		<b>INTERIM WINDOW:</b>	
SL.3.4 W.3.7 W.3.8	<b>Research</b>	<b>Weekly Project:</b> Research famous immigrants <b>Research and Inquiry:</b> Write a Report <b>Write About Reading:</b> Write an opinion			



## GRADE 3 LANGUAGE ARTS PACING GUIDE

<b>UNIT 2</b>	<b>BIG IDEA: Figure It Out — What does it take to solve a problem?</b>				<b>INSTRUCTIONAL WINDOW:</b>
<b>WEEK 3</b>	<b>WEEKLY CONCEPT: Government</b>	<b>ESSENTIAL QUESTION: How do people make government work</b>			
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION</b>	<b>LEVELED READER MAIN SELECTION / PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RI.3.1 RI.3.4 RI.3.6 RI.3.7 RI.3.9 RL.3.1 SL.3.1c SL.3.2 SL.3.3 SL.3.6	<b>Title:</b> "All About Elections"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Every Vote Counts! (560)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>Text Features:</b> Headings, Bar Graph	<b>MAIN SELECTION</b> Vote! (530)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> "A Plan for the People" (530)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> The Race for the Presidency/"Elementary School Lawmakers" (560) <b>O:</b> The Race for the Presidency/"Elementary School Lawmakers" (720) <b>E:</b> The Race for the Presidency/"Elementary School Lawmakers" (710) <b>B:</b> The Race for the Presidency/"Elementary School Lawmakers" (890)	<b>Reading/Writing Workshop:</b> Sentence Structure, Purpose  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Genre, Organization, Specific Vocabulary, Sentence Structure, Connection of Ideas
L.3.4a L.3.4b L.3.5a RI.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> announced, candidates, convince, decisions, elect, estimate, government, independent <b>Additional Domain Words:</b> campaign, volunteers, sworn, laws <b>Vocabulary Strategy:</b> Prefixes: re-, un-, dis-, mis-			
L.3.2f L.3.2g RF.3.4b RF.3.3d	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Words with Silent Letters <b>Structural Analysis:</b> Singular and Plural Possessives			
RF.3.4b	<b>FLUENCY</b>	Accuracy and Phrasing			<b>ASSESSMENTS</b>  Weekly Assessments
W.3.2b W.3.10	<b>WRITING</b>	<b>Writing Trait:</b> Ideas/Supporting Details <b>Reading/Writing Workshop:</b> Every Vote Counts! <b>Literature Anthology:</b> Vote! <b>Your Turn Practice Book:</b> Express Yourself			
L.3.1b L.3.2f	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Special Nouns <b>Grammar Mechanics:</b> Spelling Plural Nouns			<b>INTERIM WINDOW:</b>
SL.3.1b W.3.7 W.3.8	<b>Research</b>	<b>Weekly Project:</b> Research different positions in state governments <b>Research and Inquiry:</b> Write a Report <b>Write About Reading:</b> Write an Analysis (Analyze Author's Point of View)			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?				INSTRUCTIONAL WINDOW:
WEEK 4	WEEKLY CONCEPT: Survival	ESSENTIAL QUESTION: How can people help animals survive?			
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
L.3.4a RI.3.1 RI.3.2 RI.3.5 RI.3.6 RI.3.7 RI.3.9 SL.3.1a SL.3.1c SL.3.2 SL.3.6	<b>Title:</b> “The Bald Eagle: A Success Story”  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Kids to the Rescue! (560)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Author’s Point of View  <b>Text Features:</b> Sidebar, Map	<b>MAIN SELECTION</b> Whooping Cranes in Danger(580)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> “Help the Manatees!” (630)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Author’s Point of View	<b>Strategy:</b> Reread  <b>Skill:</b> Author’s Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> Protecting the Islands/“Penguins Go Global” (560) <b>O:</b> Protecting the Islands/“Penguins Go Global” (720) <b>E:</b> Protecting the Islands/“Penguins Go Global” (660) <b>B:</b> Protecting the Islands/“Penguins Go Global” (810)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Organization, Genre, Sentence Structure, Specific Vocabulary
L.3.4b L.3.4d RI.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> caretakers, population, recognized, relatives, resources, success, survive, threatened <b>Additional Vocabulary:</b> coated, ecosystem, endangered, extinct, full, glide, going, spoiled <b>Additional Domain Words:</b> trackers, relative <b>Additional Academic Vocabulary:</b> organize, signal, events <b>Vocabulary Strategy:</b> Suffixes ful, -less			
L.3.2f L.3.2g RF.3.3c RF.3.4a SL.3.5	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Three-Letter Blends <b>Structural Analysis:</b> Closed Syllables			
RF.3.4b	<b>FLUENCY</b>	Rate			<b>ASSESSMENTS</b>  Weekly Assessments
W.3.1b W.3.3c	<b>WRITING</b>	<b>Writing Trait:</b> Organization/Sequence <b>Reading/Writing Workshop:</b> Kids to the Rescue! <b>Literature Anthology:</b> Whooping Cranes in Danger <b>Your Turn Practice Book:</b> The Sound of Elephants			
L.3.1a L.3.2b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Combining Sentences <b>Grammar Mechanics:</b> Commas			<b>INTERIM WINDOW:</b>
SL.3.1b SL.3.3 W.3.7	<b>Research</b>	<b>Weekly Project:</b> Research endangered animals <b>Research and Inquiry:</b> Write a Description <b>Write About Reading:</b> Write an Opinion (Reflect on Author's Point of View)			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEK 5 Figure It Out		Essential Question: How do people figure things out?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
L.3.2f L.3.5a RL.3.1 RL.3.10 RL.3.4 RL.3.5 RL.3.6 SL.3.1a SL.3.1b SL.3.2 SL.3.6	<b>Title:</b> "New Bike, Old Bike"  <b>Genre:</b> Poetry  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> "Empanada Day,"/"Cold Feet," Our Washing Machine, "Bugged"  <b>Genre:</b> Poetry: Limerick and Free Verse  <b>Literary Elements:</b> Alliteration and Rhyme  <b>Skill:</b> Point of View	<b>MAIN SELECTION</b> "The Inventor Thinks Up Helicopters,"/"The Ornithopter"  <b>Genre:</b> Poetry  <b>PAIRED SELECTION</b> "Montgolfier Brother's Hot Air Balloon"  <b>Genre:</b> Poetry  <b>Skill:</b> Point of View	<b>Strategy:</b> Reread  <b>Skill:</b> Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> <b>A:</b> Problem Solved/"Rainy Day" (480) <b>O:</b> The Long Walk/"The Forgetful Girl,"/"The Friendly Frog" (560) <b>E:</b> The Long Walk/"Thomas the Mess Monster" (480) <b>B:</b> Two Up, One Down/"I Listen,"/"The Nesting Box" (610)	<b>Reading/Writing Workshop:</b> Specific Vocabulary, Author's Purpose  <b>Literature Anthology:</b> Sentence Structure, Specific Vocabulary, Connection of Ideas
L.3.4b L.3.5a L.3.5b RL.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> bounce, imagine, inventor, observer <b>Poetry Terms:</b> alliteration, free verse, limerick, rhyme <b>Additional Vocabulary:</b> ornithopter <b>Additional Academic Vocabulary:</b> descriptive <b>Vocabulary Strategy:</b> Figurative Language: Similes			
L.3.2d L.3.2f L.3.2g RF.3.3c SL.3.5	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Digraphs <b>Structural Analysis:</b> Open Syllables			
RF.3.4b W.3.2b W.3.10	<b>FLUENCY</b>	<b>WRITING</b>	Phrasing  <b>Writing Trait:</b> Ideas/Descriptive Details <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Empanada Day,"/"Cold Feet," Our Washing Machine, "Bugged" <b>Literature Anthology:</b> "The Inventor Thinks Up Helicopters,"/"The Ornithopter" <b>Your Turn Practice Book:</b> Learning to Read		<b>ASSESSMENTS</b>
L.3.3d SL.3.3 W.3.7	<b>GRAMMAR</b>	<b>RESEARCH</b>	Possessive Nouns <b>Grammar Skill:</b> Possessive Nouns <b>Grammar Mechanics:</b> Apostrophes in Possessive Nouns  <b>Research and Inquiry:</b> Write an Analysis <b>Write About Reading:</b> Write an Analysis (Analyze Author's Choice of Words) <b>Weekly Project:</b> Research ways people solve problems <b>Unit Level:</b> Research <b>Skill:</b> Using Reliable and Appropriate Sources <b>Unit Project:</b> Self-select and develop from weekly research options for unit research projects		<b>INTERIM WINDOW:</b>

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?		INSTRUCTIONAL WINDOW:
WEEK 6	Essential Question: How do landmarks help us understand our country's story?		INTERIM WINDOW:
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction
RF.3.4a RF.3.4c	FLUENCY	Reader's Theater: Take Me to Your Litter	Using Assessment Results Tested skills:
RI.3.5 RI.3.9	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Soccer Is America's Game	RETEACH Skill/Strategy:
SL.3.1c SL.3.3 W.3.7 W.3.8	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):
W.3.2a W.3.2b W.3.2c W.3.2d W.3.5 W.3.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy:  Instructional strategy(ies)/activity(ies):
	EXTEND LEARNING Level Up		<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: One of a Kind — Why are individual qualities important?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Be Unique	ESSENTIAL QUESTION: What makes different animals unique?			
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.10 SL.3.1c SL.3.2 SL.3.3 SL.3.6	<b>Title:</b> “Bear, Beaver, and Bee”  <b>Genre:</b> Folktale  <b>Strategy:</b> Visualize	<b>SHORT TEXT</b> The Inchworm’s Tale (590) <b>Genre:</b> Folktale  <b>Strategy:</b> Visualize  <b>Skill:</b> Problem and Solution	<b>MAIN SELECTION</b> <b>Title:</b> Martina the Beautiful Cockroach(570)  <b>Genre:</b> Folktale  <b>PAIRED SELECTION</b> “Get a Backbone!” (510)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Visualize  <b>Skill:</b> Problem and Solution	<b>Strategy:</b> Visualize  <b>Skill:</b> Problem and Solution  <b>MAIN SELECTION</b> <b>Genre:</b> Folktale  <b>Titles:</b> <b>A:</b> The Ballgame Between the Birds and the Animals/“All About Bats” (540) <b>O:</b> King of the Birds/“The Real Quetzal” (600) <b>E:</b> King of the Birds/“The Real Quetzal” (550) <b>B:</b> Sheep and Pig Set Up Housekeeping/“Sheep and Wolves” (680)	<b>Reading/Writing Workshop:</b> Organization, Genre  <b>Literature Anthology:</b> Genre, Specific Vocabulary, Sentence, Structure, Connection of Ideas
L.3.4a L.3.5a L.3.5b L.3.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> disbelief, dismay, fabulous, features, offered, splendid, unique, watchful <b>Additional Vocabulary:</b> aroma <b>Additional Domain Words:</b> ability, specie, amphibian <b>Additional Academic Vocabulary:</b> declarative, exclamatory, imperative, interrogative <b>Vocabulary Strategy:</b> Context Clues: Synonyms			
L.3.2f L.3.2g RF.2.3b RF.2.4b	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowels <b>Structural Analysis:</b> Contractions			
RF.3.4b	<b>FLUENCY</b>	Expression			<b>ASSESSMENTS</b>  Weekly Assessments
W.3.3a W.3.10	<b>WRITING</b>	<b>Writing Trait:</b> Sentence Fluency/Vary Sentence Types <b>Reading/Writing Workshop:</b> The Inchworm’s Tale <b>Literature Anthology:</b> Martina the Beautiful Cockroach <b>Your Turn Practice Book:</b> How Zebras Got Their Stripes			
L.3.1a L.3.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Action Verbs <b>Grammar Mechanics:</b> Quotation Marks and Colons in Time			<b>INTERIM WINDOW:</b>
RI.3.5 SL.3.4 W.3.7	<b>Research</b>	<b>Research and Inquiry:</b> Write a Comparison <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research animal families			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: One of a Kind — Why are individual qualities important?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Leadership		ESSENTIAL QUESTION: How can one person change the way you think?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RL.3.1</b> <b>RL.3.3</b> <b>RL.3.4</b> <b>RL.3.7</b> <b>SL.3.1b</b> <b>SL.3.2</b> <b>SL.3.6</b>	<b>Title:</b> "Meeting the Pride of Puerto Rico"  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Visualize	<b>SHORT TEXT</b> Jane's Discovery (660)  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect	<b>MAIN SELECTION</b> <b>Title:</b> Finding Lincoln (660)  <b>Genre:</b> Historical Fiction  <b>PAIRED SELECTION</b> <b>"A Great American Teacher"</b> (600)  <b>Genre:</b> Biography  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect  <b>MAIN SELECTION</b> <b>Genre:</b> Historical Fiction  <b>Titles:</b> <b>A:</b> On the Ball/"Jackie Robinson" (530) <b>O:</b> Harry's Great Idea/"Eleanor Roosevelt" (550) <b>E:</b> Harry's Great Idea/"Madam C.J. Walker" (500) <b>B:</b> Best Friends in Business/"Eleanor Roosevelt" (640)	<b>Reading/Writing Workshop:</b> Genre, Organization  <b>Literature Anthology:</b> Prior Knowledge, Specific Vocabulary, Connection of Ideas, Organization, Sentence Structure, Genre, Purpose
<b>L.3.4a</b> <b>L.3.5a</b> <b>L.3.5c</b> <b>L.3.6</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> amazement, bravery, disappear, donated, leader, nervous, refused, temporary <b>Additional Vocabulary:</b> essay <b>Additional Academic Vocabulary:</b> relationship <b>Vocabulary Strategy:</b> Figurative Language: Idioms			
<b>L.3.2f</b> <b>L.3.2g</b> <b>L.3.4b</b> <b>RF.3.3a</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowels/är/and/ôr/ <b>Structural Analysis:</b> Prefixes un-, re-, and pre-			
<b>RF.3.4a</b>	<b>FLUENCY</b>	Phrasing			<b>ASSESSMENTS</b>  Weekly Assessments
<b>W.3.1a</b> <b>W.3.2c</b>	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice/Linking Words and Phrases <b>Reading/Writing Workshop:</b> Jane's Discovery <b>Literature Anthology:</b> Finding Lincoln <b>Your Turn Practice Book:</b> A Letter to Helen Keller			
<b>L.3.1a</b> <b>L.3.1f</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Present Tense Verbs <b>Grammar Mechanics:</b> Subject-Verb Agreement			<b>INTERIM WINDOW:</b>
<b>W.3.2b</b> <b>W.3.6</b> <b>W.3.7</b>	<b>Research</b>	<b>Research and Inquiry:</b> Write an Analysis <b>Write About Reading:</b> Write an Opinion <b>Weekly Project:</b> Research people who have made a difference			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: One of a Kind — Why are individual qualities important?				INSTRUCTIONAL WINDOW:
WEEK 3	WEEKLY CONCEPT: Discoveries		ESSENTIAL QUESTION: What do we know about Earth and its neighbors in space?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.3.2 RI.3.4 RI.3.5 RI.3.7 RI.3.9 SL.3.1a SL.3.1c SL.3.1d SL.3.2	<b>Title:</b> "Our Home in the Solar System"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize	<b>SHORT TEXT</b> Earth and Its Neighbors (660)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Key Words, Chart	<b>MAIN SELECTION</b> Earth (630)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> "Coyote and the Jar of Stars" (530)  <b>Genre:</b> Legend  <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> Destination Saturn/"Why the Stars Twinkle" (500) <b>O:</b> Destination Saturn/"Why the Stars Twinkle" (700) <b>E:</b> Destination Saturn/"Why the Stars Twinkle" (660) <b>B:</b> Destination Saturn/"Why the Stars Twinkle" (780)	<b>Reading/Writing Workshop:</b> Connection of Ideas, Organization  <b>Literature Anthology:</b> Genre, Purpose, Connection of Ideas, Specific Vocabulary, Organization
L.3.4a L.3.4b L.3.5a L.3.5b RI.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> amount, astronomy, globe, solar system, support, surface, temperature, warmth <b>Additional Domain Words:</b> elliptical, rotate, axis <b>Additional Academic Vocabulary:</b> key word, related, paragraph <b>Vocabulary Strategy:</b> Suffixes y, -ly			
L.3.2f L.3.2g	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowels/â/and/îr/, <b>Structural Analysis:</b> Suffixes -y and -ly			
RF.3.3a RF.3.3b RF.3.3d	<b>FLUENCY</b>	Accuracy and Phrasing	<b>ASSESSMENTS</b>  Weekly Assessments		
W.3.2a W.3.10	<b>WRITING</b>	<b>Writing Trait:</b> Organization/Strong Paragraphs <b>Reading/Writing Workshop:</b> Earth and Its Neighbors <b>Literature Anthology:</b> Earth <b>Your Turn Practice Book:</b> Seeing Red			
L.3.1e L.3.1f	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Past Tense Verbs <b>Grammar Mechanics:</b> Abbreviations and Name Titles		<b>INTERIM WINDOW:</b>	
SL.3.2 W.3.7 W.3.8	<b>Research</b>	<b>Research and Inquiry:</b> Write a Description <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research Earth and other bodies in the solar system			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

<b>UNIT 3</b>	<b>BIG IDEA: One of a Kind — Why are individual qualities important?</b>				<b>INSTRUCTIONAL WINDOW:</b>
<b>WEEK 4</b>	<b>WEEKLY CONCEPT: New Ideas</b>	<b>ESSENTIAL QUESTION: What ideas can we get from nature?</b>			
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION</b>	<b>LEVELED READER MAIN SELECTION /PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
<b>RI.3.2</b> <b>RI.3.3</b> <b>RI.3.5</b> <b>RI.3.7</b> <b>RI.3.9</b> <b>SL.3.1a</b>	<b>Title:</b> "Ideas From Nature"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize	<b>SHORT TEXT</b> Bats Did It First (700)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Diagram, Caption	<b>MAIN SELECTION</b> Big Ideas from Nature(670)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> "Perdix Invents the Saw" (580)  <b>Genre:</b> Myth  <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> Inspired by Nature/"Hermes and the Lyre" (570) <b>O:</b> Inspired by Nature/"Hermes and the Lyre" (660) <b>E:</b> Inspired by Nature/"Hermes and the Lyre" (630) <b>B:</b> Inspired by Nature/"Hermes and the Lyre" (790)	<b>Reading/Writing Workshop:</b> Prior Knowledge  <b>Literature Anthology:</b> Genre, Organization, Specific Vocabulary, Prior Knowledge
<b>L.3.4a</b> <b>L.3.4b</b> <b>L.3.4c</b> <b>L.3.5b</b> <b>RF.3.3b</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> effective, example, identical, imitate, material, model, observed, similar <b>Additional Vocabulary:</b> bored <b>Additional Domain Words:</b> invention, bio mimicry <b>Additional Academic Vocabulary:</b> mimic, quality, closure <b>Vocabulary Strategy:</b> Root Words			
<b>L.3.2f</b> <b>L.3.4b</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Prefixes pre-, dis-, mis- <b>Structural Analysis:</b> Syllables with Final e			
<b>RF.3.3a</b> <b>RF.3.4b</b>	<b>FLUENCY</b>	Phrasing and Rate			<b>ASSESSMENTS</b>
<b>W.3.1a</b> <b>W.3.2d</b> <b>W.3.10</b>	<b>WRITING</b>	<b>Writing Trait:</b> Organization/Strong Conclusions <b>Reading/Writing Workshop:</b> Bats Did It First <b>Literature Anthology:</b> Big Ideas from Nature <b>Your Turn Practice Book:</b> A Sticky Idea			Weekly Assessments
<b>L.3.1e</b> <b>L.3.2a</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Future Tense Verbs <b>Grammar Mechanics:</b> Book Titles			<b>INTERIM WINDOW:</b>
<b>SL.3.5</b> <b>W.3.6</b> <b>W.3.7</b>	<b>Research</b>	<b>Research and Inquiry:</b> Write a Report <b>Write About Reading:</b> Write an Opinion <b>Weekly Project:</b> Research animal characteristics			



## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: One of a Kind — Why are individual qualities important?				INSTRUCTIONAL WINDOW:
WEEK 5	WEEK 5 Weekly Concept: Value the Past	Essential Question: How is each event in history unique?			
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.3.1 RI.3.2 RI.3.4 RI.3.5 RI.3.7 RI.3.8 RI.3.9 RI.3.10 SL.3.1b SL.3.1c SL.3.2	<b>Title:</b> “The California Gold Rush”  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize	<b>SHORT TEXT</b> The Long Road to Oregon (680)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize  <b>Skill:</b> Sequence  <b>Text Features:</b> Sidebar, Photographs and Captions, Map	<b>MAIN SELECTION</b> Riding the Rails West!(730)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> “Discovering Life Long Ago” (740)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize  <b>Skill:</b> Sequence	<b>Strategy:</b> Summarize  <b>Skill:</b> Sequence  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> The Life of a Homesteader/“Keeping History Alive” (520) <b>O:</b> The Life of a Homesteader/“Keeping History Alive” (690) <b>E:</b> The Life of a Homesteader/“Keeping History Alive” (560) <b>B:</b> The Life of a Homesteader/“Keeping History Alive” (850)	<b>Reading/Writing Workshop:</b> Connection of Ideas, Genre  <b>Literature Anthology:</b> Organization, Sentence Structure
L.3.2e L.3.4b L.3.4c RF.3.3b	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> agreeable, appreciate, boomed, descendants, emigration, pioneers, transportation, vehicles <b>Additional Academic Vocabulary:</b> formal, informal, contractions <b>Vocabulary Strategy:</b> Suffixes able, -ful, -less			
L.3.2f L.3.2g RF.3.3a RF.3.4c	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Diphthongs/oi/and/ou/ <b>Structural Analysis:</b> Prefixes un-, non-, dis-			
RF.3.4b W.3.10 W.3.1a	<b>FLUENCY</b>	Accuracy and Phrasing	<b>ASSESSMENTS</b>  Weekly Assessments		
	<b>WRITING</b>	<b>Writing Trait:</b> Voice <b>Reading/Writing Workshop:</b> The Long Road to Oregon <b>Literature Anthology:</b> Riding the Rails West! <b>Your Turn Practice Book:</b> Mississippi Steamboats			
L.3.1b L.3.1f L.3.2b SL.3.2 SL.3.4 W.3.7	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Combining Sentences with Verbs <b>Grammar Mechanics:</b> Punctuation in Formal Letters, Dates, Addresses, and Locations		<b>INTERIM WINDOW:</b>	
	<b>Research</b>	<b>Research and Inquiry:</b> Write a Report <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research unique events in American history <i>Unit Level: Research</i> <b>Skill:</b> Quoting and Paraphrasing <b>Unit Project:</b> Self-select and develop from weekly research options for unit research projects			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: One of a Kind — Why are individual qualities important?		INSTRUCTIONAL WINDOW:
WEEK 6	Essential Question: How do landmarks help us understand our country's story?		INTERIM WINDOW:
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction
RF.3.4b RF.3.4c	FLUENCY	Reader's Theater: Take Me to Your Litter	Using Assessment Results Tested skills:
RI.3.5 W.3.8	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Soccer Is America's Game	RETEACH Skill/Strategy:
RI.3.5 SL.3.2 W.3.6 W.3.7	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):
W.3.1a W.3.1b W.3.1c W.3.1d W.3.5 W.3.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy:  Instructional strategy(ies)/activity(ies):
	EXTEND LEARNING Level Up		<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Meet the Challenge — What choices are good for us?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Choices		ESSENTIAL QUESTION: What choices are good for us?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RL.3.1</b> <b>RL.3.2</b> <b>RL.3.6</b> <b>RL.3.10</b> <b>SL.3.1b</b> <b>SL.3.2</b>	<b>Title:</b> "Three Wishes"  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEX</b> _Nail Soup (580)  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>MAIN SELECTION</b> <b>Title:</b> The Real Story of Stone Soup (570)  <b>Genre:</b> Folktale  <b>PAIRED SELECTION</b> "Healthful Food Choices" (420)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Folktale  <b>Titles:</b> <b>A:</b> The Weaver of Rugs/"How to Make Paper Mats" (520) <b>O:</b> Why the Sea Is Salty/"How to Make Sea Salt" (570) <b>E:</b> Why the Sea Is Salty/"How to Make Sea Salt" (510) <b>B:</b> Finn MacCool and the Salmon of Knowledge/"Brain Food" (780)	<b>Reading/Writing Workshop:</b> Connection of ideas  <b>Literature Anthology:</b> Prior Knowledge, Connection of Ideas, Sentence Structure, Genre
<b>L.3.4b</b> <b>L.3.4c</b> <b>L.3.5b</b> <b>L.3.6</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> aroma, expect, flavorful, graceful, healthful, interrupted, luscious, variety <b>Additional Vocabulary Words:</b> intermission, program, props <b>Additional Academic Vocabulary:</b> habit, positive, impact <b>Vocabulary Strategy:</b> Root Words			
<b>L.3.2f</b> <b>L.3.2g</b> <b>L.3.4c</b> <b>RF.3.4b</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> /ü/ and /û/ <b>Structural Analysis:</b> Roots in Related Words			
<b>RF43.4b</b>	<b>FLUENCY</b>	Expression			<b>ASSESSMENTS</b>  Weekly Assessments
<b>W.3.3b</b>	<b>WRITING</b>	<b>Writing Trait:</b> Voice <b>Write to Sources:</b> Reading/Writing <b>Workshop:</b> Nail Soup <b>Literature Anthology:</b> The Real Story of Stone Soup <b>Your Turn Practice Book:</b> The Turtle and the Box of Riches			
<b>L.3.1a</b> <b>L.3.1d</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Linking Verbs <b>Grammar Mechanics:</b> End Punctuation and Complete Sentences			<b>INTERIM WINDOW:</b>
<b>RL.3.3</b> <b>RL.3.6</b> <b>SL.3.1d</b> <b>SL.3.4</b> <b>W.3.1b</b> <b>W.3.7</b> <b>W.3.10</b>	<b>Research</b>	<b>Research and Inquiry:</b> Write an Opinion <b>Write About Reading:</b> Write and Analysis <b>Weekly Project:</b> Research how to make informed choices			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

<b>UNIT 4</b>	<b>BIG IDEA: Meet the Challenge — What choices are good for us?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 2</b>	<b>WEEKLY CONCEPT: Skills and Talents</b>	<b>ESSENTIAL QUESTION: How can you use what you know to help others?</b>			
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/Writing WORKSHOP</b>	<b>LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION</b>	<b>LEVELED READER MAIN SELECTION / PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
<b>SL.3.1c</b> <b>SL.3.2</b> <b>RL.3.1</b> <b>RL.3.6</b> <b>RL.3.7</b> <b>RL.3.9</b>	<b>Title:</b> "Dancing La Raspa"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> The Impossible Pet Show (600)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>MAIN SELECTION</b> <b>Title:</b> The Talented Clementine (660)  <b>Genre:</b> Realistic Fiction  <b>PAIRED SELECTION</b> "Clementine and the Family Meeting" (630)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> Every Picture Tells a Story/"Hidden Treasure" (470) <b>O:</b> A Chef in the Family/"The Perfect Sandwich" (530) <b>E:</b> A Chef in the Family/"The Perfect Sandwich" (440) <b>B:</b> Stepping Forward/"Rigel to the Rescue" (700)	<b>Reading/Writing Workshop:</b> Genre, Connection of Ideas  <b>Literature Anthology:</b> Organization, Connection of Ideas, Sentence Structure, Prior Knowledge, Genre, Specific Vocabulary
<b>RL.3.4</b> <b>L.3.6</b> <b>L.3.4b</b> <b>L.3.5c</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> achievement, apologize, attention, audience, confidence, embarrassed, realized, talents <b>Additional Vocabulary:</b> not, now, off, practiced, special <b>Additional Domain Words:</b> agenda <b>Additional Academic Vocabulary:</b> realistic fiction, ask and answer questions, point of view, narrator, fiction, dialogue, realistic, illustrations,, prefixes, definition, phrasing, talent, task, directions, narrations, situations <b>Vocabulary Strategy:</b> Prefixes un-, non-, im-, pre-			
<b>RF.3.3c</b> <b>RF.3.4a</b> <b>L.3.2f</b> <b>L.3.2g</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Plural Words <b>Structural Analysis:</b> Vowel Team Syllables			
<b>RF.3.4b</b> <b>W.3.3b</b>	<b>FLUENCY</b>	Phrasing		<b>ASSESSMENTS</b>  Weekly Assessments	
	<b>WRITING</b>	<b>Writing Trait:</b> Ideas <b>Reading/Writing Workshop:</b> The Impossible Pet Show <b>Literature Anthology:</b> The Talented Clementine <b>Your Turn Practice Book:</b> Painting From Memory			
<b>L.3.2f</b> <b>L.3.3b</b> <b>RL.3.9</b> <b>SL.3.5</b> <b>W.3.1b</b> <b>W.3.7</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Contraction with Not <b>Grammar Mechanics:</b> Using Apostrophes		<b>INTERIM WINDOW:</b>	
	<b>Research</b>	<b>Research and Inquiry:</b> Write Instructions <b>Write About Reading:</b> Write and Opinion <b>Weekly Project:</b> Research ways to help others			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

<b>UNIT 4</b>	<b>BIG IDEA: Meet the Challenge — What choices are good for us?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 3</b>	<b>WEEKLY CONCEPT:</b>	<b>ESSENTIAL QUESTION: How do animals adapt to challenges in their habitat?</b>			
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION</b>	<b>LEVELED READER MAIN SELECTION / PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
<b>RI.3.1</b> <b>RI.3.7</b> <b>RI.3.8</b> <b>RI.3.10</b> <b>SL.3.1c</b> <b>SL.3.2</b>	<b>Title:</b> "African Lions"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Gray Wolf! Red Wolf! (750)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Compare and Contrast  <b>Text Features:</b> Map, Photos with Captions	<b>MAIN SELECTION</b> Amazing Animals of the Mojave (720)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> <b>Title:</b> "Little Half Chick" (690)  <b>Genre:</b> Folktale  <b>Strategy:</b> Reread  <b>Skill:</b> Text Structure: Compare and Contrast	<b>Strategy:</b> Reread  <b>Skill:</b> Text Structure: Compare and Contrast  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text <b>Titles:</b> <b>A:</b> Life in a Tide Pool/"Bluebird and Coyote" (550) <b>O:</b> Life in a Tide Pool/"Bluebird and Coyote" (730) <b>E:</b> Life in a Tide Pool/"Bluebird and Coyote" (610) <b>B:</b> Life in a Tide Pool/"Bluebird and Coyote" (860)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Organization, Genre, Specific Vocabulary, Connection of Ideas
<b>L.3.4a</b> <b>L.3.4b</b> <b>RI.3.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> alert, competition, environment, excellent, prefer, protection, related, shelter <b>Additional Domain Words:</b> burrows, vibrations <b>Vocabulary Strategy:</b> Sentence Clues			
<b>L.3.2f</b> <b>L.3.2g</b> <b>L.3.4c</b> <b>SL.3.5</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Variant Vowel/ô/ <b>Structural Analysis:</b> Greek and Latin Roots			
<b>RF.3.4b</b>	<b>FLUENCY</b>	Intonation			<b>ASSESSMENTS</b>  Weekly Assessments
<b>W.3.2a</b>	<b>WRITING</b>	<b>Writing Trait:</b> Organization <b>Reading/Writing Workshop:</b> Gray Wolf! Red Wolf! <b>Literature Anthology:</b> Amazing Animals of the Mojave <b>Your Turn Practice Book:</b> Adaptations: Grizzly and Polar Bears			
<b>L.3.1c</b> <b>L.3.1d</b> <b>L.3.2c</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Main and Helping Verbs <b>Grammar Mechanics:</b> Commas and Quotation Marks in Dialogue			<b>INTERIM WINDOW:</b>
<b>RI.3.7</b> <b>RI.3.9</b> <b>SL.3.3</b> <b>SL.3.6</b> <b>W.3.1b</b> <b>W.3.7</b> <b>W.3.8</b>	<b>Research</b>	<b>Research and Inquiry:</b> Write a Description <b>Write About Reading:</b> Write an Opinion <b>Weekly Project:</b> Research animal adaptations			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

<b>UNIT 4</b>	<b>BIG IDEA: Meet the Challenge — What choices are good for us?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 4</b>	<b>WEEKLY CONCEPT: Flight</b>	<b>ESSENTIAL QUESTION: How are people able to fly?</b>			
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION</b>	<b>LEVELED READER MAIN SELECTION /PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RI.3.1 RI.3.3 RI.3.5 RI.3.7 RI.3.8 SL.3.1b SL.3.2	<b>Title:</b> "Fly Like a Bird"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Firsts in Flights (750)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Compare and Contrast  <b>Text Features:</b> Sidebar	<b>MAIN SELECTION</b> Title: Hot Air Balloons (680)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> "Bellerophon and Pegasus" (640)  <b>Genre:</b> Myth  <b>Strategy:</b> Reread  <b>Skill:</b> Text Structure: Cause and Effect	<b>Strategy:</b> Reread  <b>Skill:</b> Text Structure: Cause and Effect  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> The Future of Flight/"The Cloak of Feathers" (600) <b>O:</b> The Future of Flight/"The Cloak of Feathers": (690) <b>E:</b> The Future of Flight/"The Cloak of Feathers" (650) <b>B:</b> The Future of Flight/"The Cloak of Feathers" (770)	<b>Reading/Writing Workshop:</b> Connection of Ideas, Sentence Structure  <b>Literature Anthology:</b> Genre, Purpose, Organization, Specific Vocabulary, Prior Knowledge
L.3.4a L.3.6 RI.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> controlled, direction, flight, impossible, launched, motion, passenger, popular <b>Additional Domain Words:</b> spy physics, <b>Vocabulary Strategy:</b> Multiple-Meaning Words			
L.3.4f L.3.4g RF.3.3d RF.3.4b	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Homophones <b>Structural Analysis:</b> r-Controlled Vowel			
RF.3.4b	<b>FLUENCY</b>	Accuracy			<b>ASSESSMENTS</b>  Weekly Assessments
W.3.2d	<b>WRITING</b>	<b>Writing Trait:</b> Organization <b>Write to Sources: Reading/Writing</b> <b>Workshop:</b> Firsts in Flights <b>Literature Anthology:</b> Hot Air Balloons <b>Your Turn Practice Book:</b> History of Human Flight			
L.3.1b L.3.1i	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Complex Sentences <b>Grammar Mechanics:</b> Using Commas in Sentences			<b>INTERIM WINDOW:</b>
RI.3.3 RI.3.8 RI.3.9 SL.3.1c W.3.7 W.3.8	<b>Research</b>	<b>Research and Inquiry:</b> Write a Bibliography <b>Write About Reading:</b> Write an Opinion <b>Weekly Project:</b> Research discoveries in early aviation			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Meet the Challenge — What choices are good for us?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEKLY CONCEPT: Inspiration		Essential Question: How can others inspire us?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.4 RL.3.5 SL.3.1b SL.3.2	<b>Title:</b> "My Grandpa"  <b>Genre:</b> Narrative and Free Verse  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> "Ginger's Fingers," "The Giant,"/"Captain's Log"  <b>Genre:</b> Narrative and Free Verse  <b>Literary Elements:</b> Repetition and Rhyme  <b>Skill:</b> Theme	<b>MAIN SELECTION</b> "The Winningest Woman of the Iditarod Dog Sled Race"/"The Brave Ones"  <b>Genre:</b> Poetry  <b>PAIRED SELECTION</b> "Narcissa"  <b>Genre:</b> Poetry: Narrative and Free Verse <b>Skill:</b> Theme	<b>Strategy:</b> Reread  <b>Skill:</b> Theme  <b>MAIN SELECTION</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> A Speech to Remember/"Let the Lion Roar" (480) <b>O:</b> Melanie's Mission/"In the Land of the Lions" (590) <b>E:</b> Melanie's Mission/"The Greedy Puppy" (510) <b>B:</b> In the Running/"Everybody's Surfing" (700)	<b>Reading/Writing Workshop:</b> Specific Vocabulary  <b>Literature Anthology:</b> Genre, Organization, Connection of Ideas
L.3.4a L.3.5a L.3.5b RL.3.4	VOCABULARY	<b>Vocabulary Words:</b> adventurous, courageous, extremely, weird <b>Poetry Terms:</b> free verse, narrative poem, repetition, rhyme <b>Additional Academic Words:</b> inspire, descriptive, specific <b>Vocabulary Strategy:</b> Using Metaphors			
L.3.2f L.3.2g RF.3.3 RF.3.4b RF.3.5	PHONICS/SPELLING	<b>Phonics/Spelling Skill:</b> Soft c and g <b>Structural Analysis:</b> Words with er and -est			
RF.3.4b	FLUENCY	Expression			<b>ASSESSMENTS</b>  Weekly Assessments
W.3.3b	WRITING	<b>Writing Trait:</b> Word Choice <b>Reading/Writing Workshop:</b> "Ginger's Fingers,"/"The Giant,"/"Captain's Log" <b>Literature Anthology:</b> "The Winningest Woman of the Iditarod Dog Sled Race"/"The Brave Ones" <b>Your Turn Practice Book:</b> Why I Run			
L.3.1d L.3.1f	GRAMMAR	<b>Grammar Skill:</b> Irregular verbs <b>Grammar Mechanics:</b> Correct Verb Forms			<b>INTERIM WINDOW:</b>
SL.3.1a SL.3.1d SL.3.5 W.3.10 W.3.1d W.3.6 W.3.7	Research	<b>Research and Inquiry:</b> Write a Description <b>Write About Reading:</b> Write an Opinion <b>Weekly Project:</b> Research famous people who inspire others <b>Unit Level:</b> Research <b>Skill:</b> Using Primary and Secondary Sources <b>Unit Project:</b> Self-select and develop from weekly research options for unit research projects			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Meet the Challenge — What choices are good for us?		INSTRUCTIONAL WINDOW:
WEEK 6	Essential Question: How do landmarks help us understand our country's story?		INTERIM WINDOW:
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction
RF.3.4a RF.3.4b	FLUENCY	Reader's Theater: Take Me to Your Litter	Using Assessment Results Tested skills:
RI.3.5 W.3.7	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Soccer Is America's Game	RETEACH Skill/Strategy:
SL.3.4 W.3.6 W.3.7 W.3.8	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):
W.3.3a W.3.3b W.3.5 W.3.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):
			<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:



## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Take Action — What are ways people can take action?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Let's Trade		ESSENTIAL QUESTION: How do we get what we need?		
UCS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.6 RL.3.10 SL.3.1c SL.3.2	<b>Title:</b> "Wei and the Golden Goose"  <b>Genre:</b> Fairy Tale  <b>Strategy:</b> Summarize	<b>SHORT TEXT</b> Juanita and the Beanstalk (610)  <b>Genre:</b> Fairy Tale  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>MAIN SELECTION</b> Clever Jack Takes the Cake (600)  <b>Genre:</b> Fairy Tale  <b>PAIRED SELECTION</b> <b>Title:</b> "When Corn Was Cash" (660)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Fairy Tale  <b>Titles:</b> <b>A:</b> The Chickpea Boy/"Forgotten Gold" (510) <b>O:</b> The Golden Goose/"Gold, Gold, Gold" (590) <b>E:</b> The Golden Goose/"Gold, Gold, Gold" (440) <b>B:</b> A Gift for Mario/"The Golden Land" (800)	<b>Reading/Writing Workshop:</b> Genre, Specific Vocabulary  <b>Literature Anthology:</b> Organization, Sentence Structure, Specific Vocabulary, Genre, Connection of Ideas, Purpose
L.3.4a L.3.4c RL.3.2 RL.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> admit, barter, considered, creation, humble, magnificent, payment, reluctantly <b>Additional Vocabulary:</b> disobey, clearing <b>Additional Academic Words:</b> needs, wants <b>Vocabulary Strategy:</b> Root Words			
L.3.2f RF.3.3b RF.3.4a SL.3.5	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Compound Words <b>Structural Analysis:</b> Consonant + le Syllables			
RF.3.4b	<b>FLUENCY</b>	Intonation			<b>ASSESSMENTS</b>  Weekly Assessments
W.3.3a	<b>WRITING</b>	<b>Writing Trait:</b> Sentence Fluency <b>Reading/Writing Workshop:</b> Juanita and the Beanstalk <b>Literature Anthology:</b> Clever Jack Takes the Cake <b>Your Turn Practice Book:</b> Otomo Spins Gold			
L.3.1a L.3.1f	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Singular and Plural Pronouns <b>Grammar Mechanics:</b> Capitalizing I, and Nouns			<b>INTERIM WINDOW:</b>
RL.3.6 SL.3.1a SL.3.3 W.3.10 W.3.7 W.3.8	<b>Research</b>	<b>Research and Inquiry:</b> Write a Description <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research how people get and use resources			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

<b>UNIT 5</b>	<b>BIG IDEA: Take Action — What are ways people can take action?</b>				<b>INSTRUCTIONAL WINDOW:</b>
<b>WEEK 2</b>	<b>WEEKLY CONCEPT: Reuse and Recycle</b>		<b>ESSENTIAL QUESTION: How can we reuse what we already have?</b>		
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION</b>	<b>LEVELED READER MAIN SELECTION / PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RL.3.2 RL.3.6 RL.3.7 RL.3.10 SL.3.1b SL.3.2	<b>Title:</b> "The School Garden"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize	<b>SHORT TEXT</b> The New Hoop (660)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>MAIN SELECTION</b> Bravo, Tavo! (590)  <b>Genre:</b> Realistic Fiction  <b>PAIRED SELECTION</b> "Trash Into Art" (740)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> <b>A:</b> The Great Book Swap/"Why Not Swap?" (480) <b>O:</b> The Salvage Crew/"From Trash to Treasure" (670) <b>E:</b> The Salvage Crew/"From Trash to Treasure" (610) <b>B:</b> Bikes Forever/"Recycle-a-Bicycle" (760)	<b>Reading/Writing Workshop:</b> Connection of Ideas, Purpose  <b>Literature Anthology:</b> Specific Vocabulary, Connection of Ideas, Organization
L.3.4a L.3.4c L.3.4d L.3.5c L.3.6 RL.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> conservation, discouraged, frustration, gazed, jubilant, recycling, remaining, tinkered <b>Additional Vocabulary:</b> soles, widow, channel, sensation, unison, overflowed, reuse <b>Vocabulary Strategy:</b> Context Clues: Homographs			
L.3.2e L.3.2f RF.3.3a RF.3.3b RF.3.4a	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Inflectional Endings -ed, -ing, -s <b>Structural Analysis:</b> Suffixes -ful, -less, able			
RF.3.4b	<b>FLUENCY</b>	Phrasing			<b>ASSESSMENTS</b>  Weekly Assessments
W.3.3b	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice <b>Write to Sources:</b> Reading/Writing <b>Workshop:</b> The New Hoop <b>Literature Anthology:</b> Bravo, Tavo! <b>Your Turn Practice Book:</b> The Jar Garden			
L.3.1a	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Subject and Object Pronouns <b>Grammar Mechanics:</b> Pronoun Usage			<b>INTERIM WINDOW:</b>
L.3.3a RI.3.9 RL.3.6 SL.3.1b SL.3.1d W.3.7 W.3.10	<b>Research</b>	<b>Research and Inquiry:</b> Write a Visual Report <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research how to recycle everyday materials			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

<b>UNIT 5</b>	<b>BIG IDEA: Take Action — What are ways people can take action?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 3</b>	<b>WEEKLY CONCEPT: Teaming Up</b>	<b>ESSENTIAL QUESTION: How do teams work together?</b>			
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION</b>	<b>LEVELED READER MAIN SELECTION / PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RI.3.1 RI.3.5 RI.3.6 RI.3.7 SL.3.1d SL.3.2	<b>Title:</b> "Firefighters: Teamwork Counts"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Rescue Dogs Save the Day (720)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Point of View  <b>Text Features:</b> Headings, Chart	<b>MAIN SELECTION</b> Wildfires (750)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> "Windy Gale and the Great Hurricane" (660)  <b>Genre:</b> Tall Tale  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Point of View	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> Firefighting Heroes/"A Favor Repaid" (600) <b>O:</b> Firefighting Heroes/"A Favor Repaid" (690) <b>E:</b> Firefighting Heroes/"A Favor Repaid" (580) <b>B:</b> Firefighting Heroes/"A Favor Repaid" (780)	<b>Reading/Writing Workshop:</b> Genre, Purpose  <b>Literature Anthology:</b> Organization, Prior Knowledge, Connection of Ideas, Genre, Specific Vocabulary
L.3.4a L.3.6 RI.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> accidental, careless, disasters, equipment, harmful, prevention, purpose, respond <b>Additional Domain Words:</b> regrowth, reborn, renewing <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues			
L.3.2f L.3.2g L.3.4c RF.3.3c RF.3.4b	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Closed Syllables <b>Structural Analysis:</b> Roots in Related Words			
RF.3.4b	<b>FLUENCY</b>	Phrasing and Rate			<b>ASSESSMENTS</b>  Weekly Assessments
W.3.2a	<b>WRITING</b>	<b>Writing Trait:</b> Organization <b>Write to Sources:</b> Reading/Writing <b>Workshop:</b> Rescue Dogs Save the Day <b>Literature Anthology:</b> Wildfires <b>Your Turn Practice Book:</b> True Teamwork			
L.3.1a L.3.1f	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Pronoun Verb Agreement <b>Grammar Mechanics:</b> Pronoun-Verb Agreement			<b>INTERIM WINDOW:</b>
L.3.1b L.3.3b RI.3.6 RI.3.9 SL.3.1d W.3.10 W.3.7	<b>Research</b>	<b>Research and Inquiry:</b> Write an Opinion <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research how to participate effectively in a team			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Take Action — What are ways people can take action?				INSTRUCTIONAL WINDOW:
WEEK 4	WEEKLY CONCEPT: Good Citizens		ESSENTIAL QUESTION: What do good citizens do?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>L.3.5b</b> <b>RI.3.1</b> <b>RI.3.6</b> <b>RI.3.7</b> <b>RI.3.10</b> <b>SL.3.1b</b>	<b>Title:</b> "Jimmy Carter: A Good Citizen"  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Dolores Huerta: Growing Up Strong (670)  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Point of View  <b>Text Features:</b> Caption, Timeline	<b>MAIN SELECTION</b> _Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote (700)  <b>Genre:</b> Biography  <b>PAIRED SELECTION</b> "Susan B. Anthony Takes Action!" (730)  <b>Genre:</b> <b>Strategy:</b> Ask and Answer Question <b>Skill:</b> Author's Point of View	<b>Strategy:</b> Ask and Answer Question  <b>Skill:</b> Author's Point of Vie  <b>MAIN SELECTION</b> <b>Genre:</b> Biography  <b>Titles:</b> <b>A:</b> Eunice Kennedy Shriver/"The Lifesaver" (600) <b>O:</b> Eunice Kennedy Shriver/"The Lifesaver" (690) <b>E:</b> Eunice Kennedy Shriver/"The Lifesaver" (600) <b>B:</b> Eunice Kennedy Shriver/"The Lifesaver" (860)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Connection of Ideas  <b>Literature Anthology:</b> Connection of Ideas, Sentence Structure, Prior Knowledge, Specific Vocabulary, Purpose, Organization, Genre
<b>L.3.4a</b> <b>L.3.4b</b> <b>L.3.5b</b> <b>RI.3.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> citizenship, continued, daring, horrified, participate, proposed, unfairness, waver <b>Additional Vocabulary:</b> preposterous, flabbergasted, sentiments <b>Additional Domain Words:</b> abolitionist, <b>Vocabulary Strategy:</b> Prefixes and Suffixes			
<b>L.3.2f</b> <b>L.3.2g</b> <b>RF.3.3a</b> <b>RF.3.4b</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Inflectional Endings y and i <b>Structural Analysis:</b> Suffixes -ful, -ness, less			
<b>RF.3.4b</b>	<b>FLUENCY</b>	Phrasing and Rate			<b>ASSESSMENTS</b>
<b>W.3.10</b>	<b>WRITING</b>	<b>Writing Trait:</b> Organization <b>Reading/Writing Workshop:</b> Dolores Huerta: Growing Up Strong <b>Literature Anthology:</b> Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote <b>Your Turn Practice Book:</b> Hiram Revels— The First African American Senator			Weekly Assessments
<b>L.3.1a</b> <b>L.3.2b</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Possessive Pronouns <b>Grammar Mechanics:</b> Possessive Pronouns and Reflexive Pronouns			<b>INTERIM WINDOW:</b>
<b>RI.3.5</b> <b>RI.3.9</b> <b>SL.3.1a</b> <b>SL.3.1c</b> <b>SL.3.2</b> <b>SL.3.6</b> <b>W.3.7</b>	<b>Research</b>	<b>Research and Inquiry:</b> Write a Description <b>Write About Reading:</b> Write and Analysis <b>Weekly Project:</b> Research different ways to be a good citizen			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Take Action — What are ways people can take action?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEK 5 Weekly Concept: Energy	Essential Question: What are different kinds of energy?			
UCS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RI.3.1</b> <b>RI.3.3</b> <b>RI.3.5</b> <b>RI.3.10</b> <b>SL.3.1b</b>	<b>Title:</b> "Using Power"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Here Comes Solar Power(710)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Cause and Effect  <b>Text Features:</b> Photographs and captions, Sidebar	<b>MAIN SELECTION</b> It's All in the Wind (740)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> <b>Title:</b> "Power for All" (780)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Cause and Effect	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Cause and Effect  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text <b>Titles:</b> <b>A:</b> The Fuel of the Future/"Saving Energy" (680) <b>O:</b> The Fuel of the Future/"Saving Energy" (750) <b>E:</b> The Fuel of the Future/"Saving Energy" (680) <b>B:</b> The Fuel of the Future/"Saving Energy" (800)	<b>Reading/Writing Workshop:</b> Connection of Ideas, Organization  <b>Literature Anthology:</b> Purpose, Connection of Ideas, Genre
<b>L.3.1a</b> <b>L.3.2d</b> <b>L.3.4a</b> <b>L.3.4b</b> <b>L.3.6</b> <b>RI.3.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> energy, natural, pollution, produce, renewable, replace, sources, traditional <b>Additional Academic Vocabulary:</b> nuclear, biofuel, <b>Vocabulary Strategy:</b> Context Clues: Homophones			
<b>RF.3.3a</b> <b>RF.3.3b</b> <b>RF.3.3c</b> <b>RF.3.4b</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Open Syllables <b>Structural Analysis:</b> Prefixes and Suffixes			
<b>RF.3.4b</b> <b>W.3.1a</b>	<b>FLUENCY</b>  <b>WRITING</b>	Rate  <b>Writing Trait:</b> Voice <b>Reading/Writing Workshop:</b> Here Comes Solar Power <b>Literature Anthology:</b> It's All in the Wind <b>Your Turn Practice Book:</b> The Electric Car	<b>ASSESSMENTS</b>  Weekly Assessments		
<b>L.3.1a</b> <b>L.3.2d</b> <b>RI.3.9</b> <b>SL.3.1d</b> <b>SL.3.4</b> <b>W.3.7</b> <b>W.3.8</b> <b>W.3.10</b>	<b>GRAMMAR</b>  <b>Research</b>	<b>Grammar Skill:</b> Pronoun Verb Contractions <b>Grammar Mechanics:</b> Spelling Contractions and Possessive Pronouns  <b>Research and Inquiry:</b> Write a Comparison <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research alternative energy sources <b>Unit Level:</b> Research <b>Skill:</b> Creating a Bibliography <b>Unit Project:</b> Self-select and develop from weekly research options for unit research projects	<b>INTERIM WINDOW:</b>		

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Take Action — What are ways people can take action?		INSTRUCTIONAL WINDOW:
WEEK 6	Essential Question: How do landmarks help us understand our country's story?		INTERIM WINDOW:
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction
RF.3.4a RF.3.4c	FLUENCY	Reader's Theater: Take Me to Your Litter	Using Assessment Results Tested skills:
RI.3.5 W.3.8	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Soccer Is America's Game	RETEACH Skill/Strategy:
SL.3.5 SL.3.6 W.3.7 W.3.10	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):
W.3.1a W.3.1b W.3.1c W.3.5 W.3.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy:  Instructional strategy(ies)/activity(ies):
	EXTEND LEARNING Level Up		<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 6 WEEK 1	BIG IDEA: Think It Over — How do we decide what's important?			INSTRUCTIONAL WINDOW:	
UCS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.5 SL.3.1b SL.3.2	<b>Title:</b> "Pandora Finds a Box" <b>Genre:</b> Myth/Drama  <b>Strategy:</b> Make, Confirm, and Revise Predictions	<b>SHORT TEXT</b> Athena and Arachne  <b>Genre:</b> Myth/Drama  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>MAIN SELECTION</b> King Midas and the Golden Touch  <b>Genre:</b> Drama/Myth  <b>PAIRED SELECTION</b> <b>Title:</b> "Carlos's Gift" (640)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme  <b>MAIN SELECTION</b> <b>Genre:</b> Drama  <b>Titles:</b> <b>A:</b> Midas and the Donkey Ears/"It's Party Time!" (520) <b>O:</b> The Naming of Athens/"The Perfect Present" (590) <b>E:</b> The Naming of Athens/"The Perfect Present" (470) <b>B:</b> Odysseus and King Aeolus/"Daria's Dream" (650)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Genre, Sentence Structure, Connection of Ideas, Organization, Specific Vocabulary
L.3.4c L.3.5b L.3.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> alarmed, anguished, necessary, obsessed, possess, reward, treasure, wealth <b>Additional Domain Words:</b> crestfallen, optimistic, volunteer <b>Additional Academic Vocabulary:</b> myth; drama; scene; stage directions; dialogue <b>Vocabulary Strategy:</b> Root Words			
L.3.2f L.3.2g L.3.4c RF.3.3a SL.3.5	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Prefixes un-, re-, pre-, dis- <b>Structural Analysis:</b> Roots in Related Words			
RF.3.4b W.3.2a	<b>FLUENCY</b>	Expression		<b>ASSESSMENTS</b>  Weekly Assessments	
	<b>WRITING</b>	<b>Writing Trait:</b> Sentence Fluency <b>Reading/Writing Workshop:</b> Athena and Arachne <b>Literature Anthology:</b> King Midas and the Golden Touch <b>Your Turn Practice Book:</b> Prometheus Brings Fire to Humans			
L.3.1a	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adjectives and Articles <b>Grammar Mechanics:</b> Commas in a Series and in Dates		<b>INTERIM WINDOW:</b>	
RL.3.5 SL.3.2 SL.3.3 W.3.7 W.3.10	Research	<b>Research and Inquiry:</b> Write Interview Questions <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research qualities people value			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

<b>UNIT 6</b>	<b>BIG IDEA: Think It Over — How do we decide what's important?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 2</b>	<b>WEEKLY CONCEPT: Weather</b>		<b>ESSENTIAL QUESTION: How can weather affect us?</b>		
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION</b>	<b>LEVELED READER MAIN SELECTION / PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RL.3.1 RL.3.2 RL.3.7 SL.3.1b SL.3.2	<b>Title:</b> "Joshua's Odd Neighbor"  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make Predictions	<b>SHORT TEXT</b> The Big Blizzard (690)  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>MAIN SELECTION</b> _Noah's Ark (740)  <b>Genre:</b> Historical Fiction  <b>PAIRED SELECTION</b> "The Wind and the Sun" (570)  <b>Genre:</b> Fable  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme  <b>MAIN SELECTION</b> <b>Genre:</b> Historical Fiction  <b>Titles:</b> <b>A:</b> The Big Storm/"The Oak and the Reeds" (470) <b>O:</b> The Schoolhouse Blizzard/"The Lion and the Boar" (610) <b>E:</b> The Schoolhouse Blizzard/"The Lion and the Boar" (490) <b>B:</b> The Hottest Summer/"The Swallow and the Crow" (630)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Specific Vocabulary  <b>Literature Anthology:</b> Specific Vocabulary, Connection of Ideas, Genre, Sentence Structure, Prior Knowledge, Organization
L.3.4c L.3.5a L.3.5a L.3.5b RL.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> argue, astonished, complained, conditions, forbidding, forecast, relief, stranded <b>Additional Vocabulary:</b> granite, heifer, crook, bawling <b>Additional Academic Vocabulary:</b> extreme; weather; fable <b>Vocabulary Strategy:</b> Idioms			
L.3.2f L.3.2g RF.3.3b RF.3.3c RF.3.4a	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Consonant + le Syllable <b>Structural Analysis:</b> Latin Suffixes			
RF.3.4b	<b>FLUENCY</b>	Phrasing			<b>ASSESSMENTS</b>  Weekly Assessments
W.3.3b	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice <b>Reading/Writing Workshop:</b> The Big Blizzard <b>Literature Anthology:</b> Noah's Ark <b>Your Turn Practice Book:</b> Too Warm for Wheat			
L.3.1g	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adjectives That Compare <b>Grammar Mechanics:</b> Correct Comparative and Superlative Forms			<b>INTERIM WINDOW:</b>
L.3.1g RL.3.2 SL.3.1a SL.3.5 W.3.1a W.3.7	<b>Research</b>	<b>Research and Inquiry:</b> Write a Summary <b>Write About Reading:</b> Write an Opinion <b>Weekly Project:</b> Research the effects of extreme weather			



## GRADE 3 LANGUAGE ARTS PACING GUIDE

<b>UNIT 6</b>	<b>BIG IDEA: Think It Over — How do we decide what's important?</b>				<b>INSTRUCTIONAL WINDOW:</b>
<b>WEEK 3</b>	<b>WEEKLY CONCEPT: Learning to Succeed</b>		<b>ESSENTIAL QUESTION: Why are goals important?</b>		
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION</b>	<b>LEVELED READER MAIN SELECTION / PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
<b>RI.3.1</b> <b>RI.3.3</b> <b>RI.3.5</b> <b>RL.3.10</b> <b>SL.3.1b</b> <b>SL.3.2</b>	<b>Title:</b> "Mae Jamison, Astronaut"  <b>Genre:</b> Biography  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Rocketing into Space (790)  <b>Genre:</b> Biography  <b>Strategy:</b> Reread  <b>Skill:</b> Problem and Solution  <b>Text Features:</b> Keywords, Photographs	<b>MAIN SELECTION</b> <b>Title:</b> Out of This World! The Ellen Ochoa Story (780)  <b>Genre:</b> Biography  <b>PAIRED SELECTION</b> "A Flight to Lunar City" (600)  <b>Genre:</b> Adventure Story  <b>Strategy:</b> Reread  <b>Skill:</b> Problem and Solution	<b>Strategy:</b> Reread  <b>Skill:</b> Problem and Solution  <b>MAIN SELECTION</b> <b>Genre:</b> Biography  <b>Titles:</b> <b>A:</b> Reach for the Stars/"Melina Shows Her Mettle" (600) <b>O:</b> Reach for the Stars/"Melina Shows Her Mettle" (750) <b>E:</b> Reach for the Stars/"Melina Shows Her Mettle" (680) <b>B:</b> Reach for the Stars/"Melina Shows Her Mettle" (850)	<b>Reading/Writing Workshop:</b> Genre  <b>Literature Anthology:</b> Specific Language, Connection of Ideas, Genre, Specific Vocabulary
<b>L.3.4c</b> <b>L.3.5a</b> <b>L.3.5b</b> <b>RI.3.4</b> <b>RL.3.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> communicated, essential, goal, motivated, professional, research, serious, specialist <b>Additional Vocabulary:</b> reach for the stars, out of this world, <b>Additional Domain Words:</b> weightlessness, mission specialist, payload, climate, lunar <b>Additional Academic Vocabulary:</b> achieve, interview,, organize, order <b>Vocabulary Strategy:</b> Greek and Latin Roots			
<b>L.3.2f</b> <b>L.3.2g</b> <b>RF.3.3c</b> <b>RF.3.4b</b> <b>RF.3.4c</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Vowel-Team Syllables <b>Structural Analysis:</b> Greek and Latin Roots			
<b>RF.3.4b</b> <b>W.3.2a</b>	<b>FLUENCY</b>	Accuracy	<b>ASSESSMENTS</b>  Weekly Assessments		
	<b>WRITING</b>	<b>Writing Trait:</b> Organization <b>Reading/Writing Workshop:</b> Rocketing into Space <b>Literature Anthology:</b> Out of This World! The Ellen Ochoa Story <b>Your Turn Practice Book:</b> John Glenn			
<b>L.3.1a</b> <b>L.3.1g</b> <b>L.3.3b</b> <b>RI.3.9</b> <b>SL.3.4</b> <b>SL.3.6</b> <b>W.3.7</b> <b>W.3.10</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adverbs <b>Grammar Mechanics:</b> Adverbs and Adjectives  <b>Research and Inquiry:</b> Write Interview Questions <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research how to set goals and achieve them	<b>INTERIM WINDOW:</b>		
	<b>Research</b>				

UNIT 6	BIG IDEA: Think It Over — How do we decide what’s important?				INSTRUCTIONAL WINDOW:
WEEK 4	WEEKLY CONCEPT: Animals and You		ESSENTIAL QUESTION: How can learning about animals help you respect them?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RI.3.1</b> <b>RI.3.7</b> <b>RI.3.8</b> <b>RI.3.10</b> <b>SL.3.1c</b> <b>SL.3.2</b>	<b>Title:</b> "Respect for the Florida Panther"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Butterflies Big and Small (870)  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Compare and Contrast  <b>Text Features:</b> Headings, Diagram	<b>MAIN SELECTION</b> Alligators and Crocodiles(870)  <b>Genre:</b> Expository Text  <b>PAIRED SELECTION</b> "The Monkey and the Crocodile" (730)  <b>Genre:</b> Folktale  <b>Strategy:</b> Reread  <b>Skill:</b> Compare and Contrast	<b>Strategy:</b> Reread  <b>Skill:</b> Compare and Contrast  <b>MAIN SELECTION</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> African Cats/"How Leopard Got His Spots" (580) <b>O:</b> African Cats/"How Leopard Got His Spots" (720) <b>E:</b> African Cats/"How Leopard Got His Spots" (660) <b>B:</b> African Cats/"How Leopard Got His Spots" (840)	<b>Reading/Writing Workshop:</b> Prior Knowledge, Connection of Ideas  <b>Literature Anthology:</b> Purpose, Organizational, Prior Knowledge, Genre, Specific Vocabulary, Sentence Structure, Connection of Ideas
<b>L.3.4a</b> <b>L.3.4c</b> <b>L.3.5b</b> <b>RI.3.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> endangered, fascinating, illegal, inhabit, requirement, respected, unaware, wildlife <b>Additional Vocabulary:</b> scamper, nimble, clever <b>Additional Domain Words:</b> sensory, webbed, plates, nocturnal, hatchling <b>Additional Academic Vocabulary:</b> compare and contrast, signal words, es, illustration, caption, conclusion, <b>Vocabulary Strategy:</b> Context Clues: Paragraph Clues			
<b>L.3.2f</b> <b>L.3.2g</b> <b>L.3.4b</b> <b>RF.3.3b</b> <b>RF.3.4a</b>	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowel Syllables <b>Structural Analysis:</b> Latin Suffixes			
<b>RF.3.4b</b> <b>W.3.2d</b> <b>W.3.10</b>	<b>FLUENCY</b>	Phrasing	<b>ASSESSMENTS</b>  Weekly Assessments		
	<b>WRITING</b>	<b>Writing Trait:</b> Organization <b>Reading/Writing Workshop:</b> "Respect for the Florida Panther" <b>Literature Anthology:</b> Alligators and Crocodiles <b>Your Turn Practice Book:</b> The Disappearance of Bees			
<b>L.3.1a</b> <b>L.3.1g</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adverbs That Compare <b>Grammar Mechanics:</b> Using More and Most		<b>INTERIM WINDOW:</b>	
<b>RI.3.8</b> <b>RI.3.9</b> <b>SL.3.1a</b> <b>SL.3.2</b> <b>SL.3.6</b> <b>W.3.7</b> <b>W.3.10</b>	Research	<b>Research and Inquiry:</b> Write a Visual Report <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research animal's unique abilities			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Think It Over — How do we decide what's important?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEK 5 Weekly Concept: Funny Time	Essential Question: What makes you laugh?			
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION / PAIRED SELECTION	LEVELED READER MAIN SELECTION / PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.10 RL.3.5 RL.3.6 SL.3.1b	<b>Title:</b> "Show and Tell"  <b>Genre:</b> Narrative Poem  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> "The Camping Trip" "Bubble Gum"  <b>Genre:</b> Poetry: Narrative Poem  <b>Literary Elements:</b> Rhythm and Rhyme  <b>Skill:</b> Point of View	<b>MAIN SELECTION</b> <b>Title:</b> "Ollie's Escape"  <b>Genre:</b> Poetry: Narrative Poem  <b>PAIRED SELECTION</b> "The Gentleman Bookworm"  <b>Genre:</b> Poetry: Narrative Poem  <b>Literary Elements:</b> Rhythm and Rhyme  <b>Skill:</b> Point of View	<b>Literary Elements:</b> Rhythm and Rhyme  <b>Skill:</b> Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> Funny Faces/"My Cheeky Puppy" (450) <b>O:</b> Too Many Frogs/"Pet Day" (670) <b>E:</b> Too Many Frogs/"Cat and Dog" (600) <b>B:</b> The Joke's on You/"The Homework Blues" (780)	<b>Reading/Writing Workshop:</b> Specific Vocabulary  <b>Literature Anthology:</b> Genre, Sentence Structure, Specific Vocabulary
L.3.5a L.3.5b RL.3.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> entertainment, humorous, ridiculous, slithered <b>Poetry Terms:</b> narrative poem, rhyme, rhythm, stanza <b>Additional Vocabulary:</b> creep, bookworm, hit the ceiling, <b>Additional Academic Vocabulary:</b> precise <b>Vocabulary Strategy:</b> Idioms <b>Additional Vocabulary:</b> scamper, nimble, clever			
L.3.2c L.3.2g RF.3.3a RF.3.3d RF.3.4b	<b>PHONICS/SPELLING</b>	<b>Phonics/Spelling Skill:</b> Suffixes -ful, -less, -ly <b>Structural Analysis:</b> Frequently Misspelled Words			
RF.3.4b W.3.3b	<b>FLUENCY</b>  <b>WRITING</b>	Phrasing and Expression  <b>Writing Trait:</b> Word Choice <b>Write to Sources:</b> Reading/Writing <b>Workshop:</b> "The Camping Trip" "Bubble Gum" <b>Literature Anthology:</b> "The Gentleman Bookworm" <b>Your Turn Practice Book:</b> Aliens!		<b>ASSESSMENTS</b>  Weekly Assessments	
L.3.1i  L.3.3g SL.3.1a SL.3.1d W.3.7 W.3.10	<b>GRAMMAR</b>  Research	<b>Grammar Skill:</b> Prepositions <b>Grammar Mechanics:</b> Commas after Introduction  <b>Research and Inquiry:</b> Write an Analysis <b>Write About Reading:</b> Write an Analysis <b>Weekly Project:</b> Research types of jokes and how to create them <i>Unit Level: Research</i> <i>Skill: Presentation Skills</i> <b>Unit Project:</b> Self-select and develop from weekly research projects options for unit research projects			

## GRADE 3 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Think It Over — How do we decide what’s important?		INSTRUCTIONAL WINDOW:
WEEK 6	Essential Question:		INTERIM WINDOW:
UCS	UNIT WRAP-UP	SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4b RF.3.4c	<b>FLUENCY</b>	Reader’s Theater: Take Me to Your Litter	Using Assessment Results Tested skills:
RI.3.5 W.3.7	<b>COMPREHENSION</b>	<i>TIME FOR KIDS/Reading Digitally:</i> Soccer Is America’s Game	<b>RETEACH</b> <b>Skill/Strategy:</b>  <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.3.1d SL.3.3b W.3.6 W.3.7	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):
W.3.2a W.3.3b W.3.5 W.3.6	<b>WRITING</b>	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	<b>RETEACH</b> <b>Skill/Strategy:</b>  <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:  Instructional strategy(ies)/activity(ies):
	<b>EXTEND LEARNING</b> Level Up		