

# Morgan County Schools



## 3rd Grade **ELA** Pacing Guide

Not all content in a given grade is emphasized equally in the standards. Critical standards require greater emphasis than others based on the depth of ideas, time they take to master, and/or their importance to future English Language Arts or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through English Language Arts. To say some standards have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Critical Standards	Supporting Standards	Essential Standards
Skills and knowledge that students must demonstrate proficiency to ensure academic success. Critical standards build on each other from grade level to grade level.	These standards support the critical standards. They may be emphasized in a subsequent grade or course.	These standards are to be mastered for knowledge of content before moving on to the next grade level. They provide readiness for success. ( <a href="#">LAP</a> )

\*\*\*\* Indicates recurring standards

[3rd Grade Proficiency Scales](#)

[3rd Grade ACAP Resources](#)

\* On 4th grade NAEP (National Assessment of Educational Progress).

[Open Court Resources](#) (OCR)

These standards can be found here: <https://www.nationsreportcard.gov/itemmaps/?subj=RED&grade=4&year=2022>

Sample NAEP tests can be taken here: <https://www.nationsreportcard.gov/takenaepnow/createtest>

Phonological Awareness & Phonics	Fluency	Vocabulary	Comprehension	Writing
<p>7. Demonstrate advanced phonemic awareness skills of a spoken word. *Follow Heggerty Progression</p> <p>****</p>	<p>9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.</p> <p>****</p>	<p>13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</p> <p>****</p>	<p>19. Determine the explicit or implied main and supporting details of a text.</p> <ul style="list-style-type: none"> <li>a. Explain how supporting details contribute to the main idea, using textual evidence.</li> <li>b. Recount or summarize the key ideas from the text</li> </ul> <p>****</p>	<p>31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.</p>
<p>8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. a, b, c, e, i -8.e is not in Open Court.</p> <p>****</p>	<p>10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.</p> <p>****</p>	<p>14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</p> <ul style="list-style-type: none"> <li>a. Determine meaning of words using synonyms in context.</li> <li>b. Determine meaning of words using antonyms as a clue.</li> <li>c. Describe similarities and differences between related words.</li> <li>e. Interpret figurative language.</li> <li>f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.</li> </ul> <p>****</p>	<p>20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.</p> <p>****</p>	<p>32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</p>
	<p>11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.</p> <p>****</p>	<p>15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <ul style="list-style-type: none"> <li>b. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected ending to determine the meaning of a word.</li> </ul> <p>****</p>	<p>21. Identify and interpret various cohesive devices that link words and sentences to one another within the text.</p> <p>****</p>	<p>35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.</p>
	<p>12. Read high-frequency words commonly found in grade appropriate text accurately and automatically.</p>	<p>16. Use knowledge of grade-level academic and domain specific vocabulary to gain meaning from text.</p> <p>****</p>	<p>22. Describe literary elements within a story, including setting, plot, characters, and themes.</p> <ul style="list-style-type: none"> <li>a.-d.</li> </ul> <p>****</p>	<p>36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p> <p>36. b. Identify the role of a noun, verb, adjective, adverb, pronoun,</p>

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<p>8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. a, b, d, g, h</p> <p>****</p>	<p>10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.</p> <p>****</p>	<p>14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</p> <ol style="list-style-type: none"> <li>Determine meaning of words using synonyms in context.</li> <li>Determine meaning of words using antonyms as a clue.</li> <li>Describe similarities and differences between related words.</li> <li>Use knowledge of homophones to determine appropriate use of words.</li> <li>Interpret figurative language.</li> <li>Identify relationships and nuances in word meanings to determine real-life connections between words and their use.</li> </ol> <p>****</p>	<p>28. Identify the narration of a literary text as first person or third person.</p>	<p>31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.</p> <p>****</p>
	<p>11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.</p> <p>****</p>	<p>15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>15. b. Apply knowledge of the changes in tense(-ed), numbers (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of word.</p> <p>****</p>	<p>30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions FANBOYS and complex sentences to help build syntactic awareness and comprehension at the sentence level.</p> <p>****</p>	<p>36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p> <p>36. b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.</p>

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<p>8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. A, b, c, i 8a- Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant -le, and odd or schwa syllables 8b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et 8c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh, combinations, diphthongs, and silent letter combinations. 8 d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency. Examples: y can be read /y/ in yet, /e/ as in candy, /i/ as in fly Digraph ch can be read /ch/ in chair, /sh. in chef, and /k/ in school Diphthong ow is read /ou/ in cow, but digraph ow is read /o/ in snow 8f Decode and encode words using knowledge of the morphological structure of a word, including</p>	<p>10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.  ****</p>	<p>14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</p> <ul style="list-style-type: none"> <li>a. Determine meaning of words using synonyms in context.</li> <li>b. Determine meaning of words using antonyms as a clue.</li> <li>c. Describe the similarities and differences between related words.</li> <li>e. Interpret figurative language.</li> <li>f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.</li> </ul> <p>****</p>	<p>28. Identify the narration of a literary text as first person or third person.</p>	<p>32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately. 32. A. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. Examples: VC/CV, V/CV, VC/V, CV/VC: com-mit-ment, e-vent, ev-er-y, po-et 32 b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables. 32 c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph eigh, vowel y, hard and soft c and g, silent letter combinations, and contractions. 32 d. Encode words with less common prefixes, suffixes, and common Latin roots. Examples: prefixes: fore-, pro, intra-, inter-, trans-, non-, over-, sub- super-, semi-, anti-, mid-, ex-, post- Suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en Latin roots: port, form, ject, spect, dict, tend, fer 32 e. Encode frequently confused homophones accurately, using context to determine correct</p>

Phonological Awareness & Phonics	Fluency	Vocabulary	Comprehension	Writing/Speaking
<p>* Review all Phonological Awareness &amp; Phonics Standards.</p>	<p>9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.</p> <p>****</p>	<p>13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</p> <p>****</p>	<p>19. Determine the explicit or implied main and supporting details of a text.</p> <ul style="list-style-type: none"> <li>a. Explain how supporting details contribute to the main idea, using textual evidence.</li> <li>b. Recount or summarize the key ideas from the text.</li> </ul>	<p>30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, or so, and complex sentences to help build syntactic awareness and comprehension at the sentence level.</p>
	<p>10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.</p> <p>****</p>	<p>14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</p> <ul style="list-style-type: none"> <li>a. Determine meaning of words using synonyms in context.</li> <li>b. Determine meaning of words using antonyms as a clue.</li> <li>c. Describe the similarities and differences between related words.</li> <li>d. Use knowledge of homophones to determine appropriate use of words.</li> <li>e. Interpret figurative language.</li> <li>f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.</li> </ul> <p>****</p>	<p>28. Identify the narration of a literary text as first person or third person.</p>	<p>31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.</p> <p>****</p>
	<p>11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.</p> <p>****</p>	<p>15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a-e ****</p> <p>15. a. Identify meaningful parts of words, roots, and frequently occurring affixes and inflections. Example: <i>affixes</i>, -less, -ful, pro-, tran-; <i>roots</i>-aqua, cent, port, form, ject, spect, dict, tend, fer</p> <p>15. b. Apply knowledge of the</p>	<p>30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions FANBOYS and complex sentences to help build syntactic awareness and comprehension at the sentence level.</p> <p>****</p>	<p>36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p> <p>36. b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition</p> <p>36. c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.</p>