

Unit Sequence and Pacing Grade 3

Unit	Unit Title, Link, and Transfer Goal
Unit 1 Sept.	Reading Unit 1 Students will be able to independently use their learning to read a variety of texts, describe literary elements, analyze points of view, identify figurative language, and interpret the theme or author's message to gain a deeper understanding. Writing Unit 1 Students will be able to independently use their learning to engage in writing routines and activities while writing a personal narrative.
Unit 2 Oct.	Reading Unit 2 Students will be able to independently use their learning to utilize and reference features of a text and figurative language to understand unfamiliar reading. Writing Unit 2 Students will be able to independently use their learning to write a well-constructed letter that states an opinion supported by reasons and evidence.
Unit 3 Nov.	Reading Unit 3 Students will be able to independently use their learning to identify central ideas, analyze text structures, evaluate media techniques, and apply word study strategies to determine the meanings of words with common prefixes and suffixes, in order to comprehend and synthesize knowledge from unfamiliar nonfiction texts and media across genres. Writing Unit 3 Students will be able to independently use their learning to write a well-constructed descriptive essay that explains a topic using details, descriptions, examples, and facts.
Unit 4 Dec.	Reading Unit 4 Students will be able to independently use their learning to decode texts, determine meaning, and synthesize their knowledge of central ideas, supporting details, the differences between stories and plays, literary elements, and word study skills such as Latin roots (aud, vis), prefixes (in-, im-), and suffixes (-er, -or) to enhance their comprehension of unfamiliar texts and media. Writing Unit 4 Students will be able to independently apply their learning to write a well-organized and engaging narrative story enriched with vivid details and authentic dialogue to bring their stories and characters to life.
Unit 5 January	Reading Unit 5 Students will be able to independently use their learning to read and analyze realistic fiction and narrative nonfiction, building knowledge and vocabulary to synthesize topic knowledge while identifying literary elements, author's craft, and themes and applying decoding, blending, and spelling patterns for words with diphthongs "oi" and "oy," suffixes -er/-or, -er/-est, and -ment, and roots "bio" and "vid" to enhance reading comprehension. Writing Unit 5 Students will be able to independently use their learning to write a well-constructed persuasive letter that states an opinion supported with details and explanations.

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Unit 6 February	Reading Unit 6 Students will be able to independently use their learning to analyze and comprehend informational texts by identifying key ideas, the author’s purpose, and text structures while applying word study skills such as decoding and spelling words with vowel plus /r/ sound (e.g., /ar/, /ir/, /ur/) and using context clues, prefixes, suffixes, and thesauruses to enhance their vocabulary. Writing Unit 6 Students will be able to independently use their learning to write a focused and organized informational piece that teaches others about a topic they have researched and demonstrates the expertise they have developed while strengthening their writing by using adjectives that describe kind and quantity, the adjectives <i>this</i> and <i>that</i>, articles <i>a</i>, <i>an</i>, and <i>the</i>, correctly forming plural nouns, using comparative and superlative adjectives, and reviewing frequently misspelled words.
Unit 7 March	Reading Unit 7 Students will be able to independently use their learning to share ideas about a topic, ask and answer relevant questions, recognize the characteristics of narrative nonfiction, make inferences, synthesize topic knowledge, and apply word study strategies to decode and spell compound words, abbreviations, irregular plurals, and words with /oo/ sounds, as well as vocabulary involving suffixes such as -ion, -ness, and -able. Writing Unit 7 Students will be able to independently use their learning to write an imaginative narrative with engaging details, dialogue, and character development while applying correct grammar, including prepositional phrases, contractions, pronouns and homophones, comparative adjectives and adverbs, and proper noun and verb usage.
Unit 8 April	Reading Unit 8 Students will independently apply their learning of nonfiction texts about inventors and inventions, building knowledge and synthesizing information across texts by making inferences, using text and graphic features, identifying central ideas, and writing about their reading while decoding words with prefixes (re- and un-) and suffixes (-ed and -ing), recognizing affixes, pluralizing words that change y to i, and improving fluency. Writing Unit 8 Students will be able to independently generate writing ideas for literary essays, support their ideas with evidence from the text, and apply grammar skills such as using common and proper nouns, crafting simple and compound sentences, and correctly using punctuation and verb tenses.
Unit 9 May	Reading Unit 9 Students will be able to independently use their learning to listen, read, and analyze informational texts, identify text structure, central idea, and text and graphic features, synthesize ideas across sources, evaluate authors’ claims, and deepen comprehension by applying vocabulary strategies, including decoding, spelling, and determining the meaning of words with prefixes (in-, re-) and suffixes (-ful, -y, -ly, -er, -or, -ness, -able, -ion), as well as recognizing and reading words with spelling patterns like ough, augh, and /j/ and /s/ sounds. Writing Unit 9 Students will be able to independently use their learning to research and write a focused, organized research report that teaches others about a topic, and correctly use adjectives and adverbs that compare, singular possessive nouns and pronouns, present and past-tense forms of the verb <i>be</i>, helping verbs, and complex sentences with subordinating conjunctions.

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Unit 10 June	<u>Reading Unit 10</u> Students will be able to independently use their learning to analyze and interpret a variety of tales that are worth retelling by examining author’s craft, theme, and figurative language to deepen comprehension, while expanding vocabulary and applying decoding strategies involving stable syllables such as <i>-tion</i>, <i>-sure</i>, and <i>-ture</i>, and practicing syllable division patterns for words ending in <i>-le</i>, <i>-al</i>, <i>-el</i>, and <i>-er</i>. <u>Writing Unit 10</u> Students will be able to independently use their learning to write a well-constructed opinion essay that clearly states an argument supported by reasons and evidence, while applying proper grammar, including correct use of irregular past-tense verbs, subject-verb agreement, and adverbs that tell how, where, and when, as well as comparative and superlative adverbs.