Grade 3 ELA Pacing Guide

Grade 3/ ELA / Unit # 1 Launching				
Time Frame	**Primary Reading Skills**	**Primary Writing Skill**	**Foundational Skill**	**Standards**
September (19 days) **Reading:** Launching **Writing:** Launching **Fundations:** Orientation, Unit 1	Introduction to Classroom Library, Rules and Routines Identify characteristics of fiction and non-fiction - show *Google Classroom* with this, students can use *Storyworks, Scholastic News online, Raz-kids,Epic etc.* to find examples of fiction and nonfiction Model thinking while reading using comprehension strategies and post-it notes, model using post-its to take notes, then transfer them to a thinking sheet on *Google Classroom* - use an "I Survived" book to model Model and discuss ways readers choose books, develop anchor chart, discuss recommendation wall Model and discuss how to choose just right books	Develop a piece of writing to use as a benchmark - model using *google docs*, model sharing with teachers Model components of writing, read Amelia's Notebook and anchor chart Model guidelines of writing, What does writing look like, sound like, feel like Model what teacher and peer conferences look like, model the comments on google docs, model *Google Meet* Develop topics for writing - use 6+1 trait crate - ideas Create well built sentences - use 6+1 trait crate - sentence fluency - Kahoot Apply spelling skills when writing - use 6+1 trait crate - conventions - ● GoFormative on spelling ● Brainpop Jr - sentences ● Nearpod - Capitalization ● Brainpop Jr - lower case	Introduce *Go Formative* Orientation - Review blends and digraphs *Unit 1: Week 1* Review closed syllable; glued sounds : all, an, am, ng, nk; exception to closed syllable; ck and tch *Unit 1 Week 2* Review closed syllable; glued sounds : all, an, am, ng, nk; exception to closed syllable; ck and tch	RL 3.1 - 3.6 RI.3.1 - 3.6 W3.1 -3.6; W.3.10 RF3.3-3.4 SL3.1, 3.6 L3.1A L.3.2A,E,F,G L.3.4A,D L.3.6

	Model thinking while reading and discussing important parts of a book, use *Epic or Raz-kids* to complete this Model and practice how to talk to peers about what they are reading, develop rules and routines for buzzing about books Model when to abandon books, develop anchor chart Review guidelines for reading workshop - Use *Kahoot* to complete this Model writing a summary using First Day Jitters, or Miss Nelson is Missing TPT Theme Pack: Plot	and capitalization Apply key qualities of voice - use 6+1 trait crate - voice Locate and use strong verbs in writing - use 6+1 trait crate - word choice Identify and apply qualities that grab readers from the start - use 6+1 trait crate - organization - Brainpop Jr. - paragraphs, IXL V.1 Grammar: Review function of nouns, proper and common noun (model how to use *Nearpod* for capitalizing proper nouns), regular and irregular plural nouns, abstract nouns IXL Standards: Capitalization AAA.1-AAA.5		

Formative Assessment Plan	Summative Assessment Plan
- Nearpod activities - On-demand writing - StoryWorks Jr. worksheets	- Common Assessments - End of unit test - Fundations - Storyworks Jr. Assessments

● Trick word quizzes ● Scholastic News activities ● Guided Reading Activities ● RTL letters ● Choice board	● Guided Reading assessments/projects
Main Resources	Supplementary Resources
● Storyworks Jr. ● 6+1 Trait Crate ● Fundations 3	● RAZ Stories ● Nearpod ● Readworks (Readworks.org) ● Newsela ● Writing to texts ● Daily 6 Trait Writing ● Science/SS texts ● Scholastic News ● IXL ● Reading A-Z ● Epic

Unit 1 Appendix

Grade 3/ ELA / Unit #2 Informational				
Time Frame	**Primary Reading Skills**	**Primary Writing Skills**	**Foundational Skill**	**Standards**
October, November (36 days)	Analyze a text and determine the text structure, use language that pertains to description, compare and	Notice openings in mentor texts; create anchor chart, use anchor chart and mentor texts to type openings Notice body paragraphs in mentor	*Unit 2 Week 1* - Review suffixes; form plurals with -s, and -es; irregular plurals; -ed sounds; 1-1-1 spelling rule	RI.3.1 - 3.9 RF3.3-3.4 W.3.2A,B,C,D W.3.4-6 W.3.8

contrasting, sequencing, cause and effect (Kahoot, IXL I.1-6) Use information gained from text features to understand a text; use text features to locate information in a text (IXL P.1) Use key details to determine the main idea of a text (IXL F.1,F.2) Distinguish own point of view from the authors Model and practice answering short answer questions using RACE Guided Reading focus: model and practice taking notes using weather-related texts; practice skill and asking and answering questions, summarizing non-fiction texts **Fridays - Scholastic News practice RACE and answering multiple choice questions **Text features, text	texts (use text structure texts) Develop body paragraphs using mentor text model (choose a text structure) Create word splash using vivid words to describe weather Model and practice using notes from guided reading groups to create opening and body paragraphs to informational pieces, and putting information in your own words Use mentor texts to create closings; model and practice writing closings to informational pieces Use peer and teacher conferences to edit and revise writing - use *Google Meet* and the *comment and suggestion model on google docs* Grammar: Identify the function of verbs, regular and irregular verbs, correct verb tenses, Model and practice writing addresses with correct comma placement **Fridays- Independent Writing or on demand writing **IXL Standards: Informational Writing	*Unit 2 Week 2* -Review suffixes; form plurals with -s, and -es; irregular plurals; -ed sounds; 1-1-1 spelling rule *Unit 2 Week 3* - Review suffixes; form plurals with -s, and -es; irregular plurals; -ed sounds; 1-1-1 spelling rule - assessment *Unit 3 Week 1* - Review v-e syllables; spelling of /k/ in v-e syllable; s saying /z/ between two vowels; review division of multisyllabic words; two-syllable words with closed syllables; two-syllable words with closed and v-e syllables; spelling multisyllabic words *Unit 4 Week 1* - Introduce ve at the end of a word, ive as a suffix, silent e spelling rule, lower-case cursive letters *Unit 4 Week 2* Introduce ve at the end of a word, ive as a suffix, silent e spelling rule, lower-case cursive letters *Unit 5 Week 1* Identify schwa, reading words with a schwa in an unaccented	W.3.10 SL.3.1-3.3; 6 L.3.1A,D,E L.3.2.B,E,F,G L.3.3 L.3.4A,B,D L.3.6

structures, text evidence, main idea, cause and effect, author's purpose - Google Slides from TPT	T,U Topic Sentences W.1, W.3 Transition Words Y.1-Y.6	syllable, spelling words with a schwa in an unaccented syllable, -et spelling at the end of words such as jacket, dictionary skills, lower-case cursive letters n,m,v,y,	

Formative Assessment Plan	Summative Assessment Plan
● Nearpod activities ● On-demand writing ● StoryWorks Jr. worksheets ● Trick word quizzes ● Scholastic News activities ● Guided Reading Activities ● RTL letters ● Choice board	● Common Assessments ● End of unit test - Fundations ● Storyworks Jr. Assessments ● Guided Reading assessments/projects
Main Resources	Supplementary Resources
● Storyworks Jr. ● 6+1 Trait Crate ● Fundations 3	● RAZ Stories ● Nearpod ● Readworks (Readworks.org) ● Newsela ● Writing to texts ● Daily 6 Trait Writing ● Science/SS texts ● Scholastic News ● IXL ● Reading A-Z

	● Mentor Texts

Unit 1 Appendix

Grade 3/ ELA / Unit # 3 Opinion				
Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill	Standards

December (15 days)	Compare and contrast texts, using paired texts
	
	Develop opinions based on non-fiction articles
	   - Review nonfiction standards
	   - Practice taking notes
	
	Guided Reading Focus: based on informational standards students have not yet mastered, summarizing non-fiction texts
	
	**Fridays - Scholastic News practice RACE and answering multiple choice questions
	
	** Compare and Contrast - Google Slides TPT Theme Pack
		Use articles to identify fact and opinion statements, create anchor chart
		(Brain Pop Video/IXL)
		
		Use articles and notes from reading to create opinion pieces - students will write in paragraphs with a beginning, middle, and end
		
		Use a fiction and non-fiction article from reading to form an opinion, create an opinion piece, and write in paragraphs with a beginning, middle, and end
		
		Grammar: Ensure subject-verb and pronoun-antecedent agreement (*Nearpod* subject-verb agreement), form and use possessives
		
		**Fridays- Independent Writing or on demand writing
		**IXL Standards:
		Opinion Writing Z.1-Z.6
			Unit 5 Week 2
			Identify schwa, reading words with a schwa in an unaccented syllable, spelling words with a schwa in an unaccented syllable, -et spelling at the end of words such as jacket, dictionary skills, lower-case cursive letters n,m,v,y
			
			Unit 6 Week 1
			Open syllable review, y as a vowel, schwa in an open syllable with a, schwa in an open syllable with i, open syllable exception, soft c:c,ce,ci,cy -reading, soft g: ge,gi,gy - reading, lower-case cursive letters z,x
				RI.3.1-3.9
				RL.3.1
				RL.3.6
				RL.3.7
				RL.3.9
				RF.3.3-3.4
				W.3.1
				W.3.4
				W.3.5
				W.3.6
				W.3.10
				SL.3.1
				SL.3.5
				SL.3.6
				L.3.1-3.4
				L.3.6

Formative Assessment Plan	Summative Assessment Plan
● Nearpod activities ● On-demand writing ● StoryWorks Jr. worksheets ● Trick word quizzes ● Scholastic News activities	● Common Assessments ● End of unit test - Fundations ● Storyworks Jr. Assessments ● Guided Reading assessments/projects

• Guided Reading Activities • RTL letters • Choice board	

Main Resources	Supplementary Resources
• Storyworks Jr. • Fundations 3	• RAZ Stories • Nearpod • Readworks (Readworks.org) • Newsela • Writing to texts • Daily 6 Trait Writing • Science/SS texts • Scholastic News • IXL • Reading A-Z • Mentor Texts

Grade 3/ ELA / Unit # 4 Narrative				
Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill	Standards
January, February, first two weeks of	Inference: • The Stranger • TPT Theme Pack: Inference	Notice openings in mentor texts; create anchor chart; Write openings using mentor text	*Unit 6 Week 2* Open syllable review, y as a vowel, schwa in an open syllable with a, schwa in an	RI. 3.1-3.9 RL.3.1-3.7 RL 3.9 RF.3.3-3.4

| March (47 days) | • IXL: M1-4

Identify main characters in a story, describe characters using details from the story, identify inside and outside traits, discuss how a character changes throughout the story
  - Bad Case of Stripes, Mr. Peabodyś Apples, My Lucky Day
  - Create an anchor chart
Describe how a character's actions contribute to the plot of a story
  - Create anchor chart
  - Examples of texts: The Choice: Storyworks; Mr. Magee Goes Camping (youtube video)
Identify parts of the story and how they are connected (problem/solution)
  - Create an anchor chart
  - Dog Breath
  - Refer to Magic of Three from Writing
Use details from the story to determine the theme of a story
  - Create anchor chart
  - Examples of texts: The Giving Tree, "John Henry" - NJP pgs. 18-23
  - Mr. Peabody's Apples
  - TPT Theme Pack
Identify figurative language in a | models, use writing openings lesson plan (from Lisa)

Notice body paragraphs (middle) in mentor texts, identify the Magic of Three using Dog Breath, Bad Case of Stripes, create anchor chart
  • Toy Story

Develop body paragraphs (middle), show don't tell, stretching sentences, create a word splash with vivid verbs and adjectives
Notice endings in mentor texts, create anchor chart

Write/type endings using mentor text model

Use peer and teacher conferences to revise and edit writing, use Google Meet and comments/suggestions mode on Google Docs

Ruby Bridges activities

Continue practicing narrative writing using paired texts,

Every other Friday - independent writing/author's chair and on demand writing

Grammar: Describe the function of adjectives | open syllable with i, open syllable exception, soft c:c,ce,ci,cy -reading, soft g: ge,gi,gy - reading, lower-case cursive letters z,x

Unit 6 Week 3
Open syllable review, y as a vowel, schwa in an open syllable with a, schwa in an open syllable with i, open syllable exception, soft c:c,ce,ci,cy -reading, soft g: ge,gi,gy - reading, lower-case cursive letters z,x

Bonus Unit Week 1
Review of closed syllables with emphasis on nonsense words, concepts of prefixes and roots, review of syllable division for multisyllabic words

Bonus Unit Week 2
Review of closed syllables with emphasis on nonsense words, concepts of prefixes and roots, review of syllable division for multisyllabic words

Unit 7 Week 1 and Week 2

Pluralizing words ending in y | W.3.3A,B,C,D
W.3.3
W.3.4
W.3.5
W.3.6
W.3.10
SL.3.1-3.2
SL.3.4
SL.3.6
L.3.1A,G,H
L.3.2C,E,F,G
L.3.4A,C,D
L.3.5A,B,C
L.3.6 |

story and how it contributes to the plot
    - Examples of texts: Amelia Bedelia
Distinguish point of view from character's or author's point of view
    - Examples of text: NJP pgs. 112-117
Compare and contrast texts using Ruby Bridges, review narrative standards using Ruby Bridges and activities
    - Ask and answer questions while reading
    - Theme
    - Point of view
    - Compare and contrast text and video
    - Brainpop Jr. - Ruby Bridges
 	
Guided Reading Focus:
    - asking and answering questions,
    - character changes
    - use illustrations in story to show how the tone changes,
    - Theme
    - problem/solution
    - Summarizing fiction texts
 	
**Fridays - - Scholastic News practice RACE and answering multiple choice questions
	Compare and form comparative and superlative adjectives,
	 Use sentence to determine when to use an adjective or adverb; modify the adjective or adverb as needed
	
	**IXL Standards:
	Punctuating Dialogue CCC.6
	Shades of Meaning KK.1-KK.3
	Idioms LL.1
	Adjectives and Adverbs V V.1-V V.10
	Descriptive Details AA.1-AA.3
	Topic Sentence for Narrative W.2
	Sensory Details J.1, J.2
	Theme G.1
	Literary Devices K.1, K.2
	Literary Text R, S
	
	** Brain Pop - Writing with the Senses
		and o, Y and suffix spelling rule, upper-case cursive letters A, O, C, G, E
		
		Unit 8 Week 1
		Final Stable Syllable, consonant -le, tion, sion, consonant -le/exception, final syllable with schwa vs. consonant -le, consonant -le/adding suffixes, upper-case cursive letters F,T,B,P,R,L
		
		Unit 8 Week 2
		Final Stable Syllable, consonant -le, tion, sion, consonant -le/exception, final syllable with schwa vs. consonant -le, consonant -le/adding suffixes, upper-case cursive letters F,T,B,P,R,L
		
		Unit 8 Week 3
		Final Stable Syllable, consonant -le, tion, sion, consonant -le/exception, final syllable with schwa vs. consonant -le, consonant -le/adding suffixes, upper-case cursive letters F,T,B,P,R,L	

**Character traits, literal vs. non-literal - Google Slides TPT Theme Pack	

Formative Assessment Plan	Summative Assessment Plan
- Nearpod activities - On-demand writing - StoryWorks Jr. worksheets - Trick word quizzes - Scholastic News activities - Guided Reading Activities - RTL letters - Choice board	- Common Assessments - End of unit test - Fundations - Storyworks Jr. Assessments - Guided Reading assessments/projects - Ruby Bridges activities
Main Resources	Supplementary Resources
- Storyworks Jr. - Fundations 3 - The Story of Ruby Bridges	- RAZ Stories - Nearpod - Readworks (Readworks.org) - Newsela - Writing to texts - Daily 6 Trait Writing - Science/SS texts - Scholastic News - IXL - Reading A-Z - Mentor Texts

Grade 3/ ELA / Unit # 5 Mini Unit - NJSLA Review

Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill	Standards
Last three weeks of March, April (27 days)	Model and practice using paired texts to answer questions using details from both texts Guided Reading focus: group kids based on standards they need extra support in from this year. Ex: race responses, theme, main idea, text structure	Model and practice using paired texts to answer questions using details from both texts - Model and practice taking notes from both texts - Use key words in the questions to develop specific type of writing - Continue developing test stamina Grammar: Identify the function of conjunctions; use subordinating and coordinating conjunctions in writing, Use quotation marks when writing dialogue, **IXL Standards Comparing information from Two Informational Texts L.2	*Unit 9 Week 1* All sounds of ar,er,ir,or, and ur, combining r-controlled syllables with er,ir,and ur with other syllable types, war and wor, -ward and -or as a suffix, spelling option procedure for -er sound, dictionary skills, r-controlled exception (rr), 1-1-1 spelling rule with r-controlled words, upper-case cursive letters - H, K, N, M, D, W *Unit 9 Week 2* All sounds of ar,er,ir,or, and ur, combining r-controlled syllables with er,ir,and ur with other syllable types, war and wor, -ward and -or as a suffix, spelling option procedure for -er sound, dictionary skills, r-controlled exception (rr), 1-1-1 spelling rule with r-controlled words,	RI.3.1 - 3.9 RL 3.1 - 3.7 RL.3.9 RF.3.3-3.4 W.3.1-3.4 W.3.6 W.3.8 W.3.10 SL3.1 SL.3.4 SL.3.6 L.3.1-3.4 L.3.6

| | | | upper-case cursive letters - H, K, N, M, D, W

Unit 9 Week 3
All sounds of ar,er,ir,or, and ur, combining r-controlled syllables with er,ir,and ur with other syllable types, war and wor, -ward and -or as a suffix, spelling option procedure for -er sound, dictionary skills, r-controlled exception (rr), 1-1-1 spelling rule with r-controlled words, upper-case cursive letters - H, K, N, M, D, W

Unit 10 Week 1
Double vowels, double vowel syllable, additional sounds eigh, ei, ea, ie, igh, oo, ui, adding suffix to double vowel words, double vowel exception, upper-case cursive letters U, V, Y, Z

Unit 10 Week 2
Double vowels, double vowel syllable, additional sounds eigh, ei, ea, ie, igh, oo, ui, adding suffix to double vowel words, double vowel exception, upper-case cursive letters U, V, Y, Z | |

Formative Assessment Plan	Summative Assessment Plan
- Nearpod activities - On-demand writing - StoryWorks Jr. worksheets - Trick word quizzes - Scholastic News activities - Guided Reading Activities - RTL letters - Choice board	- Common Assessments - End of unit test - Fundations - Storyworks Jr. Assessments - Guided Reading assessments/projects
Main Resources	Supplementary Resources
- Storyworks Jr. - Fundations 3	- RAZ Stories - Nearpod - Readworks (Readworks.org) - Newsela - Writing to texts - Daily 6 Trait Writing - Science/SS texts - Scholastic News - IXL - Reading A-Z - Mentor Texts

Grade 3/ ELA / Unit # 6 Mini Unit - Author Study/Investigations/ Poetry

Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill	Standards
May/June (33 days)	Read and analyze mentor texts by the author - Cynthia Rylant - create lapbook - View website - Brainpop, Jr. - Journal entries - Read and analyze different types of poetry - Create lapbook - Model and practice writing different types of poetry - Brainpop Jr: Poems Guided Reading focus - ask and answer questions, compare and contrast, identify theme, character changes in various books by the author	Use chromebooks to research information on an animal - model and practice taking notes from online sources. - Use notes to create paragraphs - Use peer editing and teacher conferences to revise and edit writing - Create poster according to the rubric Grammar: Review all grammar skills from year (Nearpod: Is it a noun, verb, adjective or adverb?"	*Unit 10 Week 3* Double vowels, double vowel syllable, additional sounds eigh, ei, ea, ie, igh, oo, ui, adding suffix to double vowel words, double vowel exception, upper-case cursive letters U, V, Y, Z *Unit 11 Week 1 and Week 2* Contractions, upper case cursive letters Q, X *Unit 12 Week 1* Soft sound c after e,i,y, soft sound of g after e,i, y, english words do not end in j, dge after a short vowel, silent e spelling rule after soft g and c, upper-case cursive letters S,I,J	RL 3.1 RL 3.2 RL.3.4 RL.3.6 W.3.4 W.3.5 W.3.6 W.3.7 W.3.10 SL.3.1.A-SL.3.1 D L.3.1-L.3.4 L.3.6

Formative Assessment Plan	Summative Assessment Plan
● Nearpod activities ● On-demand writing ● StoryWorks Jr. worksheets	● Common Assessments ● End of unit test - Fundations ● Storyworks Jr. Assessments

● Trick word quizzes ● Scholastic News activities ● Guided Reading Activities ● RTL letters ● Choice board	● Guided Reading assessments/projects
Main Resources	**Supplementary Resources**
● Storyworks Jr. ● Fundations 3	● RAZ Stories ● Nearpod ● Readworks (Readworks.org) ● Newsela ● Writing to texts ● Daily 6 Trait Writing ● Science/SS texts ● Scholastic News ● IXL ● Reading A-Z ● Mentor Texts ● BrainPop, Jr. ● Author Website