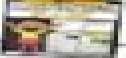


# FREE PACING GUIDE THIRD GRADE

## ELA STANDARDS

| Week      |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                    |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 5<br>(14) | <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures by using language that pertains to time, sequence, and cause/effect.</p>  <p><a href="#">Making Connections Unit</a></p> | <p>Review, reteach, apply the less than/known/remaining Quarters. *Depending on class assessment data, standards may need to be focused on during</p> <p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups) about topics and issues, expressing ideas and opinions.</p> | <p><b>RF.3.3a</b> Identify and know the meaning of the most common prefixes and suffixes.</p>                                                                                                                                                                                           | <p><b>L.3.1E</b> Form and use the simple (e.g., I walked; I will walk) verb tenses.</p>  <p><a href="#">Verb Tenses Unit</a></p>                                                                                                                                                                                                                     | CO<br>LES                                                                                                          |
| 6<br>(15) |                                                                                                                                                                                                                                                                                                                                                            | <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>  <p><a href="#">Ask &amp; Answer Unit</a></p>                                   | <p><b>SL.3.2</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>                                                                                            | <p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.3.4a</b> Read grade-level text with purpose and understanding.</p> <p><b>RF.3.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><a href="#">RF Fluency Unit</a></p>  |                                                                                                                    |
| 7<br>(16) | <p><b>RI.3.4</b> Determine the main words and phrases used in distinguishing literal and nonliteral language.</p> <p><a href="#">Figurative Language Unit</a></p>                                                                                                                                                                                          | <p><b>RI.3.7</b> Use information gained from illustrations (maps, photos) and the words in a text to demonstrate understanding of the text.</p>  <p><a href="#">Illustrations Unit</a></p>                                           | <p><b>SL.3.4</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>  <p><a href="#">Speaking &amp; Listening Unit</a></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                         | Use co-high-stus adding (e.g.,                                                                                     |
| 8<br>(17) | <p><b>RI.3.7</b> Explain aspects of illustrations and what is conveyed in a story mood, emotion of a character.</p>  <p><a href="#">Text Features Unit</a></p>                                                                                                          | <p><b>RI.3.5</b> Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>  <p><a href="#">Text Features Unit</a></p>                                  |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                         | Use the general families spelling ending word par                                                                  |
| 9<br>(18) |                                                                                                                                                                                                                                                                                                                                                            | <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>                                                                                                        | <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>                                                                                        | <p><b>RF.3.3d</b> Read grade-appropriate irregularly spelled words.</p>  <p><a href="#">Irregularly Spelled Words Unit</a></p>                                                                                                                                                                                                                     | <p>Explain nouns, pronouns, adjectives general and in particular</p> <p><a href="#">Portuguese Search Unit</a></p> |

# Common Core Language Pacing Guide 3rd Grade

**Felicia Durden**



## **Common Core Language Pacing Guide 3rd Grade:**

Kim Bailey,Chris Jakicic,2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more **Common Core English Language Arts in a PLC at Work®, Grades 3-5** Douglas Fisher,Nancy Frey,2012-10-25 Explore strategies for integrating the Common Core State Standards for English language arts for grades 3 5 in this interdisciplinary resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning Common Core Curriculum Maps in English Language Arts, Grades K-5 Great Minds,2011-10-19 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K 5 The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more Teachers can use the maps to plan their year and craft their own more detailed lesson plans Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards *Common Core English Language Arts in a PLC at Work® Grades 6-8* Douglas Fisher,Nancy Frey,2012-12-05 Explore strategies for integrating the Common Core State Standards for English language arts for grades 6 8 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning **Common Core Curriculum Maps in English Language Arts, Grades 9-12** Great Minds,2011-10-13 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades 9 12 Teachers can use the maps to plan their year and craft their own more detailed lesson plans Each grade is broken down into six units that include

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