

Jasper City Schools
Third Grade ELA Pacing Guide
9.20.2018

- Thoughtful and effective planning throughout the school year is crucial for student mastery of standards.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year (e.g., explicit instruction, learning centers, IXL, ScootPad, etc.).

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><u>Literature:</u> RL 3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL 3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL 3.3-Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL 3.4-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.5-Refer to parts of stories, dramas, and poems when writing or speaking about a text, (<i>using terms such as chapter, scene, and stanza</i>); describe how each successive part builds on earlier sections.</p>	<p><u>Literature:</u> RL 3.6-Distinguish their own point of view from that of the narrator or those of the characters. <u>Informational Text:</u> RI 3.5-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. RI.3.6-Distinguish their own point of view from that of the author of a text. RI 3.7-Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><u>Writing:</u> W.3.1d-Provide a concluding statement or section. W.3.2d-Provide a concluding statement or section. W.3.4-With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.. <u>Language:</u> L.3.1b-Form and use regular and irregular plural nouns. L.3.1g-Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1h-Use coordinating and</p>	<p><u>Writing:</u> W.3.3d-Provide a sense of closure. W.3.6-With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. <u>Speaking and Listening:</u> SL.3.4-Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, describing details, speaking clearly at an understandable pace. SL.3.5-Create engaging audio recordings of stories</p>

<p>RL.3.7-Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (<i>e.g., create mood, emphasize aspects of a character or setting</i>).</p> <p>RL.3.9-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (<i>e.g., in books from a series</i>).</p> <p>RL.3.10-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Informational Text:</u></p> <p>RI 3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI 3.3-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI 3.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>RI.3.8-Describe the logical connection between particular sentences and paragraphs in</p>	<p><u>Foundational Skills:</u></p> <p>RF.3.3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3a-Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3b-Decode words with common Latin suffixes.</p> <p>RF.3.3d-Read grade-appropriate irregularly spelled words.</p> <p><u>Writing:</u></p> <p>W.3.1b-Provide reasons that support the opinion.</p> <p>W.3.2b-Develop the topic with facts, definitions, and details.</p> <p><u>Language:</u></p> <p>L.3.1c-Use abstract nouns (<i>e.g., childhood</i>).</p> <p>L.3.1d-Form and use regular and irregular verbs.</p> <p>L.3.1e-Form and use the simple (<i>e.g., I walked; I walk; I will walk</i>) <i>verb tenses</i>).</p> <p>L.3.1f-Ensure subject-verb and pronoun – antecedent agreement</p> <p>L.3.2c-Use commas and quotation marks in dialogue.</p> <p>L.3.2e-Use conventional spelling for high-frequency and other studied</p>	<p>subordinating conjunctions.</p> <p>L.3.1i-Produce simple, compound, and complex sentences.</p> <p>L.3.2-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2a-Capitalize appropriate words in titles.</p> <p>L.3.2b-Use commas in addresses.</p> <p>L.3.4c-Use a known root word as a clue to the meaning of an unknown word with the same root (<i>e.g., company, companion</i>).</p> <p>L.3.5c-Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>).</p>	<p>or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL3.6-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See Grade 3 Language standards 37 and 39 for specific expectations).</p>
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<p>text (<i>e.g., comparison; cause and effect; first, second, third in a sequence</i>).</p> <p>RI.3.9-Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI 3.10-By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.</p> <p><u>Foundational Skills:</u></p> <p>RF.3.3c-Decode multi-syllable words.</p> <p>RF.3.4-Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4a-Read on-level text with purpose and understanding.</p> <p>RF.3.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.3.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing:</u></p> <p>W.3.1-Write opinion pieces on topics or texts, supporting an ongoing of view with reasons.</p> <p>W.3.1a-Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1c-Use linking words and phrases (<i>e.g., because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>W.3.2-Write informative or explanatory texts to examine a topic and convey ideas and</p>	<p>words and for adding suffixes to base words (<i>e.g., sitting, smiled, cries, happiness</i>).</p> <p>L.3.5-Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.3.5a-Distinguish the literal and nonliteral meanings of words and phrases in context (<i>e.g., take steps</i>).</p> <p>L.3.5b-Identify real-life connections between words and their use (<i>e.g., describe people who are friendly or helpful</i>).</p>		
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information clearly.

W.3.2a-Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2c-Use linking words and phrases (*e.g., also, another, and more, but*) to connect ideas within categories of information.

W.3.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3a-Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.

W.3.3b-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c-Use temporal words and phrases to signal event order.

W.3.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-3).

W.3.7-Conduct short research projects that build knowledge about a topic.

W.3.8-Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10-Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.3.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore.

SL.3.1b-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d-Explain their own ideas and understanding in light of the discussion

SL.3.2-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.

SL.3.3-Ask and answer questions about information from a speaker, offering

appropriate elaboration and detail.

Language:

L.3.1-Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.

L.3.1a-Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.2d-Form and use possessives.

L.3.2f-Use spelling patterns and generalizations (*e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

L.3.2g-Write legibly in cursive.

L.3.2h-Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a-Recognize and observe differences between the conventions of spoken and written Standard English.

L.3.3b- Recognize and observe differences between the conventions of spoken and written Standard English.

L.3.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

<p>L.3.4a-Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b-Determine the meaning of the new word formed when a known affix is added to a known word (e.g, <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>L.3.4d-Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.6-Acquire and use accurately grade-appropriate conversational, general academic , and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>			
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Power Standards*

Literature:

RL 3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL 3.3-Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 3.4-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL 3.5-Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL 3.6-Distinguish their own point of view from that of the narrator or those of the characters.

RL 3.7-Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL 3.9-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.3.10-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Informational Text:

RI 3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI 3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI 3.3-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI 3.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

RI 3.5-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

RI 3.6-Distinguish their own point of view from that of the author of a text.

RI 3.7-Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI 3.8-describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).

RI 3.9-Compare and contrast the most important points and key details presented in two texts on the same topic.

RI 3.10-By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.

Foundational Skills:

RF 3.3-Know and apply grade-level phonics and word analysis skills in decoding words.

RF 3.3.a-Identify and know the meaning of the most common prefixes and derivational suffixes.

RF 3.3.b-Decode words with common Latin suffixes.

RF 3.3.c-Decode multisyllable words.

RF 3.3.d-Read grade-appropriate irregularly spelled words.

RF 3.4-Read with sufficient accuracy and fluency to support comprehension.

RF 3.4.a-Read on-level text with purpose and understanding.

RF 3.4.b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF 3.4.c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

W.3.7-Conduct short research projects that build knowledge about a topic.

W.3.8-Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W 3.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL 3.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL 3.2-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.

SL 3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL 3.4-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.

SL 3.5-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL 3.6 -Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language:

L 3.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 3.4-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L 3.5-Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L 3.6-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

*The standards that are essential for student grade-level success. They represent those standards teachers will spend the most time emphasizing.