|  |
| --- |
| **3rd Grade ELA Pacing Guide 2023-2024** |
| **9 Weeks** | **Ready Lesson** | **Reading Skill** | **RDCCSS** | **Lang. Lesson** | **Lang. CCSS** |
| **1st** | **5** | **Asking & Answering Questions About Stories** | **RL 3.1** | 1,2 | L 3.1 a |
|  | **6** | **Describing Characters** | **RL 3.3** | 3, 4 | L 3.1 a |
|  | **7** | **Recounting Stories** | **RL 3.2** | 5, 6 | L 3.1 a, b |
|  | **8** | **Determine the Central Message** | **RL 3.2** | 7, 8 | L 3.1 c, e |
|  | **12** | **Words In Context/Figurative Language** | **RL 3.4** | 9,10 | L 3.1 d |
| **2nd** | **1** | **Ask & Answer Questions About Key Ideas** | **RI 3.1** | 11 12 | L 3.1 f |
|  | **2** | **Finding Main Ideas and Key Details** | **RI 3.2** | 13 14 | L 3.1 g, h |
|  | **3** | **Reading About Time and Sequence** | **RI 3.3** | 15 16 | L 3.1 h, i |
|  | **4** | **Describing Cause and Effect** | **RI 3.3** | 17 18 |  |
|  | **9** | **Unfamiliar Words** | **RI 3.4** | 19 20 | L 3.2 d |
|  | **10** | **Text Features** | **RI 3.5** | 21 22 | L 3.2 e L 3.5 c |
|  | **17** | **Connecting Words and Pictures in Informational Text** | **RI 3.7** | 23 24 | L 3.3 a, b |
| **3rd** | **21** | **Connecting Words and Pictures** | **RL 3.7** | 25 26 | L 3.4 a, b |
|  | **16** | **Point of View** | **RL 3.6** | 28 | L 3.4 c |
|  | **11** | **Author’s Point of View** | **RI 3.6** | 27 | L 3.4 a, b |
|  | **18/19** | **Describing Connections Between Sentences/Paragraphs** | **RI 3.8** | 29 | L 3.4 d |
| **4th**  | **22** | **Comparing & Contrasting Stories** | **RL 3.9** | 31 | L 3.5 b |
|  | **20** | **Comparing & Contrasting Two Texts** | **RI 3.9** | 32 | L 3.6 |
|  | **13** | **What are Stories Made of?** | **RL 3.5** | 33 | L 3.6 |
|  | **14** | **What are Plays Made of?** | **RL 3.5** |  |  |
|  | **15** | **What are Poems Made of?** | **RL 3.5** |  |  |

|  |
| --- |
| **3rd Grade Writing Pacing Guide 2023-2024** |
| **1st 9 Weeks** |
| 3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| 3.3a | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| 3.3b | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| 3.3c | Use temporal words and phrases to signal event order. |
| 3.3d | Provide a sense of closure. |
| **2nd 9 Weeks** |
| 3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 3.2a | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| 3.2b | Develop the topic with facts, definitions, and details. |
| *3.2c* | *Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.* |
| 3.2d | Provide a concluding statement or section. |
| **3rd 9 Weeks** |
| 3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| 3.1a | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. |
| 3.1b | Provide reasons that support the opinion. |
| 3.1c | *Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.* |
| 3.1d | Provide a concluding statement or section. |
| **4th 9 Weeks** |
| 3.7 | Conduct short research projects that build knowledge about a topic. |
| *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. |
| 3.1 | 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. |
| **All Year** |
| 3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 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 Language standards 1-3 up to and including grade 3 here.) |
| 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. |