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Vocabulary

<table>
<thead>
<tr>
<th>RF</th>
<th>Fluency</th>
<th>Prefix</th>
<th>Purpose</th>
<th>Suffix</th>
<th>Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL</td>
<td>Author</td>
<td>Chapters</td>
<td>Character Feelings</td>
<td>Character Motivation</td>
<td>Detail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>Character</th>
<th>Concluding Statement</th>
<th>Dialogue</th>
<th>Events</th>
<th>Opinion</th>
<th>Reflect</th>
<th>Sequence Of Events</th>
<th>Setting</th>
<th>Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>Abstract Nouns</td>
<td>Compound Sentence</td>
<td>Context</td>
<td>Independent Clause</td>
<td>Irregular</td>
<td></td>
<td></td>
<td></td>
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List your recommended texts and resources - we will be collecting them at the end of the year.

Resources *

Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Associate Superintendent

Mara Lud
Director of Elementary, Middle Years & Student Services

Delsa Chapman
Director of Magnet Programs & High Schools

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<th>English Language Arts</th>
<th>First Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Skills</strong></td>
<td><strong>Reading: Literature</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>RF.3.3</strong></td>
<td>I CAN separate words into syllables.</td>
<td></td>
</tr>
<tr>
<td><strong>RF.3.4</strong></td>
<td>I CAN use clues to understand what I am reading.*</td>
<td></td>
</tr>
<tr>
<td><strong>RL.3.1</strong></td>
<td>I CAN ask questions about a text to show that I understand what I have read.</td>
<td>I CAN ask questions about a text.</td>
</tr>
<tr>
<td></td>
<td>I CAN answer questions about a text to show that I understand what I have read.</td>
<td>I CAN answer questions about informational text.</td>
</tr>
<tr>
<td></td>
<td>I CAN identify characters in a story</td>
<td>I CAN determine the main idea of informational text.</td>
</tr>
<tr>
<td></td>
<td>I CAN refer to parts of a story (chapters, etc.) to describe how the story is organized.</td>
<td>I CAN identify key details of informational text.</td>
</tr>
<tr>
<td><strong>RL.3.10</strong></td>
<td>I CAN read 2nd and 3rd grade informational texts on my own.*</td>
<td>I CAN explain how the details support the main idea of informational text.</td>
</tr>
<tr>
<td></td>
<td>I CAN answer questions correctly about what I have read.*</td>
<td>I CAN write an ending to my story.</td>
</tr>
<tr>
<td><strong>SL.3.3</strong></td>
<td>I CAN ask and answer questions to help me understand what a speaker is saying.</td>
<td></td>
</tr>
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</table>

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**Introduction to Your English Language Arts Pacing Guide**

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**Recommended Texts**

- Central Message
- Character
- Plot
- Sequence of Events
- Story

**Resources**

- Concluding
- Detail
- Dialogue
- Narrative
- Opinion
- Point of View
- Purpose
- Research
- Revise
- Section
- Source
- Supporting
- Topic

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**Vocabulary**

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<tr>
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<td>Revise</td>
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<tr>
<td>Section</td>
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</tr>
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<td>Topic</td>
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- Yvonne Caamal Canul
  - Superintendent

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  - Ed.D.
  - Associate Superintendent

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</tr>
</thead>
<tbody>
<tr>
<td>RF.3.1</td>
<td>I CAN identify and know the meaning of common prefixes.</td>
<td>I CAN determine the meaning of words and phrases in informational text.</td>
<td>I CAN tell the difference between facts and opinions.</td>
<td>I CAN explain the function of verbs and their purpose in a sentence.</td>
<td>I CAN participate in a variety of discussions about grade level topics and/or texts.</td>
</tr>
<tr>
<td>RF.3.2</td>
<td>I CAN retell a story (including fables, folktales, myths) that I have heard or read.</td>
<td>I CAN identify and use text features and search tools to locate information.</td>
<td>I CAN choose a topic and write a topic sentence that states my opinion.</td>
<td>I CAN form and use regular verbs.</td>
<td>I CAN come to discussions prepared to participate.</td>
</tr>
<tr>
<td>RF.3.3</td>
<td>I CAN describe character traits and feelings.</td>
<td>I CAN share my own point of view from that of the author.</td>
<td>I CAN provide several reasons that support my opinion.</td>
<td>I CAN form and use irregular verbs.</td>
<td>I CAN add to other peoples’ ideas and include my own in the discussion.</td>
</tr>
<tr>
<td>RF.3.4</td>
<td>I CAN figure out what an author really means by the words and phrases that are written.</td>
<td>I CAN use information from illustrations and words to help me understand the text.</td>
<td>I CAN organize my reasons to support my opinion.</td>
<td>I CAN demonstrate the proper use of subject-verb agreement.</td>
<td>I CAN be respectful and follow the rules when I am speaking and listening.</td>
</tr>
<tr>
<td>RL.3.1</td>
<td>I CAN read 2nd and 3rd grade informational texts with proficiency.*</td>
<td>I CAN write a concluding statement about my opinion.</td>
<td>I CAN use linking words and phrases to connect my opinion and reasons.</td>
<td>I CAN identify proper use of pronoun antecedent agreement.</td>
<td>I CAN listen to what others are discussing and add my ideas to the same topic.</td>
</tr>
<tr>
<td>RL.3.2</td>
<td>I CAN identify questions about 2nd and 3rd grade informational text correctly.*</td>
<td>I CAN use familiar spelling patterns, word families, syllables, and ending rules to help me spell correctly when writing.*</td>
<td>I CAN use compound sentences.</td>
<td>I CAN identify simple, compound, and complex sentences.</td>
<td>SL.3.5</td>
</tr>
<tr>
<td>RL.3.3</td>
<td>I CAN read 2nd and 3rd grade informational texts on my own.*</td>
<td>I CAN work with my peers on a variety of writing projects.</td>
<td>I CAN write a concluding statement about my opinion.</td>
<td>I CAN produce compound sentences.</td>
<td>SL.3.1</td>
</tr>
<tr>
<td>RL.3.4</td>
<td>I CAN answer questions correctly about what I have read.*</td>
<td>I CAN work on writing over a short period of time (minutes) depending on the topic.*</td>
<td>I CAN form and use simple verb tenses (past, present, future).</td>
<td>I CAN use commas and quotation marks in dialogue.</td>
<td>I CAN use pictures/visuals to enhance certain facts or details.</td>
</tr>
<tr>
<td>RL.3.5</td>
<td>I CAN answer questions about 2nd and 3rd grade informational text correctly.*</td>
<td>I CAN work on writing over a long period of time (days) depending on the topic.*</td>
<td>I CAN identify proper use of subject-verb agreement.</td>
<td>I CAN spell grade level high-frequency words and spelling words correctly.*</td>
<td></td>
</tr>
<tr>
<td>RL.3.6</td>
<td>I CAN reread and correct myself when I make a mistake.*</td>
<td>I CAN work on writing over a short period of time (minutes) depending on the topic.*</td>
<td>I CAN demonstrate the proper use of pronoun antecedent agreement.</td>
<td>I CAN use conventional spelling for adding suffixes to base words.</td>
<td></td>
</tr>
<tr>
<td>RI.3.1</td>
<td>I CAN figure out the lesson or moral of the stories I have read.</td>
<td>I CAN write a concluding statement about my opinion.</td>
<td>I CAN identify simple, compound, and complex sentences.</td>
<td>I CAN use familiar spelling patterns, word families, syllables, and ending rules to help me spell correctly when writing.*</td>
<td></td>
</tr>
<tr>
<td>RI.3.2</td>
<td>I CAN understand words with common suffixes.</td>
<td>I CAN demonstrate the proper use of subject-verb agreement.</td>
<td>I CAN identify proper use of pronoun antecedent agreement.</td>
<td>I CAN produce compound sentences.</td>
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<td>RI.3.4</td>
<td>I CAN use clues to understand what I am reading.*</td>
<td>I CAN identify simple, compound, and complex sentences.</td>
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<td>I CAN use compound sentences.</td>
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<tr>
<td>RI.3.5</td>
<td>I CAN use root words to help me understand new words with the same root.</td>
<td>I CAN identify simple, compound, and complex sentences.</td>
<td>I CAN identify proper use of subject-verb agreement.</td>
<td>I CAN use compound sentences.</td>
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<tr>
<td>RI.3.6</td>
<td>I CAN use new vocabulary words that I have learned from reading, speaking and conversations.*</td>
<td>I CAN identify simple, compound, and complex sentences.</td>
<td>I CAN identify simple, compound, and complex sentences.</td>
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</table>
| RF.3.4              | ☐ I CAN use clues to understand what I am reading.*  
☐ I CAN reread and correct myself when I make a mistake.* | RI.3.3  
☐ I CAN explain how the character’s actions affect the story.  
RI.3.4  
☐ I CAN tell if the words are literal or non-literal.  
RI.3.6  
☐ I CAN infer what the author or characters might think.  
☐ I CAN tell the difference between what I think and what the author or characters might think.  
RI.3.7  
☐ I CAN identify the mood of a character or setting.  
☐ I CAN explain how illustrations support the words in the story.  
☐ I CAN explain how illustrations contribute to the mood of the character or setting.  
RI.3.9  
☐ I CAN compare and contrast the themes of multiple stories written by the same author about the same or similar characters.  
☐ I CAN compare and contrast the settings of multiple stories written by the same author about the same or similar characters.  
☐ I CAN compare and contrast the plots of multiple stories written by the same author about the same or similar characters.  
RI.3.10  
☐ I CAN read 2nd and 3rd grade texts on my own.*  
☐ I CAN answer questions correctly about what I have read.* | RI.3.8  
☐ I CAN describe the connection between sentences and paragraphs in a text (comparison, cause and effect, and sequential order).  
RI.3.9  
☐ I CAN compare and contrast the most important points and key details in two different texts on the same topic.  
RI.3.10  
☐ I CAN read 2nd and 3rd grade informational texts with proficiency.*  
☐ I CAN answer questions about 2nd and 3rd grade informational text correctly.* | W.3.2  
☐ I CAN write a topic sentence and sentences that support my topic.  
☐ I CAN include illustrations for better understanding.  
☐ I CAN develop my topic with facts, definitions and details.  
☐ I CAN use linking words to connect my ideas.  
☐ I CAN write a concluding statement to support my topic.  
☐ I CAN work with my peers on a variety of writing projects.  
W.3.6  
☐ I CAN work on writing over a short period of time (minutes) depending on the topic.*  
☐ I CAN work on writing over a long period of time (days) depending on the topic.* | L.3.1  
☐ I CAN explain the function of adjectives and their purpose in a sentence.  
☐ I CAN identify the comparative and superlative adjectives and adverbs.  
☐ I CAN identify simple, compound, and complex sentences.  
☐ I CAN produce complex sentences.  
L.3.2  
☐ I CAN spell grade level high-frequency words and spelling words correctly.*  
☐ I CAN use familiar spelling patterns, word families, syllables, and ending rules to help me spell correctly when writing.* | SL.3.1  
☐ I CAN participate in a variety of discussions about grade level topics and/or texts.* | L.3.3  
☐ I CAN recognize and talk about the difference between spoken language and written standard English.  
L.3.4  
☐ I CAN use clues in a sentence to help me figure out the meaning of a word or phrase.* | L.3.5  
☐ I CAN tell the difference between literal and non-literal meanings of words and phrases.  
☐ I CAN identify real-life connections between words and their use.  
L.3.6  
☐ I CAN use new vocabulary words that I have learned from reading, speaking and conversations.* | L.3.10  
☐ I CAN retell details from text read aloud or presented through diverse technologies. |
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### Grade 3: English Language Arts

#### Foundational Skills

- **RF.3.3**
  - I CAN read grade level words with irregular spellings.

- **RF.3.4**
  - I CAN read grade level texts with purpose and understanding.
  - I CAN read grade level poetry and prose orally with fluency and expression.
  - I CAN use clues to understand what I am reading.*
  - I CAN reread and correct myself when I make a mistake.*

- **RL.3.1**
  - I CAN identify parts of a drama/play.
  - I CAN read 2nd and 3rd grade texts on my own.*
  - I CAN answer questions correctly about what I have read.*

- **RL.3.10**
  - I CAN read 2nd and 3rd grade informational texts with proficiency.*
  - I CAN work on writing over a short period of time (minutes) depending on the topic.*
  - I CAN work on writing over a long period of time (days) depending on the topic.*

#### Reading: Literature

- **RI.3.3**
  - I CAN describe the relationship between series of historical events.
  - I CAN describe the relationship between scientific ideas or concepts in a text.
  - I CAN sort this information into categories.
  - I CAN spell grade level high-frequency words and spelling words correctly.*

- **RI.3.5**
  - I CAN refer to the parts of a drama/play (scenes) to describe how the drama is organized.
  - I CAN use language that relates to time, sequence and cause/effect.
  - I CAN form and use comparative and superlative adjectives correctly.
  - I CAN identify simple, compound, and complex sentences.

#### Reading: Informational Text

- **RI.3.3**
  - I CAN read grade level poetry and prose orally with fluency and expression.
  - I CAN identify a poem.
  - I CAN refer to the parts of a poem (stanza/verses) to describe how the poem is organized.

#### Writing

- **W.3.6**
  - I CAN work with my peers on a variety of writing projects.
  - I CAN spell grade level high-frequency words and spelling words correctly.*
  - I CAN use familiar spelling patterns, word families, syllables, and ending rules to help me spell correctly when writing.*

#### Language

- **L.3.1**
  - I CAN explain the function of adverbs and their purpose in a sentence.
  - I CAN explain the function of conjunctions and their purpose in a sentence.
  - I CAN form and use comparative and superlative adjectives correctly.
  - I CAN identify simple, compound, and complex sentences.

- **L.3.2**
  - I CAN use new vocabulary words that I have learned from reading, speaking and conversations.*

#### Speaking and Listening

- **SL.3.1**
  - I CAN participate in a variety of discussions about grade level topics and/or texts.*
  - I CAN come to discussions prepared to participate.*
  - I CAN add to other people’s ideas and include my own in the discussion.*

- **SL.3.5**
  - I CAN record myself reading stories or poems fluently.

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