

Vocabulary			
RF Fluency Prefix Purpose Suffix Syllable	Scene Sequence Of Events Setting	W Character Concluding Statement Dialogue Events Opinion Reflect Sequence Of Events Setting Supporting Details	Nouns Plural Regular Simple Sentence
RL Author Chapters Character Feelings Character Motivation Detail Illustration Mood Narrator Point Of View	RI Compare/Contrast Effect Ideas Informational Text Informative Key Concepts Key Detail Main Idea Sequence Text Features Topic	L Abstract Nouns Compound Sentence Context Independent Clause Irregular	SL Focus Listening Main Idea Metacognition On Topic Reflect Speaking Respect Stamina Supporting Details Topic
Recommended Texts *		Resources *	

* List your recommended texts and resources - we will be collecting them at the end of the year.



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*Director of Elementary,
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Delsa Chapman
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Third Grade • First Quarter
Pacing Guide



English Language Arts

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Grade 3 English Language Arts First Quarter					
Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RF.3.3</p> <p><input type="checkbox"/> I CAN separate words into syllables.</p> <p>RF.3.4</p> <p><input type="checkbox"/> <i>I CAN use clues to understand what I am reading.*</i></p> <p><input type="checkbox"/> I CAN reread and correct myself when I make a mistake.</p>	<p>RL.3.1</p> <p><input type="checkbox"/> I CAN ask questions about a text to show that I understand what I have read.</p> <p><input type="checkbox"/> I CAN answer questions about a text to show that I understand what I have read.</p> <p>RL.3.3</p> <p><input type="checkbox"/> I CAN identify characters in a story</p> <p>RL.3.5</p> <p><input type="checkbox"/> I CAN identify parts of a story.</p> <p><input type="checkbox"/> I CAN refer to parts of a story (chapters, etc.) to describe how the story is organized.</p> <p>RL.3.10</p> <p><input type="checkbox"/> <i>I CAN read 2nd and 3rd grade texts on my own.*</i></p> <p><input type="checkbox"/> <i>I CAN answer questions correctly about what I have read.*</i></p>	<p>RI.3.1</p> <p><input type="checkbox"/> I CAN ask questions about informational text.</p> <p><input type="checkbox"/> I CAN answer questions about informational text.</p> <p><input type="checkbox"/> I CAN refer back to the text to find specific facts and information.</p> <p>RI.3.2</p> <p><input type="checkbox"/> I CAN determine the main idea of informational text.</p> <p><input type="checkbox"/> I CAN identify the key details of informational text.</p> <p><input type="checkbox"/> I CAN explain how the details support the main idea of informational text.</p> <p><input type="checkbox"/> RI.3.10</p> <p><input type="checkbox"/> <i>I CAN read 2nd and 3rd grade informational texts with proficiency.*</i></p> <p><input type="checkbox"/> <i>I CAN answer questions about 2nd and 3rd grade informational text correctly.*</i></p>	<p>W.3.3</p> <p><input type="checkbox"/> I CAN identify story elements.</p> <p><input type="checkbox"/> I CAN write a story with a setting, characters and events.</p> <p><input type="checkbox"/> I CAN organize the events in my story to make it easy to understand.</p> <p><input type="checkbox"/> I CAN include character dialogue in my story.</p> <p><input type="checkbox"/> I CAN use quotation marks correctly in character dialogue.</p> <p><input type="checkbox"/> I CAN describe the actions, thoughts, and feelings of the characters to show their experiences and how they respond to events in the story.</p> <p><input type="checkbox"/> I CAN use words such as first, next, then and last to show the order of events.</p> <p><input type="checkbox"/> I CAN write an ending to my story.</p> <p>W.3.4</p> <p><input type="checkbox"/> I CAN get help from my teachers to help develop and organize my writing.</p> <p>W.3.5</p> <p><input type="checkbox"/> I CAN develop my writing through the writing process (planning, revising, and editing) with help from my teacher and my peers.</p> <p><input type="checkbox"/> I CAN edit my work to show proper conventions and language use.</p> <p><input type="checkbox"/> I CAN revise my work by adding/ deleting words, phrases, and sentences to make my writing better.</p> <p>W.3.6</p> <p><input type="checkbox"/> I CAN work with my peers on a variety of writing projects.</p> <p>W.3.10</p> <p><input type="checkbox"/> <i>I CAN work on writing over a short period of time (minutes) depending on the topic.*</i></p> <p><input type="checkbox"/> <i>I CAN work on writing over a long period of time (days) depending on the topic.*</i></p>	<p>L.3.1</p> <p><input type="checkbox"/> I CAN explain the function of nouns and their purpose in a sentence.</p> <p><input type="checkbox"/> I CAN explain the function of pronouns and their purpose in a sentence.</p> <p><input type="checkbox"/> I CAN form and use regular plural nouns.</p> <p><input type="checkbox"/> I CAN form and use irregular plural nouns.</p> <p><input type="checkbox"/> I CAN identify and use abstract nouns.</p> <p><input type="checkbox"/> I CAN identify simple, compound, and complex sentences.</p> <p><input type="checkbox"/> I CAN produce simple sentences. .</p> <p>L.3.2</p> <p><input type="checkbox"/> I CAN capitalize appropriate words in titles. (Mr., Mrs., Dr., etc.)</p> <p><input type="checkbox"/> I CAN use commas in addresses.</p> <p><input type="checkbox"/> I CAN use an apostrophe in possessives (nouns and pronouns).</p> <p><input type="checkbox"/> <i>I CAN spell grade level high-frequency words and spelling words correctly.*</i></p> <p><input type="checkbox"/> <i>I CAN use familiar spelling patterns, word families, syllables, and ending rules to help me spell correctly when writing.*</i></p> <p><input type="checkbox"/> I CAN use reference materials to check and correct spellings.</p> <p>L.3.3</p> <p><input type="checkbox"/> I CAN recognize and talk about the difference between spoken language and written standard English.</p> <p>L.3.4</p> <p><input type="checkbox"/> <i>I CAN use clues in a sentence to help me figure out the meaning of a word or phrase.*</i></p> <p><input type="checkbox"/> I CAN use a glossary or a dictionary to help me find the meaning of a word or phrase.</p>	<p>SL.3.1</p> <p><input type="checkbox"/> <i>I CAN participate in a variety of discussions about grade level topics and/or texts.*</i></p> <p><input type="checkbox"/> <i>I CAN come to discussions prepared to participate.*</i></p> <p><input type="checkbox"/> <i>I CAN add to other peoples’ ideas and include my own in the discussion.*</i></p> <p><input type="checkbox"/> <i>I CAN be respectful and follow the rules when I am speaking and listening.*</i></p> <p><input type="checkbox"/> I CAN ask questions to help me understand the topic of discussion.</p> <p><input type="checkbox"/> I CAN stay on a topic.</p> <p>SL.3.3</p> <p><input type="checkbox"/> I CAN ask and answer questions to help me understand what a speaker is saying.</p>

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Vocabulary	
RL Central Message Character Plot Sequence of Events Story	W Concluding Detail Dialogue Narrative Opinion Point of View Purpose Research Revise Section Source Supporting Topic
Recommended Texts *	Resources *

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Third Grade • Second Quarter
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Grade 3English Language ArtsSecond Quarter					
Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RF.3.1</p> <p><input type="checkbox"/> I CAN identify and know the meaning of common prefixes.</p> <p><input type="checkbox"/> I CAN identify and know the meaning of common suffixes.</p> <p><input type="checkbox"/> I CAN understand words with common Latin suffixes.</p> <p>RF.3.4</p> <p><input type="checkbox"/> <i>I CAN use clues to understand what I am reading.*</i></p> <p><input type="checkbox"/> <i>I CAN reread and correct myself when I make a mistake. *</i></p>	<p>RL.3.1</p> <p><input type="checkbox"/> I CAN refer back to the text to find my answers.</p> <p>RL.3.2</p> <p><input type="checkbox"/> I CAN retell a story (including fables, folktales, myths) that I have heard or read.</p> <p><input type="checkbox"/> I CAN figure out the lesson or moral of the stories I have read.</p> <p>RL.3.3</p> <p><input type="checkbox"/> I CAN describe character traits and feelings.</p> <p>RL.3.4</p> <p><input type="checkbox"/> I CAN figure out what an author really means by the words and phrases that are written.</p> <p>RL.3.10</p> <p><input type="checkbox"/> <i>I CAN read 2nd and 3rd grade texts on my own.*</i></p> <p><input type="checkbox"/> <i>I CAN answer questions correctly about what I have read.*</i></p>	<p>RI.3.4</p> <p><input type="checkbox"/> I CAN determine the meaning of words and phrases in informational text.</p> <p>RI.3.5</p> <p><input type="checkbox"/> I CAN identify and use text features and search tools to locate information.</p> <p>RI.3.6</p> <p><input type="checkbox"/> I CAN share my own point of view from that of the author.</p> <p>RI.3.7</p> <p><input type="checkbox"/> I CAN use information from illustrations and words to help me understand the text.</p> <p>RI.3.10</p> <p><input type="checkbox"/> <i>I CAN read 2nd and 3rd grade informational texts with proficiency.*</i></p> <p><input type="checkbox"/> <i>I CAN answer questions about 2nd and 3rd grade informational text correctly.*</i></p>	<p>W.3.1</p> <p><input type="checkbox"/> I CAN tell the difference between facts and opinions.</p> <p><input type="checkbox"/> I CAN choose a topic and write a topic sentence that states my opinion.</p> <p><input type="checkbox"/> I CAN provide several reasons that support my opinion.</p> <p><input type="checkbox"/> I CAN organize my reasons to support my opinion.</p> <p><input type="checkbox"/> I CAN use linking words and phrases to connect my opinion and reasons.</p> <p><input type="checkbox"/> I CAN write a concluding statement about my opinion.</p> <p>W.3.6</p> <p><input type="checkbox"/> I CAN work with my peers on a variety of writing projects.</p> <p>W.3.10</p> <p><input type="checkbox"/> <i>I CAN work on writing over a short period of time (minutes) depending on the topic.*</i></p> <p><input type="checkbox"/> <i>I CAN work on writing over a long period of time (days) depending on the topic.*</i></p>	<p>L.3.1</p> <p><input type="checkbox"/> I CAN explain the function of verbs and their purpose in a sentence.</p> <p><input type="checkbox"/> I CAN form and use regular verbs.</p> <p><input type="checkbox"/> I CAN form and use irregular verbs.</p> <p><input type="checkbox"/> I CAN form and use simple verb tenses (past, present, future).</p> <p><input type="checkbox"/> I CAN identify proper use of subject-verb agreement.</p> <p><input type="checkbox"/> I CAN demonstrate the proper use of subject-verb agreement.</p> <p><input type="checkbox"/> I CAN identify proper use of pronoun antecedent agreement.</p> <p><input type="checkbox"/> I CAN demonstrate the proper use of pronoun- antecedent agreement.</p> <p><input type="checkbox"/> I CAN identify simple, compound, and complex sentences.</p> <p><input type="checkbox"/> I CAN produce compound sentences.</p> <p>L.3.2</p> <p><input type="checkbox"/> I CAN use commas and quotation marks in dialogue.</p> <p><input type="checkbox"/> <i>I CAN spell grade level high-frequency words and spelling words correctly.*</i></p> <p><input type="checkbox"/> I CAN use conventional spelling for adding suffixes to base words.</p> <p><input type="checkbox"/> <i>I CAN use familiar spelling patterns, word families, syllables, and ending rules to help me spell correctly when writing.*</i></p> <p>L.3.3</p> <p><input type="checkbox"/> I CAN choose different words and phrases for effect.</p> <p><input type="checkbox"/> I CAN recognize and talk about the difference between spoken language and written standard English.</p> <p>L.3.4</p> <p><input type="checkbox"/> <i>I CAN use clues in a sentence to help me figure out the meaning of a word or phrase.*</i></p> <p><input type="checkbox"/> I CAN tell the meaning of a word when a prefix/suffix is added.</p> <p><input type="checkbox"/> I CAN use root words to help me understand new words with the same root.</p> <p>L.3.6</p> <p><input type="checkbox"/> <i>I CAN use new vocabulary words that I have learned from reading, speaking and conversations.*</i></p>	<p>SL.3.1</p> <p><input type="checkbox"/> <i>I CAN participate in a variety of discussions about grade level topics and/or texts.*</i></p> <p><input type="checkbox"/> <i>I CAN come to discussions prepared to participate.*</i></p> <p><input type="checkbox"/> <i>I CAN add to other peoples’ ideas and include my own in the discussion.*</i></p> <p><input type="checkbox"/> <i>I CAN be respectful and follow the rules when I am speaking and listening.*</i></p> <p><input type="checkbox"/> I CAN listen to what others are discussing and add my ideas to the same topic.</p> <p>SL.3.5</p> <p><input type="checkbox"/> I CAN use pictures/visuals to enhance certain facts or details.</p>

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Vocabulary		
RL Character Trait Infer Literal Non-literal	W Definition Fact Prepared Supporting Detail Topic Sentence	SL Discuss Key Ideas Participate Prepared
RI Cause/Effect Key idea Sequential Order	L Adjective Adverb Comparative Adjective Complex Sentence Literal Meaning Non-literal Meaning Superlative Adjective Syllable	
Recommended Texts *		Resources *

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<p>RF.3.4</p> <p><input type="checkbox"/> <i>I CAN use clues to understand what I am reading.*</i></p> <p><input type="checkbox"/> <i>I CAN reread and correct myself when I make a mistake.*</i></p>	<p>RL.3.3</p> <p><input type="checkbox"/> I CAN explain how the character's actions affect the story.</p> <p>RL.3.4</p> <p><input type="checkbox"/> I CAN tell if the words are literal or non-literal.</p> <p>RL.3.6</p> <p><input type="checkbox"/> I CAN infer what the author or characters might think.</p> <p><input type="checkbox"/> I CAN tell the difference between what I think and what the author or characters might think.</p> <p>RL.3.7</p> <p><input type="checkbox"/> I CAN identify the mood of a character or setting.</p> <p><input type="checkbox"/> I CAN explain how illustrations support the words in the story.</p> <p><input type="checkbox"/> I CAN explain how illustrations contribute to the mood of the character or setting.</p> <p>RL.3.9</p> <p><input type="checkbox"/> I CAN compare and contrast the themes of multiple stories written by the same author about the same or similar characters.</p> <p><input type="checkbox"/> I CAN compare and contrast the settings of multiple stories written by the same author about the same or similar characters.</p> <p><input type="checkbox"/> I CAN compare and contrast the plots of multiple stories written by the same author about the same or similar characters.</p> <p>RL.3.10</p> <p><input type="checkbox"/> <i>I CAN read 2nd and 3rd grade texts on my own.*</i></p> <p><input type="checkbox"/> <i>I CAN answer questions correctly about what I have read.*</i></p>	<p>RI.3.8</p> <p><input type="checkbox"/> I CAN describe the connection between sentences and paragraphs in a text (comparison, cause and effect, and sequential order).</p> <p>RI.3.9</p> <p><input type="checkbox"/> I CAN compare and contrast the most important points and key details in two different texts on the same topic.</p> <p>RI.3.10</p> <p><input type="checkbox"/> <i>I CAN read 2nd and 3rd grade informational texts with proficiency.*</i></p> <p><input type="checkbox"/> <i>I CAN answer questions about 2nd and 3rd grade informational text correctly.*</i></p>	<p>W.3.2</p> <p><input type="checkbox"/> I CAN write a topic sentence and sentences that support my topic.</p> <p><input type="checkbox"/> I CAN include illustrations for better understanding.</p> <p><input type="checkbox"/> I CAN develop my topic with facts, definitions and details.</p> <p><input type="checkbox"/> I CAN use linking words to connect my ideas.</p> <p><input type="checkbox"/> I CAN write a concluding statement to support my topic.</p> <p>W.3.6</p> <p><input type="checkbox"/> I CAN work with my peers on a variety of writing projects.</p> <p>W.3.10</p> <p><input type="checkbox"/> <i>I CAN work on writing over a short period of time (minutes) depending on the topic.*</i></p> <p><input type="checkbox"/> <i>I CAN work on writing over a long period of time (days) depending on the topic.*</i></p>	<p>L.3.1</p> <p><input type="checkbox"/> I CAN explain the function of adjectives and their purpose in a sentence.</p> <p><input type="checkbox"/> I CAN identify the comparative and superlative adjectives and adverbs.</p> <p><input type="checkbox"/> I CAN identify simple, compound, and complex sentences.</p> <p><input type="checkbox"/> I CAN produce complex sentences.</p> <p>L.3.2</p> <p><input type="checkbox"/> <i>I CAN spell grade level high-frequency words and spelling words correctly.*</i></p> <p><input type="checkbox"/> <i>I CAN use familiar spelling patterns, word families, syllables, and ending rules to help me spell correctly when writing.*</i></p> <p>L.3.3</p> <p><input type="checkbox"/> I CAN recognize and talk about the difference between spoken language and written standard English.</p> <p>L.3.4</p> <p><input type="checkbox"/> <i>I CAN use clues in a sentence to help me figure out the meaning of a word or phrase.*</i></p> <p>L.3.5</p> <p><input type="checkbox"/> I CAN tell the difference between literal and non-literal meanings of words and phrases.</p> <p><input type="checkbox"/> I CAN identify real-life connections between words and their use.</p> <p>L.3.6</p> <p><input type="checkbox"/> <i>I CAN use new vocabulary words that I have learned from reading, speaking and conversations.*</i></p>	<p>SL.3.1</p> <p><input type="checkbox"/> <i>I CAN participate in a variety of discussions about grade level topics and/or texts.*</i></p> <p><input type="checkbox"/> <i>I CAN come to discussions prepared to participate.*</i></p> <p><input type="checkbox"/> <i>I CAN add to other peoples' ideas and include my own in the discussion.*</i></p> <p><input type="checkbox"/> <i>I CAN be respectful and follow the rules when I am speaking and listening.*</i></p> <p><input type="checkbox"/> I CAN share my ideas and understanding of the key ideas expressed in the discussion.</p> <p>SL.3.2</p> <p><input type="checkbox"/> I CAN retell details from text read aloud or presented through diverse technologies.</p>

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Vocabulary		
RF Expression Irregular Spelling Orally Understanding RL Drama Play Poem Poetry Prose Scene(s) Stanza Verses	RI Describe Historical Events Relationships Scientific Ideas/Concepts Sequence Series Of Steps Technical Procedures W Categories Explanatory Text Informative Text Personal Experience	L Adverb Comparative Adjective Comparative Adverb Complex Sentence Compound Sentence Conjunction Context Coordinating Conjunction Similar States Of Mind Of Certainty Simple Sentence Subordinating Conjunction Superlative Adjective Superlative Adverb
Recommended Texts *		Resources *

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Grade 3 English Language Arts Fourth Quarter					
Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RF.3.3</p> <p><input type="checkbox"/> I CAN read grade level words with irregular spellings.</p> <p>RF.3.4</p> <p><input type="checkbox"/> I CAN read grade level texts with purpose and understanding.</p> <p><input type="checkbox"/> I CAN read grade level poetry and prose orally with fluency and expression.</p> <p><input type="checkbox"/> <i>I CAN use clues to understand what I am reading.*</i></p> <p><input type="checkbox"/> <i>I CAN reread and correct myself when I make a mistake.*</i></p>	<p>RL.3.5</p> <p><input type="checkbox"/> I CAN identify parts of a drama/play.</p> <p><input type="checkbox"/> I CAN refer to the parts of a drama/play (scenes) to describe how the drama is organized.</p> <p><input type="checkbox"/> I CAN identify a poem.</p> <p><input type="checkbox"/> I CAN refer to the parts of a poem (stanza/verses) to describe how the poem is organized.</p> <p>RL.3.10</p> <p><input type="checkbox"/> <i>I CAN read 2nd and 3rd grade texts on my own.*</i></p> <p><input type="checkbox"/> <i>I CAN answer questions correctly about what I have read.*</i></p>	<p>RI.3.3</p> <p><input type="checkbox"/> I CAN describe the relationship between a series of historical events.</p> <p><input type="checkbox"/> I CAN describe the relationship between scientific ideas or concepts in a text.</p> <p><input type="checkbox"/> I CAN describe the relationship between a series of steps in technical procedures in a text.</p> <p><input type="checkbox"/> I CAN use language that relates to time, sequence and cause/effect.</p> <p>RI.3.3</p> <p><input type="checkbox"/> <i>I CAN read 2nd and 3rd grade informational texts with proficiency.*</i></p> <p><input type="checkbox"/> <i>I CAN answer questions about 2nd and 3rd grade informational text correctly.*</i></p>	<p>W.3.6</p> <p><input type="checkbox"/> I CAN work with my peers on a variety of writing projects.</p> <p>W.3.7</p> <p><input type="checkbox"/> I CAN choose a topic, collect facts and present my research.</p> <p>W.3.8</p> <p><input type="checkbox"/> I CAN recall information from personal experiences or gather information from a variety of sources to help me research a topic.</p> <p><input type="checkbox"/> I CAN sort this information into categories.</p> <p>W.3.10</p> <p><input type="checkbox"/> <i>I CAN work on writing over a short period of time (minutes) depending on the topic.*</i></p> <p><input type="checkbox"/> <i>I CAN work on writing over a long period of time (days) depending on the topic.*</i></p>	<p>L.3.1</p> <p><input type="checkbox"/> I CAN explain the function of adverbs and their purpose in a sentence.</p> <p><input type="checkbox"/> I CAN explain the function of conjunctions and their purpose in a sentence.</p> <p><input type="checkbox"/> I CAN form and use comparative and superlative adjectives correctly.</p> <p><input type="checkbox"/> I CAN identify comparative and superlative adverbs.</p> <p><input type="checkbox"/> I CAN identify and use coordinating conjunctions correctly.</p> <p><input type="checkbox"/> I CAN identify and use subordinating conjunctions.</p> <p><input type="checkbox"/> I CAN identify simple, compound, and complex sentences.</p> <p>L.3.2</p> <p><input type="checkbox"/> <i>I CAN spell grade level high-frequency words and spelling words correctly.*</i></p> <p><input type="checkbox"/> <i>I CAN use familiar spelling patterns, word families, syllables, and ending rules to help me spell correctly when writing.*</i></p> <p>L.3.3</p> <p><input type="checkbox"/> I CAN recognize and talk about the difference between spoken language and written standard English.</p> <p>L.3.4</p> <p><input type="checkbox"/> <i>I CAN use clues in a sentence to help me figure out the meaning of a word or phrase.*</i></p> <p>L.3.5</p> <p><input type="checkbox"/> I CAN tell the difference between meanings of words that are similar, that describe states of mind of certainty (e.g. knew, believed, suspected, heard, wondered).</p> <p>L.3.6</p> <p><input type="checkbox"/> <i>I CAN use new vocabulary words that I have learned from reading, speaking and conversations.*</i></p>	<p>SL.3.1</p> <p><input type="checkbox"/> <i>I CAN participate in a variety of discussions about grade level topics and/or texts.*</i></p> <p><input type="checkbox"/> <i>I CAN come to discussions prepared to participate.*</i></p> <p><input type="checkbox"/> <i>I CAN add to other peoples’ ideas and include my own in the discussion.*</i></p> <p><input type="checkbox"/> <i>I CAN be respectful and follow the rules when I am speaking and listening.*</i></p> <p>SL.3.5</p> <p><input type="checkbox"/> I CAN record myself reading stories or poems fluently.</p>

* Year-long I CAN statements are italicized and in bold type.