

3rd Grade

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Additional Resources:

Whole Group	Phonics and Word Study	Small Group
Assessments	Practice	Grammar and Spelling Activities

Interventions:

Comprehension Intervention	Comprehension Quick Checks	Fluency Intervention
Fluency Quick Checks	Phonics & Word Recognition Intervention	Phonics and Word Recognition Quick Checks
Phonological Awareness Intervention	Print Concepts Intervention	Foundational Skills Screeners

[Leveled Readers Questions](#)

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Reading Interim Assessment 1 (Pretest- Sections 1 & 2) - 80 minutes; pages 2-37 Answer Key: pages. 72-89							
Unit 1 Theme: Animal and Adaptations Essential Question: How do living things survive in their environment? Vocabulary: adaptation, survive, survival, environment, characteristic							
<p>Unit 1 Week 1</p> <p>Unit 1 Teacher Guide</p> <p>Graphic Organizers</p> <p>Unit 1 Additional Materials</p> <p>(Use this consumable for Science for 3 weeks)</p>	<p>Spotlight Benchmark: ELA.3.R2.2 - Identify the Central Idea and explain how relevant details support that idea in a text</p> <p>ELA.3.R2.1 - Explain how text features contribute to meaning and identify the text structures of comparison in a text</p> <p>ELA.3.R.3.3 - Compare and Contrast how 2 authors present information on the same topic or theme.</p>	<p><u>Objective:</u> Students will be able to Identify the central Idea of a text and the supporting details.</p> <p><u>Objective:</u> Students will be able to identify the key details presented by author's of multiple texts. (Example Table Match in Unit 1 Week 1 Assessment)</p>	<p>Vocabulary Tools</p> <p>Vocabulary Examples (TG - AR4-AR5)</p> <p><i>Vocabulary, Word Study and Spelling for Unit 1 - (TG pgs.</i></p> <p><u>Vocabulary:</u> Use Context Clues to Determine the Meaning of Unknown Words. (TG pgs. 32-33)</p> <p><u>Practice Text:</u> Consumable "How I blend in" (pg. 9)</p> <p>WORD STUDY: Short Vowels</p> <p>(TG. pg. 28-29) Short Vowels Short Vowel Lessons</p>	<p><u>Consumable: Unit 1 Benchmark Unit Questions</u></p> <p><u>Day 1:: Unit 1 Video Introduction</u></p> <p>Introduce the knowledge focus: Animal Adaptations:</p> <p>Introduce unit 1 vocabulary (TG pg.8)</p> <p>Introduce the blue print (TG PG. 20-21)</p> <p>Day 1 and Day 2: Short Read 1: Animal Disguises (pgs. 4-5) Mini Lesson 4: Central Idea (TG Pg. 26)</p> <p>Short Read 1 Questions</p> <p>Combine components from the following lessons: -Mini Lesson 2: Ask Questions (TG Pg.22) - Mini Lesson 5: Words Study (TG Pg. 28)</p>	<p><u>Benchmark Leveled Readers</u> ALD Questions</p> <p>BL-Growing Plants (J)</p> <p>OL-Animals Help Plants (L)</p> <p>AL-Exploring and Preserving Nature (O)</p> <p>Fluency - Pausing - Short Pausing Lesson 1B pg. 4-5</p> <p>Fluency Routines AR6-AR21</p> <p>Build Fluency using this book. Ensure that all students read independently</p>	<p><u>3rd Grade - Comprehension Intervention Lessons</u></p> <p>Grade 2 Comprehension Intervention</p> <p>Lesson 11 (Refer to Parts of a Poem) - pg. 30-31</p> <p>Lesson 14 pg. 36-37</p> <p>Lessons 27-28 pg. 62-65</p> <p>Lesson 12 pg. 50-51</p> <p>Lesson 29 pg. 66-67</p>	<p><u>Spelling and Grammar (TG pg. 8-9)</u></p> <p><u>Writing: Expository Text</u></p> <p>Day 1: Read a Mentor Text (TG pg. 24-25)</p> <p>Day 2: Analyze Facts and Details from a Print Source (TG pg. 30-31)</p> <p>Day 3: Grammar in Context: Form and Use Regular Nouns (TG pg. 34-35)</p> <p>Analyze Facts and Details from a Video (TG pg. 36-37)</p> <p>Day 4: Analyze an Author's Organization (TG pg. 40-41)</p> <p>Day 5: Grammar in Context: Use Prepositions and Prepositional Phrases. Pg. 6,7,10 (TG pg. 46-47)</p> <p>Day 6: Independent Writing and Confering</p>

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	<p>ELA.3.R.3.2 - Summarize a text to enhance comprehension B. use the central idea and relevant</p>		<p>Word Study 1 Spelling: Short</p>	<p>-Mini Lesson 7: Vocab (TG Pg.32) Day 3: Short Read 2: Animals' Tools for Survival (pgs. 6-7) -Focus: Identify central Idea and details Short Read 2 Questions -Combine components from the following lessons: -Mini Lesson 10: Mental Images (TG Pg. 38) Day 4: Short Read 2 Animals' Tools for Survival pg. 6-7 Mini Lesson 12 Text Structure: Comparison (TG Pgs. 42-43) Day 5: Cross Text Analysis Short Read 1 and Short Read 2 : Mini Lesson 13 Compare and Contrast How Two Author's present Information on the Same Topic Day 6: Unit 1 Week 1 Assessment</p>	<p>to build volume and stamina. Confer with students on their application strategies and knowledge building tasks. Reading Big Words Strategy AR28</p>		<p>Unit Poem: Unit Poem</p>

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<p>Unit 1 Teacher Guide</p> <p>Unit 1 Week 2</p> <p>Learning Goals: TG pg. 52</p>	<p>Spotlight Benchmark: ELA.3.R.3.2 - Summarize a text to enhance comprehension B. use the central idea and relevant details for an informational text.</p> <p>ELA.3.R.2.2 - Identify the Central Idea and explain how relevant details support that idea in a text</p> <p>ELA.3.R.2.1 - Explain how text features contribute to meaning and identify the text structures of comparison In a text</p> <p>ELA.3.R.3.3 - Compare and Contrast how 2 authors present information on the same topic or theme.</p>	<p>Objective: Students will be able to use the central Idea and relevant details to summarize an informational text.</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 1- (TG pgs.</i></p> <p>Vocabulary Goals: Use Context Clues to Determine the Meaning of Unknown Words. Practice Text: "Observations of the Kangaroo Rat" (pg. 17)</p> <p>Word Study: Long a (VCe, ai, ay, a)</p> <p>TG (pgs. 56-57) Short Vowels - Lesson 2 Short Vowels</p> <p>Word Study 2</p> <p>Spelling: Long a</p>	<p>Day 1: Extended Read 1: Animal Coverings (pgs. 12-16) Spotlight Lesson: Mini Lesson 4 Identify Central Idea and Details (Read and discuss paragraphs 1-6)</p> <p>-Combine components from the following lessons: -Mini Lesson 1: Ask Questions (TG Pg. 54) -Mini Lesson 2: Word Study (TG Pg. 56)</p> <p>Day 2: Extended Read 1 Animal Coverings (pg. 12-16) Spotlight Lesson: Mini Lesson 4 Identify Central Idea and Details (Read and discuss paragraph 7-10 Smooth Skin)</p> <p>Day 3: Extended Read 1 Animal Coverings (pgs. 12-16) Spotlight Lesson: Mini Lesson 5 Use Central Idea and Details to Summarize a text (Summarize paragraphs 1-6, Summarize paragraphs 7-10.: Guide students to Use the "Apply Understanding section to read and summarize Dry Scales.") -Combine components from the following lessons: -Mini Lesson 8: Text Structure Comparison (TG pg. 68) -Mini Lesson 10: Text Structure Comparison (TG pg. 72)</p>	<p>Benchmark Leveled Readers</p> <p>ALD Questions</p> <p>BL-Growing Plants (J)</p> <p>OL-Animals Help Plants (L)</p> <p>AL-Exploring and Preserving Nature (O)</p> <p>Fluency - Pausing - Short Pausing Lesson 1B pg. 4-5 Build Fluency using this book. Ensure that all students read independently to build volume and stamina. Confer with students on their application strategies and knowledge building tasks.</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Lesson 11 pg. 30-31</p> <p>Lesson 14 pg. 36-37</p> <p>Lessons 27-28 pg. 62-65</p> <p>Lesson 12 pg. 50-51</p> <p>Lesson 29 pg. 66-67</p>	<p>Writing: Expository Essay</p> <p>Day 1: Read and Analyze the Text-Based Prompt (TG pg. 58-59)</p> <p>Day 2: Find Facts and Details in a Print Source (TG pg. 64-65)</p> <p>Day 3: Grammar in Context: Review Regular Verbs and Verb Tenses (TG pg. 66-67)</p> <p>Find Facts and Details in a Video Source (TG 70-71)</p> <p>Day 4: Organize your Ideas (TG pg. 74-75)</p> <p>Day 5: Grammar: Review Regular Verb Tenses (TG pg 78-79)</p> <p>Day 6: Independent Writing and Conferencing</p> <p>Grammar - Week 2</p>

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				<p>Day 4: Extended Read 1 Animal Coverings (pgs. 12-16) Spotlight Lesson: Mini Lesson 5 Use Central Idea and Details to Summarize a text (Guide students to Use the “Apply Understanding section to read and summarize”Fantastic Feathers”)</p> <p>-Combine components from the following lessons: -Mini Lesson 8:Text Structure Comparison (TG pg. 68) -Mini Lesson 10: Text Structure Comparison (TG pg. 72)</p> <p>Day 5: Extended Read 1 Animal Coverings (pgs. 12-16) Spotlight Lesson: Mini Lesson 12 Cross Text Analysis: Animal Coverings and Short Read 2 (TG pg. 76)</p> <p>Day 6: Unit 1 Week 2 Assessment</p>			
<p>Unit 1 Week 3</p> <p>Unit 1 Teacher Guide</p> <p>Learning</p>	<p>Spotlight Benchmark: ELA.3.R.2.2 - Identify the Central Idea and explain how relevant details support that idea in a text</p>		<p><i>Vocabulary, Word Study and Spelling for Unit 1- TG pgs.</i></p> <p>Vocabulary: <i>Use Context Clues to determine meaning</i></p>	<p>Day 1: Extended Read 2: One Body, Many Adaptations (pgs. 20-24) Spotlight Lesson: Mini Lesson 4 (Read and discuss paragraphs 1-5)</p> <p>-Combine components from</p>	<p>Benchmark Leveled Readers ALD Questions BL-Growing Plants (J)</p> <p>OL-Animals Help Plants (L)</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Lesson 11 - pg. 30-31</p>	<p>Writing: Write and Expository Essay:</p> <p>Day1: Provide an Introduction (TG PG. 90-91)</p> <p>Day 2: Grammar in Context: Review Simple Sentences and Subject-Verb Agreement (TG pgs. 94-95)</p>

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<p>Goals: TG pg. 84</p>	<p>ELA.3.R.2.1 - Explain how text features contribute to meaning and identify the text structures of comparison in a text</p> <p>ELA.3.R.3.3 - Compare and Contrast how 2 authors present information on the same topic or theme.</p> <p>ELA.3.R.3.2 - Summarize a text to enhance comprehension B. use the central idea and relevant details for an informational text.</p>		<p>Practice Text: Consumable "The Walrus" (pg. 25)</p> <p>Word Study: Long o (VCe, oa, ow, o)</p> <p>Words Study: Long U (VCe, ue, ew, u)</p> <p>Word study 2</p>	<p>the following lessons: -Mini Lesson 1: Mental Images (TG pg. 86) -Mini Lesson 2: Word Study (TG pg. 88)</p> <p>Day 2: Extended Read 2: One Body, Many Adaptations (pgs. 20-24) Spotlight Lesson: Mini Lesson 4 Explain How Relevant Details Support the Central Idea (TG pg. 92) (Read and discuss paragraph 6-10))</p> <p>Day 3: Extended Read 2: One Body, Many Adaptations(pgs. 20-24) Spotlight Lesson: Mini Lesson 7 Summarize to Make Inferences about Animal Adaptations (Summarize paragraphs 1-5, Summarize paragraphs 6-10.: Guide students to Use the "Constructive Conversation" section to read and summarize the sections previously read) Finish reading paragraphs 11-16 supporting central idea with relevant details (mini lesson 4)</p> <p>Day 4: Extended Read 2: One Body, Many Adaptations (pgs. 20-24) Spotlight Lesson: Mini Lesson 7 Summarize to Make Inferences about Animal Adaptations (Summarize paragraphs 11-16,</p>	<p>AL-Exploring and Preserving Nature (O)</p> <p>Fluency: Phrasing - Dependent Clauses</p> <p>Pausing: Short Pauses</p> <p>Vocabulary: based on the text you are using; find words students are unfamiliar with and use one of these graphic organizers to define.</p>	<p>Lesson 14 pg. 36-37</p> <p>Lessons 27-28 pg. 62-65</p> <p>Lesson 12 pg. 50-51</p> <p>Lesson 29 pg. 66-67</p>	<p>Provide Facts and Details from Sources (TG pgs. 96-97)</p> <p>Day 3: Edit for Correct Subject/Verb Agreement (TG pgs. 100-101)</p> <p>Day 4: Edit Prepositional Phrases (TG pgs: 106-107)</p> <p>Day 5: Evaluate and Reflect on Writing (TG pgs. 110-111)</p> <p>Day 6: Independent Writing and Confering</p> <p>Grammar Week 3</p>

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				guided practice) Day 5: Extended Read 2: One Body, Many Adaptations (pgs. 20-24) Spotlight Lesson: Mini Lesson 9 Cross Text Analysis: COmpare and Contrast How two authors present information (TG pg. 102) Day 6: (Poetry): Something Told the Wild Geese pg. 28-29 Mini Lesson 12: Introduce the Genre: Poetry (TG pg. 108-109) Day 7: Unit 1 Unit Assessment			
Unit 2 Theme: Ways Characters Shape Stories Essential Question::How do our actions influence our lives? Vocabulary: actions, constructive, traditional tale, consequence, decisions							
Unit 2 Week 1: Characters Shape Stories	Spotlight Benchmark: ELA.3.R.1.1 - Explain how characters develop & Contribute to the Plot, Theme ELA.3.R.1.2: Plot or Theme	<i>Students will be able to explain how characters develop throughout the literary text.</i> <i>Students will be able to include character traits, feelings, and motivations in</i>	<i>Vocabulary, Word Study and Spelling for Unit 2 - (TG pgs. 122-123)</i> Vocabulary: Use Context Clues to Determine the Meaning of Words Vocabulary Practice Text:	Consumable: Unit 2 Day 1: Unit 2 Video Opener Introduce the knowledge focus: Ways Character Shape Stories Introduce unit 2 vocabulary (TG pg. 132) Introduce the blueprint (TG pgs. 134-135)	Benchmark Leveled Readers: ALD Questions BL - A Winning Team (L) OL- Real Story of Jack and Jill (M)	Comprehension Intervention Lessons Grade 2 Comprehension Intervention Lesson 1 pg. 10-11 Lesson 5, 8 pg.	Writing: Opinion Essay Day 1: Read a Mentor Opinion Essay (TG pgs. 138-139) Day 2: Analyze an Author's Reasons (TG pgs. 144-145) Day 3: Grammar in Context: Use Simple Modifiers (TG pgs. 148-149)

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<p>Learning Goals: TG pg. 132</p>	<p>ELA.3.R.3.3 - Compare and Contrast how 2 authors present information on the same topic or theme.</p> <p>ELA.3.R.3.1: Identify and Explain Figurative Language - Similes</p>	<p><i>response to situations.</i></p> <p><i>Students will be able to identify similes (figurative language)</i></p>	<p>“Foul Ball” pg. 9</p> <p>Word Study: <u>Long e</u> (VCe, ea, ee, ev, y, ie, e)</p> <p><u>Word Study 1</u> (TG Pgs. 142-143)</p> <p>Spelling: Long e</p>	<p>Day 1 and 2: Short Read 1: Two Fables from Aesop (pg. 4-5) Spotlight Lesson: Mini Lesson 7: Explain How Character Develop Throughout a Plot</p> <p>Combine components from the following lessons: -Mini Lessons 2: Draw Inferences about Characters' Actions (TG pg. 136) -Mini Lesson 5: Word Study (TG pg. 142) -Mini Lesson 4: Summarize the Plot (Fable) (TG pg. 140)</p> <p>Day 3 and 4: Short Read 2: Two Famous Poems (pgs. 6-8) Spotlight Lesson: Mini Lesson 10: Make Connections to Learn about Characters' Actions (TG pg. 152)</p> <p>Combine components from the following lessons: -Mini Lesson 12: Build Vocabulary Identify and Explain Figurative Language- Similes (TG pg. 156)</p> <p>Day 5: Cross Test Analysis: Short Read 1 and Short Read 2 Mini Lesson 13 Compare and Contrast the Plots of Stories (TG pg. 158)</p>	<p>AL- Bex Falcon and the Mystery of the Missing Muffins (O)</p> <p>Fluency Expression - Characterization Feelings</p>	<p>18-19, 24-25</p> <p>Lesson 10, 28 pg. 28-29, 64-65</p> <p>Lesson 7, 29 pg. 22-23, 66-67</p>	<p>Analyze an Author's Evidence (TG pgs. 150-151)</p> <p>Day 4: Analyze an Author's Organization</p> <p>Day 5: Grammar: Use Simple Modifiers (TG pgs. 160-161)</p> <p>Grammar Week 1</p> <p>Day 6: Independent Writing and Conferring</p>

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				<p>Day 6: Unit 2 Week 1 Assessment</p>			
<p>Unit 2 Week 2</p>	<p>Draw Inferences</p> <p>Spotlight Benchmark:</p> <p>ELA.3.R.1.1 - Explain how characters develop & Contribute to the Plot, Theme</p> <p>ELA.3.RL.1.2: Plot or Theme</p> <p>ELA.3.R.3.3 - Compare and Contrast how 2 authors present information on the same topic or theme.</p> <p>ELA.3.RL.3.1: Identify and Explain Figurative Language - Similes</p> <p>Draw Inferences</p>	<p>Day 1: Students will be able to Draw Inferences to Learn about Characters' Actions (TG pg. 168-169)</p> <p>Day 2: Students will be able to Summarize the Plot (Myth) TG. pg. 174-175</p> <p>Students will be able to Explain How Illustrations Help Readers Understand Characters (TG pg. 176-177)</p> <p>Day 3: Students will be able to Identify and Explain Figurative Language - Similes. (TG pg. 182-183)</p> <p>Day 4: Students will be able to Explain How</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 2 - (TG pg. 122-123)</i></p> <p>Vocabulary: Use Context Clues to Determine the Meaning of Words and</p> <p>Vocabulary Practice Text: "A Special Dinner" (pg. 17)</p> <p>Word Study: Long i (i_e, igh, y, ie, i)</p> <p>Word Study 2 (TG pg. 170-171)</p> <p>Spelling: Long i</p>	<p>Day 1 and 2: Extended Read 1: The Tale of King Midas (pgs. 12-16)</p> <p>Spotlight Lesson: Mini Lesson 10 (TG pg. 186)</p> <p>Combine components from the following mini lessons: -Mini Lesson 1 Draw Inferences to learn about Characters Actions (TG pg. 168) -Mini Lesson 2 Word Study (TG pg. 170) -Mini Lesson 5 How Illustrations Help Readers Understands Characters (TG pg. 176) - Mini Lesson 8 Figurative Language Similes (TG pg. 182) - Introduce Theme</p> <p>Day 3: Extended Read 1: The Tale of King Midas (pg. 12-16)</p> <p>Spotlight Lesson: Mini Lesson 4 Summarize the Plot (Myth) (TG pg. 174)</p> <p>Day 4: Word Study Read Theseus and the</p>	<p>Benchmark Leveled Readers: ALD Questions</p> <p>BL - A Winning Team (L)</p> <p>OL- Boston Duckling (M)</p> <p>OL- Real Story of Jack and Jill (M)</p> <p>OL-Lexi's Lantern (N)</p> <p>AL- Bex Falcon and the Mystery of the Missing Muffins (O)</p> <p>Fluency: Expression - Characterization Feelings</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Lesson 1 pg. 10-11</p> <p>Lesson 5 & 8 pg. 18-19, 24-25</p> <p>Lesson 10, 28 pg. 28-29, 64-65</p> <p>Lesson 7, 29 pg. 22-23, 66-67</p>	<p>Writing: Opinion Essay</p> <p>Day 1: Read and Analyze the Text-Based Prompt (TG pg. 172-173)</p> <p>Day 2: Develop an Opinion and Reasons (TG pg. 178-179)</p> <p>Grammar in Context: Form and Use Irregular Past Tense Verbs (TG pgs. 180-181)</p> <p>Day 3: Gather Text Evidence (TG. pg. 184-185)</p> <p>Day 4: Organize Your Opinion Essay (TG pg. 188-189)</p> <p>Day 5: Grammar: Form & Use Irregular Past-Tense Verbs (TG pg. 192-193)</p> <p>Grammar Week 2</p> <p>Day 6: Independent Writing and Conferencing</p>

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		Characters Develop and Contribute to Events (TG pg. 186-187) Day 5: Students will be able to Compare and Contrast Two Stories with Similar Plots and Themes (TG pg. 190-191)		Minotaur(pg. 17) Review of mini lessons 1, 4, 10 Introduce Theme Day 5: Cross Text Analysis: Extended Read 1 and Word Study Read (Theseus and the Minotaur) Spotlight Lesson: Mini Lesson 12: Compare and Contrast Two Stories with Similar Plots and Themes Day 6: Unit 2 Week 2 Assessment			
Unit 2 Week 3	Spotlight Benchmark: ELA.3.RL.1.2: Plot or Theme ELA.3.R.1.1 - Explain how characters develop & Contribute to the Plot, Theme ELA.3.RL.1.2: Explain How Plot or Theme ELA.3.R.3.3 - Compare and Contrast how 2 authors present information on the same topic or theme.	Day 1: Students will be able to Make Connections to Learn about Characters' Actions (TG pgs. 200-201) Day 2: Students will be able to Close Reading: Explain How Illustrations Help Readers Understand Characters. (TG pgs. 206-207) Day 3: Students will be able to Explain How	<i>Vocabulary, Word Study and Spelling for Unit 2 - (TG pgs. 122)</i> Vocabulary: Use Context Clues to Determine the Meaning of Words and Vocabulary Practice Text: "Good Dog" (p.25) Word Study: Compound Words Unit Poem	Day 1- 3: Extended Read 2 Uncle Parrot's Wedding (pgs. 20-24) Focus Lesson: Plot Development Combine components from the following mini lessons: -Mini Lesson 1 Make Connections to Learn about Characters' Actions (TG pg. 200) -Mini Lesson 2 Word Study (TG pg. 202) -Mini Lesson 4 How Illustrations Help Readers Understand Characters (TG pg. 206) Day 4: Extended Read 2 Uncle Parrot's Wedding (pg. 20-24)	Benchmark Leveled Readers: ALD Questions BL - A Winning Team (L) OL- Boston Duckling (M) OL- Real Story of Jack and Jill (M) OL-Lexi's Lantern (N) AL- Bex Falcon and the Mystery of the	Comprehension Intervention Lessons Grade 2 Comprehension Intervention Lesson 1 pg. 10-11 Lesson 5, 8 pg. 18-19, 24-25 Lesson 10, 28 pg. 28-29, 64-65 Lesson 7, 29 pg. 22-23, 66-67	Writing: Opinion Essay Day 1: Review Compound Words (TG pgs. 202-203) Introduce the Topic, Opinion, and Reasons (TG pgs. 204-205) Day 2 Grammar in Context: Review Regular Future Tense Verbs (TG pgs. 208-209) Incorporated Text Evidence to Support your Opinion (TG. pgs. 210-211) Day 3: Edit to Maintain Consistent Verb Tense (TG pgs. 214-215) Day 4: Use Conjunctions to Form Compound Sentences

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	ELA.3.RL.3.1: Identify and Explain Figurative Language - Similes	<p>Characters Develop and Contribute to Themes (TG pgs. 212-213)</p> <p>Day 4: Students will be able to Explain How Themes Are Developed (TG pgs. 216-217)</p> <p>Day 5: Students will be able to Analyze Poetic Structure and Figurative Language</p>		<p>Spotlight Lesson: Mini Lesson 7: Explain How Characters Develop and Contribute to Themes (TG pg. 212)</p> <p>Day 5: Cross Text Analysis: Extended Read 2 and Short Read 1 Mini Lesson 9: Explain How Themes are Developed (TG pg. 216)</p> <p>Day 6: (Poetry): The Walrus and the Carpenter pg. 28-29 Mini Lesson 12: Analyze Poetic Structure and Figurative Language (TG pg. 222-223)</p> <p>Day 7: Unit 2 End of Unit Assessment</p> <p>Unit 2 Assessment</p>	<p>Missing Muffins (O)</p> <p>Fluency: Inflection/Intonation - Volume. Phrasing - Units of Meaning in Complex Sentences</p>		<p>(TG pgs. 220-221)</p> <p>Day 5: Evaluate and Reflect on Writing (TG pgs. 224-225)</p> <p>Grammar Week 3</p> <p>Language: Maintain Consistent Verb Tenses Across Paragraphs</p> <p>Day 6: Independent Writing and Conferencing</p>
<p>Unit 3 Theme: Government for the People Essential Question: Why do people participate in government? Vocabulary: civic duty, equal, equality, responsibility, participate, rights, protest</p>							

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<p>Unit 3 - Week 1</p> <p>We can use this unit for 3 weeks of Social Studies Standards</p>	<p>Spotlight Benchmark:</p> <p>ELA.3.R.2.1 Explain How Text Features Contribute to Meaning</p> <p>ELA.3.R.2.1 Identify Text Structure: Cause/Effect</p> <p>ELA 3.R.2.1 Identify Text Structure: Chronological</p>	<p>Day 1: Students will be able to Distinguish Between Important and Unimportant (TG pgs.20-23)</p> <p>Day 2: Students will be able to Identify Text Structure: Cause/Effect (TG pgs. 26-27)</p> <p>Day 3: Students will be able to Explain How Text Features Contribute to Meaning (TG pgs. 32-33)</p> <p>Day 4: Students will be able to Summarize and Synthesize to Learn about Government (TG pgs. 38-39)</p> <p>Day 5: Students will be able to Identify Chronological Text Structures to Learn about Government (TG pgs. 42-43)</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 3 (TG pgs. 8-9)</i></p> <p>Vocabulary: Determine the Meaning of Unfamiliar Words in an Informational Text (TG pgs. 44-45)</p> <p>Vocabulary Practice Text: Remember to Vote, (pg. 9)</p> <p>Word Study: r-Controlled Vowels (/ar/, /or/) (TG pgs. 28-29)</p> <p>Word Study 1</p> <p>Spelling: r- Controlled Vowels ar, er</p>	<p>Consumable: Unit 3</p> <p>Day 1: Unit 3 Video Opener</p> <p>Introduce the knowledge focus: Government for the people</p> <p>Introduce Unit 3 vocabulary (TG pg. 18)</p> <p>Introduce the Unit blueprint (TG pg. 20-21)</p> <p>Day 1 and 2 Short Read 1 Working Together (pgs. 4-5): Spotlight Lesson: Mini Lesson 4 Describe Cause/Effect Relationships and Connections in a text (TG pg. 26)</p> <p>Combine components from the following lessons: -Mini Lesson 2: Distinguish between important and unimportant information (TG pg. 22) -Mini Lesson 5 Word Study (TG pg. 28) -Mini Lesson 7 Use Information Gained from Graphic Features: Maps, photos, and captions (TG pg. 32)</p> <p>Day 3 and 4 Short Read 2 Election Day (pgs. 6-8) Spotlight Lesson: Mini Lesson 12 Describe Sequential Relationships and Connections in a text (TG pg. 42)</p>	<p>Benchmark Leveled Readers: ALD Questions</p> <p>BL - The National Government</p> <p>OL - Community Changers (M)</p> <p>AL- Martin Luther King "I Have A Dream Speech" (P)</p> <p>Fluency: Inflection/Intonation-Pitch</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 7 pg. 22-23</p> <p>Lesson 11 pg. 30-31</p> <p>Lesson 12 pg. 32-33</p> <p>Lesson 14 pg. 36-39</p> <p>Lesson 21 pg. 50-51</p> <p>Lesson 27 pg. 62-63</p> <p>Lesson 29 pg. 66-67</p>	<p>Writing: Expository Essay</p> <p>Day 1: Brainstorm Your Topic (TG pgs. 24-25)</p> <p>Day 2: Evaluate Digital Sources (TG pgs. 30-31)</p> <p>Day 3: Grammar in Context: Irregular Verbs (TG pgs.34-35)</p> <p>Gather Information and Take Notes from Digital Sources (TG pgs. 36-37)</p> <p>Day 4: Organize Your Essay (TG pgs. 40-41)</p> <p>Day 5: Grammar: Using Direct Quotations (TG pgs. 46-47)</p> <p>Grammar Unit 3 Week 1</p> <p>Day 6: Independent Writing and Conferencing</p>

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				Combine components from the following lessons: -Mini Lesson 13: Build Vocabulary: Determine the Meaning of Domain-Specific Vocabulary (TG pg. 44) -Mini Lesson 7 Use Information Gained from Graphic Features: Maps, photos, and captions (TG pg. 32) Day 5 Short Read 2 Election Day (pgs. 6-8) Mini Lesson: Describe Cause/Effect Relationships and Connections in a text Reread Election Day focusing on Cause/Effect relationships Day 6: Unit 3 Week 1 Assessment			
Unit 3 - Week 2	Spotlight Benchmark: ELA.3.R.2.1 Identify Text Structure: Cause/Effect ELA.3.R.2.1 Explain How Text Features Contribute to Meaning ELA.3.R.2.2	Day 1: Students will be able to Distinguish Between Important and Unimportant Information (TG pgs. 54-55) Students will be able to Identify the Central Idea and Explain How Relevant Details	<i>Vocabulary, Word Study and Spelling for Unit 3- TG pgs.</i> Vocabulary: Use Context Clues to Determine the Meaning of Words Vocabulary Practice Text: Diary of a Farmworker, (pg 17)	Day 1: Extended Read 1: “Fighters for Rights: Rosa Parks and Cesar Chavez,” (pg. 12-16) Spotlight Lesson: Mini Lesson 8: Identify Text Structure: Cause/Effect Paragraphs 1-3 Combine components from the following lessons: -Mini Lesson 1: Distinguish between important and unimportant information (TG	Benchmark Leveled Readers: ALD Questions Fluency: Phrasing - Units of Meaning in Complex Sentences	Comprehension Intervention Lessons Grade 2 Comprehension Intervention Lesson 7 pg. 22-23 Lesson 11 pg. 30-31 Lesson 12 pg. 32-	Writing: Expository Essay Day 1: Introduce Your Topic and Central Idea (TG pg. 58-59) Day 2: Develop your Topic with Specific Details (TG pg. 64-65) Grammar in Context: Review Regular Verbs/Verb Tenses (TG pg. 66-67) Day 3: Use Transitions to

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	<p>Identify the Central Idea and Explain How Relevant Details Support it. ELA.R.3.2.2 Summarize: Use Central Idea and Relevant Details</p> <p>ELA.R.3.3 Compare and Contrast How Two Authors Present Information on The Same Topic</p>	<p>Support That Idea (TG pgs. 60-61)</p> <p>Day 2: Students will be able to Explain How a Timeline Contributes to Meaning (TG pgs. 62-63)</p> <p>Day 3: Students will be able to Identify Text Structure: Cause/Effect (TG pgs. 68-69)</p> <p>Day 4: Students will be able to Summarize and Make Inferences (TG pgs. 72-73)</p> <p>Day 5: Students will be able to Close Reading: Compare and Contrast How Authors Present Information on the Same Topic (TG pgs. 76-77)</p>	<p>Word Study: r-Controlled Vowels (-er, -ir, -ur) (TG pgs. 56-57) Word Study 2</p> <p>Spelling: r-Controlled Vowels er, ir, ur</p>	<p>pg. 54) -Mini Lesson 2 Word Study (TG pg. 56) -Mini Lesson 4 Central Idea and Explain How Relevant Details (TG pg. 60)</p> <p>-</p> <p>Day 2: Extended Read 1: “Fighters for Rights: Rosa Parks and Cesar Chavez,” (pg. 12-16) Spotlight Lesson: Mini Lesson 5: Explain how a Timeline contributes to Meaning (TG pg. 62) Paragraphs 4-5 and timeline</p> <p>Combine components from the following lessons: -Mini Lesson 10 Summarize and Make Inferences (TG pg. 72)</p> <p>Day 3: Extended Read 1: “Fighters for Rights: Rosa Parks and Cesar Chavez,” (pgs. 12-16) Spotlight Lesson: Mini Lesson 8: Identify Text Structure: Cause/Effect Paragraphs 6-10</p> <p>Continue combining components from previous days mini lesson</p> <p>Day 4: Extended Read 1: “Fighters for Rights: Rosa Parks and Cesar Chavez,” (pg. 12-16)</p>		<p>33</p> <p>Lesson 14 pg. 36-39</p> <p>Lesson 21 pg. 50-51</p> <p>Lesson 27 pg. 62-63</p> <p>Lesson 29 pg. 66-67</p>	<p>Connect Your Ideas (TG pg. 70-71)</p> <p>Day 4: Provide a Conclusion (TG pg. 74-75)</p> <p>Day 5: Using Commas and Quotations Marks for Direct Quotations (TG pgs. 78-79)</p> <p>Day 6: Independent Writing and Conferring</p> <p>Grammar - Unit 3 Week 2</p> <p>Language: Using Commas and Quotation Marks for Direct Quotations TG pg. 78-79</p>

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
				<p>Spotlight Lesson: Mini Lesson 5: Explain how a Timeline contributes to Meaning (TG pg. 62) Paragraph 11 and timeline</p> <p>Combine components from the following lessons: -Mini Lesson 10 Summarize and Make Inferences (TG pg. 72)</p> <p>Day 5: Cross Text AnalysisL Extended Read 1 and Short Read 2 Mini Lesson 12: Compare Contrast How authors Present Information on the same Topic (TG pg. 76)</p> <p>Day 6: Unit 3 Week 2 Assessment</p>			
Unit 3 - Week 3	<p>Spotlight Benchmark: ELA.3.R.2.1.Identify Text Structure: Chronological</p> <p>ELA.3.R.2.1Explain How Text Features Contribute to Meaning</p> <p>ELA.3.R.3.3Compare and Contrast How Two Authors Present</p>	<p>Day 1: Students will be able to First Reading: Summarize and Synthesize (TG pgs. 86-87)</p> <p>Day 2: Students will be able to Close Reading: Identify a Chronological Structure and Create a Timeline (TG pgs. 92-93)</p> <p>Day 3: Students will be able to</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 3-TG pgs.</i></p> <p>Vocabulary: Use Context Clues to Determine the Meaning of Words</p> <p>Vocabulary Practice Text: Chinese Americans Get the Right to Vote, (pg. 25)</p> <p>Word Study: Closed Syllable</p>	<p>Day 1-3: Extended Read 2: African Americans & Women Get the Right to Vote pg. 20-24</p> <p>Mini Lesson 4: Identify a Chronological Structure and Create a Timeline (TG 92)</p> <p>Combine components from the following lessons: -Mini Lesson 2 Word Study (TG 88) -Mini Lesson 7 Explain How Text Features Contribute to Meaning (TG 98)</p> <p>Day 4: Extended Read 2:</p>	<p>Benchmark Leveled Readers:</p> <p>ALD Questions</p> <p>Fluency: Speed/Pacing - Slow Expression - Dramatic Expression</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 7 pg. 22-23</p> <p>Lesson 11 pg. 30-</p>	<p>Writing: Expository Essay</p> <p>Day 1: Revise to Improve Sentence Fluency (TG pg. 90-91)</p> <p>Day 2: Grammar in Context: Ensure Pronoun-Antecedent Agreement (Appropriately Use Pronouns (TG pgs. 94-95)</p> <p>Revise to Include Academic Vocabulary (TG pg. 96-97)</p> <p>Day 3: Edit for Correct Use of Pronouns</p>

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	<p>Information on The Same Topic</p> <p>ELA.3.R.3.1Identify and Explain Metaphor</p> <p>ELA.3.R.1.4 Analyze Poetic Structure/Identify Types of Poems</p>	<p>Explain How Text Features Contribute to Meaning (TG pgs. 98-99)</p> <p>Day 4: Students will be able to Compare and Contrast How Authors Present Information on the Same Topic (TG pgs. 102-103)</p> <p>Day 5: Students will be able to Identify and Explain Metaphor in a Free Verse Poem (TG pgs 108-109)</p>	<p>Pattern (TG pgs. 88-89)</p> <p>Unit 3 Word Study 3</p> <p>Spelling: Closed Syllables</p> <p>Unit Poem</p>	<p>African Americans & Women Get the Right to Vote pg. 20-24</p> <p>Mini Lesson 1: Summarize and Synthesize to Learn About Government (TG 86)</p> <p>Day 5: Cross Text Analysis: Extend read 2 and Short Read 1</p> <p>Mini Lesson 9: Compare and Contrast How Authors Present Information on the Same Topic (TG 102)</p> <p>Day 6: (Poetry): Lincoln Monument: Washington pg. 28-29</p> <p>Mini Lesson 12: Analyze Nonliteral Language in a Poem (TG pg. 108-109)</p> <p>Day 7 : Unit 3 Assessment</p>		<p>31</p> <p>Lesson 12 pg. 32-33</p> <p>Lesson 14 pg. 36-39</p> <p>Lesson 21 pg. 50-51</p> <p>Lesson 27 pg. 62-63</p> <p>Lesson 29 pg. 66-67</p>	<p>(TG pg. 100-101)</p> <p>Day 4: Editing for Fragments and Run-On Sentences (Edit to Check Capitalization, Punctuation, and Spelling) (TG pg. 106-107)</p> <p>Day 5: Add Multimedia Elements to Create a Final Draft (TG pgs. 110-111)</p> <p>Day 6: Independent Writing and Conferring</p> <p>Grammar Unit 3 Week 3</p> <p>Language: Recognize and Correct Inappropriate Fragments and Run-Ons</p>
<p>Unit 4 Theme: Comparing Points of View</p> <p>Essential Question: What makes people view the same experience differently?</p> <p>Vocabulary: character, examine, narrator, literary, perspective:</p>							
Unit 4 - Week 1	<p>Spotlight Benchmark: ELA.3.R.1.3 Explain Characters Perspective</p> <p>ELA.3.R.3.2</p>	<p>Day 1: Students will be able to Comparing Points of View (TG pgs. 134-135)</p> <p>Students will be able to Ask Questions about</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 4- TG pgs.</i></p> <p>Vocabulary: Identify and Explain Figurative Language - Idioms</p>	<p>Consumable: Unit 4</p> <p>Day 1: Unit 4 Video Opener</p> <p>Introduce the knowledge focus: Comparing Points of View</p> <p>Introduce Unit 4 vocabulary (TG pg. 132)</p>	<p>Benchmark Leveled Readers:</p> <p>ALD Questions BL Camp Awesome (K)</p> <p>OL- A-Camping We Will Go (M)</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension</p>	<p>Writing: Narrative Journal Entry:</p> <p>Day 1: Read a Prompt and Mentor Text (TG pg. 138-139)</p> <p>Day 2: Identify Description Based on a Source Text (TG pgs. 144-145)</p>

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	<p>Summarize: Include Plot and Theme</p> <p>ELA.3.R.3.1 Identify and Explain: Hyperbole</p>	<p>Characters and Events to Learn about Perspective (TG pgs. 136-137)</p> <p>Day 2: Students will be able to Explain Characters Perspectives in a Story (TG pgs. 140-141)</p> <p>Day 3: Students will be able to Identify and Explain Hyperbole to Learn about Perspectives (TG pgs. 146-147)</p> <p>Day 4: Students will be able to Create Mental Images of Characters and Events to Learn about Perspectives (TG pgs. 152-153)</p> <p>Day 5: Students will be able to Summarize the</p>	<p>Vocabulary Practice Text: The Perfect Snow Day, (pg. 9)</p> <p>Word Study: Review Open Syllable Pattern (TG pgs. 142-143)</p> <p>Word Study 1</p> <p>Spelling: Open Syllables</p>	<p>Introduce the Unit blueprint (TG pg. 134-135)</p> <p>Day 1: Short Read 1: “Cinderella’s Very Bad Day” (pgs. 4-5)</p> <p>Mini Lesson 4: Explain Characters’ Perspective in a Story (TG 140)</p> <p>Short Read 1 Questions</p> <p>Combine components from the following lessons: -Mini Lesson 2: Ask and Answer Questions (TG 136) -Mini Lesson 5 Word Study (TG 142)</p> <p>Day 2: Short Read 1: “Cinderella’s Very Bad Day” (pgs. 4-5)</p> <p>Mini Lesson 7: Identify and Explain Hyperbole to Learn about Perspectives (TG 146)</p> <p>Day 3-4: Short Read 2: Cinderella, Too Much for Words pg. 6-8</p> <p>Mini Lesson 10: Create Mental Images of Characters and Events to Learn about Perspective (TG 152)</p> <p>Short Read 2 Questions</p> <p>Combine components from the following lessons: -Mini Lesson 13: Identify and Explain Figurative Language- Idioms (TG 158)</p>	<p>AL- Bex Falcon and the Mystery on the Broken Window (O)</p> <p>Fluency: Expression - Anticipation/Mood</p>	<p>Intervention Lessons:</p> <p>Lesson 1 pg. 10-11</p> <p>Lesson 4-5 pg. 16-19</p> <p>Lesson 7 pg. 22-23</p> <p>Lesson 9 pg. 26-27</p> <p>Lesson 21 pg 50-51</p>	<p>Day 3: Grammar in Context: Use Adjectives/Preview Forms of Adjectives (TG pgs 148-149)</p> <p>Read and Analyze a Source Text (TG pgs. 150-151)</p> <p>Day 4: Use a Source Text to Develop the Character’s Voice (TG pgs. 154-155)</p> <p>Day 5: Form and Use Comparative and Superlative Adjectives (TG Pgs 160-161)</p> <p>Day 6: Independent Writing and Conferencing</p> <p>Grammar Unit 4 Week 1</p> <p>Language: Recognize and Correct Inappropriate Fragments and Run-Ons</p>

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		Plot of the Play (TG pgs. 156-157)		<p>Day 5: Short Read 2: Cinderella, Too Much for Words pg. 6-8 Mini Lesson 12: Summarize the Plot of a Play (TG 156)</p> <p>Day 6: Unit 4 Week 1 Assessment</p>			
Unit 4 Week 2	<p>Spotlight Benchmark: ELA.3.R.1.3 Explain Characters Perspective</p> <p>ELA.3.R.1.1. Explain How Characters Develop Throughout the Plot</p>	<p>Day 1: Students will be able to Ask Questions about Characters and Events to Learn about Perspective (TG pgs. 168-169)</p> <p>Day 2: Students will be able to Summarize the Plot (Folktale) and Explain How Illustrations Help Readers Understand Characters (TG pgs 174-177)</p> <p>Day 3: Students will be able to Explain Characters' Perspectives (TG pgs. 182-183)</p> <p>Day 4: Students will be able to Explain Characters' Perspectives in a</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 4 - TG pgs.</i></p> <p>Vocabulary: Use Context Clues to Determine the Meaning of Words</p> <p>Vocabulary Practice Text: The Mysterious Case of the Missing Package, (pg. 17)</p> <p>Word Study: Consonant -le Syllable Pattern (TG pgs. 170-171)</p> <p>Word Study 2</p> <p>Spelling: Consonant -le Syllables</p>	<p>Day 1 and 2: Extended Read 1: "Rabbit and Coyote" (pg. 12-16) Mini Lesson 8: Explain Characters' Perspective (TG 182)</p> <p>Extended Read 1 Questions</p> <p>Combine components from the following lessons: -Mini Lesson 1 Ask & Answer Questions about Character and Events to Learn about Perspective (TG 168) -Mini Lesson 2 Work Study (TG 170) -Mini Lesson 5 Explain How Illustrations Help readers Understand Characters (TG 176)</p> <p>Day 3: Extended Read 1: "Rabbit and Coyote" (pg. 12-16) Mini Lesson 10: Explain Characters' Perspectives in a Trickster Tale (TG 186)</p> <p>Day 4: Extended Read 1:</p>	<p>Benchmark Leveled Readers: ALD Questions BL Camp Awesome (K)</p> <p>OL- A-Camping We Will Go (M)</p> <p>AL- Bex Falcon and the Mystery on the Broken Window (O)</p> <p>Fluency: Speed/Pacing - Slow Speed/Pacing - Slow Expression - Dramatic Expression</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 1 pg. 10-11</p> <p>Lesson 4-5 pg. 16-19</p> <p>Lesson 7 pg. 22-23</p> <p>Lesson 9 pg. 26-27</p> <p>Lesson 21 pg 50-51</p>	<p>Writing: Narrative Journal Entry</p> <p>Day 1: Read the Prompt and Checklist (TG pgs. 172-173)</p> <p>Day 2: Use Events and Descriptions from a Source Text (TG pgs. 178-179)</p> <p>Grammar in Context: Use Adverbs/Preview Forms of Adverbs (TG pgs. 180-181)</p> <p>Day 3: Identify and Use Text Evidence in a Source Text TG pgs. 184-185</p> <p>Day 4: Use a Source Text to Develop the Character's Voice (TG pgs. 188-189)</p> <p>Day 5: Use Commas to Indicate Direct Address (TG pgs. 192-193)</p> <p>Day 6: Independent Writing and Conferencing</p>

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		Trickster Tale (TG pgs. 186-187) Day 5: Students will be able to Explain Similar Character's Perspective (TG pgs. 190-191)		"Rabbit and Coyote" (pg. 12-16) Mini Lesson 4: Summarize the Plot (Folktale) TG 174 Day 5: Cross Text Analysis: Short Read 1, Short Read 2, and Extended Read 1 Mini Lesson 12: Explain Similar Character's Perspectives (TG 190) Day 6: : Unit 4 Week 2 Assessment			Grammar Unit 4 Week 2 Language: Recognize and Correct Inappropriate Fragments and Run-Ons
Unit 4 - Week 3	Spotlight Benchmark: ELA.3.R.3.2 Summarize: Include Plot and Theme ELA.3.R.1.3 Explain Characters Perspective ELA.3.R.3.3 Compare and Contrast How Two Authors Present Information on the Same Topic or Theme ELA.3.R1.1. Explain Characters'	Day 1: Students will be able to Create Mental Images of Characters and Events to Learn about Character's Perspective (TG pgs. 200-201) Day 2: Students will be able to Explain Figurative Language (TG pgs. 206-207) Day 3: Students will be able to Summarize the Plot of a Play (TG pgs. 212-213) Day 4: Students will be able to Compare and	<i>Vocabulary, Word Study and Spelling for Unit 5 - TG pgs.</i> Vocabulary: Use Context Clues to Determine the Meaning of Words Practice Text: The Great Homework Trial, (pg. 25) Word Study: Vowel Team Syllable Pattern Word Study 3 Spelling: Vowel Teams Spelling: Review	Day 1-3: Extended Read 2: "The Trial of Rabbit" (pg. 20-24) Mini Lesson 1: Create Mental Images of Characters and Events to Learn about Characters' Perspective (TG 200) Combine components from the following lessons: -Mini Lesson 2: Word Study (TG 202) -Mini Lesson 4: Explain Figurative Language (TG 206) Day 4: Extended Read 2: "The Trial of Rabbit" (pg. 20-24) Mini Lesson 7: Summarize the Plot of a Play (TG 212) Day 5: Cross Text Analysis	Benchmark Leveled Readers: ALD Questions BL Camp Awesome (K) OL- A-Camping We Will Go (M) AL- Bex Falcon and the Mystery on the Broken Window (O)y Smithers Fluency: Speed/Pacing - Slow Speed/Pacing - Slow Expression - Dramatic Expression	Comprehension Intervention Lessons Grade 2 Comprehension Intervention Benchmark Comprehension Intervention Lessons: Lesson 1 pg. 10-11 Lesson 4-5 pg. 16-19 Lesson 7 pg. 22-23 Lesson 9 pg. 26-27	Writing: Narrative Journal Entry Day 1: Use Dialogue to Dramatize Events (TG pgs. 204-205) Day 2: Grammar in Context: Use Adjectives/Preview Forms of Adjectives (TG pgs. 208-209) Revise to Add Description and Transitional Words (TG pgs. 210-211) Day 3: Revise to Improve Dialogue (TG pgs. 214-215) Day 4: Edit for Correct Use of Simple Modifiers (TG pgs. 220-221) Day 5: Evaluate and Reflect on

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	Perspective in a Poem	<p>Contrast Stories with Similar Characters (TG pgs. 216-217)</p> <p>Day 5: Students will be able to Explain Characters Perspectives in a Poem (TG pgs. 222-223)</p>	<p>Vowel Team Syllable Pattern (TG pgs. 202-203)</p> <p>Unit Poem</p>	<p>Extended Read 1 and Extended Read 2 Mini Lesson 9: Compare and Contrast Stories with Similar Characters (TG 216)</p> <p>Day 6: (Poetry): Fish in a Bowl pg. 28-29 Mini Lesson 12: Explain Characters' Perspectives in a Poem (TG pg. 222-223)</p> <p>Day 7: Unit 4 Assessment</p>		<p>Lesson 21 pg 50-51</p>	<p>Writing (TG pgs 224-225)</p> <p>Day 6: Independent Writing and Confering</p> <p>Grammar: Use Adjectives/Preview Forms of Adjectives (TG pgs. 208-209)</p> <p>Language: Form and USE Complete Simple Sentences</p> <p>Grammar Unit 4 Week 3</p>
<p>Reading Interim Assessment 2 - 80 minutes; pages 38-54 Answer Key: pages 90-99</p>							
<p>Unit 5 Theme: Advancements in Technology Essential Question::What is the value of innovation? Vocabulary: communication, innovation, develop, information, system</p>							
Unit 5 - Week 1	<p>Spotlight Benchmark: ELA.3.R.2.4 Identify an author's claim and explain how an author uses evidence to support the claim.</p> <p>ELA.3.R.2.1</p>	<p>Day 1: Students will be able to Draw Inferences to Learn about Advancements in Technology (TG pgs. 20-23)</p> <p>Day 2: Students will be able to Explain Author's Purpose, Claims</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 5-TG pgs.</i></p> <p>Vocabulary: Use Word Relationships and Use Context Clues to Determine the Meaning of Words (TG pgs. 44-45)</p>	<p>Consumable: Unit 5</p> <p>Day 1: Unit 5 Video Opener</p> <p>Introduce the Knowledge Focus:Advancements in Technology</p> <p>Introduce Unit 5 Vocabulary (TG pg.18)</p> <p>Introduce the Unit Blueprint</p>	<p>Benchmark Leveled Readers: ALD Questions</p> <p>BL-Beautiful Buildings (K)</p> <p>OL- Deep Sea Technology (M)</p> <p>AL-</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p>	<p>Writing: Opinion Essay</p> <p>Day 1: Write an Opinion Essay: Brainstorm your opinion (TG pgs. 24-25)</p> <p>Day 2: Write an Opinion Essay: Evaluate Online Sources (TG pgs. 30-31)</p> <p>Day 3: Grammar in Context: Compound Sentences (TG</p>

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	<p>Explain How Text Features Contribute to Meaning</p> <p>ELA.3.R.3.3 Compare and Contrast How Two Authors Present Information on The Same Topic or Theme</p> <p>ELA 3.R.2.1 Identify Text Structure: Chronological/ Cause & Effect</p>	<p>and Evidence. (TG pgs. 26-27)</p> <p>Day 3: Students will be able to Explain How Text Features Contribute to Meaning (TG pgs. 32-33)</p> <p>Day 4: Students will be able to Distinguish Between Important and Unimportant Information (TG pgs. 38-39)</p> <p>Day 5: Students will be able to Identify Text Structures: Cause/Effect and Chronology (TG pgs. 42-43)</p>	<p>Vocabulary Practice: "Amazing Grace" (pg.9)</p> <p>Word Study: VCe Syllable Pattern (TG pg. 28-29) VCe Review</p> <p>Word Study/Phonics - Reproducibles</p> <p>Phonics/Word Study - Monday-Friday</p> <p>Spelling: Vowel - Consonant -e syllables</p>	<p>(TG 20-21)</p> <p>Day 1-2: Short Read 1: Shirley Jackson's Scientific Mind (pg. 4-5)</p> <p>Mini Lesson 4: Explain Author's Purpose, Claims and Evidence TG 26</p> <p>Combine components from the following lessons: -Mini Lesson 2 Draw Inferences to Learn about Advancements in Technology (TG 22) -Mini Lesson 5 Word Study (TG 28) -Mini Lesson 7: Explain How Text Features Contribute to Meaning (TG 32)</p> <p>Day 3-5: Short Read 2: From Phone Calls to Video Chat (pg. 6-8)</p> <p>Mini Lesson 12: Identify Text Structures: Cause/Effect Chronology</p> <p>Combine components from the following lessons: -Mini Lesson 10: Distinguish Between Important and Unimportant Information (TG 38) -Mini Lesson 13: Build Vocabulary use Word Relationships and Context Clues to Determine Meaning (TG 44) -Continue working on Author's Purpose, Claims, and Evidence (refer back to</p>	<p>Breakthrough Ideas (N)</p> <p>Fluency: Pausing-Full Stops. Expression - Anticipation/Mood</p>	<p>Lesson 25-26 pg. 58-61</p> <p>Lesson 16 pg. 40-41</p> <p>Lesson 21 pg. 50-51</p> <p>Lesson 27 pg. 62-63</p> <p>Lesson 29 pg. 66-67</p>	<p>pgs. 34-35)</p> <p>Write an Opinion Essay: Gather Information and Take Notes from Online Sources (TG pgs. 36-37)</p> <p>Day 4: Write an Opinion Essay: Organize Your Essay. (TG pgs. 40-41)</p> <p>Day 5: Grammar: Use Coordinating Conjunctions (TG pgs. 46-47)</p> <p>Day 6: Independent Writing and Conferencing</p>

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
				Mini Lesson 4 and weekly assessment for examples) Day 6: : Unit 5 Week 1 Assessment			
Unit 5 Week 2	<p>Spotlight Benchmark: ELA.3.R.2.4 Identify an author’s claim and explain how an author uses evidence to support the claim.</p> <p>ELA.3.R.2.1 Explain How Text Features Contribute to Meaning</p> <p>ELA.3.R.3.3 Compare and Contrast How Two Authors Present Information on The Same Topic or Theme</p> <p>ELA.3.R.2.1 Identify Text Structure: Chronological/ Cause & Effect</p>	<p>Day 1: Students will be able to Draw Inferences</p> <p>Day 2: Students will be able to Explain How Text Features Contribute to eaning (TG pgs. 60-61)</p> <p>Day 3: Students will be able to apply Grammar in Context: Subordinate Clauses</p> <p>Day 4: Students will be able to Identify Text Structures (TG pgs. 68-69)</p> <p>Students will be able to Explain Author’s Purpose, Claims,</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 5 - TG pgs.</i></p> <p>Vocabulary: Use Relationships and Context Clues to Determine the Meaning of Words (TG pgs. 62-63)</p> <p>Vocabulary Practice: “Anna Du, Sixth Grade Engineer”</p> <p>h Grade Engineer” (pg. 17)</p> <p>Word Study: Vowel -r Syllable Pattern (TG pgs. 56-57)</p> <p>Word Study Reproducible</p> <p>Word Study/Phonics - Mon. - Fri.</p> <p>Cumulative</p>	<p>Day 1-3: Extended Read 1: Thomas Edison: A Curious Mind (pg. 12-16) Mini Lesson: 10: Explain Author’s Purpose, Claims, and Evidence (TG 72)</p> <p>Combine components from the following lessons; -Mini Lesson 2: Word Study (TG 56) -Mini Lesson 4: Explain How Text Features Contribute to Meaning (TG 16) -Mini Lesson 5: Build Vocabulary use word relationships and context clues to determine meaning (TG pg. 62)</p> <p>Day 4: Extended Read 1: Thomas Edison: A Curious Mind (pg. 12-16) Mini Lesson: 8: Close Reading: Identify Text Structures (TG pg. 68)</p> <p>Day 5: Cross Text Analysis: Extended Read 1 and Short Read 2 Mini Lesson 12: Compare and Contrast How Two</p>	<p>Benchmark Leveled Readers: ALD Questions BL-Beautiful Buildings (K)</p> <p>OL- Deep Sea Technology (M)</p> <p>AL- Breakthrough Ideas (N)</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 25-26 pg. 58-61</p> <p>Lesson 16 pg. 40-41</p> <p>Lesson 21 pg. 50-51</p> <p>Lesson 27 pg. 62-63</p> <p>Lesson 29 pg. 66-67</p>	<p>Writing: Opinion Essay</p> <p>Day 1: State Your Opinion (TG pgs. 58-59)</p> <p>Day 2: Incorporate Research to Support Your Opinion (TG pgs 64-65)</p> <p>Grammar in Context: Subordinate Clauses (TG pgs. 66-67)</p> <p>Day 3: Use Transition Words and Phrases to Connect Ideas (TG pgs. 70-71)</p> <p>Day 4: Provide a Conclusion (TG pgs. 74-75)</p> <p>Day 5: Grammar: Form and Use Irregular Plural Nouns (TG pgs. 78-79)</p> <p>Day 6: Independent Writing and Confering</p> <p>Grammar: Form and Use Irregular Plural Nouns (TG pgs. 78-79)</p> <p>Use Subordinate Clauses (TG pgs. 66-67)</p>

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
		<p>and Evidence (TG pgs. 72-73)</p> <p>Day 5: Students will be able to Compare and Contrast How Two Authors Present Information on the Same Topic. (TG pgs. 76-77)</p>	<p>Assessment & Weekly Assessments</p> <p>Spelling: Vowel -r Syllables</p>	<p>Authors Present Information on the Same Topic (TG pg. 76)</p> <p>Day 6: Unit 5 Wk 2 Assessment</p>			
Unit 5 Week 3	<p>Spotlight Benchmark: ELA.3.R.2.1 Identify Text Structure: Chronological/ Cause & Effect</p> <p>ELA.3.R.2.1 Explain How Text Features Contribute to Meaning</p> <p>ELA.3.R.3.3 Compare and Contrast How Two Authors Present Information on The Same Topic or Theme</p> <p>ELA.3.R.1.4 Analyze Poetic Structure/Identify Types of Poems</p>	<p>Day 1: Students will be able to Distinguish Between Important and Unimportant events (TG pgs. 86-87)</p> <p>Day 2: Students will be able to Identify Text Structure (TG pgs. 92-93)</p> <p>Day 3: Students will be able to Explain How Text Features Contribute to Meaning.(TG pgs. 98-99)</p> <p>Day 4: Students will be able to</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 5 - (TG pgs. 8-9)</i></p> <p>Vocabulary: Use Context Clues to Determine the Meaning of Words</p> <p>Vocabulary Practice: “Patricia Bath: Doctor and Inventor (pg. 25)</p> <p>Word Study: Inflectional Endings -ed, -ing (TG pgs. 88-89)</p> <p>Word Study Reproducible</p> <p>Word Study/Phonics - Mon. - Fri.</p>	<p>Day 1-3: Extended Read 2: Hear All About It (pg. 20-24) Mini Lesson 4: Close Reading Identify Text Structures (TG pg. 92)</p> <p>Combine components from the following lessons: -Mini Lesson 1: Distinguish Between important and unimportant information to Learn about Advancements in Technology (TG pg. 86) -Mini Lesson 2: Word Study (TG pg. 88)</p> <p>Day 4: Extended Read 2: Hear All About It (pg. 20-22) Mini Lesson 7: Explain How Text Features Contribute to Meaning (TG pg. 98)</p> <p>Day 5: Cross Text Analysis: Extended Read 2 and Short Read 2 Mini Lesson 9: Close Reading: Compare Contrast</p>	<p>Benchmark Leveled Readers: ALD Questions BL-Beautiful Buildings (K)</p> <p>OL- Deep Sea Technology (M)</p> <p>AL- Breakthrough Ideas (N)</p> <p>Fluency: Pausing-Full Stops. Speed/Spacing - Varied</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 25-26 pg. 58-61</p> <p>Lesson 16 pg. 40-41</p> <p>Lesson 21 pg. 50-51</p> <p>Lesson 27 pg. 62-63</p> <p>Lesson 29 pg. 66-67</p>	<p>Writing: Opinion Essay</p> <p>Day 1: Use transition Words and Phrases to Improve Sentence Fluency. (TG pgs. 90-91)</p> <p>Day 2: Grammar in Context: Types of Sentences (TG pgs 94-95)</p> <p>Revise to Maintain a Formal Voice (TG pgs. 96-97)</p> <p>Day 3: Edit to Improve Paragraphing (TG pgs. 100-101)</p> <p>Day 4: Using Appositives (TG pgs. 106-107)</p> <p>Day 5: Use Digital Tools to Create a Final Draft (TG pgs. 110-111)</p>

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
		<p>Compare and Contrast How Two Authors Present Information on the Same Topic (TG pg. 102-103)</p> <p>Day 5: Students will be able to Identify and Analyze Limericks and Rhymed Verse Poems (TG Pgs. 108-109)</p>	<p>Spelling: Inflectional endings -ed, -ing</p>	<p>How Two Author’s Present Information on the Same Topic (TG pg. 102)</p> <p>Day 6 (Poetry): My Smartphone Isn’t Very Smart pg. 28-29 Mini Lesson 12: Identify and Analyze Limericks and Rhymed Verse Poems (TG pg. 108)</p> <p>Day 7: Unit 5 Unit Assessment</p>			<p>Day 6: Independent Writing and Conferring</p> <p>Grammar: Use Appositives</p> <p>Grammar in Context: Types of Sentences</p>
<p>Unit 6 Theme: Making Decisions Essential Question: What helps us solve problems? Vocabulary: actions, consequences, decisions, decision making, impact, realistic fiction, problem-solving</p>							

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Unit 6 Week 1	<p>Spotlight Benchmark: ELA.3.R.1.2 Explain a Theme and How it Develops</p> <p>ELA.3.R.1.1 Explain How a Character Develops Throughout a Plot</p> <p>ELA.3.R.3.2 Summarize: Include Plot and Theme</p>	<p>Day 1: Students will be able to Make Connections to Learn about Solving Problems (TG pgs. 136-137)</p> <p>Day 2: Students will be able to Build Vocabulary: Determine the Meaning of Words (TG pgs. 140-141)</p> <p>Day 3: Students will be able to Explain How Characters Develop throughout a plot (TG pgs 146-147)</p> <p>Day 4: Students will be able to summarize and synthesize to learn about solving problems (TG Pg. 152-153)</p> <p>Day 5: Students will be able to explain how a theme develops in a realistic fiction story and Summarize the Plots of Two Stories (TG Pg. 156-159)</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 6 - (TG pgs. 122-123)</i></p> <p>Vocabulary: To determine the Word Meanings (pg. 140-141)</p> <p>Vocabulary Practice: "A Helping Hand" (p.9)</p> <p>Word Study: Review Irregular Plurals pg. (142-143)</p> <p>Lesson 12: (pg. 24)</p> <p>Spelling: Irregular Plurals</p>	<p>Consumable: Unit 6</p> <p>Day 1: Unit 6 Video Opener</p> <p>Introduce the knowledge focus: Making Decisions</p> <p>Introduce Unit 6 Vocabulary (TG pg. 132)</p> <p>Introduce Unit 6 blueprint (TG pg. 134-135)</p> <p>Day 1-2: Short Read 1: Addison and Rocky pg. 4-5</p> <p>Mini Lesson 7: Explain How Characters Develop Throughout a Plot (TG pg. 146)</p> <p>Combine components from the following lessons: -Mini Lesson 2: Make Connections to Learn about solving problems (TG pg. 136) -Mini Lesson 4: Determine the meaning of words (TG pg. 140)</p> <p>Day 3-4: Short Read 2: A President for Everyone pg. 6-8</p> <p>Mini Lesson 12: Explain How a Theme Develops in a Realistic Fiction Story (TG pg. 156)</p> <p>Mini Lesson 10: Summarize and Synthesize to Learn about Solving Problems (TG pg. 152)</p> <p>Day 5: Cross Text Analysis: Short Read 1 and Short Read 2</p> <p>Mini Lesson 13: Summarize the Plots of Two Stories (TG pg. 158)</p>	<p>Benchmark Leveled Readers: ALD Questions</p> <p>BL- Two Lumps of Sugar (K)</p> <p>OL- The Meal and the Deal (N)</p> <p>AL- Bex Falcon and the Mystery of the Missing Gecko (O)</p> <p>Fluency: Full Stops - Pausing</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 4 - pg. 16-17</p> <p>Lesson 8 - pg. 24-25</p> <p>Lesson 10 - pg. 28-29</p> <p>Lesson 1-2 - pg. 10-13</p> <p>Lesson 9 - pg. 26-27</p>	<p>Writing: Narrative</p> <p>Day 1: Read and Analyze a Source Text (TG pgs. 138-139)</p> <p>Day 2: Review Irregular Plurals (TG pgs. 142-143)</p> <p>Read and Analyze a Text-Based Prompt (TG pgs. 144-145)</p> <p>Day 3: Grammar in Context: Form and Use Irregular Plural Nouns (TG pgs. 148-149)</p> <p>Read Closely to Find Details and Events (TG pg 150-151)</p> <p>Day 4: Draft a Response (TG pg. 154-155)</p> <p>Day 5: Revise and Edit a Response (TG pgs. 160-161)</p> <p>Day 6: Independent Writing and Confering</p> <p>Grammar: Form and Use Irregular Plural Nouns Pg. 36-37 TG Pg. 148-149</p>
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				Day 6: : Unit 6 Week 1 Assessment			
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Unit 6 Week 2	<p>Spotlight Benchmark: ELA.3.R.1.2 Explain a Theme and How it Develops</p> <p>ELA.3.R.3.2 Summarize: Include Plot and Theme</p> <p>ELA.3.R.1.1 Explain How a Character Develops Throughout a Plot</p> <p>ELA.3.R.1.3 Explain Different Characters' Perspectives</p>	<p>Day 1: Students will be able to Make Connections to Learn about Solving Problems (TG pgs. 168-169)</p> <p>Day 2: Students will be able to Summarize the Plot of a Story</p> <p>Students will be able to Explain different Characters' Perspectives (TG pgs. 174-177)</p> <p>Day 3: Students will be able to Explain How Characters Develop throughout a Plot (TG pgs.- 182-183)</p> <p>Day 4: "Students will be able to Explain a Theme and How it Develops (TG pgs.- 186-187)</p> <p>Day 5: Students will be able to Explain How Characters Develop in Two Stories</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 6-TG pgs.</i></p> <p>Vocabulary:</p> <p>Vocabulary Practice: "Camp Canoe"(p. 17)</p> <p>Word Study: Long Oo, Short Oo</p> <p>Lesson 118 (pg. 72-73)</p> <p>Spelling: Long oo and Short oo</p>	<p>Day 1-3: Extended Read 1: "Rapping Magicians" pg. 12-16</p> <p>Mini Lesson 8: Explain How Characters Develop Throughout the Plot (TG pg. 182)</p> <p>Mini Lesson 10: Explain a Theme and How is Develops (TG pg. 186)</p> <p>Combine components from the following lessons: -Mini Lesson 1: Make Connections to learn about solving problems (TG pg. 168) -Mini Lesson 2: Word Study (TG 170) -Mini Lesson 5: Explain Different Characters' Perspective (TG pg. 176)</p> <p>Day 4: Extended Read 1: "Rapping Magicians" pg. 12-16</p> <p>Mini Lesson 4: Summarize the Plot of a Story (TG pg. 174)</p> <p>Day 5: Cross Text Analysis: Extended Read 1 and Short Read 2</p> <p>Mini Lesson 12: Explain how Characters Develop in Two Stories (TG pg. 190)</p> <p>Day 6: Unit 6 Week 2 Assessment</p>	<p>Benchmark Leveled Readers: ALD Questions BL- Two Lumps of Sugar (K)</p> <p>OL- The Meal and the Deal (N)</p> <p>AL- Bex Falcon and the Mystery of the Missing Gecko (O)</p> <p>Fluency: Inflection, Dramatic Expression</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 4 - pg. 16-17</p> <p>Lesson 8 - pg. 24-25</p> <p>Lesson 10 - pg. 28-29</p> <p>Lesson 1-2 - pg. 10-13</p> <p>Lesson 9 - pg. 26-27</p>	<p>Writing: Expository</p> <p>Day 1: Read and Analyze a source text (TG pgs. 172-173)</p> <p>Day 2: Read and Analyze a Text-Based Prompt (TG pgs. 178-179)</p> <p>Grammar in Context: Use Simple Modifiers (TG pgs. 180-181)</p> <p>Day 3: Read Closely to Find Text Evidence (TG pgs. 186-187)</p> <p>Day 4: Draft a Response (TG pgs. 188-189)</p> <p>Day 5: Revise and Edit a Response (TG pgs. 192-193)</p> <p>Day 6: Independent Writing and Conferring</p> <p>Grammar: Adjectives and Adverbs in a Text (TG pgs. 38-39)</p>

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Unit 6 Week 3	<p>Spotlight Benchmark: ELA.3.R.1.1 Explain How a Character Develops Throughout a Plot</p> <p>ELA.3.R.1.2 Explain a Theme and How it Develops</p> <p>ELA.3.R.3.2 Summarize: Include Plot and Theme</p> <p>ELA.3.R.1.3 Explain Different Characters' Perspectives</p>	<p>Day 1: Students will be able to Summarize and Synthesize to Learn About Solving Problems</p> <p>Day 2: Students will be able to Explain How Characters Develop throughout a Plot</p> <p>Day 3: Students will be able to : Explain a Theme and how it Develops</p> <p>Day 4: Students will be able to Explain How the Same Theme Develops in Two Stories</p> <p>Day 5: Students will be able to Explain a Theme of a Rhymed Verse Poem</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 6 - TG pgs.</i></p> <p>Vocabulary: Use Context Clues and Reference Materials to Determine Meaning</p> <p>Vocabulary Practice: The Dance -Off</p> <p>Word Study: /ou/ as in how and out</p> <p>Lesson 14 (pg. 28-29)</p> <p>Spelling: /ou/ as in how and out</p>	<p>Day 1-3: Extended Read 2 The BIG Game pg. 20-24 Mini Lesson 4: Explain How Characters Develop Throughout a Plot (TG pg. 206) Mini Lesson 7: Explain a Theme and How is Develops (TG pg. 212)</p> <p>Combine components from the following lessons: -Mini Lesson 2: Word Study (TG pg. 202) -Mini Lesson 5: Language in Context Interpret Figurative Language (TG pg. 208)</p> <p>Day 4: Extended Read 2 The BIG Game pg. 20-24 Mini Lesson 1: Summarize and Synthesize to Learn about Solving Problems (TG pg. 200)</p> <p>Day 5: Cross Text Analysis: Extended Read 2 and Short Read 2 Mini Lesson 9: Close Reading: Explain How the Same Theme Develops in Two Stories (TG pg. 216-217)</p> <p>Day 6 (Poetry): Choices pg. 28-29 Mini Lesson 12: Explain the Theme of a Rhymed Verse Poem (TG pg. 222-223)</p> <p>Day 7: Unit 6 Unit Assessment</p>	<p>Benchmark Leveled Readers: ALD Questions BL- Two Lumps of Sugar (K)</p> <p>OL- The Meal and the Deal (N)</p> <p>AL- Bex Falcon and the Mystery of the Missing Gecko (O)</p> <p>Fluency:Speed /Pacing - Fast Expression - Characterization/Feelings</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Lessons:</p> <p>Lesson 4 - pg. 16-17</p> <p>Lesson 8 - pg. 24-25</p> <p>Lesson 10 - pg. 28-29</p> <p>Lesson 1-2 - pg. 10-13</p> <p>Lesson 9 - pg. 26-27</p>	<p>Writing: Opinion</p> <p>Day 1: Read and Analyze Source Texts (TG pgs. 204-205)</p> <p>Day 2 Read and Analyze a Text Based Prompt (TG pgs. 210-211)</p> <p>Day 3: State and Support an Opinion Using Text Evidence (TG pgs. 214-215)</p> <p>Day 4: Draft a Response (TG pgs. 220-221)</p> <p>Day 5: Revise and Edit a Response (TG pgs. 224-225)</p> <p>Day 6: Independent Writing and Conferring</p>

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Unit 7 Theme: Communities Then and Now Essential Question: What is a community? Vocabulary: characteristics, history, unique, culture, geographical location							
Unit 7 Week 1	<p>Spotlight Benchmark: ELA.3.R.1.1 Explain How Characters Develop Throughout the Plot</p> <p>ELA.3.R.2.3 Explain the Development of an Author's Purpose</p> <p>ELA.3.R.2.4 Identify an Author's Claim and Explain How Evidence Supports it</p> <p>ELA.3.R.2.1 Explain How Text Features Contribute to Meaning</p> <p>ELA.3.R.3.3 Compare and Contrast How Two Authors Present</p>	<p>Day 1: Students will be able to Identify an Author's Claim and Explain Evidence (TG pgs. 26-27)</p> <p>Day 2: Students will be able to Explain the Development of an Author's Purpose (TG pgs. 32-33)</p> <p>Day 3: Students will be able to Explain How Illustrations Help Readers Understand Characters (TG pgs. 44-45)</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 7 - (TG pg. 52-53)</i></p> <p>Vocabulary: Use Context Clues to Determine Meaning</p> <p>Vocabulary Practice: From Somalia to Chicago (pg. 9)</p> <p>Word Study: Words with Suffixes -er, -or</p> <p>Spelling: Suffixes -er, -or</p>	<p style="color: cyan;">Consumable: Unit 7</p> <p>Day 1: Unit 7 Video Opener</p> <p>Introduce the Knowledge Focus: Communities Then and Now</p> <p>Introduce Unit 7 vocabulary (TG pg. 18)</p> <p>Introduce the Unit blueprint (TG pg. 20-21)</p> <p>Day 1-2: Short Read 1 My St. Augustine Journal (pgs. 2-3)</p> <p>Mini Lesson 4: Identify an Author's Claim and Explain Evidence (TG pg. 26-27)</p> <p>Mini Lesson 7: Explain the Development of an Author's Purpose (TG p. 32)</p> <p>Combine components from the following lessons: -Mini Lesson 1: Apply Metacognitive and Fluency Strategies to Learn about Community (TG pg. 22) -Mini Lesson 5: Word Study (TG pg. 28)</p>	<p>Benchmark Leveled Readers: ALD Questions</p> <p>BL- Road Trip (L)</p> <p>OL-Two Communities Over Time (N)</p> <p>AL-The History of Two Cities: Houston and Miami (O)</p> <p>Fluency: Confirm or Correct Word Recognition and Understanding</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 4 pg. 16-17</p> <p>Lesson 21 pg. 50-51</p> <p>Lesson 16 pg. 40-41</p> <p>Lessons 27-28 pg. 62-65</p> <p>Lesson 22 pg. 52-53</p> <p>Lesson 7 pg. 22-23</p>	<p>Writing: Historical Fiction</p> <p>Day 1: Read and Analyze a Mentor Text (TG pgs. 24-25)</p> <p>Day 2: Brainstorm Ideas about Setting and Characters (TG pgs. 30-31)</p> <p>Day 3: Grammar in Context: Maintain Consistent Verb Tense Across Paragraphs (TG pgs. 34-35)</p> <p>Brainstorm Ideas about Setting and Characters (TG pgs. 36-37)</p> <p>Day 4: Organize Story Events (TG pgs. 40-41)</p> <p>Day 5: Grammar: Form and Use Progressive Tenses (TG pgs. 46-47)</p> <p>Day 6: Independent Writing and Conferencing</p> <p>Grammar & Spelling (TG pgs. 42-44)</p> <p>Grammar: Verb Tenses Across Paragraphs. Use</p>

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	<p>Information on the Same Topic or Theme ELA.3.R.3.1 Identify and Explain Metaphor</p> <p>ELA.3.R.1.4 Analyze Poetic Structure/Identify Types of Poems</p>			<p>Day 3-4: Short Read 2: A New Life in Vermont From How Tia Lola Came to Visit Stay (pgs.6-8) Mini lesson 12: Explain How Characters Develop Throughout a Plot (TG pg. 42)</p> <p>Combine components from the following lessons: -Mini Lesson 10: Apply Metacognitive and Fix-Up Strategies to Learn about Community (TG pg. 38) -Mini Lesson 13: Explain How Illustrations Help Readers Understands Characters (TG pg. 44)</p> <p>Day 5: Option:Word Study Read: The Mission District pg. 9</p> <p>Day 6: Unit 7 Week 1 Assessment</p>			<p>Progressive Tenses (past, present, future)</p> <p>Spelling and Grammar pg. (TG pgs. 46-47)</p>

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Unit 7 Week 2	<p>Spotlight Benchmark: ELA.3.R.2.4 Spotlight Benchmark: Identify an author's claim and explain how evidence supports it</p> <p>ELA.3.R.1.1 Explain how characters develop throughout the plot</p> <p>ELA.3.R.2.1 Explain how text features contribute to meaning</p> <p>ELA.3.R.3.3 Compare and contrast how two authors present information on the</p>	<p>Day 1: Students will be able to Identify an Author's Claim and Explain evidence (TG pgs. 60-61)</p> <p>Day 2: Students will be able to Explain How Text Features Contribute to Meaning (TG pgs. 68-69)</p> <p>Day 3: Students will be able to Identify an Author's Claim and Explain Evidence (TG pgs. 72-73)</p> <p>Day 4: Students will be able to Compare and Contrast How Two</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 7 - (TG pg. 52-53)</i></p> <p>Vocabulary:</p> <p>Vocabulary Practice: Eatonville (pg. 17)</p> <p>Word Study: Homophones</p> <p>Spelling: Homophones</p>	<p>Day 1-3: Extended Read 1: All Kinds of Communities (pg. 12-16) Mini Lesson 4: Identify and Author's Claim and Explain Evidence (TG pg. 60-61) Mini Lesson 10: Identify an Author's Claim and Explain Evidence (TG pg. 72)</p> <p>Combine components from the following Lessons: -Mini Lesson 1: Apply Metacognitive and Fluency Strategies to Learn about Community (TG pg. 54) -Mini Lesson 2: Word Study (TG pg. 56) -Mini Lesson 5: Explain How Text Features Contribute to Meaning (TG pg. 62-63)</p> <p>Day 4: Extended Read 1: All Kinds of Communities (pg. 12-16) Mini Lesson 8: Explain How Text Features Contribute to Meaning (TG pg. 68-69)</p>	<p>Benchmark Leveled Readers: ALD Questions BL- Road Trip (L)</p> <p>OL-Two Communities Over Time (N)</p> <p>AL-The History of Two Cities: Houston and Miami (O) My Life and Hometown (P)</p> <p>Fluency: Speed/Pacing - varied</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 4 pg. 16-17</p> <p>Lesson 21 pg. 50-51</p> <p>Lesson 16 pg. 40-41</p> <p>Lessons 27-28 pg. 62-65</p> <p>Lesson 22 pg. 52-53</p> <p>Lesson 7 pg. 22-23</p>	<p>Writing: Historical Fiction:</p> <p>Day 1: Use Description to introduce setting and characters (TG pgs. 58-59)</p> <p>Day 2: Use Description to Develop Characters and Events. (TG pgs. 64-65)</p> <p>Grammar in Context: Form and Use Possessives (TG pgs. 66-67)</p> <p>Day 3: Use Dialogue to Develop Characters (TG pgs. 70-71)</p> <p>Day 4: Provide an Ending (TG pgs. 74-75)</p> <p>Day 5: Grammar: Form and Use Perfect Verb Tenses (TG pgs. 78-79)</p> <p>Day 6: Independent Writing and Conferencing</p> <p>Grammar:Form and Use Progressive Verb Tenses,</p>

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	same topic or theme	Authors Present Information on the Same Topic (TG pgs. 76-77)		<p>Day 5: Cross Text Analysis: Extended Read 1 and Short Read 1 Mini Lesson 12: Compare and Contrast How Two Authors Present Information on the Same Topic (TG pg. 76-77)</p> <p>Day 6: Unit 7 Week 2 Assessment</p>			Form and Use Perfect Verb Tenses, Use possessives, Use Commas and Quotation Marks in Dialogue
Unit 7 Week 3	<p>Spiral Benchmarks:</p> <p>ELA.3.R.2.4 Identify an author's claim and explain how evidence supports it</p> <p>ELA.3.R.2.3 Explain the Development of an Author's Purpose</p> <p>ELA.3.R.1.1 Explain how characters develop throughout a plot</p> <p>ELA.3.R.3.3 Compare and contrast how two authors present information on the</p>	<p>Day 1: Students will be able to Explain How Illustrations Help Readers Understand Characters (TG pgs. 92-93)</p> <p>Day 2: Students will be able to Explain How Characters Develop Throughout a Plot (TG pgs. 98-99)</p> <p>Day 3: Students will be able to Compare and Contrast How Two Authors Present Information on the Same Theme (TG pgs. 102-103)</p> <p>Day 4: Students will be able to</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 7 - (TG pg. 84-85)</i></p> <p>Vocabulary:</p> <p>Vocabulary Practice: My Urban Vegetable Garden (pg. 25)</p> <p>Word Study: Words with Variant Vowel /o/</p> <p>Spelling: Variant Vowel /o/</p>	<p>Day 1-3: Extended Read 2: Sarah and the Chickens (pg. 20-24) Mini Lesson 7: Explain How Characters Develop Throughout a Plot (TG pg. 98-99)</p> <p>Combine components from the following lessons: -Mini Lesson 1: Apply Metacognitive and Fix-Up Strategies to Learn about Communities (TG pg. 86-87) -Mini Lesson 2: Word Study (TG pg. 88) -Mini Lesson 5: Language in Context Quotation Marks with Dialogue in Realistic Fiction (TG pg. 94)</p> <p>Day 4: Extended Read 2: Sarah and the Chickens (pg. 20-24) Mini Lesson 4: Explain How Illustrations Help Readers Understand Characters (TG</p>	<p>Benchmark Leveled Readers:</p> <p>ALD Questions</p> <p>BL- Road Trip (L)</p> <p>OL-Two Communities Over Time (N)</p> <p>AL-The History of Two Cities: Houston and Miami (O) My Life and Hometown (P)</p> <p>Fluency: Speed/Pacing - varied Inflection/Intonation - pitch</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons: Lesson 4 pg. 16-17 Lesson 21 pg. 50-51 Lesson 16 pg. 40-41 Lessons 27-28 pg. 62-65 Lesson 22 pg. 52-53 Lesson 7 pg. 22-23</p>	<p>Writing: Historical Fiction:</p> <p>Day 1: Add Vivid Description (TG pgs. 90-91)</p> <p>Day 2: Revise to Use Transitional Words and Phrases (TG pgs. 96-97)</p> <p>Day 3: Revise to Include Realistic Dialogue (TG pgs. 100-101)</p> <p>Day 4: Edit to Maintain Consistent Verb Tense Across Paragraphs (TG pgs. 106-107)</p> <p>Day 5: Use Digital Tools to Create a Final Draft (TG pgs. 110-111)</p> <p>Day 6: Independent Writing and Conferencing</p> <p>Grammar: Form and Use Simple Verb Tenses, Use Commas and Quotation Marks</p>

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	same topic or theme	Identify and Explain Metaphor in a Rhymed Verse Poem (TG pgs. 108-109)		pg. 92-93) Day 5: Cross Text Analysis: Extended Read 2 and Short Read 2 Mini Lesson 9: Compare and Contrast How Two Authors Present Information on the Same Theme (TG pg. 102-103) Day 6 (Poetry): Sarah and the Chickens pg. 20-21 Mini Lesson 12: Identify and Explain Metaphor in a Rhymed Verse Poem (TG pg. 108-109) Day 7: Unit 7 Unit Assessment			in Dialogue Spelling and Grammar
Unit 8 Theme: Weather and Climate Essential Question: How do we understand change? Vocabulary: climate, predict/predictions, temperature, pattern, region							
Unit 8 Week 1	Spotlight Benchmarks: ELA.3.R.1.2 Explain a theme and how it develops ELA.3.R.2.1 Identify text structure ELA.3.R.2.1	Day 1: Students will be able to Explain a Poems Theme and How it Develops (TG pgs. 140-141) Day 2: Students will be able to Identify and Explain Metaphors in a Free Verse	<i>Vocabulary, Word Study and Spelling for Unit 8 - (TG pg. 52-53)</i> Vocabulary: Use Context Clues to Determine Meaning Vocabulary Practice: The Great Blizzard (pg.	Consumable: Unit 8 Day 1:Unit 8 Video Opener Introduce the Knowledge Focus: Weather and Climate Introduce the Unit 8 vocabulary (TG pg. 132)	Benchmark Leveled Readers: ALD Questions BL- The Legend of the Morning Star (K) (theme) OL- Changing Coastlines (M)	Comprehension Intervention Lessons Grade 2 Comprehension Intervention Benchmark Comprehension Intervention Lessons:	Writing: A Research Report Day 1: Brainstorm your Topic (TG pgs 138-139) Day 2: Evaluate Print Sources (TG pgs. 144-145) Day 3: Grammar in Context: Use Simple Modifiers (TG pgs. 148-149)

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
	<p>Explain how text features contribute to meaning</p> <p>ELA.3.R.3.1 Identify and explain metaphors and personification</p>	<p>Poem (TG pgs. 146-147)</p> <p>Day 3: Students will be able to Apply Metacognitive and Fix-Up Strategies to Learn About Weather and Climate (TG pgs. 152-153)</p> <p>Day 4: Students will be able to Explain How Text Features Contribute to Meaning (TG pgs. 156-157)</p>	<p>9)</p> <p>Word Study: Words with Hard and Soft c</p> <p>Spelling: Hard c and Soft c</p>	<p>Introduce unit blueprint (TG pgs. 134-135)</p> <p>Day 1: Short Read 1: Fairweather Clouds pg. 4-5</p> <p>Mini Lesson 7: Identify and Explain Metaphor in a Free Verse Poem (TG pg. 146-147)</p> <p>Combine components from the following lessons: -Mini Lesson 2: Apply Metacognitive and Fix-Up Strategies to Learn About Weather and Climate (TG pg. 136-137) -Mini Lesson 5: Word Study (TG pg. 142-143)</p> <p>Day 2: Short Read 1: Fairweather Clouds pg. 4-5</p> <p>Mini Lesson 4: Explain a Poem's Theme and How it Develops (TG pg. 140-141)</p> <p>Day 3-4: Short Read 2: Earth's Weather and Climate pg. 6-8</p> <p>Mini Lesson 13: Identify Text Structures (TG pg. 158-159)</p> <p>Combine components from the following lessons: -Mini Lesson 10: Apply Metacognitive and Fix-Up Strategies to Learn about Weather and Climate (TG pg. 152)</p>	<p>AL-Wildfires (O)</p> <p>Fluency: Inflection/ Intonation - Volume</p>	<p>Lesson 8, pp. 24-25</p> <p>Lesson 8, pp. 24-25</p> <p>Lesson 21, pp. 50-51</p> <p>Lesson 9, pp. 26-27</p> <p>Lessons 27-28, pp. 62-65</p> <p>Lesson 14, pp. 36-37</p> <p>Lesson 7, pp. 22-23</p> <p>Lesson 29, pp. 66-67</p>	<p>Gather Information and Take Notes from Print Sources (TG pgs. 150-151)</p> <p>Day 4: Organize Your Report (TG pgs. 154-155)</p> <p>Day 5: Grammar: Use Principal Modals to Indicate Mood of a Verb (TG pgs. 160-161)</p> <p>Day 6: Independent Writing and Conferencing</p> <p>Grammar: Use Simple Modifiers, Using Principal Modals to Indicate Mood of a Verb</p>

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
				<p>Day 5: Short Read 2: Earth's Weather and Climate pg. 6-8 Mini Lesson 13: Identify Text Structures (TG pg. 158-159)</p> <p>Day 6: Unit 8 Week 1 Assessment</p>			
Unit 8 Week 2	<p>Spiral Benchmarks:</p> <p>ELA.3.R.1.2 Explain a theme and how it develops</p> <p>ELA.3.R.3.2 Summarize: include plot and theme</p> <p>ELA.3.R.1.3 Explain different characters perspectives</p> <p>ELA.3.R.3.3 Compare and contrast how authors present information on the same topic or theme</p> <p>ELA.3.R.3.1</p>	<p>Day 1: <i>Students will be able to Summarize the Plot (Realistic Fiction) (TG pgs. 170-171)</i></p> <p>Day 2: <i>Students will be able to Explain Different Characters' Perspectives (TG pgs. 176-177)</i></p> <p>Day 3: <i>Students will be able to Identify and Explain Figurative Language: Metaphors (TG pgs. 182-183)</i></p> <p>Day 4: <i>"Students will be able to Explain a Theme and How it</i></p>	<p><i>Vocabulary, Word Study and Spelling for Unit 8 - (TG pg. 52-53)</i></p> <p>Vocabulary: Use Context Clues to Determine Meaning</p> <p>Vocabulary Practice: Where's Daisy? (Pg. 17)</p> <p>Word Study: Words with Hard and Soft g</p> <p>Spelling: Hard g and Soft g</p>	<p>Day 1-3: Extended Read 1: After the Storm (pg. 12-16) Mini Lesson 5: Explain Different Characters' Perspectives (TG pg. 176) Mini Lesson 10: Explain a Theme and How it Develops (TG pg. 186)</p> <p>Combine components from the following lessons: -Mini Lesson 1: Apply Metacognitive and Fix-Up Strategies to Learn about Weather and Climate (TG pg. 168) -Mini Lesson 2: Word Study (TG pg. 170-171)</p> <p>Day 3: Extended Read 1: After the Storm (pg. 12-16) Mini Lesson 4: Summarize the Plot (TG pg. 174-175)</p> <p>Day 4: Extended Read 1 and Short Read 1</p>	<p>Benchmark Leveled Readers:</p> <p>ALD Questions</p> <p>BL- The Legend of the Morning Star (K) (theme)</p> <p>OL- Changing Coastlines (M)</p> <p>AL-Wildfires (O)Ride</p> <p>Fluency: Confirm or Correct Word Recognition and Understanding</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 8, pp. 24-25</p> <p>Lesson 8, pp. 24-25</p> <p>Lesson 21, pp. 50-51</p> <p>Lesson 9, pp. 26-27</p> <p>Lessons 27-28, pp. 62-65</p>	<p>Writing: A Research Report</p> <p>Day 1: Introduce your Central Idea (TG pgs. 172-173)</p> <p>Day 2: Develop your Central Idea with Relevant Facts and Details (TG pgs. 178-179)</p> <p>Grammar in Context: Ensure Appropriate Use of Pronouns (TG pgs. 180-181)</p> <p>Day 3: Use Transition words and phrases to Connect your ideas (TG pgs. 184-185)</p> <p>Day 4: Provide a Conclusion (TG pgs. 188-189)</p> <p>Day 5: Grammar Form and Use Perfect Verb Tenses (TG pgs. 192-293)</p> <p>Day 6: Independent Writing</p>

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	Identify and explain metaphors and personification	Develops (TG pgs. 186-187) Day 5: <i>Students will be able to Compare and Contrast How Two Authors Present Information on the same topic (TG. pgs. 190-191)</i>		Mini Lesson 8: Close Reading Identify and Explain Figurative Language- Metaphors (TG pg. 182-183) Day 5: Cross Text Analysis: Extended Read 1 and Short Read 2 Mini Lesson 12: Compare and Contrast How Two Authors Present Information on the Same Topic (TG pg. 190-191) Day 6: Unit 8 Week 2 Assessment		Lesson 14, pp. 36-37 Lesson 7, pp. 22-23 Lesson 29, pp. 66-67	and Conferring Grammar: Appropriately Use Pronouns, Form and Use Perfect Verb Tenses
Unit 8 Week 3	Spiral Benchmark: ELA.3.R.2.1 Explain how text features contribute to meaning ELA.3.R.2.1 Identify text structures ELA.3.R.3.3 Compare and contrast how two authors present information on the same topic or theme	Day 1: <i>Students will be able to Explain How Text Features Contribute to Meaning (TG pgs. 206-207)</i> Day 2: <i>Students will be able to Identify Text Structure (TG pgs. 212-213)</i> Day 3: <i>Students will be able to Compare and Contrast How Two Authors Present Information on the</i>	<i>Vocabulary, Word Study and Spelling for Unit 8 - (TG pg. 84-85)</i> Vocabulary: Use Context Clues to Determine Meaning Vocabulary Practice: Vocabulary Practice: All About Hurricanes (pg. 25) Word Study: Words with Diphthongs	Day 1-3: Extended Read 2: The Tropical Rain Belt (pg. 20-24) Mini Lesson 7: Identify Text Structure (TG pg. 212-213) Combine components from the following lessons: -Mini Lesson 1: Apply Metacognitive and Fix-Up Strategies to Learn about Weather and Climate (TG pg. 200-201) -Mini Lesson 2: Word Study (TG pg 202-203) Day 4: Extended Read 2: The Tropical Rain Belt (pg. 20-24)	Benchmark Leveled Readers: ALD Questions BL- The Legend of the Morning Star (K) (theme) OL- Changing Coastlines (M) AL-Wildfires (O) Fluency: Expression -	Comprehension Intervention Lessons Grade 2 Comprehension Intervention Benchmark Comprehension Intervention Lessons: Lesson 8, pp. 24-25 Lesson 8, pp. 24-25 Lesson 21, pp. 50-	Writing: A Research Report Day 1: Revise to Improve Sentence Fluency (Length and Structure) (TG pgs. 204-205) Day 2: Grammar in Context: Ensure Subject-Verb Agreement with Intervening Clauses and Phrases (TG pgs. 208-209) Revise to include Academic Vocabulary (TG pgs. 210-211) Day 3: Edit for Correct Subject-Verb Agreement with

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	<p>ELA.3.R.3.1 Identify and explain Metaphors and Personification</p> <p>ELA.3.R.1.4 Analyze Poetic structure/Identify types of Poems</p>	<p>Same Topic (TG pgs. 216-217)</p> <p>Day 4: <i>Students will be able to</i> Identify and Explain Personification in a Rhymed Verse Poem (TG pgs. 222-223)</p>	<p>Spelling: Diphthongs</p>	<p>Mini Lesson 4: Explain How Text Features Contribute to Meaning (TG pg. 206-207)</p> <p>Day 5: Cross Text Analysis: Extended Read 2 and Short Read 2</p> <p>Mini Lesson 9: Compare and Contrast How Two Authors Present Information on the Same Topic (TG pg. 216-217)</p> <p>Day 6 (Poetry): Who Has Seen the Wind pg. 28-29</p> <p>Mini Lesson 12: Identify and Explain Personification in a Rhymed Verse Poem (TG pg. 222-223)</p> <p>Day 7: Unit 8 Unit Assessment</p>	<p>Characterization/ Feelings Expression - Dramatic Expression</p>	<p>51</p> <p>Lesson 9, pp. 26-27</p> <p>Lessons 27-28, pp. 62-65</p> <p>Lesson 14, pp. 36-37</p> <p>Lesson 7, pp. 22-23</p> <p>Lesson 29, pp. 66-67</p>	<p>Intervening Clauses and Phrases (TG pgs. 214-215)</p> <p>Day 4: Edit for Perfect Verb Tense (TG pgs. 220-221)</p> <p>Day 5: Create a Final Draft by Adding Multimedia Elements (TG pgs. 224-225)</p> <p>Day 6: Independent Writing and Conferring</p> <p>Grammar: Ensure Subject-Verb Agreement with intervening Clauses and Phrases, Form and Use Perfect Verb Tenses</p>
<p>Reading Interim Assessment 3 - 80 minutes; pages 56-71 Answer Key: pages 100-109</p>							
<p>Unit 9 Theme: :Spending Time and Money Essential Question: What do our economic choices tell us about ourselves? Vocabulary: choice, trade, economy, benefits, service, skills</p>							

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Unit 9 Week 1	<p>Spiral Benchmark:</p> <p>ELA.3.R.3.3 Compare and contrast how two authors present information on the same topic or theme</p> <p>ELA.3.R.1.2 Explain a theme and how it develops</p> <p>ELA.3.R.2.4 Identify an author's claim and explain how evidence supports it</p>	<p>Day 1: Students will be able to Explain a Theme and How it Develops (TG pgs. 26-27)</p> <p>Day 2: Students will be able to Use Context & Figurative Language to Determine the Meaning of Proverbs (TG pgs.32-33)</p> <p>Day 3: Students will be able to Apply Metacognitive and Fix-Up Strategies to Learn about Economic Choices (TG pgs. 38-39)</p> <p>Day 4: Students will be able to Support the Author's Claim (TG pgs. 42-43)</p> <p>Day 5: Students will be able to Compare and Contrast How Authors Present Information on the Same Topic (TG pgs. 44-45)</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 9 - (TG pg. 8-9)</i></p> <p>Vocabulary: Use Figurative Language to Determine Meaning</p> <p>Vocabulary Practice: "The Bread Business", (pg. 9)</p> <p>Word Study: Suffixes -able, -ful, -less, -ist (TG pgs. 28-29)</p> <p>Grammar: Fragments and Run-Ons (TG pgs. 34-35)</p> <p>Use Coordinating Conjunctions Use Subordinate Clauses</p> <p>Spelling: Suffixes -less, -ful, -able</p>	<p>Unit 9 Consumable</p> <p>Unit 9 Video Opener</p> <p>Day 1-2: Short Read 1 Making Choices(pgs. 4-5)</p> <p>Mini Lesson 4: Explain a Theme and How it Develops (TG pg. 26-27)</p> <p>Mini Lesson 7: Use Context and Figurative Language to determine the meaning of Proverbs(TG p. 32)</p> <p>Combine components from the following lessons: -Mini Lesson 1: Apply Metacognitive and Fluency Strategies to Learn about Economic Choices(TG pg. 22) -Mini Lesson 5: Word Study (TG pg. 28)</p> <p>Day 3-4: Short Read 2: Let it Grow (pgs.6-8)</p> <p>Mini lesson 12: Explain How Evidence Supports and Author's Claim (TG pg. 42)</p> <p>Combine components from the following lessons: -Mini Lesson 10: Apply Metacognitive and Fix-Up Strategies to Learn about Economic Choices(TG pg. 38)</p> <p>Day 5: Cross Text Analysis: Making Choices and Let it Grow</p> <p>Mini Lesson 13: Compare and Contrast how Author's</p>	<p>Benchmark Leveled Readers: ALD Questions L - Open For Business</p> <p>N - Spending Money</p> <p>O - Making a Budget</p> <p>Fluency: Inflection/Intonation - Stress</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 1-2 pg. 10-13</p> <p>Lesson 3 pg. 14-15</p> <p>Lesson 21 pg. 50-51</p> <p>Lesson 22 pg. 52-53</p> <p>Lesson 27 pg 62-63</p> <p>Lesson 29 pg. 66-67</p>	<p>Writing: An Expository Multimedia Presentation</p> <p>Day 1: View a Mentor Presentation (TG pgs 24-25)</p> <p>Day 2: Brainstorm a Topic (TG pgs 30-31)</p> <p>Day 3: Grammar in Context: Recognize Types of Sentences (TG pgs 34-35)</p> <p>Use Background Knowledge (TG pgs 36-37)</p> <p>Day 4: Create a Storyboard (TG pgs. 46-47)</p> <p>Day 5: Organize Your Presentation (TG pgs 46-47)</p> <p>Day 6: Create a Storyboard (TG pgs. 48-49)</p>

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
				Present Information on the same topic (TG Pg. 44-45) Day 6:: Unit 7 Week 1 Assessment			
Unit 9 Week 2	<p>Spiral Benchmarks:</p> <p>ELA.3.R.3.3 Compare and contrast how two authors present information on the same topic or theme</p> <p>ELA.3.R.1.2 Explain a Theme and How it Develops</p> <p>ELA.3.R.3.2 Summarize: Include Plot and Theme</p>	<p>Day 1: Students will be able to Build Vocabulary - Idioms (TG 62-63)</p> <p>Day 2: Students will be able to Summarize the Plot of a Story (TG 60-61)</p> <p>Day 3: Students will be able to Explain a theme and How it Develops (TG 68-69)</p> <p>Day 4: Students will be able to Use Figurative Language to Determine Meaning (TG 72-73)</p> <p>Day 5: Students will be able to Compare and Contrast How Authors Present Information on the</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 9 - (TG pg. 8-9)</i></p> <p>Vocabulary: Use Context Clues to Determine Meaning</p> <p>Vocabulary Practice: "Working in a Rice Paddy" (pg. 17)</p> <p>Word Study: dis-, un- (TG 56-57)</p> <p>Grammar: Form and Use Irregular Past-Tense Verbs</p> <p>Form and Use Simple Verb Tenses (TG 34-35, 66-67)</p> <p>Spelling: Prefixes dis-, un-</p>	<p>Day 1-3: Extended Read 1: Lucky Hans (pg. 12-16)</p> <p>Mini Lesson 4: Summarize the Plot of a Story (TG pg. 60-61)</p> <p>Combine components from the following Lessons: -Mini Lesson 1: Apply Metacognitive and Fluency Strategies to Learn about Economic Choices(TG pg. 54) -Mini Lesson 2: Word Study (TG pg. 56) -Mini Lesson 5:Build Vocabulary: Identify and Explain Figurative Language: Idioms (TG pg. 62-63)</p> <p>Day 4: Extended Read 1: Lucky Hans (pg. 12-16)</p> <p>Mini Lesson 8: Explain a Theme and How it Develops(TG pg. 68-69)</p> <p>Combine components from the following Lessons: -Mini Lesson 10: Use Figurative Language to Determine Meaning (TG Pg. 72-73)</p>	<p>Benchmark Leveled Readers: ALD Questions BL- Money Matters (L)</p> <p>OL-Spending Money (N)</p> <p>AL-- Making a Budget (O)</p> <p>Fluency: Phrasing - Units of Meaning in Complex Sentences</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 1-2 pg. 10-13</p> <p>Lesson 3 pg. 14-15</p> <p>Lesson 21 pg. 50-51</p> <p>Lesson 22 pg. 52-53</p> <p>Lesson 27 pg 62-63</p> <p>Lesson 29 pg. 66-67</p>	<p>Writing: Expository Multimedia Presentation</p> <p>Day 1: Introduce your Topic (TG pgs 58-59)</p> <p>Day 2: :Develop Your Topic with materials and Steps (TG pgs 64-65)</p> <p>Grammar in Context: Review Irregular Verbs_(TG pgs 66)</p> <p>Day 3: Provide a Conclusion (TG pgs 70-71)</p> <p>Day 4: Gather Photographs to Enhance Your Presentation (TG pgs 74-75)</p> <p>Day 5: Create Drawings to Enhance Your Presentation (TG pgs. 78-79)</p> <p>Day 6: Independent Writing and Confering</p>

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
		Same Topic (TG 76-77)		<p>Day 5: Cross Text Analysis: Extended Read 1 "Lucky Hans" and Short Read 1 "The Ants and the Grasshopper" Mini Lesson 12: Compare and Contrast How Two Authors Present Information on the Same Topic (TG pg. 76-77)</p> <p>Day 6: Unit 9 Week 2 Assessment</p>			
Unit 9 Week 3	<p>Spiral Benchmarks:</p> <p>ELA.3.R.2.4 Identify an Author's Claims and Explain How Evidence Supports it</p> <p>ELA.3.R.3.3 Compare and Contrast How Two Authors Present Information on the Same Topic</p>	<p>Day 2: Students will be able to Explain How Evidence Supports an Author's Claim (TG 92-93)</p> <p>Day 3: Students will be able to Explain How Text Features Contribute to Meaning (TG 98-99)</p> <p>Day 4: Students will be able to</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 9 - (TG pgs. 8-9)</i></p> <p>Vocabulary: Vocabulary Practice: "Cooking Club" (pg, 25)</p> <p>Word Study: Prefixes - pre-, re-, pro- (TG 88-89)</p> <p>Grammar:</p>	<p>Day 1-3: Extended Read 2: From Fruit To Jam: A Tasty List of Choices Mini Lesson:4 Explain How How Evidence Supports an Author's Claim (TG pg. 92-93)</p> <p>Combine components from the following lessons: -Mini Lesson 1: Apply Metacognitive and Fix-Up Strategies to Learn about Economic Choices(TG pg. 86-87) -Mini Lesson 2: Word Study (TG pg. 88)</p>	<p>Benchmark Leveled Readers: ALD Questions BL- Money Matters (L)</p> <p>OL-Spending Money (N)</p> <p>AL-- Making a Budget (O)</p> <p>Fluency: Phrasing - High Frequency</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson 1-2 pg. 10-13</p> <p>Lesson 3 pg. 14-</p>	<p>Writing: Expository Multimedia Presentation</p> <p>Day 1: Include Transition Word and Phrases (TG pgs. 90-91)</p> <p>Day 2: Grammar in Context: Recognize Types of Sentences (TG pgs. 94-95)</p> <p>Revise Photos and Drawings TG 96-97</p> <p>Day 3: Rehearse Your Presentation (TG pgs. 100-101)</p>

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
	<p>ELA.3.R.2.1 Explain How Text Features Contribute to Meaning</p> <p>ELA.3.R.1.4 Identify Types of Poems</p>	<p>Compare and Contrast How Author's Present Information on the Same Topic (TG 102-103)</p>	<p>Recognize and Correct Inappropriate Fragments and Run-Ons (TG 94-95)</p> <p>Use Coordinating Conjunctions</p> <p>Use Subordinate Clauses</p> <p>Spelling: Prefixes pre-, re-</p>	<p>Day 4: Extended Read 2: From Fruit to Jam: A Tasty List of Choices (pg. 20-24) Mini Lesson 7: Explain How Text Features Contribute to Meaning (TG pg. 98-99)</p> <p>Day 5: Cross Text Analysis: Extended Read 2 and Short Read 2 Mini Lesson 9: Compare and Contrast How Two Authors Present Information on the Same Theme (TG pg. 102-103)</p> <p>Day 6 (Poetry): "Pet Shopping" pg. 28-29 Mini Lesson 12: Identify and a Rhymed Verse Poem (TG pg. 108-109)</p> <p>Day 7: Unit 9 Unit Assessment</p>	<p>Word Phrases</p>	<p>15</p> <p>Lesson 21 pg. 50-51</p> <p>Lesson 22 pg. 52-53</p> <p>Lesson 27 pg 62-63</p> <p>Lesson 29 pg. 66-67</p>	<p>Day 4: Present your Presentation (TG pgs. 106-107)</p> <p>Day 5: Evaluate and Reflect (TG pgs. 110-111)</p> <p>Day 6: Independent Writing and Conferring</p>

Unit 10 Theme: Forces and Interactions
Essential Question: How does understanding science help us achieve our goals?
Vocabulary: motion, position, energy, force, movement

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
Unit 10 Week 1	<p>Spiral Benchmark:</p> <p>ELA.3.RI.1.3 Identify Text Structures: Cause/Effect</p> <p>ELA.3.R.1.3 Explain Different Characters' Perspectives</p>	<p>Day 2: Students will be able to Identify Figurative Language - Metaphors</p> <p>Day 3: Students will be able to Explain Character's Perspective (TG pgs. 146-147)</p> <p>Day 4: Students will be able to Identify Text Structure: Cause/Effect (TG pgs. 158-159)</p>	<p><i>Vocabulary, Word Study and Spelling for Unit 10 - TG pg.</i></p> <p>Vocabulary: Use Context Clues to Determine the Meaning of Multiple-Meaning Words (TG pgs. 140-141)</p> <p>Identify and Explain Metaphors (TG pgs. 156-157)</p> <p>Vocabulary Practice: "The Science Experiment" (pg. 9)</p> <p>Word Study: Final Syllables -en, -on, -ain, -in (TG pgs. 142-143)</p> <p>Grammar: Use Subordinate Clauses (TG pgs. 148-149)</p> <p>Spelling: Compound Words</p>	<p>Consumable: Unit 10</p> <p>Unit 10 Video Opener</p> <p>Day 1-2: Short Read 1 Poems of Movement (pgs. 4-5)</p> <p>Mini Lesson 4: Identify figurative Language: Metaphors (TG pg. 140-141)</p> <p>Mini Lesson 7: Explain Character's Perspective (TG p. 146)</p> <p>Combine components from the following lessons: -Mini Lesson 2: Apply Metacognitive and Fluency Strategies to Learn about Forces and Interactions (TG pg.136) -Mini Lesson 5: Word Study (TG pg. 142-143)</p> <p>Day 3-5: Short Read 2: What Makes Things Move (pgs.6-8)</p> <p>Mini lesson 13: Identify Text Structures: Cause and Effect (TG pg. 158-159)</p> <p>Combine components from the following lessons: -Mini Lesson 10: Apply Metacognitive and Fix-Up Strategies to Learn about Forces and Interaction (TG pg. 152-153) -Mini lesson 12: Build Vocabulary: Use Context Clues</p>	<p>Benchmark Leveled Readers: ALD Questions BL-Liftoff (K)</p> <p>OL- Light and Sound Technology (M)</p> <p>AL- Playground Physics (O)</p> <p>Fluency:</p> <p>Confirm or Correct Word Recognition and Understanding</p>	<p>Comprehension Intervention Lessons</p> <p>Grade 2 Comprehension Intervention</p> <p>Benchmark Comprehension Intervention Lessons:</p> <p>Lesson- 9 pg. 26-27 Lesson - 16 pg. 40-41 Lesson - 1-2 pg. 10-13 Lesson - 27 pg. 62-63</p>	<p>Writing: Haiku Poems</p> <p>Day 1: Introduce the Genre (TG pgs. 138-139)</p> <p>Day 2: Identify the Haiku Form (TG pgs. 144-145)</p> <p>Day 3: Grammar in Context: Sentences with Subordinate Clauses (TG pgs. 148-149)</p> <p>Brainstorm Ideas for a Haiku (TG pgs. 150-151)</p> <p>Day 4: Evaluate Ideas to Narrow the Focus (TG pgs. 154-155)</p> <p>Day 5: Develop Ideas Through Freewriting (TG pgs. 160-161)</p> <p>Day 6: Independent Writing and Conferring</p>

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
				to Determine Meaning of Multiple-Meaning Words (TG Pg. 156-157) Day 6: Unit 10 Week 1 Assessment			
Unit 10 Week 2	Spiral Benchmark: ELA.3.R.1.3 Explain Different Characters' Perspectives ELA.3.R.3.2 Summarize: Plot and Theme ELA.3.R.3.3 Compare & Contrast How Two Authors Present Information on the Same Topic	Day 1: Students will be able to Summarize the plot (TG pgs. 174-175) Day 2: Students will be able to Explain Figurative Language (TG pgs.182-183) Day 3: Students will be able to "Explain Character's Perspective (TG pgs. 186-187) Day 4: Students will be able to Compare and Contrast How Authors Present Information on the Same Topic (TG pgs. 190-191	<i>Vocabulary, Word Study and Spelling for Unit 10</i> Vocabulary: Use Context Clues to Determine the Meaning of Multiple-Meaning Words (TG pgs. 176-177) Vocabulary Practice: What is a Thunderstorm? (Pg. 17) Word Study: Suffixes -ing, -ment, -ness (TG pgs. 170-171) Grammar: Form and Use Irregular Past - Tense Verbs (TG pgs. 180-181) Spelling: Suffixes -ing, -ness, -ment	Day 1-3: Extended Read 1: The Energy of the Thunder Beings (pg. 12-16)) Mini Lesson 4: Summarize the Plot (TG pg. 174-175) Combine components from the following Lessons: -Mini Lesson 1: Apply Metacognitive and Fluency Strategies to Learn about Forces and Interactions (TG pg. 168-169) -Mini Lesson 2: Word Study (TG pg. 170-171) -Mini Lesson 5: Build Vocabulary: Use Context Clues to Determine the Meaning of Unknown words (TG pg. 176-177) Day 4: Extended Read 1: The Energy of the Thunder Beings (pg. 12-16) Mini Lesson 10: Close Reading: Explain Character's Perspectives (TG pg. 186-187)	Benchmark Leveled Readers: ALD Questions BL-Liftoff (K) OL- Light and Sound Technology (M) AL- Playground Physics (O) Fluency: Inflection/Intonation - Volume	Comprehension Intervention Lessons Grade 2 Comprehension Intervention Benchmark Comprehension Intervention Lessons: Lesson- 9 pg. 26-27 Lesson - 16 pg. 40-41 Lesson - 1-2 pg. 10-13 Lesson - 27 pg. 62-63	Writing: Haiku Poem Day 1: Draft a Haiku (TG pgs. 172-173) Day 2: Imagery to Create Mental Images (TG pgs. 178-179) Grammar in Context: Review Irregular Verbs (TG pgs. 180-181) Day 3: Revise to Strengthen a Haiku (TG pgs. 184-185) Day 4: Use a Checklist to Edit a Haiku (TG pgs. 188-189) Day 5: Use Digital Tools to Create a Final Draft of a Haiku. (TG pgs. 192-193) Day 6: Independent Writing and Conferencing

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
				Combine components from the following Lessons: -Mini Lesson 8: Close Reading: Explain Figurative Language (TG Pg.182-183) Day 5: Cross Text Analysis: Extended Read 1 “The Energy of the Thunder Beings” and Short Read 1 “What Makes Things Move” Mini Lesson 12: Compare and Contrast How Two Authors Present Information on the Same Topic (TG pg. 190-191) Day 6: Unit 10 Week 2 Assessment			
Unit 10 Week 3	Spiral Benchmark: ELA.3.R.2.3 Explain and Develop of an author’s purpose in an informational text ELA.3.R.3.3 Compare and Contrast how two authors present information on the same topic or theme	Day 2: Students will be able to Explain the Development of the Author’s Purpose (TG pgs. 206-207) Day 4: Students will be able to Compare and Contrast How Authors Present Information on the Same Topic (TG pgs. 216-217)	<i>Vocabulary, Word Study and Spelling for Unit 10 - (TG pgs. 122-123)</i> Vocabulary Practice: Mya’s Magnet Report Word Study: Introduce Related Words (TG pgs. 202-203) Grammar: Use Appositives Review	Day 1:Extended Read 2: Magnetic Fields pg. 20-24 Mini Lesson 4: Explain the Development o the Author’s Purpose (TG pg. 206) Mini Lesson 7: Explain the Development of the Author’s Purpose (TG pg. 212-213) Combine components from the following lessons: -Mini Lesson 1: Apply Metacognitive and Fix-Up Strategies to learn about Forces and Interactions (TG pg. 200-201) -Mini Lesson 2: Introduce	Benchmark Leveled Readers: ALD Questions BL-Liftoff (K) OL- Light and Sound Technology (M) AL- Playground Physics (O) Fluency: Inflection/Intonation - Pitch	Comprehension Intervention Lessons Grade 2 Comprehension Intervention Benchmark Comprehension Intervention Lessons: Lesson- 9 pg. 26-27 Lesson - 16 pg. 40-41 Lesson - 1-2 pg.	Writing: Narrative Writing Day 1: Reflect on Narrative Writing (TG pgs. 204-205) Day 2: Grammar in Context: Review Possessives and Use Appositives TG pgs. 208-209 Reflect on Expository Writing TG 210-211 Day 3: Reflect on Opinion Writing TG pgs. 214-215 Day 4: Prepare to Share Writing TG pgs. 220-221

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Date	Standard	<i>Objective by Day</i>	Vocabulary, Word Study, Spelling	Whole Group Assessment/ Culminating Project	Small Group	Para Center/ Intervention	Writing/ Grammar
			Possessives TG 208-209 Spelling: Relented Words	Related Words (TG pg. 202-203) Day 4: Cross Text Analysis: Extended Read 2 and Short Read 2 Mini Lesson 7: Explain the Development of the Author's Purpose (TG pg. 212-213) Day 5: Cross Text Analysis: Extended Read 2 and Short Read 2 Mini Lesson 9: Compare and Contrast How Authors Present Information on the Same Topic (TG pg. 216-217) Day 6: (Poetry): The Wind pg. 28-29 Mini Lesson 12: Analyze Figurative Language in a Poem (TG pg. 222-223) Day 7: Unit 10 Unit Assessment	Expression - Dramatic Expression	10-13 Lesson - 27 pg. 62-63	Day 5: Share Writing TG pgs. 224-225 Day 6: Independent Writing and Conferring
Reading Interim Assessment 1 (Pretest- Sections 1 & 2) - 80 minutes; pages 2-37 Answer Key: pages 72-99							

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	WORD STUDIES	POEMS
	1.	Unit Poem
Unit 5: Advanced Technology	1. Word Study 1 2. Word Study 2 3. Word Study 3	Unit Poem
Unit 6: Making Decisions	1. Word Study 1 2. Word Study 2 3. Word Study 3	Unit Poem
Unit 7: Communities Then and Now	1. Word Study 1 2. Word Study 2 3. Word Study 3	Unit Poem
Unit 8: Weather and Climate	1. Word Study 1 2. Word Study 2 3. Word Study 3	Unit Poem
Unit 9: Spending Time and Money	1. Word Study 1 2. Word Study 2 3. Word Study 3	Unit Poem
Unit 10: Forces and Interactions	1. Word Study 1 2. Word Study 2 3. Word Study 3	Unit Poem