

Pojoaque Valley Schools

English Language Arts CCSS Pacing Guide

3rd Grade

**Skills adapted from
Kentucky Department of Education
Math Deconstructed Standards
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 3
2015-2016

Pojoaque Valley Schools ELA Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the **focus standards by quarter**. Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:

- **College and Career Readiness (CCR) Anchor Standard**
- **Strand:** Identify the type of standard
- **Cluster:** Identify the sub-category of a set of standards.
- **Grade Level:** Identify the grade level of the intended standards
- **Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- **Skills and Knowledge:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.

Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts and Mathematics are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

Standards Insight was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge: The knowledge field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions).

Skills and Understanding: The skills field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this field to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

<u>Quarterly View of Standards</u> <u>3rd Grade English Language Arts Pacing Guide</u>	Quarter	1	2	3	4
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X	X	X	X
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.			X		X
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	X				
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	X	X	X	X	X
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.				X	
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.			X		X
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)				X	
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)			X		X
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	X	X	X	X	X
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X	X	X	X
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.			X	X	
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			X		
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	X			X	
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	Quarter	1	2	3	4
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			X		
RI.3.6 Distinguish their own point of view from that of the author of a text.			X		X
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			X		X
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).				X	
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.			X		X
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	X	X	X	X	X
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X	X	X
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	X	X	X	X	X
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons..	X				
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			X		X
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				X	
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	X	X	X	X	X
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)			X		
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.			X		X
W.3.7 Conduct short research projects that build knowledge about a topic.			X		
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			X		

	Quarter	1	2	3	4
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		X	X	X	X
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.		X	X	X	X
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			X	X	
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		X	X	X	X
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			X		
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.				X	
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)		X			
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		X	X	X	X
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		X	X	X	X
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		X	X	X	X
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			X	X	
L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		X	X	X	X
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).		X	X		

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College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 3	Standard 1 (RL.3.1)
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Ask and answer questions to understand text			
	Based on the text, formulate questions to demonstrate the understanding of a text	Based on the text, formulate questions to demonstrate the understanding of a text	Based on the text, formulate questions to demonstrate the understanding of a text	Based on the text, formulate questions to demonstrate the understanding of a text
	Refer explicitly to the text to answer questions	Refer explicitly to the text to answer questions	Refer explicitly to the text to answer questions	Refer explicitly to the text to answer questions

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>ask and answer questions that refer explicitly to the text for an answer</p>	<p>ask and answer questions</p> <p>demonstrate understanding</p> <p>text</p> <p>referring explicitly to the text</p>	<p>Students know:</p> <p>techniques for identifying important details</p> <p>techniques for explaining important details</p> <p>how to ask a variety of meaningful questions</p> <p>to refer explicitly to text to support answers</p> <p>vocabulary: explicitly</p>	<p>Students understand that/are able to:</p> <p>ask and answer questions to comprehend and monitor understanding</p> <p>identify key details</p> <p>ask questions about key details</p> <p>use original language to answer question about key details</p> <p>make explicit references to text in answers</p> <p>Students understand that referring to the text when asking and answering questions helps a reader comprehend a text explicitly and implicitly.</p>	<p>EERL.3.1. Answer questions to demonstrate understanding of text.</p>	<p>Level IV Students will: EERL.3.1. Ask and answer questions to demonstrate understanding of a text. Ex. While reading or listening to a text, ask a question, “Why stop?” Ex. While reading or listening to a text, answer questions about the text.</p> <p>Level III Students will: EERL.3.1. Answer questions to demonstrate understanding of a text. Ex. Select from choices the picture of a character from the story in response to the question, “Who got a new toy?” Ex. Answer question about the setting of a story, pointing to illustrations in the text to show the answer.</p> <p>Level II Students will: EERL.3.1. With prompting, answer questions to demonstrate understanding of a text. Ex. Answer question by pointing to picture/word with guidance and support (e.g., After asking the question, the teacher says, “Remember that the boy said he could put it in his backpack. Which would fit in his backpack?”).</p> <p>Level I Students will: EERL.3.1. With guidance and support, answer a question from a familiar book about a personal experience. Ex. After repeated shared readings of a book about a class activity, select the correct object when asked, “What did we make?”</p>

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College and Career Readiness (CCR) Anchor Standard 1: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 3	Standard 1 (RL.3.2)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		Recount: <ul style="list-style-type: none"> • stories from diverse cultures • fables from diverse cultures • folktales from diverse cultures • myths from diverse cultures Determine the: <ul style="list-style-type: none"> • moral of a fable • lesson of a folktale • central message of a myth Determine how the central message, lesson or moral is conveyed through key details in the text		Recount: <ul style="list-style-type: none"> • stories from diverse cultures • fables from diverse cultures • folktales from diverse cultures • myths from diverse cultures Determine the: <ul style="list-style-type: none"> • moral of a fable • lesson of a folktale • central message of a myth Determine how the central message, lesson or moral is conveyed through key details in the text

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>recount stories, including fables, folktales, and myths from diverse cultures</p> <p>determine the central message, lesson, or moral</p> <p>explain how the central message, lesson or moral is conveyed through key details in the text</p>	<p>recount</p> <p>stories</p> <p>fables</p> <p>folktales</p> <p>myths</p> <p>diverse cultures</p> <p>central message, lesson, or moral</p> <p>conveyed through details in the text</p>	<p>Students know:</p> <p>difference between retell and recount</p> <p>qualities of fables, folktales, and myths</p> <p>stories are influenced by the culture they represent</p> <p>stories have a central message, lesson, or moral</p> <p>central message of a story is conveyed through key details</p> <p>techniques for recounting a story</p> <p>techniques for identifying key details</p> <p>vocabulary: retell, recount, fable, folktale, myth, culture, central message, lesson, moral, key details</p>	<p>Students understand that/are able to:</p> <p>recount stories</p> <p>determine central message, lesson, or moral</p> <p>explain relationship between key details and central message, lesson, or moral</p> <p>apply these concepts to fables, folktales, and myths</p> <p>apply these concepts to stories from diverse cultures</p> <p>Students understand that key details that develop a story's central message, lesson, or moral lead to a better understanding of other perspectives and cultures.</p>	<p>EERL.3.2. Retell stories, including fables, folktales, and myths from diverse cultures including details from the text.</p>	<p>Level IV Students will: EERL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures including key details from the text. Ex. After repeated shared reading of a folktale (<i>The Day it Rained Tortillas</i>), give a recount of the tale including key details in own words. Ex. After repeated shared reading from the collection <i>African Myths and Folktales</i>, recount one or more of the myths or folktales including key details in own words.</p> <p>Level III Students will: EERL.3.2. Retell stories, including fables, folktales, and myths from diverse cultures including details from the text. Ex. After repeated shared reading of a folktale (<i>The Day it Rained Tortillas</i>), retell it including details. Ex. After repeated shared reading from the collection <i>African Myths and Folktales</i>, retell one or more of the myths or folktales including details. Ex. After repeatedly listening to and shared reading of fairy and folktales, use technology to answer questions about them.</p> <p>Level II Students will: EERL.3.2. Retell parts of stories, including fables, folktales, and myths from diverse cultures including details from the text. Ex. After repeated shared reading of a fable (e.g., <i>The Tortoise and the Hare</i>), retell any part of the story including a detail (e.g., The hare was brown.). Ex. While looking through the pages of a familiar folktale, tell about two or more pages of the book.</p> <p>Level I Students will: EERL.3.2. With guidance and support, identify a detail from a familiar story, fable, folktale, or myth. Ex. After repeated shared reading of a familiar fable (e.g., <i>The Tortoise and the Hare</i>), identify a picture of a race to show what they were doing.</p>

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College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 3	Standard 3 (RL.3.3)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p>Describe a character’s feelings/emotions based on information found in the text</p> <p>Describe a character’s traits/motivations</p> <p>Retell the sequence of events using time order words</p> <p>Infer a character’s feelings and/or emotions</p> <p>Analyze a character’s feelings and/or emotions</p> <p>Interpret how a character’s:</p> <ul style="list-style-type: none"> • traits • motivations • feelings <p>lead to actions</p> <p>Explain how a character’s actions contribute to the sequence of events</p>			

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>describe characters in a story and explain how their actions move the story forward</p>	<p>characters</p> <p>contribute to sequence of events</p> <p>story</p>	<p>Students know:</p> <p>actions of characters influence the events of a story</p> <p>characters can be described by their traits, motivations, or feelings</p> <p>vocabulary: characters, traits, motivations, sequence of events, contribute</p>	<p>Students understand that/are able to:</p> <p>describe characters</p> <p>explain relationship between actions of characters and a story's sequence of events (cause and effect)</p> <p>Students understand that characters' actions contribute to the events of the story and lead to a better understanding of other perspectives and cultures.</p>	<p>EERL.3.3. Identify the traits, motivations, or feelings of characters in a story.</p>	<p>Level IV Students will: EERL.3.3. Describe the traits, motivations, or feelings of characters in a story. Ex. After readings of <i>Pinocchio</i> and asked, "Tell me something about Pinocchio," respond, "lies."</p> <p>Level III Students will: EERL.3.3. Identify the traits, motivations, or feelings of characters in a story. Ex. During a shared reading of the book <i>Ramona Quimby, Age 8</i> respond to the question, "Was Ramona happy to be in school?"</p> <p>Level II Students will: EERL.3.3. With prompting, identify the traits, motivations, or feelings of characters in a familiar story. Ex. Use symbols (happy face, sad face), pictures, or words to identify the feelings of a specific character in a familiar story. Ex. Identify character's feelings on a "feeling chart" with illustrations or pictures.</p> <p>Level I Students will: EERL.3.3. With guidance and support, identify symbols, objects, or other tactual representations of feelings depicted in a familiar story. Ex. Given a set of picture symbols, the teacher says, "The boy is really happy right now, show me happy. Look for the picture that shows someone smiling. We smile when we are happy."</p>

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College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
Strand: Reading Literature		Cluster: Craft and Structure	Grade: 3	Standard 4 (RL.3.4)
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Identify literal and nonliteral words and phrases in a text Determine the meaning of literal and nonliteral words and phrases as they are used in a text	Identify literal and nonliteral words and phrases in a text Determine the meaning of literal and nonliteral words and phrases as they are used in a text	Identify literal and nonliteral words and phrases in a text Determine the meaning of literal and nonliteral words and phrases as they are used in a text	Identify literal and nonliteral words and phrases in a text Determine the meaning of literal and nonliteral words and phrases as they are used in a text

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>distinguish between literal and nonliteral language based on how words and phrases are used in a text</p>	<p>determine the meaning</p> <p>words and phrases</p> <p>text</p> <p>literal</p> <p>nonliteral</p>	<p>Students know:</p> <p>words and phrases can have both a literal and nonliteral meaning</p> <p>context must be considered when determining the meaning of a word or phrase</p> <p>vocabulary: literal, nonliteral</p>	<p>Students understand that/are able to:</p> <p>find examples from a text to support a literal or nonliteral interpretation of a word or phrase</p> <p>determine meaning of unfamiliar words and phrases based on how they are used in a text</p> <p>Students understand the meaning of a word or phrase depends upon how it is used in a text.</p>	<p>EERL.3.4.</p> <p>Determine whether something described in the text could be true.</p>	<p>Level IV Students will:</p> <p>EERL.3.4. Determine which words or phrases in a text are literal versus non-literal. Ex. Use graphic organizers to sort words and phrases (e.g., non-literal = “The cow jumped over the moon.”; literal = Kansas and Maine are the names of real places in <i>Sarah, Plain and Tall</i>).</p> <p>Level III Students will:</p> <p>EERL.3.4. Determine whether something described in the text could be true. Ex. Find phrases that would be silly (e.g., not true) in a story, such as raining cats and dogs. Ex. Read a variety of silly stories (e.g., <i>Alone in His Teacher’s House; Wayside School is Falling Down; Silly Mixed Up Farm</i>) and identify whether elements of the story could be true (yes) or not true (no).</p> <p>Level II Students will:</p> <p>EERL.3.4. Identify things in the text that have happened in their own life. Ex. During shared reading of <i>Miss Nelson is Missing</i>, use a single message voice output device to say, “I did that” each time the teacher reads about something the students have done before. Ex. Given a list of events from a familiar story, student marks yes or no indicating whether they have done that before.</p> <p>Level I Students will:</p> <p>EERL.3.4. With guidance and support, identify one event from a story. Ex. Given an array of pictures, choose one that matches something that happened in the story.</p>

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College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Strand: Reading Literature		Cluster: Craft and Structure	Grade: 3	Standard 5 (RL.3.5)
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Quarter 1:	Quarter 2:	Quarter 3: Refer to parts of: <ul style="list-style-type: none"> • stories • dramas • poems when speaking or writing about text Use terms such as: <ul style="list-style-type: none"> • chapter • scene • stanza to describe how each part builds on earlier sections	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to describe the structure of a story, drama, or poem including:</p> <p>references to chapters, scenes, or stanzas</p> <p>explanations of how events build on each other</p>	<p>refer</p> <p>parts of stories, drama, and poems</p> <p>writing or speaking about a text</p> <p>text</p> <p>chapter</p> <p>scene</p> <p>stanza</p> <p>describe how each successive part builds on earlier sections</p>	<p>Students know:</p> <p>parts of specific texts have specific names (a story has chapters, a drama has scenes, a poem has stanzas)</p> <p>parts of a story, drama, or poem fit together to create a cohesive whole</p> <p>vocabulary: stories, dramas, poems, chapter, scene, stanza, builds</p>	<p>Students understand that/are able to:</p> <p>describe how parts of a story, drama, or poem fit together to create a cohesive whole</p> <p>use appropriate vocabulary to refer to parts of a text (such as chapter, scene, stanza)</p> <p>Students understand that each element of a text's structure works together to create a cohesive whole.</p>	<p>EERL.3.5. Determine the beginning, middle, and end of a story.</p>	<p>Level IV Students will: EERL.3.5. Sequence the beginning, middle, and end of a story. Ex. Using picture clues or sentence strips, sequence three or more events in the correct order. Ex. Act out a story including the beginning, middle, and end in the correct order.</p> <p>Level III Students will: EERL.3.5. Determine the beginning, middle, and end of a story. Ex. Use picture clues to identify an event that occurred in the beginning, middle, or end of the story. Ex. Using a story map, fill in the beginning and end of the story.</p> <p>Level II Students will: EERL.3.5. Identify the beginning or ending of a story. Ex. Use picture clues to identify the beginning of a story. Ex. Given a story map with the beginning and middle completed, identify the ending.</p> <p>Level I Students will: EERL.3.5. With guidance and support, identify one event from a story. Ex. Given an array of pictures, choose one that matches something that happened in the story. Ex. Answering yes or no questions to respond, indicate whether an event was in the story.</p>

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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Literature		Cluster: Craft and Structure	Grade: 3	Standard 6 (RL.3.6)
Distinguish their own point of view from that of the narrator or those of the characters.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Recognize own point of view Identify the: <ul style="list-style-type: none"> • narrator’s point of view • characters’ point of view Compare/contrast own point of view to the narrator’s or the character’s point of view		Recognize own point of view Identify the: <ul style="list-style-type: none"> • narrator’s point of view • characters’ point of view Compare/contrast own point of view to the narrator’s or the character’s point of view

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>distinguish how their point of view is similar to or different from that of the narrator or characters</p>	<p>distinguish</p> <p>point of view</p> <p>narrator</p> <p>characters</p>	<p>Students know:</p> <p>readers are entitled to a point of view that is different from the narrator or characters</p> <p>vocabulary: point of view, narrator, character</p>	<p>Students understand that/are able to:</p> <p>explain how his/her point of view differs from that of the narrator or characters</p> <p>Students understand that a reader can have a point of view that is different from the narrator or characters of a story.</p>	<p>EERL.3.6. Identify personal point of view about a character or the narrator.</p>	<p>Level IV Students will:</p> <p>EERL.3.6. Explain personal point of view about a character. Ex. State what they like and do not like about a character or narrator in a story. Ex. Express feelings about a character in the story and indicate why.</p> <p>Level III Students will:</p> <p>EERL.3.6. Identify personal point of view about a character or narrator. Ex. Answer questions about how the students feel about the character in the story. Ex. Identify the character in the story that the students feel is most like them.</p> <p>Level II Students will:</p> <p>EERL.3.6. With prompts and support, state opinion about a character. Ex. Create a collage to promote a character students like. Ex. Answer the question, “Which characters do you like in the story?” and support the answer by selecting from three choices (I like <i>Stuart Little</i> because: he is small, he drives a car, and he loves his family.). Ex. Show feelings about a character using visuals (e.g., happy or sad face).</p> <p>Level I Students will:</p> <p>EERL.3.6. Identify a favorite character in a story. Ex. Given an array of pictures of characters in the story, select a favorite.</p>

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College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 3	Standard 7 (RL.3.7)
Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
			Identify specific aspects of a text’s illustrations Recognize the mood of a story Explain how aspects of: <ul style="list-style-type: none"> • illustrations contribute to the words in a story • text illustrations create the mood of a story • text illustrations emphasize: <ul style="list-style-type: none"> o a character o the setting 	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to explain the relationship between the words and illustrations of a story including:</p> <p>creation of mood</p> <p>emphasis on aspects of a character or setting</p>	<p>explain</p> <p>specific aspects of a text's illustrations</p> <p>contribute to what is conveyed by the words</p> <p>story</p> <p>create mood</p> <p>emphasize aspects of a character or setting</p>	<p>Students know:</p> <p>relationship between illustrations and words in a story</p> <p>vocabulary: mood, character, setting</p>	<p>Students understand that/are able to:</p> <p>explain how illustrations create mood or emphasize character or setting</p> <p>explain how words create mood or emphasize character or setting</p> <p>support thinking with examples from the text</p> <p>Students understand that words and illustrations of a text communicate an author's intended message.</p>	<p>EERL.3.7. Identify parts of illustrations that depict a particular mood, setting, or character.</p>	<p>Level IV Students will: EERL.3.7. Identify the part of an illustration that supports mood, setting, or character as described in the text. Ex. After hearing the teacher read a portion of the text, find the part of the illustration that matches the text.</p> <p>Level III Students will: EERL.3.7. Identify parts of illustrations that depict a particular mood, setting, or character. Ex. Find the part of the illustration that shows that the character is mad (e.g., the face, a fist, red face). Ex. Find the part of the illustration that shows that the setting is gloomy (e.g., clouds, gray sky, no color).</p> <p>Level II Students will: EERL.3.7. Use illustrations to describe characters and setting. Ex. Using an illustration from the text, generate words (character and setting), which are then put into sentences and are repeatedly accessed and used in the classroom (Calhoun's Picture Word Inductive Model [PWIM]). Ex. Using an illustration of a character from the text, identify words from a list that describes how the character looks in the illustration.</p> <p>Level I Students will: EERL.3.7. With guidance and support, identify character or setting in an illustration from the text. Ex. With guidance and support, identify the illustration that shows setting. Ex. With guidance and support, identify the character from the text within an illustration. Ex. Touch a picture of a character from the story, when given two illustrations, at least one of which is from the story. Ex. Touch a picture of the setting of the story, when given two illustrations, at least one of which is from the story.</p>

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College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 3	Standard 9 (RL.3.9)
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Quarter 1:	Quarter 2: Identify: <ul style="list-style-type: none"> • theme • setting • plot Compare and contrast the: <ul style="list-style-type: none"> • theme in stories written by the same author about the same or similar characters • setting in stories written by the same author about the same or similar characters • plot in stories written by the same author about the same or similar characters 	Quarter 3:	Quarter 4: Identify: <ul style="list-style-type: none"> • theme • setting • plot Compare and contrast the: <ul style="list-style-type: none"> • theme in stories written by the same author about the same or similar characters • setting in stories written by the same author about the same or similar characters • plot in stories written by the same author about the same or similar characters

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>compare and contrast elements of books from a series including: themes, settings, and plots</p>	<p>compare</p> <p>contrast</p> <p>theme</p> <p>setting</p> <p>plot</p> <p>stories</p>	<p>Students know:</p> <p>techniques for comparing and contrasting</p> <p>vocabulary: theme, setting, plot, compare, contrast, similar</p>	<p>Students understand that/are able to</p> <p>compare and contrast books from a series including:</p> <p>discussion of setting</p> <p>discussion of plot</p> <p>discussion of theme</p> <p>Students understand that reading two or more books in a series is a way to vicariously inhabit other worlds and have experiences different from their own.</p>	<p>EERL.3.9. Identify similarities in the settings of two stories by the same author.</p>	<p>Level IV Students will:</p> <p>EERL.3.9. Identify similarities and differences in settings of stories by the same authors.</p> <p>Ex. Using a graphic organizer (i.e., Venn diagram), identify similarities and differences in the setting for stories by the same author by placing the descriptive words in the appropriate position on the graphic organizer.</p> <p>Ex. Using a T-Chart, identify what is alike and what is different between two books by the same author.</p> <p>Level III Students will:</p> <p>EERL.3.9. Identify similarities in the settings of two stories by the same author.</p> <p>Ex. Given two stories by the same author (e.g., Louis Sachar), identify similar settings and place those settings on a graphic organizer (i.e., Venn diagram). The diagram should illustrate similarities in the setting.</p> <p>Level II Students will:</p> <p>EERL.3.9. Recognize that two stories have the same setting.</p> <p>Ex. Describe the setting in two stories and decide if they are the same or different (i.e., Narnia and Wayside Schools).</p> <p>Ex. Read two familiar stories and match each story with the setting (i.e., Narnia is in a forest; Wayside Schools in a building/schoolhouse).</p> <p>Level I Students will:</p> <p>EERL.3.9. With guidance and support, identify the setting of a story.</p> <p>Ex. Touch an illustration from a story showing the setting.</p> <p>Ex. Identify the setting that is the same in a familiar story.</p>

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College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Literature		Cluster: Range of Reading and Level of Text Complexity	Grade: 3	Standard 10 (RL.3.10)
<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Quarter 1:</p> <p>Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1- 9</p> <p>Comprehend in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative and Quantitative, and Readers and Task) as seen in 1-9, independently and proficiently</p>	<p>Quarter 2:</p> <p>Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1- 9</p> <p>Comprehend in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative and Quantitative, and Readers and Task) as seen in 1-9, independently and proficiently</p>	<p>Quarter 3:</p> <p>Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1- 9</p> <p>Comprehend in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative and Quantitative, and Readers and Task) as seen in 1-9, independently and proficiently</p>	<p>Quarter 4:</p> <p>Identify/understand in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1- 9</p> <p>Comprehend in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative and Quantitative, and Readers and Task) as seen in 1-9, independently and proficiently</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with scaffolding as needed:</p> <p>read and actively engage in comprehending appropriately complex stories and poetry</p>	<p>read and comprehend</p> <p>literature stories</p> <p>dramas poetry</p> <p>grade 2 - 3 text complexity band</p> <p>independently and proficiently</p>	<p>Students know:</p> <p>techniques for making meaning from difficult stories and poetry</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p>	<p>Students understand that/are able to:</p> <p>make meaning from difficult stories, drama, and poetry</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaborating with others about texts.</p>	<p>EERL.3.10. **This Literature Essential Element references all elements above.</p>	

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College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 3	Standard 1 (RI.3.1)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to understand text			
	Formulate questions (based on the text) to demonstrate understanding	Formulate questions (based on the text) to demonstrate understanding	Formulate questions (based on the text) to demonstrate understanding	Formulate questions (based on the text) to demonstrate understanding
	Refer explicitly to the text to answer questions	Refer explicitly to the text to answer questions	Refer explicitly to the text to answer questions	Refer explicitly to the text to answer questions

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>ask and answer questions that refer explicitly to the text for an answer</p>	<p>ask and answer questions</p> <p>demonstrate understanding</p> <p>text</p> <p>referring explicitly to the text</p>	<p>Students know:</p> <p>techniques for identifying important details</p> <p>techniques for explaining important details</p> <p>how to ask a variety of meaningful questions</p> <p>to refer explicitly to text to support answers</p> <p>vocabulary: explicitly</p>	<p>Students understand that/are able to:</p> <p>ask and answer questions to comprehend and monitor understanding</p> <p>identify key details</p> <p>ask questions about key details</p> <p>use original language to answer question about key details</p> <p>make explicit references to text in answers</p> <p>Students understand that referring to the text when asking and answering questions helps a reader comprehend a text explicitly and implicitly.</p>	<p>EERI.3.1. Answer questions related to a familiar text.</p>	<p>Level IV Students will:</p> <p>EERI.3.1. Ask and answer questions using the text or illustration as evidence. Ex. Develop a graphic organizer to illustrate/answer questions from the text. Ex. Highlight supporting evidence in an informational text via text or illustrations.</p> <p>Level III Students will:</p> <p>EERI.3.1. Answer questions related to a familiar text. Ex. Place sticky notes next to text to answer a question written on the note. Ex. Use a highlighter to highlight a word or picture in text in answer to a question. Ex. Pick from an array, words that answer questions about a familiar text.</p> <p>Level II Students will:</p> <p>EERI.3.1. Answer questions related to a specific section of the familiar text. Ex. Answer a question by pointing to the detail/word in the text with prompts. Ex. Listen to directions and answer simple yes or no questions, such as “Does this part show how to bake the brownies?”</p> <p>Level I Students will:</p> <p>EERI.3.1. With prompts and supports, answer questions about text or illustrations. Ex. Given a map of the school they have seen before, identify the location of the classroom.</p>

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College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 3	Standard 2 (RI.3.2)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Determine the main idea of a text; recount the key details and explain how they support the main idea.		Determine the main idea of a text Recount key details of a text Explain how the key details support the main idea of a text	Determine the main idea of a text Recount key details of a text Explain how the key details support the main idea of a text	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: determine the main idea of a text recount key details of a text explain how key details support the main idea of a text	main idea text recount key details support the main idea	Students know: techniques for identifying the main idea of a text the relationship between main ideas and supporting details vocabulary: main idea, recount, key details, support	Students understand that/are able to: identify a main idea from a text explain relationship between main ideas and supporting details apply these concepts to a variety of informational texts Students understand that key details support the main idea of a text.	EERI.3.2. Identify a detail of a text.	Level IV Students will: EERI.3.2. Determine the key details of a text. Ex. Use a graphic organizer to demonstrate key details of an informational text. Ex. Develop a timeline for a historical event that the class read about. Level III Students will: EERI.3.2. Identify a detail of a text. Ex. Use guiding questions, identify a detail from a set of directions from choices (e.g., Directions for a “paper airplane.” Need “glue, paper.”). Ex. Use text supporting illustrations to identify a detail about the text. Level II Students will: EERI.3.2. With guidance and support, identify a detail of a text. Ex. Use guiding questions to identify key details. Ex. Use highlighting tape to find key details. Ex. Using wax string, encircle or underline key words or details in a text (or in a set of picture directions, identify a step). Level I Students will: EERI.3.2. With guidance and support, match the topic of a text. Ex. Given two pictures pick the one that is related to the text. Ex. After reading the title and steps for a series of directions, repeat the title.

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College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 3	Standard 3 (RI.3.3)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		Define and use terms pertaining to: <ul style="list-style-type: none"> • time • sequence • relationship • cause and effect Identify relationships within text Describe the relationship that occurs in a text between: <ul style="list-style-type: none"> • historical events • scientific ideas or concepts • the steps from a procedure Describe the sequence of events using language that pertains to: <ul style="list-style-type: none"> • time • sequence • cause/effect 		

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>use writing and/or speaking to describe relationships between events, ideas or concepts, or steps explained in a text</p> <p>use language that references time, sequence, and cause/effect</p>	<p>describe the relationship</p> <p>series of historical events</p> <p>scientific ideas or concepts</p> <p>steps in technical procedures</p> <p>text</p> <p>language that pertains to time, sequence, and cause/effect</p>	<p>Students know:</p> <p>techniques for describing connections between events, ideas, concepts, or steps in a text</p> <p>language related to talking about time</p> <p>language related to talking about sequence</p> <p>language related to talking about cause/effect</p> <p>vocabulary: relationship, historical events, scientific ideas or concepts, technical procedures, sequence, cause, effect</p>	<p>Students understand that/are able to:</p> <p>describe relationships between events, ideas or concepts, or steps</p> <p>use language appropriate to text structure (time, sequence, or cause/effect)</p> <p>apply this skill to historical, scientific, and technical texts</p> <p>Students understand that language pertaining to time, sequence, and cause/effect are used to develop relationships between events, ideas, concepts, or procedural steps.</p>	<p>EERI.3.3. List the progression of a series of events.</p>	<p>Level IV Students will:</p> <p>EERI.3.3. Compare the progression of a series of events, ideas, and concepts (historical, scientific, or technical). Ex. Using a timeline, compare the beginning of a progression to the present (e.g., caterpillar - butterfly). Ex. After reading <i>From Seed to Plant</i>, sequence pictures in the correct order to show the growth of a seedling and match the appropriate text for size/stage of seed growth (i.e., small, medium, large or seed, seedling, plant).</p> <p>Level III Students will:</p> <p>EERI.3.3. List the progression of a series of events. Ex. Using a timeline, place events from an historical text in sequence. Ex. Using a graphic organizer, sequence events in a “First, Then, Then” progression. Ex. After reading <i>From Seed to Plant</i>, sequence pictures in the correct order to show the growth of a seedling.</p> <p>Level II Students will:</p> <p>EERI.3.3. With prompting, list the progression of a series of events given the first event. Ex. Given three directions to complete a task and the first direction, use sequence strips to order the remaining steps in the procedure correctly. Ex. After repeated readings about Lewis and Clark’s expedition, place three pictures in sequence to represent progression of events on their expedition.</p> <p>Level I Students will:</p> <p>EERI.3.3. With guidance and support, determine sequence of events. Ex. Shown the first step of a previously taught sequenced activity, indicate what comes next from illustrations on an activity sheet. Ex. Repeat a sequence of two directions in order.</p>

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College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Strand: Reading Informational Text		Cluster: Craft and Structure	Grade: 3	Standard 4 (RI.3.4)
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	Quarter 1: Identify: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 3 topic or subject area Determine the meaning of: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to grade 3 topic or subject area	Quarter 2:	Quarter 3: Identify: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to a grade 3 topic or subject area Determine the meaning of: <ul style="list-style-type: none"> • general academic • domain-specific words and phrases in a text relevant to grade 3 topic or subject area	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>use clues in a text and outside resources to determine the meaning of general academic and domain-specific words and phrases in a text</p>	<p>determine the meaning</p> <p>general academic words and phrases</p> <p>domain-specific words and phrases</p> <p>words and phrases in a text relevant to a grade 3 topic or subject area</p>	<p>Students know:</p> <p>features of a text related to word meaning (bold terms, glossary, context clues)</p> <p>steps for using an online or print dictionary</p> <p>several strategies for determining the meaning of an unknown word or phrase</p> <p>techniques for identifying and recording unfamiliar words</p> <p>the difference between domain-specific and academic words and phrases</p> <p>vocabulary: context clues, glossary, dictionary</p>	<p>Students understand that/are able to:</p> <p>distinguish between domain-specific and academic words</p> <p>identify unfamiliar words and phrases</p> <p>use features of a text to determine the meaning of unfamiliar words and phrases</p> <p>use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases</p> <p>Students understand that clues in a text help a reader understand the meaning of words and phrases.</p>	<p>EERI.3.4. Determine the meaning of vocabulary related to a familiar text.</p>	<p>Level IV Students will:</p> <p>EERI.3.4. Explain the meaning of key vocabulary specific to the text. Ex. Find the phrase or word that connects to a given definition. Ex. Find (highlights, identifies, etc.) the sentence that describes the meaning of a key vocabulary word within the text.</p> <p>Level III Students will:</p> <p>EERI.3.4. Determine the meaning of vocabulary related to a familiar text. Ex. Use visual tool (e.g., vocabulary graphic organizers) to help students to visualize the relationships between words and their possible meanings using pictures, definitions, or non-examples. Ex. Use an open-ended reading procedure to identify the correct word when choices are provided. Ex. Use a word bank to choose the meaning of a word in a familiar informational text. Ex. Use a picture dictionary to find the meaning of a word from a familiar text.</p> <p>Level II Students will:</p> <p>EERI.3.4. Identify vocabulary in an informational text. Ex. Match vocabulary words to the word in a text. Ex. Choose from an array of familiar words to complete sentences read aloud by an adult.</p> <p>Level I Students will:</p> <p>EERI.3.4. With guidance and support, locate identified vocabulary. Ex. Given choices read by the teacher, match pictures to words. Ex. Respond when hearing the correct word out of a choice of three words.</p>

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College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Strand: Reading Informational Text		Cluster: Craft and Structure	Grade: 3	Standard 5 (RI.3.5)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		Determine how readers use search tools <ul style="list-style-type: none"> • (e.g., keywords) • sidebars • hyperlinks) Use various text features to locate key facts or information in a text Use search tools to locate key facts or information in a text		

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students locate information related to a given topic by using text features and search tools including:</p> <p>key words</p> <p>sidebars</p> <p>hyperlinks</p>	<p>text features</p> <p>search tools</p> <p>key words</p> <p>sidebars</p> <p>hyperlinks</p> <p>locate information relevant to a given topic</p> <p>efficiently</p>	<p>Students know:</p> <p>location of text features</p> <p>location of search tools</p> <p>functions of text features</p> <p>functions of search tools</p> <p>vocabulary: key words, sidebars, hyperlinks, search tools, text features, efficiently</p>	<p>Students understand that/are able to:</p> <p>efficiently use various text features and search tools to locate information relevant to a given topic.</p> <p>Students understand that texts have predictable features that help readers locate information.</p>	<p>EERI.3.5. Identify text features and search tools.</p>	<p>Level IV Students will: EERI.3.5. Identify text features and search tools to locate information. Ex. Select a key word to locate additional information about a topic. Ex. Identify Google as a search engine to locate information.</p> <p>Level III Students will: EERI.3.5. Identify text features and search tools. Ex. From an array of three choices, identify a bold word in text. Ex. Identify a page number in a text. Ex. Use a kid-friendly search engine with adult assistance.</p> <p>Level II Students will: EERI.3.5. Identify text features. Ex. Point to text features, such as bolded words or illustrations.</p> <p>Level I Students will: EERI.3.5. With guidance and support, identify text features. Ex. When given a verbal request, point to pictures of specific illustrations.</p>

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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Informational Text		Cluster: Craft and Structure	Grade: 3	Standard 6 (RI.3.6)
Distinguish their own point of view from that of the author of a text.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Recognize own point of view Identify the author’s point of view Compare/contrast own point of view to the author’s point of view		Recognize own point of view Identify the author’s point of view Compare/contrast own point of view to the author’s point of view

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: distinguish how their point of view is similar to or different from that of the author	distinguish point of view author of a text	Students know: readers are entitled to a point of view that is different from that of the author of a text vocabulary: point of view	Students understand that/are able to: explain how his/her point of view differs from that of the author Students understand that a reader can have a point of view that is different from the author of a text.	EERI.3.6. Identify a personal point of view about a text.	<p>Level IV Students will: EERI.3.6. Distinguish between personal point of view and that of others. Ex. State “I think . . .” or the equivalent when telling what they think about an assignment and “They think . . .” or the equivalent when telling what the others think about a text.</p> <p>Level III Students will: EERI.3.6. Identify a personal point of view about a text. Ex. Given three choices, select the choice that best represents their point of view about an assignment. Ex. Point to the part or step on an activity sheet that they like best.</p> <p>Level II Students will: EERI.3.6. Identify personal point of view about the topic. Ex. Given two choices, select the choice that best represents their own point of view about a topic (e.g., “Do you like ____ activity or do you like ____ activity best?”).</p> <p>Level I Students will: EERI.3.6. With guidance and support, express point of view about a topic. Ex. Respond with gestures or facial expressions to topic.</p>

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College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*					
Strand: Reading Informational Text		Cluster: Integration of Knowledge and Ideas	Grade: 3	Standard 7 (RI.3.7)	
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		Demonstrate an understanding of text using information from illustrations: <ul style="list-style-type: none"> • maps • photographs Demonstrate an understanding of text using information from words that tell: <ul style="list-style-type: none"> • where • when • why • how key events occur		Demonstrate an understanding of text using information from illustrations: <ul style="list-style-type: none"> • maps • photographs Demonstrate an understanding of text using information from words that tell: <ul style="list-style-type: none"> • where • when • why • how key events occur	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>demonstrate their understanding of a text using information gained from illustrations and words</p>	<p>use information gained from illustrations and words</p> <p>text</p> <p>demonstrate understanding</p> <p>key events</p> <p>map</p> <p>photograph</p>	<p>Students know:</p> <p>the role of illustrations in a text</p> <p>techniques for reading a variety of illustrations including maps and photographs</p> <p>techniques for gaining information from words</p> <p>vocabulary: map, photograph, key event</p>	<p>Students understand that/are able to:</p> <p>understand a text because of information gained through words</p> <p>support thinking with examples from the text.</p> <p>Students understand that the words and illustrations of a text communicate an author's intended message.</p>	<p>EERI.3.7.</p> <p>Demonstrate an understanding of text by connecting a visual element.</p>	<p>Level IV Students will:</p> <p>EERI.3.7. Explain how certain visual elements and words in the text support the ideas or understanding of events. Ex. Describe how the pictures in <i>A Drop of Water</i> increases understanding of water. Ex. Given an array of visual elements from the text, identify one that best supports the events described in the text.</p> <p>Level III Students will:</p> <p>EERI.3.7. Demonstrate an understanding of text by connecting a visual element. Ex. During shared reading about the westward movement, connect the covered wagon to travel. Ex. During a shared reading about the westward movement, connect Native Americans to illustrations of their dwellings (e.g., teepees and cliff dwellings.).</p> <p>Level II Students will:</p> <p>EERI.3.7. Identify a visual element in the text. Ex. Match pictures and objects to represent the illustrations in a text.</p> <p>Level I Students will:</p> <p>EERI.3.7. With guidance and support, select a picture/object or section of text that supports the text. Ex. Touch objects from an array of choices that relate to the text. Ex. Use props to discuss the text.</p>

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College and Career Readiness (CCR) Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
Strand: Reading Informational Text		Cluster: Integration of Knowledge and Ideas	Grade: 3	Standard 8 (RI.3.8)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).			Define sentence Explain the purpose of a paragraph Identify structure(s) of paragraphs (e.g., comparison, cause/effect, first/second/third in a sequence) Explain how sentences and paragraphs in text are logically connected Determine how a text is organized (e.g., comparison, cause/effect, first/second/third in a sequence)	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>describe the connection between sentences and paragraphs in a text</p>	<p>describe</p> <p>logical connection</p> <p>particular sentences and paragraphs</p> <p>text</p> <p>comparison</p> <p>cause/effect</p> <p>sequence</p>	<p>Students know:</p> <p>the relationship between sentences and paragraphs</p> <p>the relationship between paragraphs and entire texts</p> <p>common structures of sentences and/or paragraphs including comparison, cause/effect, sequential</p> <p>vocabulary: connection, sentence, paragraph, comparison, compare, cause, effect, sequence</p>	<p>Students understand that/are able to:</p> <p>describe the structure of a sentence or paragraph (including the use of terms such as comparison, cause/effect, sequence)</p> <p>describe the logical connection between sentences within a paragraph</p> <p>describe the logical connection between paragraphs within a section or text</p> <p>Students understand that an author logically connects ideas within a text to help the reader understand key ideas.</p>	<p>EERI.3.8. N/A (See EERI.3.3.)</p>	

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College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Strand: Reading Informational Text		Cluster: Integration of Knowledge and Ideas	Grade: 3	Standard 9 (RI.3.9)
Compare and contrast the most important points and key details presented in two texts on the same topic.	Quarter 1:	Quarter 2: Identify: <ul style="list-style-type: none"> • the most important points in each text • the key details in each text • similarities of key details • differences in key details Distinguish between key details and important points Compare and contrast the: <ul style="list-style-type: none"> • most important points in two different texts on the same topic • key details in two different texts on the same topic 	Quarter 3:	Quarter 4: Identify: <ul style="list-style-type: none"> • the most important points in each text • the key details in each text • similarities of key details • differences in key details Distinguish between key details and important points Compare and contrast the: <ul style="list-style-type: none"> • most important points in two different texts on the same topic • key details in two different texts on the same topic

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>compare and contrast the most important points and key details presented by two texts on the same topic</p>	<p>compare</p> <p>contrast</p> <p>most important points</p> <p>key details</p> <p>two texts on the same topic</p>	<p>Students know:</p> <p>techniques for comparing and contrasting</p> <p>techniques for identifying important points</p> <p>techniques for identifying key details</p> <p>vocabulary: compare, contrast, key details</p>	<p>Students understand that/are able to:</p> <p>compare and contrast two or more texts about the same topic by discussing the most important points and key details of each text</p> <p>Students understand that thorough knowledge of a topic is developed through reading several texts about that topic.</p>	<p>EERI.3.9. Identify similarities of two resources on the same topic.</p>	<p>Level IV Students will:</p> <p>EERI.3.9. Identify similarities and differences of two resources on the same topic. Ex. Given a Venn diagram that is explained to them, point out a similarity and a difference. Ex. During class discussion of two resources on the same topic, point out or say one similarity and one difference between the two.</p> <p>Level III Students will:</p> <p>EERI.3.9. Identify similarities of two resources on the same topic. Ex. Sort pictures into two groups by a given feature. Ex. After shared reading of <i>A Frontier Fort on the Oregon Trail</i> and <i>The Journal of Jedediah Barstow: an Emigrant on the Oregon Trail</i> identify a similarity of life in the fort and life on the wagon train.</p> <p>Level II Students will:</p> <p>EERI.3.9. Locate a second resource on the same topic. Ex. T-Chart (what is alike/what is different). Ex. Categorize objects. Ex. From a display of three books recently read aloud in class (<i>Jedediah Barstow</i> and <i>Wayside School</i>), identify the book that was about the Oregon Trail.</p> <p>Level I Students will:</p> <p>EERI.3.9. With guidance and support, identify the topic of one resource. Ex. Point to an object that is the topic of a resource the teacher is discussing. Ex. Touch a word or picture that is the topic of a resource the teacher is discussing (e.g., the teacher is showing resources about ducks and the student touched a card with the picture of a duck or the word duck on it.</p>

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College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Informational Text		Cluster: Range of Reading and Level of Text Complexity	Grade: 3	Standard 10 (RI.3.10)
<p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>Quarter 1: Identify/understand in an informational text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and I ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p>	<p>Quarter 2: Identify/understand in an informational text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and I ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p>	<p>Quarter 3: Identify/understand in an informational text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and I ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p>	<p>Quarter 4: Identify/understand in an informational text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and I ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with scaffolding as needed:</p> <p>read and actively engage in comprehending appropriately complex informational texts</p>	<p>read and comprehend</p> <p>informational texts</p> <p>history / social studies texts</p> <p>science texts</p> <p>technical texts</p> <p>text complexity band</p> <p>independently and proficiently</p>	<p>Students know:</p> <p>techniques for making meaning from appropriately difficult informational text</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p>	<p>Students understand that/are able to:</p> <p>make meaning from difficult informational texts</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaborating with others about texts</p>	<p>EERI.3.10. **This Informational Text Essential Element references all elements above.</p>	

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College and Career Readiness (CCR) Anchor Standard: n/a				
Strand: Reading Foundational Skills		Cluster: Phonics and Word Recognition	Grade: 3	Standard 3 (RF.3.3)
<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>Quarter 1: Know and apply grade level-level phonics and word analysis skills in decoding words</p> <p>Identify and know:</p> <ul style="list-style-type: none"> meaning of the most common derivational suffixes <p>Decode words with common Latin suffixes</p> <ul style="list-style-type: none"> the meaning of the common prefixes <p>Identify syllables in words</p> <p>Read multiple syllable words</p> <p>Recognize irregularly spelled words</p> <p>Apply grade level-level phonics and word analysis skills in decoding words</p> <p>Recognize irregularly spelled words</p> <p>Read grade-appropriate irregularly spelled words</p>	<p>Quarter 2: Know and apply grade level-level phonics and word analysis skills in decoding words</p> <p>Identify and know:</p> <ul style="list-style-type: none"> meaning of the most common derivational suffixes <p>Decode words with common Latin suffixes</p> <ul style="list-style-type: none"> the meaning of the common prefixes 	<p>Quarter 3: Apply grade level-level phonics and word analysis skills in decoding words</p> <p>Recognize irregularly spelled words</p> <p>Read grade-appropriate irregularly spelled words</p>	<p>Quarter 4: Apply grade level-level phonics and word analysis skills in decoding words</p> <p>Recognize irregularly spelled words</p> <p>Read grade-appropriate irregularly spelled words</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students read a third grade text applying phonics and word analysis skills to decode and comprehend words by:</p> <p>identifying and understanding the meaning of the most common prefixes and derivational suffixes</p> <p>decoding common Latin suffixes</p> <p>decoding multisyllable words</p> <p>reading third grade-appropriate irregularly spelled words</p>	<p>grade-level phonics and word analysis skills</p> <p>decoding words</p> <p>most common prefixes and derivational suffixes</p> <p>common Latin suffixes</p> <p>grade-appropriate irregularly spelled words</p>	<p>Students know:</p> <p>common prefixes and suffixes</p> <p>meaning of common prefixes and suffixes</p> <p>many English words originated from other languages</p> <p>many English word roots originated from Latin</p> <p>techniques for decoding multisyllable words</p> <p>vocabulary: prefix, suffix, Latin, root word</p>	<p>Students understand that/are able to:</p> <p>read words with common prefixes and suffixes</p> <p>read words with common Latin suffixes</p> <p>read multisyllable words</p> <p>read third grade-appropriate irregularly spelled words</p> <p>Students understand there are systematic relationships between letters and sounds and written words are composed of letter patterns that represent the sound of spoken words.</p>	<p>EERF.3.3. Apply letter-sound skills in decoding consonant sounds of familiar one-syllable words.</p> <p>In context, demonstrate basic knowledge of letter-sound correspondences.</p> <p>With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).</p> <p>N/A</p> <p>Recognize 40 or more written words.</p>	<p>Level IV Students will:</p> <p>EERF.3.3.a. Use letter-sound knowledge to accurately represent the initial sound in single-syllable words. Ex. Given a word spoken by an adult, indicate the initial sound from the magnet letters or the rubber stamp for the letter.</p> <p>EERF.3.3.b. Decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes). Ex. Write words on folded strips of paper that allow the initial or final sound to be substituted to create a new word. Then, the student pronounces the new words.</p> <p>EERF.3.3.c. N/A</p> <p>ERF.3.3.d. Recognize 50 or more written words. Ex. Given a familiar book, read 50 or more words in the book with accuracy.</p> <p>Level III Students will:</p> <p>EERF.3.3.a. In context, demonstrate basic knowledge of letter-sound correspondences. Ex. Given a sound spoken by an adult during a shared writing activity, say or point to the corresponding letter. Ex. During a shared reading or writing activity, the teacher points to a letter A and the students say the associated sound “/a/”. Ex. Given two different letter-sounds, identify the ___ letter.</p> <p>EERF.3.3.b. With models and supports, decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes). Ex. Given a printed keyword with a common spelling pattern (e.g., <i>cat</i>), use the word to decode a word that has the same spelling pattern (e.g., <i>bat</i>). Ex. Given a printed example of a common CVC word (e.g., <i>fan</i>), use that word to decode a word with the same vowel (e.g., <i>fat</i>). Ex. Given notecards placed in order with the letters t - o - p, listen to the teacher sound out the word, then blend and pronounce together. When the teacher trades the first sound (t) for a new card (m) repeat the process, this time independently.</p> <p>EERF.3.3.c. N/A</p> <p>ERF.3.3.d. Recognize 40 or more written words. Ex. Given a familiar book, read 40 or more words in the book with accuracy. Ex. Given a familiar text, such as a lunch menu, read the words on the menu.</p>

					<p>Ex. Given 40 word or picture cards, identify the words (<i>the, a, house, mother, father,</i> etc. – select high-frequency words from Dolch or Frye word lists).</p> <p>Level II Students will:</p> <p>EERF.3.3.a. In context, recognize three or fewer letter-sound correspondences. Ex. Indicate the sound of the initial letter of own and peer’s names. Ex. During a shared writing activity of an alphabet book, indicate the letter or letter that matches the sound produced by a teacher.</p> <p>RF.3.3.b. Identify the beginning sound of familiar words beginning with a single-consonant sound. Ex. Asked what the first sound in <i>cat</i> is, responds with the /k/ sound. Ex. Asked to indicate which word from two choices (<i>dog</i> and <i>cat</i>) begins with /d/ sound, points to <i>dog</i>.</p> <p>EERF.3.3.c. N/A</p> <p>EERF.3.3.d. Recognize 10 or more written words. Ex. When asked, reads 10 or more words on the classroom word wall (can point to words as they teacher calls them or read them orally). Ex. When given a list of familiar CVC words, successfully reads 10 or more words.</p> <p>Level I Students will:</p> <p>EERF.3.3.a. Repeat letter-sounds. Ex. Repeat the beginning letter-sound for a familiar word after the teacher, when paired with representations of familiar words.</p> <p>EERF.3.3.b. With guidance and support, identify the initial sound that matches. Ex. Given two picture cards (one of a cat and one of a dog) with the word written under it and asked which one is a cat, identify the picture/word card that matches.</p> <p>EERF.3.3.c. N/A</p> <p>EERF.3.3.d. With guidance and support, identify personally relevant, familiar words. Ex. Recognize own name and friends’ names in print.</p>
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College and Career Readiness (CCR) Anchor Standard: n/a				
Strand: Reading Foundational Skills		Cluster: Fluency	Grade: 3	Standard 4 (RF.3.4)
<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Quarter 1:</p> <p>Identify and understand foundational skills for reading standards #1-3</p> <p>To support comprehension:</p> <ul style="list-style-type: none"> identify the purpose and understanding of text identify oral reading with accuracy, appropriate rate, and expression on successive readings identify rereading, when necessary, as a strategy when confirming or self-correcting words in text understand how context can help to confirm or self-correct word recognition <p>Apply foundational skills reflected in reading standards #1-3</p> <p>To support comprehension:</p> <ul style="list-style-type: none"> determine the purpose for reading on-level text apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings confirm or self-correct word recognition and 	<p>Quarter 2:</p> <p>Identify and understand foundational skills for reading standards #1-3</p> <p>To support comprehension:</p> <ul style="list-style-type: none"> identify the purpose and understanding of text identify oral reading with accuracy, appropriate rate, and expression on successive readings identify rereading, when necessary, as a strategy when confirming or self-correcting words in text understand how context can help to confirm or self-correct word recognition <p>Apply foundational skills reflected in reading standards #1-3</p> <p>To support comprehension:</p> <ul style="list-style-type: none"> determine the purpose for reading on-level text apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings confirm or self-correct word recognition and 	<p>Quarter 3:</p> <p>Identify and understand foundational skills for reading standards #1-3</p> <p>To support comprehension:</p> <ul style="list-style-type: none"> identify the purpose and understanding of text identify oral reading with accuracy, appropriate rate, and expression on successive readings identify rereading, when necessary, as a strategy when confirming or self-correcting words in text understand how context can help to confirm or self-correct word recognition <p>Apply foundational skills reflected in reading standards #1-3</p> <p>To support comprehension:</p> <ul style="list-style-type: none"> determine the purpose for reading on-level text apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings confirm or self-correct word recognition and understanding by using context 	<p>Quarter 4:</p> <p>Identify and understand foundational skills for reading standards #1-3</p> <p>To support comprehension:</p> <ul style="list-style-type: none"> identify the purpose and understanding of text identify oral reading with accuracy, appropriate rate, and expression on successive readings identify rereading, when necessary, as a strategy when confirming or self-correcting words in text understand how context can help to confirm or self-correct word recognition <p>Apply foundational skills reflected in reading standards #1-3</p> <p>To support comprehension:</p> <ul style="list-style-type: none"> determine the purpose for reading on-level text apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings confirm or self-correct word recognition and understanding by using context

	<p>understanding by using context</p> <p>To support comprehension:</p> <ul style="list-style-type: none"> • read on-level text fluently and accurately • reread with fluency as necessary <p>Read with:</p> <ul style="list-style-type: none"> • accuracy • appropriate rate • expression on successive readings 	<p>understanding by using context</p> <p>To support comprehension:</p> <ul style="list-style-type: none"> • read on-level text fluently and accurately • reread with fluency as necessary <p>Read with:</p> <ul style="list-style-type: none"> • accuracy • appropriate rate • expression on successive readings 	<p>To support comprehension:</p> <ul style="list-style-type: none"> • read on-level text fluently and accurately • reread with fluency as necessary <p>Read with:</p> <ul style="list-style-type: none"> • accuracy • appropriate rate • expression on successive readings 	<p>To support comprehension:</p> <ul style="list-style-type: none"> • read on-level text fluently and accurately • reread with fluency as necessary <p>Read with:</p> <ul style="list-style-type: none"> • accuracy • appropriate rate • expression on successive readings
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students orally read third grade-level texts (prose and poetry):</p> <p>with purpose and understanding</p> <p>orally with accuracy, appropriate rate, and expression</p> <p>using context to confirm or self-correct word recognition, rereading as necessary</p>	<p>fluency</p> <p>grade-level prose and poetry</p> <p>appropriate rate</p>	<p>Students know:</p> <p>the meaning of punctuation marks</p> <p>techniques to break text up into meaningful groups of words (phrasing)</p> <p>recovery strategies if they make a reading mistake (self-correct)</p> <p>techniques to make appropriate changes</p>	<p>Students understand that/are able to:</p> <p>read with purpose and understanding</p> <p>read orally with accuracy</p> <p>read orally at an appropriate rate</p> <p>read orally with expression</p> <p>use context to aid in</p>	<p>EERF.3.4. Read text comprised of familiar words to support comprehension.</p> <p>Read familiar text with purpose and understanding.</p> <p>N/A</p> <p>Use context to determine missing words in familiar texts.</p>	<p>Level IV Students will:</p> <p>EERF.3.4.a. Read ability-appropriate, novel text with purpose and understanding. Ex. When given a new book at the same grade-level difficulty as previously read, read it successfully. Ex. Answer questions about a novel text to demonstrate understanding.</p> <p>EERF.3.4.b. N/A</p> <p>EERF.3.4.c. Use context to determine missing words in a novel text. Ex. Complete MAZE tasks with ability-appropriate text that is unfamiliar. Ex. Listen while an adult reads a novel text and provide an appropriate word when the teacher provides an exaggerated pause. Ex. Use website activities to select words based on context clues.</p> <p>Level III Students will:</p> <p>EERF.3.4.a. Read familiar text with purpose and understanding. Ex. Given a familiar text, read a selected passage. For example, when reading <i>Ribsy</i>, reads the passage, “Henry Huggins said”</p>

		<p>in voice, pitch, and expression while reading orally</p> <p>rereading is a strategy that aids in word recognition and comprehension</p> <p>using context is a strategy that aids in word recognition and comprehension</p>	<p>word recognition</p> <p>break text up into meaningful groups of words (phrases)</p> <p>recover if they make a mistake (self-correct)</p> <p>make appropriate changes in voice, pitch, and expression while reading orally</p> <p>Students understand that fluent readers learn to recognize words quickly and accurately as a way of obtaining meaning from what is read.</p>		<p>EERF.3.4.b. N/A</p> <p>EERF.3.4.c. Use context to determine missing words in familiar texts. Ex. Complete MAZE tasks with familiar text. Ex. Listen while an adult reads a familiar text and provide an appropriate word when the teacher provides an exaggerated pause.</p> <p>Level II Students will:</p> <p>EERF.3.4.a. Listen to familiar text with purpose and understanding. Ex. Given a familiar text, listen to a familiar passage read aloud and answer comprehension questions.</p> <p>EERF.3.4.b. N/A</p> <p>EERF.3.4.c. Select from two words or symbols, a word or item that completes a sentence in a way that makes sense. Ex. During a predictable chart writing activity, the student will select a symbol reflecting a favored food to complete the sentence, “I like to eat”</p> <p>Level I Students will:</p> <p>EERF.3.4.a. Listen to familiar text. Ex. When the teacher reads a familiar text, orient to the reader and attend to the task. Ex. Attend to a book on tape of a familiar text.</p> <p>EERF.3.4.b. N/A</p> <p>EERF.3.4.c. With guidance and support, identify a word that completes a familiar statement. Ex. Given the statement, “My name is _____,” fill in the blank. Ex. Given the statement, “I am ___ years old,” provide a word to complete the sentence.</p>
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Common Core ELA Pacing Guide
3rd Grade

College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Strand: Writing	Cluster: Text Types and Purposes	Grade: 3	Standard (W.3.1)	
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Quarter 1:</p> <p>Define point of view</p> <p>Recognize the purpose of a concluding statement</p> <p>Recognize linking words and phrases (e.g., because, therefore, since, for example) that connect opinions and reasons</p> <p>Select a topic or text for an opinion piece</p> <p>Determine an opinion about the text or topic and reasons that support the opinion</p> <p>Create an organizational structure for listing reasons for the opinion; select appropriate linking words and phrases</p> <p>Plan a concluding statement or section</p> <p>Create an opinion piece on a topic or text which:</p> <ul style="list-style-type: none"> • supports a point of view with reasons • introduces the topic or text 	<p>Quarter 2:</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p>

	<ul style="list-style-type: none"> states an opinion organizes ideas provides reasons for the opinion uses linking words to connect opinions and reasons provides a conclusion 			
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students write opinion pieces that assert and support a point of view by:</p> <p>introducing a topic</p> <p>stating an opinion</p> <p>creating an organizational structure that lists reasons</p> <p>providing support</p> <p>ending with a concluding statement or section</p> <p>using linking words and phrases (because, and, also) purposefully</p>	<p>opinion piece</p> <p>introduce the topic</p> <p>state an opinion</p> <p>organizational structure</p> <p>supporting a point of view</p> <p>linking words and phrases</p> <p>concluding statement or section</p>	<p>Students know:</p> <p>opinion pieces support a point of view with reasons</p> <p>functions of some linking words and phrases</p> <p>opinion pieces follow a predictable structure (e.g. introduction with statement of topic, reasons to support, an organizational structure, and concluding statement)</p>	<p>Students understand that/are able to:</p> <p>identify qualities of opinion pieces</p> <p>develop a point of view</p> <p>supply reasons to support the opinion</p> <p>use linking words and phrases to connect opinions and reasons</p> <p>write with a predictable structure (introduction with</p>	<p>EEW.3.1.a-b. Select a text and write to state an opinion about it and one reason to support the opinion.</p> <p>c. N/A</p> <p>d. N/A</p>	<p>Level IV Students will:</p> <p>EEW.3.1.a-b. Select a text and write to state an opinion about it with reasons to support the opinion.</p> <p>Ex. Select a book from the library, use a computer-based word bank to write It’s the best, and then refer to the book to find two or more examples of what makes it the best and write about them.</p> <p>Ex. Select a text, write a word to express an opinion about it (e.g., <i>lk</i> [like]) and then add reasons (e.g., <i>fne</i>[funny], <i>gd pts</i> [good pictures]).</p> <p>Ex. Listen to a digital text, rate it, and type two or more reasons why.</p> <p>EEW.3.1.c-d. N/A</p> <p>Level III Students will:</p> <p>EEW.3.1.a-b. Select a text and write to state an opinion about it and one reason to support the opinion.</p> <p>Ex. Select a book from the library, use a computer-based word bank to write It’s the best, and then refer to the book to find an example of what makes it the best and write about it.</p> <p>Ex. Select a text, write a word to express an opinion about it (e.g., <i>lk</i> [like]) and then, given a written frame with the word “because,” add a reason (e.g., <i>fne</i> [funny]).</p> <p>EEW.3.1.c-d. N/A</p>

		<p>vocabulary words: opinion, point of view</p>	<p>statement of topic and opinion, reasons to support, an organizational structure, and concluding statement or section)</p> <p>Students understand that well-developed opinions are supported by reasons.</p>		<p>Level II Students will: EEW.3.1.a-b. With guidance and support, select a text and write, draw, or dictate an opinion about it and one reason to support the opinion. Ex. Select a book from a collection of recently read books and working with a teacher who guides the student to “write those words” and “type the sounds you hear in those words,” use a talking word processor and word prediction software to write <i>good book</i> and add one reason (e.g., <i>lik barz</i> [Like bears.]). Ex. Select a book from a collection of recently read books, state an opinion (e.g., “bad”), attempt to write the word, and then have a teacher show how to use a word wall word (e.g., <i>sad</i>) to spell the word conventionally. Ex. Select a book from a collection of recently read books, then the teacher navigates through the student’s multiple message communication device to reveal messages that express an opinion, then selects a message communicating an opinion (e.g., “It’s really good!”) and when the teacher asks, “What makes it good?,” uses the device to answer (e.g., says “boy”) which the teacher interprets to mean the student liked the main character who was a boy and writes in chart form. EEW.3.1.c-d. N/A Level I Students will: EEW.3.1.a-b. With guidance and support, state an opinion about a book. Ex. Look at, touch, or take a book from a selection of two when the teacher asks, “Show me your favorite.” and then writes <i><Student’s name> likes <name of book></i> on the small group chart text. Ex. The media specialist shows two books that the student might want to check out and the student looks at one of them and smiles as the media specialist assists the child in completing a written checkout card or computer screen. Ex. In a small, teacher-led group, select 2-3 snack choices, write them down on a menu, and then select their snack later in the day from the menu. Ex. Look at, touch, or take a book from a selection of two when the teacher asks, “Show me your favorite.” Ex. The media specialist shows two books that the student might want to check out and he or she looks at one of them and smiles. EEW.3.1.c-d. N/A</p>
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Common Core ELA Pacing Guide
3rd Grade

College and Career Readiness (CCR) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Strand: Writing		Cluster: Text Types and Purposes	Grade: 3	Standard 2 (W.3.2)
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>Quarter 1:</p>	<p>Quarter 2:</p> <p>Identify:</p> <ul style="list-style-type: none"> • topic • facts • definitions • details • linking words and phrases to connect ideas within categories of information • concluding statements or sections <p>Develop:</p> <ul style="list-style-type: none"> • a topic that groups related information together • illustrations when useful to aiding comprehension • a topic with: <ul style="list-style-type: none"> ○ facts ○ definitions ○ details • linking words and phrases to connect ideas within categories of information • a concluding statement or section to: <ul style="list-style-type: none"> • examine a topic • convey ideas • convey information clearly 	<p>Quarter 3:</p>	<p>Quarter 4:</p> <p>Identify:</p> <ul style="list-style-type: none"> • topic • facts • definitions • details • linking words and phrases to connect ideas within categories of information • concluding statements or sections <p>Develop:</p> <ul style="list-style-type: none"> • a topic that groups related information together • illustrations when useful to aiding comprehension • a topic with: <ul style="list-style-type: none"> ○ facts ○ definitions ○ details ○ • linking words and phrases to connect ideas within categories of information • a concluding statement or section to: <ul style="list-style-type: none"> ○ examine a topic ○ convey ideas ○ convey information clearly <p>Write informative/explanatory text that</p>

		<p>Write informative/explanatory text that include(s):</p> <ul style="list-style-type: none"> • a topic that groups related information together • illustrations when useful to aiding comprehension • a developed topic with: <ul style="list-style-type: none"> ○ facts ○ definitions ○ details • linking words and phrases to connect ideas within categories of information • a concluding statement or section to: <ul style="list-style-type: none"> ○ examine a topic: ○ convey ideas ○ convey information clearly 		<p>include(s):</p> <ul style="list-style-type: none"> • a topic that groups related information together • illustrations when useful to aiding comprehension • a developed topic with: <ul style="list-style-type: none"> ○ facts ○ definitions ○ details • linking words and phrases to connect ideas within categories of information • a concluding statement or section to: <ul style="list-style-type: none"> ○ examine a topic: ○ convey ideas ○ convey information clearly
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students write pieces that inform or explain about a topic by:</p> <p>introducing the topic</p> <p>grouping related information together</p> <p>including illustrations when useful</p>	<p>informative / explanatory texts</p> <p>examine a topic</p> <p>convey ideas and information clearly</p>	<p>Students know:</p> <p>informative/explanatory texts teach readers about a topic</p> <p>informative/explanatory texts should be engaging and may be entertaining to readers</p>	<p>Students understand that/are able to:</p> <p>identify qualities of informative/explanatory pieces</p> <p>write informative/explanatory pieces with a predictable structure (introduce topic,</p>	<p>EEW.3.2.a-b. Select a topic and write about it including one fact or detail.</p> <p>c. N/A</p> <p>d. N/A</p>	<p>Level IV Students will:</p> <p>EEW.3.2.a-b. Select a topic and write about it including facts or details.</p> <p>Ex. Select a topic by looking through a class photo album and then writes labels for the people and objects in the photo.</p> <p>Ex. Select a topic from a book used during shared reading and then writes facts from the book.</p> <p>Ex. Look through photos from a class field trip and select a picture (e.g., a flower) and then writes about it using an alternative keyboard (e.g., producing <i>flowr</i> [flower], <i>red, levs</i> [leaves]).</p> <p>EEW.3.2.c-d. N/A</p> <p>Level III Students will:</p>

<p>fully developing a topic through facts, definitions, and details</p> <p>connecting related ideas through linking words and phrases</p> <p>ending with a concluding statement or section</p>	<p>introduce a topic</p> <p>include illustrations when useful</p> <p>develop the topic</p> <p>linking words and phrases</p> <p>concluding statement or section</p>	<p>illustrations may aid comprehension</p> <p>informative/explanatory pieces follow a predictable structure (e.g. introduce topic, develop topic, concluding statement)</p> <p>topics are developed with facts, definitions, and details in informative/explanatory texts</p> <p>linking words and phrases and their functions</p> <p>vocabulary words: informative/explanatory, linking words and phrases</p>	<p>develop topic through facts, definitions, and details, and concluding statement)</p> <p>incorporate useful illustrations in informative/explanatory pieces</p> <p>use facts, definitions, and details to develop topics</p> <p>arrange related information together</p> <p>employ linking words and phrases to connect ideas</p> <p>Students understand that informative / explanatory writing defines a selected topic and conveys facts about it.</p>		<p>EEW.3.2.a-b. Select a topic and write about it including one fact or detail. Ex. Select a topic by looking through a class photo album and then writes a label for one of the items in the photo. Ex. Select a topic from a book used during shared reading and then writes one fact from the book. Ex. Select a topic from a class chart of recent activities and then writes a remembered detail with an alternative keyboard (e.g., <i>garden, dg dr</i> [dig dirt]). EEW.3.2.d. N/A</p> <p>Level II Students will: EEW.3.2.a-b. Write a fact or detail about a given topic. Ex. Given an interactive whiteboard with a bank of words on a given topic, select words from the bank that are related to the topic to write a fact or detail about it. Ex. Select a fact or detail about a given topic from a list of facts and details. Ex. Given a repeated line frame, contribute one detail to a group list about the topic (e.g., whales: Whales eat [fish]. Whales eat [krill]. Whales eat [plankton].). Ex. Having been read a short text by the teacher, suggest one idea to the class’s semantic web of details (e.g., pterodactyl: winged lizard, 40 feet long, flies, eats bugs, has four fingers), which the teacher writes and adds to the class dinosaur blog. EEW.3.2.d. N/A</p> <p>Level I Students will: EEW.3.2.a-b. With guidance and support, select a topic for use during shared writing. Ex. Given a choice of three topics to use during shared writing, eye gaze, point, or touch one to indicate a choice which the group will then write about and read aloud for the student. Ex. Select the topic for a shared writing activity from two or more choices offered by the teacher, and then select a related picture on the topic to type about, from which the teacher will model a related fact (e.g., Child has a picture of a rock and types “ewfsatrhgr” and the teacher says, “I like your writing. I could use that r (as she points) and write ‘rock.’ I see a rock.”). EEW.3.2.d. N/A</p>
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Common Core ELA Pacing Guide
3rd Grade

College and Career Readiness (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Strand: Writing		Cluster: Text Types and Purposes	Grade: 3	Standard 3 (W.3.3)
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>Quarter 1:</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p> <p>Define:</p> <ul style="list-style-type: none"> • narrator • character <p>Identify:</p> <ul style="list-style-type: none"> • story elements • structure of a narrative • how writers establish a situation • correct use of dialogue <p>Explain how:</p> <ul style="list-style-type: none"> • writers use dialogue to develop a narrative • writers develop characters <p>Identify how temporal words and phrases are used to develop a sequence of events</p> <p>Recognize closure in others' writing Establish a situation in writing</p> <p>Formulate appropriate dialogue between characters</p> <p>Develop:</p> <ul style="list-style-type: none"> • characters through dialogue, actions, thoughts feelings, as well as responses to situations • events through dialogue, actions, thoughts and feelings 	<p>Quarter 4:</p>

			<p>Use temporal words to organize narrative into logical sequence</p> <p>Formulate logical conclusions</p> <p>Write a narrative that:</p> <ul style="list-style-type: none"> • establishes a situation • introduces a narrator or character(s) • uses dialogue & descriptions to reveal actions, thoughts, feelings • uses temporal words and phrases • includes a sense of closure 	
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students write narratives that include real or imagined experiences or events using descriptive details and clear event sequences by:</p> <p>establishing a situation (setting the stage)</p> <p>introducing a narrator and/or characters</p> <p>organizing an event sequence that unfolds naturally</p>	<p>narratives</p> <p>effective techniques</p> <p>descriptive details</p> <p>clear event sequences</p> <p>establish a situation</p> <p>event sequence that unfolds</p>	<p>Students know narratives include:</p> <p>real or imagined experiences or events</p> <p>a narrator and/or characters</p> <p>dialogue and descriptions to develop events and show responses of characters</p> <p>temporal words and</p>	<p>Students understand that/are able to write a narrative including:</p> <p>real or imagined experiences or events</p> <p>a narrator and/or characters</p> <p>dialogue and descriptions to develop events and show responses of characters</p>	<p>EEW.3.3.a. Select an event or personal experience and write one thing about it.</p> <p>b. N/A</p> <p>c. N/A</p> <p>d. N/A</p>	<p>Level IV Students will:</p> <p>EEW.3.3.a. Select an event or personal experience and write several things about it. Ex. Choose to write about their own birthday and write, <i>pte</i> [party], <i>fnrd</i> [friends], <i>icm</i> [ice cream] and <i>sg</i> [sing]. Ex. Choose to write about going to visit grandparents and write, <i>fn</i> [fun] and <i>pla</i> [play].</p> <p>EEW.3.3.b-d. N/A</p> <p>Level III Students will:</p> <p>EEW.3.3.a. Select an event or personal experience and write one thing about it. Ex. Choose to write about his own birthday and write, <i>pte</i> [party]. Ex. Choose to write about going to visit grandparents and write, <i>fn</i> [fun].</p> <p>EEW.3.3.b-d. N/A</p> <p>Level II Students will:</p> <p>EEW.3.3.a. With guidance and support, select an event or personal experience and write one thing about it.</p>

<p>using dialogue</p> <p>describing actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</p> <p>using temporal words and phrases to signal event order</p> <p>providing a sense of closure</p>	<p>naturally</p> <p>temporal words</p> <p>sense of closure</p>	<p>phrases</p> <p>a sense of closure</p> <p>vocabulary word: narrative</p>	<p>temporal words and phrases</p> <p>a sense of closure</p> <p>Students understand that an author reflects on his/her life by writing a narrative to convey an experience or event.</p>		<p>Ex. Choose to write about their own birthday party and with support from the teacher who stretches out the word to isolate the sounds, write <i>pte</i> [party].</p> <p>Ex. Choose to write about the “fun” they had going to visit grandparents and with support from the teacher, who stretches out the word to isolate the sounds, write <i>fan</i> [fun].</p> <p>EEW.3.3.b-d. N/A</p> <p>Level I Students will:</p> <p>EEW.3.3.a. With guidance and support, select an event or personal experience to write about in shared writing.</p> <p>Ex. Choose by looking, pointing, or touching, an event from two choices presented by the teacher which the teacher then writes in the group’s shared text.</p> <p>Ex. Given a teacher modeling the use of a multiple message voice output device and talking about the messages on the student’s <i>My News</i> page, select a message on a personal experience to use in shared writing (e.g., <i>I went to my dad’s softball game. They won.</i>), which the teacher will write down, reread aloud while pointing, and save.</p> <p>Ex. Express a reaction to a personal experience to be shared (e.g., After the teacher reviews free choice selections engaged in that day, she points to and labels each of the visual supports, and asks, “Did you like it?,” and the student responds [e.g., indicates yes by smiling], and the teacher writes, <i>Brian liked art. Brian did not like the sand table. Brian liked his story.</i> in his home-school journal, reading each aloud as she writes it, and the entire text while pointing after she finishes.).</p> <p>EW.3.3.b-d. N/A</p>
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Common Core ELA Pacing Guide
3rd Grade

College and Career Readiness (CCR) Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 3	Standard 3 (W.3.4)
<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Quarter 1: Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • task • purpose <p>with guidance and support</p> <p>Determine suitable:</p> <ul style="list-style-type: none"> • idea development strategies, • organization, appropriate to task and purpose, with guidance and support <p>Write a piece with:</p> <ul style="list-style-type: none"> • idea development • organization <p>appropriate to task and purpose, with support and guidance (Grade-specific expectations and writing types defined in Standards 1-3.)</p>	<p>Quarter 2: Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • task • purpose <p>with guidance and support</p> <p>Determine suitable:</p> <ul style="list-style-type: none"> • idea development strategies, • organization, appropriate to task and purpose, with guidance and support <p>Write a piece with:</p> <ul style="list-style-type: none"> • idea development • organization <p>appropriate to task and purpose, with support and guidance (Grade-specific expectations and writing types defined in Standards 1-3.)</p>	<p>Quarter 3: Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • task • purpose <p>with guidance and support</p> <p>Determine suitable:</p> <ul style="list-style-type: none"> • idea development strategies, • organization, appropriate to task and purpose, with guidance and support <p>Write a piece with:</p> <ul style="list-style-type: none"> • idea development • organization <p>appropriate to task and purpose, with support and guidance (Grade-specific expectations and writing types defined in Standards 1-3.)</p>	<p>Quarter 4: Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • task • purpose <p>with guidance and support</p> <p>Determine suitable:</p> <ul style="list-style-type: none"> • idea development strategies, • organization, appropriate to task and purpose, with guidance and support <p>Write a piece with:</p> <ul style="list-style-type: none"> • idea development • organization <p>appropriate to task and purpose, with support and guidance (Grade-specific expectations and writing types defined in Standards 1-3.)</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with guidance and support from adults:</p> <p>are flexible in their use of development and organization to create writing appropriate to task and purpose</p> <p>apply this skill to all types of writing (opinion, informative/explanatory, and narrative)</p>	<p>guidance and support</p> <p>development and organization</p> <p>appropriate to task and purpose</p> <p>grade-specific expectations</p>	<p>Students know:</p> <p>when to use guidance and support from adults</p> <p>purposes for a variety of types of writing</p> <p>techniques for developing ideas</p> <p>techniques for organizing writing</p>	<p>Students understand that/are able to:</p> <p>use guidance and support from adults to improve writing</p> <p>analyze a writing task to determine what is required</p> <p>adapt writing to fulfill a specific purpose</p> <p>adapt writing to meet the needs of an audience</p> <p>develop ideas in a way appropriate to task and purpose</p> <p>organize thoughts in a way appropriate to task and purpose</p> <p>apply these skills to a variety of types of writing</p> <p>Students understand that writing pieces are organized and developed based on task and purpose.</p>	<p>EEW.3.4. With guidance and support, produce writing that expresses more than one idea.</p>	<p>Level IV Students will: EEW.3.4. With guidance and support, produce writing that expresses three or more ideas. Ex. Working with peers, write one fact about a group project, talk with peers about the fact, and write two more things with peer support. Ex. Working with the teacher and a group of peers, contribute to a shared reading product that includes multiple ideas related to a selected topic. Ex. Select three pictures from a text, insert one in each of three panels, and write about them (e.g., Two boys. Find money. Give to poor family.).</p> <p>Level III Students will: EEW.3.4. With guidance and support, produce writing that expresses more than one idea. Ex. Working with peers, write one fact about a group project, talk with peers about the fact, and add one more fact with peer support. Ex. Working with the teacher and a group of peers, contribute to a shared writing about a shared reading that includes at least two ideas related to a selected topic.</p> <p>Level II Students will: EEW.3.4. With guidance and support, produce writing that expresses an idea. Ex. Use a preprogrammed computer set-up with full alphabet access to write one idea. Ex. Working with the teacher and a group of peers, contribute a written idea to a shared writing project.</p> <p>Level I Students will: EEW.3.4. With guidance and support, express an idea. Ex. Working with the teacher and a group of peers on a shared writing project, select from an array of choices to express an idea. Ex. Using a preprogrammed single message voice output device, express an idea to include in a writing project.</p>

Common Core ELA Pacing Guide
3rd Grade

College and Career Readiness (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 3	Standard 5 (W.3.5)
<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p>	Quarter 1:	<p>Quarter 2: With guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach <p>Know how to edit for conventions of writing demonstrating (see Language standards 1-3 up to and including grade 3)</p> <p>With guidance and support from peers and adults, students develop and strengthen writing by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach 	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with guidance and support from peers and adults, develop and strengthen writing by:</p> <p>planning</p> <p>revising</p> <p>editing</p>	<p>guidance and support from peers and adults</p> <p>develop and strengthen writing as needed</p> <p>planning</p> <p>revising</p> <p>editing</p>	<p>Students know:</p> <p>when to use guidance and support from peers and adults</p> <p>qualities of well-developed and strong writing</p> <p>techniques for planning writing</p> <p>techniques for revising writing</p> <p>techniques for editing writing</p> <p>vocabulary: plan, edit, revise</p>	<p>Students understand that/are able to:</p> <p>use adult and peer guidance and support to strengthen writing</p> <p>plan writing</p> <p>revise writing</p> <p>edit writing</p> <p>produce writing that is well-developed and strong</p> <p>Students understand that planning, revising, and editing are critical to the development of strong writing pieces.</p>	<p>EEW.3.5. With guidance and support from adults and peers, revise own writing by adding more information.</p>	<p>Level IV Students will:</p> <p>EEW.3.5. With guidance and support from adults and peers, revise own writing by adding and elaborating on existing information. Ex. Select writing from own writing folder, share it with peers, and then revise it by adding more information based on the ideas provided by peers and elaborating details of existing information (e.g., color, size, or shape of an object). Ex. Share writing with the teacher using a talking word processor to read it out loud, listen to the teacher talk about the writing, and then add more information based on what the teacher says and by elaborating details of existing information (e.g., color, size, or shape of an object).</p> <p>Level III Students will:</p> <p>EEW.3.5. With guidance and support from adults and peers, revise own writing by adding more information. Ex. Select writing from own writing folder, share it with peers, and then revise it by adding more information based on the ideas provided by peers. Ex. Share writing with the teacher using a talking word processor to read it out loud, listen to the teacher talk about the writing, and then add more information based on what the teacher says.</p> <p>Level II Students will:</p> <p>EEW.3.5. With guidance and support from adults and peers, add more to own writing. Ex. Working with a small group of peers to write a thank you note to a parent who helped the class, write one word and add another when a peer says, “Tell them why you’re thanking them,” or “tell them more about why you liked them helping.” Ex. Write using a talking word processor, read it back to the group using the software, and then add more when suggestions are offered by peers.</p> <p>Level I Students will:</p> <p>EEW.3.5. With guidance and support, produce writing. Ex. Working on a tablet computer with an onscreen keyboard that speaks the letter names, select letters to produce writing. Ex. Using two-switch partner-assisted scanning, direct an adult to point to/say the next letter of the alphabet and indicate, “Write that one down.” when the teacher points to/says a desired letter.</p>

Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 6 : Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 3	Standard 6 (W.3.6)
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Quarter 1:	Quarter 2: With guidance and support: <ul style="list-style-type: none"> • use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools) • know how to use technology to produce writing and to interact with others • know how to use technology to edit and revise writing With guidance and support: <ul style="list-style-type: none"> • select appropriate technology tools that fit the intended audience and purpose With guidance and support: <ul style="list-style-type: none"> • perform keyboarding skills • use technology to develop, revise, edit, and publish writing • use technology to interact and collaborate with others 	Quarter 3:	Quarter 4: With guidance and support: <ul style="list-style-type: none"> • use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools) • know how to use technology to produce writing and to interact with others • know how to use technology to edit and revise writing With guidance and support: <ul style="list-style-type: none"> • select appropriate technology tools that fit the intended audience and purpose With guidance and support: <ul style="list-style-type: none"> • perform keyboarding skills • use technology to develop, revise, edit, and publish writing • use technology to interact and collaborate with others

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with guidance and support from adults:</p> <p>use technology to produce and publish writing</p> <p>use keyboarding skills</p> <p>use technology to interact and collaborate with others</p>	<p>guidance and support from adults</p> <p>use technology</p> <p>produce</p> <p>publish</p> <p>keyboarding skills</p> <p>interact and collaborate with others</p>	<p>Students know:</p> <p>when to use guidance and support from adults</p> <p>technology can be used to produce and publish writing</p> <p>techniques for using technology to interact and collaborate with peers</p> <p>vocabulary: technology, interact, collaborate, keyboard</p>	<p>Students understand that/are able to:</p> <p>use adult guidance and support</p> <p>use technology to produce and publish writing</p> <p>use keyboarding skills</p> <p>use technology to interact and collaborate with others</p> <p>Students understand that technology may be used to produce and publish writing as well as interact and collaborate with others.</p>	<p>EEW.3.6. With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.</p>	<p>Level IV Students will:</p> <p>EEW.3.6. Use technology to produce writing while interacting and collaborating with others.</p> <p>Ex. Use a single switch to scan through choices in an onscreen word bank and peers expand on the word in a collaborative writing project.</p> <p>Ex. Use an alternative keyboard or standard keyboard to work with a peer to produce a collaborative writing project.</p> <p>Ex. Use assistive technology to write back and forth with another Level IV student in a digital written conversation environment (e.g., e-mail, text message).</p> <p>Ex. Use assistive technology to compose responses to teacher questions in a digital publishing environment (e.g., blogs or wikis).</p> <p>Level III Students will:</p> <p>EEW.3.6. With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.</p> <p>Ex. With guidance and support from adults, use a single switch to scan through choices in an onscreen word bank and peers expand on the word in a collaborative writing project.</p> <p>Ex. With guidance and support from adults, use an alternative keyboard while a peer uses a standard keyboard for the pair to work together in producing a collaborative writing project.</p> <p>Ex. With guidance and support from adults, use assistive technology to post a comment in response to a text posted on an Internet site (e.g., a children’s reading site, a class science blog, or a children’s author’s homepage).</p> <p>Ex. With guidance and support, use assistive technology to engage in instant messaging with another student or volunteer in a digital communication environment (e.g., a cellphone, an online communication site).</p> <p>Level II Students will:</p> <p>EEW.3.6. With guidance and support from adults, use technology to produce writing.</p> <p>Ex. Working with the teacher, use a switch to scan through choices in an onscreen word bank and select words to produce writing.</p> <p>Ex. Working with the classroom aide, use spelling prediction and voice output to compose simple texts for inclusion in a class anthology.</p>

					<p>Ex. Working with an adult and word prediction software, select a letter on the keyboard, scan through the choices that are produced by the word prediction software, and select a word to produce writing.</p> <p>Ex. With guidance and support from adults, use a single switch to scan through choices in an onscreen word bank and peers expand on the word(s) in a collaborative writing project.</p> <p>Level I Students will:</p> <p>EEW.3.6. With guidance and support from adults, use technology to produce written communications.</p> <p>Ex. With guidance and support from an adult, use a multiple message voice output device to make a choice, which is then written down, read aloud to the student, and acted upon.</p> <p>Ex. With guidance and support from an adult, use an app on a tablet device to make a comment, which is saved and/or printed.</p> <p>Ex. Take turns selecting preprogrammed messages from an alternative keyboard, listen as the message is read/typed by a talking word processing program, and then observe as others act on the message (e.g., “May I please have another book to read?” “Could I please go to the writing center now?” “Is it time for recess?”).</p>
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Common Core ELA Pacing Guide
3rd Grade

College and Career Readiness (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Strand: Writing		Cluster: Build and Present Knowledge	Grade: 3	Standard 7 (W.3.7)
Conduct short research projects that build knowledge about a topic.	Quarter 1:	Quarter 2: Conduct shared research using various sources and tools Examine information gathered during shared research Discriminate between relevant and irrelevant information Participate in short research projects to gain knowledge of a specific topic	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: conduct short research projects about topics of individual interest to build understandings of the topics	conduct short research projects build knowledge	Students know: research is a way to build knowledge steps in the research process (i.e. define question, locate resources, evaluate and use information, organize findings,	Students understand that/are able to: select a topic for short research locate resources to learn about topic use a graphic organizer to record	EEW.3.7. Gather information about a topic for a group research project.	Level IV Students will: EEW.3.7. Gather information about a topic from multiple sources for a group research project. Ex. Use sticky notes to mark pages in several books where there is information for a group research project. Ex. Given screen reading software that reads the text on a webpage, interact with two or more websites to identify information to include in a group research project. Ex. Use assistive technology and visual planning software to take notes that can be transferred to digital authoring software for expansion. Level III Students will: EEW.3.7. Gather information about a topic from one source for a group research

		<p>share findings, etc.)</p> <p>vocabulary: topic, research process</p>	<p>thoughts</p> <p>build knowledge about a topic through research</p> <p>Students understand that research is a way to build knowledge about a topic.</p>	<p>project.</p> <p>Ex. Given a text displayed on an interactive whiteboard, select one piece of information to include in a group research activity.</p> <p>Ex. Given screen reading software that reads the text on a webpage, select information to include in a group research project.</p> <p>Ex. With guidance and support, locate information, then copy and paste it from a digital document into the group’s digital writing software.</p> <p>Level II Students will:</p> <p>EEW.3.7. With guidance and support, gather information about a topic from one source for a group research project.</p> <p>Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify one piece of information to include in a group research project.</p> <p>Ex. Given screen reading software that reads the text on a webpage, work with peers to identify information to include in a group research project.</p> <p>Level I Students will:</p> <p>EEW.3.7. With guidance and support, explore one information source while writing.</p> <p>Ex. Use a single switch to advance through the pages of a digitized text, while using assistive technology.</p> <p>Ex. Explore a webpage with a screen reader on a tablet device, then use assistive technology to type letters while looking at a picture from the webpage.</p> <p>Ex. While looking through a digital presentation of pictures related to a group’s research project, choose letters and words to accompany a picture, which will be added to the project.</p> <p>Ex. Select a digital picture for a classmate to add to the project and write about, always reading aloud the resulting product to Level I Students.</p>
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Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Strand: Writing		Cluster: Build and Present Knowledge	Grade: 3	Standard 8 (W.3.8)
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Quarter 1:	Quarter 2: Recognize print and digital sources Gather information from print and digital sources Provide brief notes from sources Sort evidence from sources into provided categories	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: recall information from experiences gather information from print and digital sources take brief notes on sources	recall information gather information from print and digital sources brief notes	Students know: the difference between print and digital sources techniques for taking brief notes on sources techniques for sorting	Students understand that/are able to: recall information from experience - locate print and digital sources -take brief notes on sources -sort evidence into	EEW.3.8. Sort information into two provided categories and write information learned about them.	Level IV Students will: EEW.3.8. Sort information into three or more provided categories and write information learned about them. Ex. Given pictures and words from a science unit, separate into piles information about birds, fish, and reptiles, and write down one thing learned about each. Ex. Given three characters’ names, following reading or listening to a story, use assistive technology to write one characteristic of each (e.g., Lucy - bossy, Charlie Brown - nice, Pigpen - dirty). Level III Students will:

<p>sort evidence into provided categories</p>	<p>sort evidence provided categories</p>	<p>knowledge into given categories</p> <p>vocabulary: print, digital sources, notes, evidence, categories, sources</p>	<p>provided categories</p> <p>Students understand that research involves recalling experiences or gathering information from print and digital sources.</p>		<p>EEW.3.8. Sort information into two provided categories and write information learned about them.</p> <p>Ex. With guidance and support, given a list of adjectives that describe people, sort them into words that are nice and not nice, then write a summary statement about one or both categories (e.g., Nice people help. Mean people hurt you.).</p> <p>Ex. With guidance and support, list tools and clothing used when planting in the class garden, and then make a statement about the use of each (e.g., Clothing helps skin. Tools dig dirt.)</p> <p>Level II Students will:</p> <p>EEW.3.8. With guidance and support, sort information into provided categories and label the categories.</p> <p>Ex. Working with the teacher who identifies the categories each time, the student selects another piece of information and places each piece of information into the appropriate category.</p> <p>Ex. Working with a small group, sort adjectives that describe people, and then name the categories (e.g., nice/not nice, friendly/mean), and write a group repeated line text (e.g., Nice people help. Nice people smile. Nice people say please.).</p> <p>Ex. With guidance and support of an adult, given pictures or words displayed on an interactive whiteboard, drag them into two boxes, label the categories, and write a statement about what is known about the categories (e.g., drag rake, shovel, and hoe into a category and name it tools and then write as a group, “Tools help you work.”).</p> <p>Level I Students will:</p> <p>EEW.3.8. With guidance and support, identify information related to a given topic and write about it.</p> <p>Ex. With guidance and support, indicate information about a given topic (e.g., During lunch, the teacher holds up the milk carton and half of a sandwich and asks the student to “Show me the drink,” and the student eye gazes, points to, or touches the milk, and the teacher adds to a nearby drink/eat chart, “Sam drinks milk.”).</p> <p>Ex. With guidance and support, indicate words and pictures related to a given topic (e.g., Given a topic of favorite foods, add relevant pictures, and then using a word bank to choose and print “Yummy.”).</p>
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Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 10: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Strand: Writing		Cluster: Range of Writing	Grade: 3	Standard 10 (W.3.10)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>Identify the various purposes for writing</p> <p>Identify and understand the various organizational structures related to different genres or purposes for writing</p> <p>Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>Determine the appropriate organizational structure needed for specific audiences and purposes</p> <p>Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences</p>	<p>Identify the various purposes for writing</p> <p>Identify and understand the various organizational structures related to different genres or purposes for writing</p> <p>Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>Determine the appropriate organizational structure needed for specific audiences and purposes</p> <p>Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audience</p>	<p>Identify the various purposes for writing</p> <p>Identify and understand the various organizational structures related to different genres or purposes for writing</p> <p>Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>Determine the appropriate organizational structure needed for specific audiences and purposes</p> <p>Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audience</p>	<p>Identify the various purposes for writing</p> <p>Identify and understand the various organizational structures related to different genres or purposes for writing</p> <p>Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>Determine the appropriate organizational structure needed for specific audiences and purposes</p> <p>Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
With practice and support, students: produce writing for a range of tasks, purposes, and audiences,	write routinely range of tasks,	Students know: techniques for writing in short and/or	Students understand that/are able to: complete various pieces of writing	EEW.3.10. Write routinely for a variety of tasks, purposes, and audiences.	Level IV Students will: EEW.3.10. Write routinely with elaboration for a variety of tasks, purposes, and audiences. Ex. Write a note providing basic details about a favorite activity to include in the home-school notebook.

<p>including writing in short and/or extended time frames.</p>	<p>purposes, and audiences</p> <p>extended time frames</p> <p>shorter time frames</p>	<p>extended time frames</p> <p>task specific writing procedures</p> <p>techniques for creating writing appropriate for specific audiences and purposes</p>	<p>over varying lengths of time</p> <p>organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</p> <p>Students understand that writing pieces are organized and developed based on task, audience, and purpose.</p>		<p>Ex. Send an e-mail to a friend about a recent activity and ask a question of the friend.</p> <p>Ex. Collaboratively author a poem with a classmate.</p> <p>Level III Students will: EEW.3.10. Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project. Ex. Engage in written dialogue with a classmate (e.g., instant messaging or passing paper notes).</p> <p>Level II Students will: EEW.3.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank and alphabet access on the computer, write a note to include in the home-school notebook. Ex. Using a template with blanks to fill in, send an e-mail to a friend (e.g., Hi, _____. I like to _____. What do you like? Your friend, _____.). Ex. With guidance and support, write labels to go with a display for a group research project.</p> <p>Level I Students will: EEW.3.10. With guidance and support, communicate routinely for a variety of purposes and audiences. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, use the device to make comments during shared reading, which are written into a group comments page and reread aloud by the teacher to the group. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, tell how they feel, which is then added to a class “Feelings Log” (e.g., Today is Monday, Dec. 3. John feels [happy]. Sarah feels [tired]. Ashley feels [sad].).</p>
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Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 3	Standard 1 (SL.3.1)
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and</p>	<p>Quarter 1:</p> <p>Identify:</p> <ul style="list-style-type: none"> key ideas from reading texts agreed-upon rules for discussion ways to listen effectively <p>Know how to ask a question</p> <p>Identify key ideas presented during discussion</p> <p>Relate information read to discussion topics</p> <p>Evaluate implementation of discussion rules</p> <p>Formulate questions and responses based on comments made by others during discussion</p> <p>Explain the topic using personal ideas, opinions, and reasoning</p> <p>Engage in a variety of discussions by sharing acquired and prior knowledge of grade 3 topics and texts</p>	<p>Quarter 2:</p> <p>Identify:</p> <ul style="list-style-type: none"> key ideas from reading texts agreed-upon rules for discussion ways to listen effectively <p>Know how to ask a question</p> <p>Identify key ideas presented during discussion</p> <p>Relate information read to discussion topics</p> <p>Evaluate implementation of discussion rules</p> <p>Formulate questions and responses based on comments made by others during discussion</p> <p>Explain the topic using personal ideas, opinions, and reasoning</p> <p>Engage in a variety of discussions by sharing acquired and prior knowledge of grade 3 topics and texts</p>	<p>Quarter 3:</p> <p>Identify:</p> <ul style="list-style-type: none"> key ideas from reading texts agreed-upon rules for discussion ways to listen effectively <p>Know how to ask a question</p> <p>Identify key ideas presented during discussion</p> <p>Relate information read to discussion topics</p> <p>Evaluate implementation of discussion rules</p> <p>Formulate questions and responses based on comments made by others during discussion</p> <p>Explain the topic using personal ideas, opinions, and reasoning</p> <p>Engage in a variety of discussions by sharing acquired and prior knowledge of grade 3 topics and texts</p> <p>Listen actively to discussions and presentations</p>	<p>Quarter 4:</p> <p>Identify:</p> <ul style="list-style-type: none"> key ideas from reading texts agreed-upon rules for discussion ways to listen effectively <p>Know how to ask a question</p> <p>Identify key ideas presented during discussion</p> <p>Relate information read to discussion topics</p> <p>Evaluate implementation of discussion rules</p> <p>Formulate questions and responses based on comments made by others during discussion</p> <p>Explain the topic using personal ideas, opinions, and reasoning</p> <p>Engage in a variety of discussions by sharing acquired and prior knowledge of grade 3 topics and texts</p> <p>Listen actively to discussions and presentations</p>

understanding in light of the discussion.	Listen actively to discussions and presentations Follow agreed-upon rules for discussion Ask questions to check understanding of discussion or presentation Connect comments to the remarks of others Express ideas clearly	Listen actively to discussions and presentations Follow agreed-upon rules for discussion Ask questions to check understanding of discussion or presentation Connect comments to the remarks of others Express ideas clearly	Follow agreed-upon rules for discussion Ask questions to check understanding of discussion or presentation Connect comments to the remarks of others Express ideas clearly	Follow agreed-upon rules for discussion Ask questions to check understanding of discussion or presentation Connect comments to the remarks of others Express ideas clearly
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students engage effectively in a range of discussions with a variety of participants, demonstrating the ability to: be prepared by reading or studying required materials explore and use ideas gained from preparation listen attentively gain the floor respectfully speak one at a time ask clarifying questions	engage effectively range of collaborative discussions diverse partners grade 3 topics and texts build on others' ideas expressing ideas clearly	Students know: techniques to prepare for discussions how to incorporate known information about the topic into the discussion agreed-upon rules for discussions how to stay on topic asking questions aids understanding	Students understand that/are able to: prepare for collaborative discussions explore ideas gained in preparation listen attentively to discussions about grade 3 topics and texts add to discussions about grade 3 topics and texts	EESL.3.1. Participate in collaborative opportunities. Engage in collaborative interactions about texts. Listen to others' ideas before responding. Ask questions that link to ideas of others. Express ideas clearly.	Level IV Students will: EESL.3.1.a. Initiate collaborative interactions about texts. Ex. After reading <i>The Day it Rained Tortillas</i> , describe the rain. Ex. After hearing the story of <i>The Gingerbread Man</i> , describe the gingerbread man. EESL.3.1.b. Listen and seek confirmation or clarification of others' ideas before responding. Ex. Ask a peer for confirmation of their statement in a discussion of a folktale (<i>The Day it Rained Tortillas</i> or <i>African Myths and Folktales</i>) before adding own ideas. Ex. Ask the teacher, "What?" to get clarification on directions before responding. EESL.3.1.c. Ask questions to check understanding of ideas of others. Ex. Ask a peer, "How do you know?" when the peer makes an inference about a text during guided reading. Ex. Ask the teacher, "What do we do?" to seek clarification when a question is not heard or understood. EESL.3.1.d. Explain ideas clearly. Ex. When the teacher asks students to explain their favorite part of <i>Ramona Quimby, Age 8</i> , the student answers, "Ramona break egg. It funny. Egg head." Ex. During the morning meeting, when the teacher asks, "How should we decorate our bulletin board today?," reply, "Blue, planets, stars, like a map."

<p>stay on topic</p> <p>link their comments to the remarks of others</p> <p>explain their own ideas and understanding</p>	<p>come to discussions prepared</p> <p>agreed-upon rules for discussions</p> <p>ask questions</p> <p>link their comments to the remarks of others</p>	<p>techniques to link their remarks to the remarks of others</p> <p>how to explain their own ideas</p>	<p>gain the floor in respectful ways</p> <p>take turns speaking</p> <p>stay on topic</p> <p>link their comments to the remarks of others</p> <p>discuss topics or text one-on-one or in groups</p> <p>participate in teacher-led discussions</p> <p>ask clarifying questions</p> <p>ask for more information</p> <p>explain their own ideas</p> <p>Students understand that engaging in effective discussions involves preparation, listening, asking clarifying questions, and explaining their own ideas.</p>		<p>Level III Students will:</p> <p>EESL.3.1.a. Engage in collaborative interactions about texts. Ex. Sign, “fox ate man” to build upon a peer’s response when the teacher asks the small group, “What happened to the gingerbread man at the end of the story?” and a peer replies, “he ate him.” Ex. After hearing the story of <i>The Gingerbread Man</i>, contribute words that describe the gingerbread man to the list being generated by peers. Ex. After shared reading of a fable in a small group, take turns talking about the fable with the teacher’s involvement. Ex. In cooperative group, tell how the story is like his/her life.</p> <p>EESL.3.1.b. Listen to others’ ideas before responding. Ex. Respond appropriately to indicate agreement or disagreement with the comments of others. Ex. Answer questions about what a peer has offered in a discussion. Ex. Add a comment following a peer’s statement that indicates they have listened to the peer’s idea.</p> <p>EESL.3.1.c. Ask questions that link to ideas of others. Ex. After listening to the book, <i>Ramona Quimby, Age 8</i>, a peer says, “I like her,” the student asks, “Who?” Ex. After a peer offers an idea about what happened in a story or activity, asks, “What about . . . ?”</p> <p>EESL.3.1.d. Express ideas clearly. Ex. When the teacher asks what Ramona did with the egg, use a voice output device to combine words and say, “head break.” Ex. During the morning meeting, when the teacher asks, “How should we decorate our bulletin board today?,” reply, “blue, planets, stars.”</p> <p>Level II Students will:</p> <p>EESL.3.1.a. Engage in multiple-turn exchanges with peers. Ex. During lunchtime, communicate about the weekend by taking multiple turns with peers and adults who are sitting at the table. Ex. Work with a peer to identify the animals that were in the gingerbread man story by eye gazing to pictures of the animals while the peer writes a list.</p> <p>EESL.3.1.b. With guidance and support, listen to others’ ideas before responding. Ex. Wait for a peer to finish talking when an adult says, “Let Sally finish,” and then</p>
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					<p> nods or signs to indicate agreement with the peer’s idea. Ex. Wait to provide a word that describes the gingerbread man when the teacher says, “One at a time. John is going first.”</p> <p>EESL.3.1.c. With guidance and support, ask questions that link to ideas of others. Ex. The teacher points to the three animals that chased the gingerbread man and says, “John liked the dog. Can you ask him why?” Then, the student uses a multiple message voice output device to ask, “Why dog?”</p> <p>EESL.3.1.d. With guidance and support, express ideas. Ex. When the teacher shows two illustrations from the book and describes each, point to their favorite when asked, “Show me your favorite.” Ex. During the morning meeting, when the teacher shows students three colors of construction paper and says, “We are going to decorate our bulletin board for our unit on the planets. What color should we make the background?,” eye gazes to black.</p> <p>Level I Students will:</p> <p>EESL.3.1.a. Communicate an idea to the teacher or peer. Ex. Focuses on the picture of the gingerbread man in the book, when asked who the story was about. Ex. Select the message <i>more</i> from a multiple location communication device when the teacher says, “We’re all done for now.”</p> <p>EESL.3.1.b. With guidance and support, add to or support others’ ideas. Ex. With guidance and support, respond yes or no after the teacher says, “John said the gingerbread man was brave. Do you think he was brave?” Ex. After interrupting when a peer or teacher is talking (e.g., vocalizing, speaking, activating communication device), student quiets when teacher reminds him or her to “Wait until Jose has finished.”</p> <p>EESL.3.1.c. With guidance and support, ask questions of others. Ex. Uses a single message voice output device to ask, “What?” during a small group discussion after shared reading of a book. Ex. Selects from three question words (<i>what, where, when</i>) on a voice output device to ask questions of peers during a literature circle.</p> <p>EESL.3.1.d. Communicate an idea to teacher or peer. Ex. Focuses on the picture of the gingerbread man in the book, when asked who the story was about. Ex. Select the message <i>more</i> from a multiple location communication device when the teacher says, “We’re all done for now.”</p>
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College and Career Readiness (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.					
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 3	Standard 2 (SL.3.2)	
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
		Determine the main idea of an oral or media presentation including: <ul style="list-style-type: none"> • visual • quantitative • oral Determine supporting details of an oral or media presentation including: <ul style="list-style-type: none"> • visual • quantitative • oral 	Determine the main idea of an oral or media presentation including: <ul style="list-style-type: none"> • visual • quantitative • oral Determine supporting details of an oral or media presentation including: <ul style="list-style-type: none"> • visual • quantitative • oral 		

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>During or after listening or viewing, students:</p> <p>determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats</p>	<p>determine</p> <p>main ideas</p> <p>supporting details</p> <p>diverse media and formats, including visually, quantitatively, and orally</p>	<p>Students know:</p> <p>techniques to determine main ideas of a text read aloud or information presented in diverse media and formats</p> <p>techniques to identify supporting details of a text read aloud or information presented in diverse media and formats</p> <p>vocabulary words: main idea, supporting details</p>	<p>Students understand that/are able to:</p> <p>determine main ideas of a text read aloud or information presented in diverse media and formats</p> <p>identify supporting details of a text read aloud or information presented in diverse media and formats</p> <p>Students understand that in order to comprehend text read aloud or information presented in diverse formats (including visually, quantitatively, and orally), they must be able to determine main ideas and supporting details.</p>	<p>EESL.3.2. Ask and answer questions about details from a text read aloud or information presented orally or through other media.</p>	<p>Level IV Students will: EESL.3.2. Recount key details from a text read aloud or information presented orally or through other media. Ex. After hearing the story of Ruby Bridges read aloud, describe Ruby as a brave, young Black girl. Ex. Say, “Ruby really wanted to go to school.” when asked to identify an important event in the story.</p> <p>Level III Students will: EESL.3.2. Ask and answer questions about details from a text read aloud or information presented orally or through other media. Ex. Pick from choices to answer questions about key details presented in a story read aloud (“What did Ruby want to do?”) and follow by asking a question. Ex. Answer yes or no question about a story that was read aloud (e.g., indicates correct response when asked if Ruby went to school) and follow with question, “Why she go?” Ex. Ask a question about information that is shared about the schedule (“Can we go outside?”) and respond to the teacher’s question that follows (“What do you want to play?”).</p> <p>Level II Students will: EESL.3.2. Answer questions about details from a text read aloud or information presented orally or through other media. Ex. Answer yes or no questions about a key detail presented in a story read aloud (e.g., indicates “no” when asked if Ruby was in the story). Ex. Select the picture symbol from an array to answer a question about a video clip the teacher shared with the class.</p> <p>Level I Students will: EESL.3.2. Attend to media presentations. Ex. Maintain attention to the screen during a short video presentation. Ex. Respond when asked, “Do you like this?” to indicate attention during a teacher-conducted demonstration.</p>

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College and Career Readiness (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 3	Standard 3 (SL.3.3)
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	<p>Identify where questioning is needed about what a speaker says</p> <p>Identify appropriate elaboration and detail when answering questions about information from a speaker</p> <p>Formulate appropriate questions about information from a speaker</p> <p>Formulate answers about information from a speaker, offering appropriate elaboration and detail</p> <p>Ask detailed questions about information from a speaker</p> <p>Answer questions about information from a speaker, offering appropriate elaboration and detail</p>	<p>Identify where questioning is needed about what a speaker says</p> <p>Identify appropriate elaboration and detail when answering questions about information from a speaker</p> <p>Formulate appropriate questions about information from a speaker</p> <p>Formulate answers about information from a speaker, offering appropriate elaboration and detail</p> <p>Ask detailed questions about information from a speaker</p> <p>Answer questions about information from a speaker, offering appropriate elaboration and detail</p>	<p>Identify where questioning is needed about what a speaker says</p> <p>Identify appropriate elaboration and detail when answering questions about information from a speaker</p> <p>Formulate appropriate questions about information from a speaker</p> <p>Formulate answers about information from a speaker, offering appropriate elaboration and detail</p> <p>Ask detailed questions about information from a speaker</p> <p>Answer questions about information from a speaker, offering appropriate elaboration and detail</p>	<p>Identify where questioning is needed about what a speaker says</p> <p>Identify appropriate elaboration and detail when answering questions about information from a speaker</p> <p>Formulate appropriate questions about information from a speaker</p> <p>Formulate answers about information from a speaker, offering appropriate elaboration and detail</p> <p>Ask detailed questions about information from a speaker</p> <p>Answer questions about information from a speaker, offering appropriate elaboration and detail</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>During or after listening or viewing, students ask and answer questions:</p> <p>about information from a speaker</p> <p>offering appropriate elaboration and detail</p>	<p>ask and answer questions</p> <p>appropriate elaboration and detail</p>	<p>Students know:</p> <p>techniques for attentive listening</p> <p>common question stems for gathering information from a speaker</p> <p>appropriate responses to questions include elaboration and detail</p>	<p>Students understand that/are able to:</p> <p>listen attentively</p> <p>ask and answer questions about information from a speaker</p> <p>provide answers to questions with appropriate elaboration and detail</p> <p>Students understand that listeners ask questions to seek help or get information.</p>	<p>EESL.3.3. Ask or answer questions about what a speaker says.</p>	<p>Level IV Students will: EESL.3.3. Initiate a question or answer related questions about what a speaker says. Ex. After listening to a peer present information on a topic, ask, “Was it fun?” and then respond when the peer says, “Yeah, it was fun. Do you want to try it?” Ex. After listening to a teacher explain a new topic, answer a direct question from the teacher and then ask a question (e.g., Answers “banana” when asked about favorite fruit, then asks, “What you like?”).</p> <p>Level III Students will: EESL.3.3. Ask or answer a question about what a speaker says. Ex. After listening to the teacher give directions about a class activity, answer the question, “What do we do first?” by pointing to the station where they should start. Ex. After listening to the teacher give directions about a class activity, ask a question using a multiple message voice output device combining the words, “Who with me?”</p> <p>Level II Students will: EESL.3.3. Answer questions about what a speaker says. Ex. Repeat the directions when a teacher asks, “What do you need to do next?” Ex. Answer the question, “What do you want?” after the person working the lunch line states the options.</p> <p>Level I Students will: EESL.3.3. With guidance and support, respond to questions about presented information. Ex. With guidance and support, after listening to directions for an activity, look at the center where the activity will begin when asked, “Where do you go now?” Ex. With guidance and support after listening to an adult read the options for lunch, eye gaze to the photograph of desired meal.</p>

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College and Career Readiness (CCR) Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 3	Standard 4 (SL.3.4)
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Quarter 1:	Quarter 2: Identify: <ul style="list-style-type: none"> • topic • facts • descriptive details Identify and recall an experience Identify: <ul style="list-style-type: none"> • clearly pronounced and enunciated words • understandable pace Determine: <ul style="list-style-type: none"> • appropriate supportive facts • relevant descriptive details Speak clearly at an understandable pace while: <ul style="list-style-type: none"> • reporting on topic or text • telling a story • recounting an experience with appropriate facts and relevant, descriptive details 	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Speaking clearly and at an understandable pace, students use appropriate facts and relevant, descriptive details to:</p> <p>report on a topic or text</p> <p>tell a story</p> <p>recount an experience</p>	<p>report on a topic or text</p> <p>tell a story</p> <p>recount an experience</p> <p>appropriate facts</p> <p>relevant, descriptive details</p> <p>speaking clearly</p> <p>understandable pace</p>	<p>Students know:</p> <p>techniques for selecting facts and details that make ideas clear and engaging for audience</p> <p>techniques for speaking clearly</p> <p>techniques for speaking at an understandable pace</p>	<p>Students understand that/are able to speak clearly and at an understandable pace to:</p> <p>report on a topic or text</p> <p>tell about a story</p> <p>recount an experience</p> <p>clearly convey appropriate facts to the audience</p> <p>clearly convey relevant, descriptive details to the audience</p> <p>engage the audience</p> <p>Students understand that the technique, ideas, and organization of a speaker impact the engagement and understanding of the audience.</p>	<p>EESL.3.4. Recount a personal experience including details.</p>	<p>Level IV Students will: EESL.3.4. Recount a personal experience including descriptive details. Ex. Use a multiple voice output communication device to report on weekend activities during a morning meeting, saying “Shopping with mom. New red shoes, funny DVD.” Ex. Tell a story about an event on the playground saying, “I swing really high. Jump off!”</p> <p>Level III Students will: EESL.3.4. Recount a personal experience including details. Ex. Using a multiple message voice output device, select three pictures to show how he or she made the cookie. Ex. Use a multiple voice output communication device to report on weekend activities during a morning meeting, saying, “Shopping with mom. Shoes, DVD, lunch.”</p> <p>Level II Students will: EESL.3.4. Use pictures or other visual or tactual supports to recount a personal experience including details. Ex. Use the class’ recipe (with printed steps, accompanied by pictures) to recount the steps to making cookies including details (e.g., “I put frosting on cookie – eyes and mouth. I ate him!”). Ex. Look at a photo of the class at the museum and uses multiple message voice output device to say, “Friends went bus. Saw dinosaurs.”</p> <p>Level I Students will: EESL.3.4. With guidance and support, communicate a personal experience. Ex. During the morning meeting, select a single message on My News page in communication system that has been programmed to say, “We went shopping this weekend. I got new shoes. Check them out! Aren’t they cool?” (Note: Student selects a single button on communication device to say this whole message.) Ex. During snack time, tell group, “I make cookies.” Ex. Given two options verbally of how to eat a gingerbread man, repeat the one they prefer.</p>

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College and Career Readiness (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 3	Standard 5 (SL.3.5)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.			Recognize “engaging” audio recordings Identify: <ul style="list-style-type: none"> • fluid reading • facts or details Emphasize/enhance facts by adding visual displays when appropriate Emphasize/enhance details by adding visual displays when appropriate Read stories or poems fluently for audio recordings Create audio recordings that demonstrate fluid reading Create visual displays	

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>use appropriate fluency and rate to create engaging audio recordings of original or published stories or poem.</p> <p>add displays to emphasize or enhance facts or details of an original or published story or poem</p>	<p>create</p> <p>engaging audio recordings</p> <p>demonstrate fluid reading</p> <p>understandable pace</p> <p>visual displays</p> <p>when appropriate to emphasize or enhance</p>	<p>Students know:</p> <p>steps for creating audio recordings</p> <p>features of engaging audio recordings</p> <p>characteristics of fluid reading</p> <p>characteristics of understandable pace</p> <p>when a visual display could be used to emphasize facts or details</p> <p>techniques for creating a visual display that emphasizes facts or details</p>	<p>Students understand that/are able to:</p> <p>create an engaging audio recording</p> <p>demonstrate fluid reading</p> <p>speak at an understandable pace</p> <p>create visual display to emphasize facts or details</p> <p>Students understand that a speaker adapts his/her message for a particular audience by adding drawings, audio, or visual displays to clarify important details.</p>	<p>EESL.3.5. Create a multimedia presentation of a story or poem.</p>	<p>Level IV Students will: EESL.3.5. Create a media production of a story or poem, including text. Ex. Write the text and select images, sound effects, music, or recording to go with a favorite poem. Ex. Use a multiple message voice output device to sequence the lines of a favorite poem to put them in order in a multimedia version of the poem. Ex. Write a story about making cookies and add visuals or other features to create a multimedia version to share with the class.</p> <p>Level III Students will: EESL.3.5. Create a multimedia presentation of a story or poem. Ex. Select images and add sound effects, music, and/or recording to go with a favorite poem. Ex. Sequence the pages of a favorite story to put them in order in a multimedia version of the book. Ex. Record the cookie-making story and play it for the class, hitting switch to display several pictures to go with the story.</p> <p>Level II Students will: EESL.3.5. Participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text. Ex. Use a single message voice output device to record the repetitive phrase to play at appropriate times in the story (e.g., “Run, run, as fast as you can . . .”). Ex. Select the images to accompany a text typed and recorded by partners in a group.</p> <p>Level I Students will: EESL.3.5. With guidance and support, participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text. Ex. With cueing from peers, use a single message voice output device with the repetitive phrase recorded to play at appropriate times in the story (“Run, run, as fast as you can . . .”). Ex. Given a choice of two good photos selected by peers to accompany a page in a PowerPoint presentation of a story, use eye gazes to select the one they will use.</p>

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College and Career Readiness (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 3	Standard 6 (SL.3.6)
<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>Quarter 1:</p> <p>Recognize complete sentences in writing and when spoken</p> <p>Identify the audience</p> <p>Recognize task and situation</p> <p>Differentiate when situation calls for speaking in complete sentences</p> <p>Interpret requested detail or clarification</p> <p>Formulate a response</p> <p>Speak in complete sentences when appropriate to task and situation</p> <p>Respond to answer questions or to clarify</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>When appropriate to task and situation, students:</p> <p>speak in complete sentences to provide requested detail or clarification</p>	<p>speak</p> <p>complete sentences</p> <p>appropriate to task and situation</p> <p>provide requested detail</p> <p>provide clarification</p>	<p>Students know:</p> <p>what is included in a complete sentence</p> <p>what types of tasks and situations require speaking in complete sentences</p> <p>techniques for providing requested detail when speaking</p> <p>techniques for providing clarification when speaking</p>	<p>Students understand that/are able to:</p> <p>verbally produce complete sentences</p> <p>adapt their speech appropriately to task and situation</p> <p>identify tasks which require the use of speaking in complete sentences</p> <p>identify situations which require the use of speaking in complete sentences</p> <p>use speech to provide requested details</p> <p>use speech to provide clarification</p> <p>Students understand that a speaker varies his/her technique based on task and situation.</p>	<p>EESL.3.6. Combine words for effective communication to clarify thoughts, feelings, and ideas.</p>	<p>Level IV Students will: EESL.3.6. Speak in complete sentences to clarify thoughts, feelings, and ideas. Ex. Says, “I like yummy cookie!” after eating cookie. Ex. After the student says, “sad,” the teacher asks, “Who is sad?” and the student replies, “He is sad,” and looks across room at classmate.</p> <p>Level III Students will: EESL.3.6. Combine words for effective communication to clarify thoughts, feelings, and ideas. Ex. The teacher looks at the student and says, “You look happy. Why are you happy?,” the student says, “I like cookie!” Ex. Use a multiple message voice output device to combine the words, “I want it.” When the teacher asks, “What do you mean, it?” the student selects the symbol for “book.”</p> <p>Level II Students will: EESL.3.6. Combine words to communicate thoughts, feelings, and ideas. Ex. Sign “More cookie!” Ex. Point at the book on the table and says, “I want it.”</p> <p>Level I Students will: EESL.3.6. With guidance and support, communicate thoughts, feelings, and ideas. Ex. Student points to cookie and the adult responds, “Oh, you want more cookies?” Then, the adult signs <i>more</i>. The student imitates <i>more</i> and eats another cookie. Ex. The teacher notices that the student is looking sad and says, “You look sad. Are you sad?” and the student responds, yes or no.</p>

Common Core ELA Pacing Guide
3rd Grade

College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Strand: Language		Cluster: Conventions of Standard English	Grade: 3	Standard 1 (L.3.1)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Explain function of:</p> <ul style="list-style-type: none"> nouns pronouns verbs adjectives adverbs <p>in general and in particular sentences</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Identify abstract nouns</p> <p>Demonstrate command of the conventions of standard English grammar and usage when speaking:</p> <ul style="list-style-type: none"> form and use regular and irregular plural nouns use abstract nouns <p>Recognize complex sentences</p> <p>Produce:</p> <ul style="list-style-type: none"> simple compound complex sentences 	<p>Recognize coordinating and subordinating conjunctions</p> <p>Recognize complex sentences</p> <p>Demonstrate command of the conventions of standard English grammar and usage when speaking:</p> <ul style="list-style-type: none"> form and use regular and irregular verb form and use the simple verb tenses use coordinating and subordinating conjunctions <p>Recognize complex sentences</p> <p>Produce:</p> <ul style="list-style-type: none"> simple compound complex sentences 	<p>Choose between comparative and superlative adjectives and adverbs</p> <p>Demonstrate command of the conventions of standard English grammar and usage when speaking:</p> <ul style="list-style-type: none"> form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified <p>Recognize complex sentences</p> <p>Produce:</p> <ul style="list-style-type: none"> simple compound complex sentences 	<p>Recognize verb tenses</p> <p>Identify agreement of:</p> <ul style="list-style-type: none"> subject-verb pronoun-antecedent <p>Identify comparative and superlative adjectives and adverbs</p> <p>Recognize complex sentences</p> <p>Produce:</p> <ul style="list-style-type: none"> simple compound complex sentences

h. Use coordinating and subordinating conjunctions.				
i. Produce simple, compound, and complex sentences.				

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, when speaking or writing, apply standard grammar and usage including:</p> <p>understanding parts of speech (nouns, pronouns, verbs, adjectives, adverbs)</p> <p>using nouns (plural nouns, abstract nouns)</p> <p>using verbs (regular and irregular verbs)</p> <p>using simple verb tenses</p> <p>using subject-verb agreement</p> <p>using pronoun-antecedent agreement</p> <p>using adjectives and adverbs</p> <p>using conjunctions (coordinating and</p>	<p>demonstrate command</p> <p>conventions of standard English</p> <p>grammar</p> <p>usage</p> <p>noun</p> <p>pronoun</p> <p>verb</p> <p>adjectives</p> <p>adverbs</p> <p>regular plural noun</p> <p>irregular</p>	<p>Students know:</p> <p>correct grammar and usage impacts how well a message is understood</p> <p>vocabulary: noun, pronoun, verb, adjective, adverb, plural noun, conjunction, complete sentences, simple sentences, compound sentences, complex sentences</p>	<p>Students understand that/are able to:</p> <p>explain the function of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences</p> <p>use nouns (plural nouns, abstract nouns)</p> <p>use verbs (regular and irregular verbs)</p> <p>vary verb tense (to include simple verb tenses)</p> <p>use subject-verb agreement</p> <p>use pronoun-antecedent agreement</p>	<p>EEL.3.1. Demonstrate standard English grammar and usage when communicating.</p> <p>Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.</p> <p>Use plural nouns.</p> <p>N/A</p> <p>Use present and past tense verbs</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Produce utterances</p>	<p>Level IV Students will:</p> <p>EEL.3.1.a. Include noun + verb, noun + adjective, and subject + verb + object combinations in utterances that are four words and longer. Ex. “Car go fast.” Ex. “Mom works.” Ex. “Big, red, car”</p> <p>EEL.3.1.b. Form regular plural nouns. Ex. Say “dogs” when the teacher shows picture and says, “If this is one dog, these are two . . .”</p> <p>EEL.3.1.c. N/A</p> <p>EEL.3.1.d. Use present and past tense verbs with matching nouns. Ex. Use past tense with noun to describe a past activity (e.g., The teacher asks, “What did you do?” and the student says, “Watched TV.”).</p> <p>EEL.3.1.e-g. N/A</p> <p>EEL.3.1.h. Produce grammatically complete utterances. Ex. Say or communicate in complete sentences (e.g., “I can go fast.”).</p> <p>EL.3.1.i. Ask questions in simple complete sentences. Ex. Ask questions in a complete sentence (e.g., “Who is she?”).</p> <p>Level III Students will:</p> <p>EEL.3.1.a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. Ex. Respond, “I like it” when asked for an opinion. Ex. Comment, “You nice.”</p> <p>EEL.3.1.b. Use plural nouns.</p>

<p>subordinating)</p> <p>producing a variety of sentences (simple, compound, complex)</p>	<p>plural noun</p> <p>abstract noun</p> <p>regular verbs</p> <p>irregular verbs</p> <p>simple verb tenses</p> <p>subject-verb agreement</p> <p>pronoun-antecedent agreement</p> <p>comparative adjectives</p> <p>superlative adjectives</p> <p>comparative adverbs</p> <p>superlative adverbs</p> <p>coordinating conjunctions</p> <p>subordinating conjunctions</p> <p>simple</p>		<p>use adjectives and adverbs</p> <p>use conjunctions (coordinating and subordinating)</p> <p>produce a variety of sentences (simple, compound, complex)</p> <p>Students understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.</p>	<p>using three or more words.</p> <p>Ask simple questions.</p>	<p>Ex. During snack, say, “More crackers.”</p> <p>Ex. During a science presentation on insects, say, “Cool bugs.”</p> <p>EEL.3.1.c. N/A</p> <p>EEL.3.1.d. Use present and past tense verbs.</p> <p>Ex. Use past tense to describe a past activity (e.g., The teacher asks, “What did you do?,” student says, “played.”).</p> <p>EEL.3.1.e-g. N/A</p> <p>EEL.3.1.h. Produce utterances using three or more words.</p> <p>Ex. Communicate using multi-word utterances (e.g., “I go fast.”).</p> <p>EEL.3.1.i. Ask simple questions.</p> <p>Ex. Ask questions (e.g., “Who girl?”).</p> <p>Level II Students will:</p> <p>EEL.3.1.a. Use noun + verb combinations when communicating.</p> <p>Ex. Say noun and verb “ball roll.”</p> <p>Ex. Signal or use communication device to say, “drink juice.”</p> <p>EEL.3.1.b. Use nouns to communicate.</p> <p>EEL.3.1.c. N/A</p> <p>EEL.3.1.d. Use common present tense verbs.</p> <p>Ex. Use present tense verb (e.g., The teacher asks, “What did you do?,” student says, “play.”).</p> <p>EEL.3.1.e-g. N/A</p> <p>EEL.3.1.h. Use single words to communicate.</p> <p>Ex. Communicate in single words (e.g., “Go.”).</p> <p>EEL.3.1.i. With guidance and support, ask questions using <i>who</i> or <i>what</i>.</p> <p>Ex. With guidance and support, ask <i>who</i> questions (e.g., The teacher asks, “What do you want to know?,” student says, “Who?”).</p> <p>Level I Students will:</p> <p>EEL.3.1.a. With guidance and support, identify common nouns and verbs in symbolic form.</p> <p>Ex. Point to symbols provided by the teacher to identify activity (e.g., When asked, “What do you want to do?” and provided with symbols for possible choices, the student points to the symbol for “drink.”)</p> <p>EEL.3.1.b. Recognize common nouns.</p> <p>Ex. Identify a symbol or picture of a noun given the task direction, “Show me the</p>
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<p>sentences</p> <p>compound sentences</p> <p>complex sentences</p> <p>pronoun</p> <p>verb</p> <p>adjective</p> <p>adverb</p> <p>plural noun</p> <p>conjunction</p> <p>complete sentences</p>					<p>____ (state noun).”</p> <p>EEL.3.1.c. N/A</p> <p>EEL.3.1.d. Recognize common verbs. Ex. Smiles when teacher says, “Let’s play.”</p> <p>EEL.3.1.e-g. N/A</p> <p>EEL.3.1.h. React to words either spoken, written, or in picture form.</p> <p>EEL.3.1.i. Respond to simple questions.</p>
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Common Core ELA Pacing Guide
3rd Grade

College and Career Readiness (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
Strand: Language		Cluster: Conventions of Standard English	Grade: 3	Standard 2 (L.3.2)	
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference</p>		<p>Quarter 1:</p> <p>Apply correct capitalization, punctuation, and spelling when writing</p> <p>Capitalize appropriate words in titles</p> <p>Use commas in addresses</p> <p>Use commas and quotation marks in dialogue</p> <p>Form and use possessives</p> <p>Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>	<p>Quarter 2:</p> <p>Apply correct capitalization, punctuation, and spelling when writing</p> <p>Capitalize appropriate words in titles</p> <p>Use commas in addresses</p> <p>Use commas and quotation marks in dialogue</p> <p>Form and use possessives</p> <p>Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Quarter 3:</p> <p>Apply correct capitalization, punctuation, and spelling when writing</p> <p>Capitalize appropriate words in titles</p> <p>Use commas in addresses</p> <p>Use commas and quotation marks in dialogue</p> <p>Form and use possessives</p> <p>Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>	<p>Quarter 4:</p> <p>Apply correct capitalization, punctuation, and spelling when writing</p> <p>Capitalize appropriate words in titles</p> <p>Use commas in addresses</p> <p>Use commas and quotation marks in dialogue</p> <p>Form and use possessives</p> <p>Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>

materials, including beginning dictionaries, as needed to check and correct spellings.				
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, when writing, apply standard capitalization, punctuation, and spelling including: capitalizing appropriate words in titles using commas in addresses using commas in dialogue using quotation marks in dialogue forming and using possessives spelling high-frequency words spelling studied words adding suffixes to base words generalizing learned spelling patterns consulting word reference	demonstrate command conventions of standard English capitalization punctuation spelling capitalize comma quotation mark dialogue possessives conventional spelling	Students know: rules for capitalizing words in a title commas are used in addresses commas and quotation marks are used in dialogue rules for forming possessives correct spelling of high-frequency words correct spelling for studied words suffixes can be added to base words to form new words common spelling patterns can be	Students understand that/are able to: capitalize appropriate words in titles use commas in addresses use commas in dialogue use quotation marks in dialogue form and use possessives spell high-frequency words spell studied words add suffixes to base words generalize learned	EEL.3.2. Apply conventions of standard English including capitalization and spelling. Capitalize the first letter of a familiar place. N/A N/A N/A Spell common high-frequency words accurately. Use spelling patterns in familiar words with common spelling patterns to spell words with the	Level IV Students will: EEL.3.2.a. Capitalize the first letter of familiar names. Ex. Given the name of familiar holidays, replace lowercase letter with capital letter on the holiday name. EEL.3.2.b-d. N/A EEL.3.2.c. Spell single-syllable words accurately when writing. Ex. Spell Dolch or Frye high-frequency words. EEL.3.2.f. N/A EEL.3.2.g. Actively use print in the environment to support reading and spelling. Level III Students will: EEL.3.2.a. Capitalize the first letter of a familiar place. Ex. Given the name of their street, replace lowercase letter with capital letter on the street name. EEL.3.2.b-d. N/A EEL.3.2.e. Spell common high-frequency words accurately. Ex. Spell words from Dolch lists used in own writing. Ex. Spell words from Frye lists used in own writing. EEL.3.2.f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. Ex. Given a word that represents a common spelling pattern in single-syllable words (e.g., <i>man</i> , <i>stop</i> , <i>pin</i>), use the word to spell a word that shares the spelling pattern (e.g., <i>can</i> , <i>hop</i> , <i>tin</i>). EEL.3.2.g. Consult print in the environment to support reading and spelling. Level II Students will:

materials to check and correct spellings	<p>high-frequency words</p> <p>suffixes</p> <p>base words</p> <p>spelling patterns</p> <p>generalizations</p> <p>word families</p> <p>position-based spelling</p> <p>syllable patterns</p> <p>ending rules</p> <p>meaningful word parts</p> <p>reference materials</p> <p>beginning dictionaries</p> <p>check and correct spelling</p>	<p>generalized techniques for using beginning dictionaries</p> <p>vocabulary: capitalize, comma, quotation marks, dialogue, possessives, suffix, base word, spelling pattern, reference material, dictionary</p>	<p>spelling patterns</p> <p>consult word reference materials to check and correct spellings</p> <p>Students understand that the effectiveness of a message is enhanced through correct capitalization, punctuation, and spelling.</p>	<p>same spelling pattern.</p> <p>Consult print in the environment to support reading and spelling.</p>	<p>EEL.3.2.a. Capitalize first letter of own name.</p> <p>EEL.3.2.b-d. N/A</p> <p>EEL.3.2.e. Identify the letters in high frequency words. Ex. Say letter names in familiar words (e.g., The teacher points to a high-frequency word during shared reading and says, “Spell it for me.” The student then says the name of each letter in the word.). Ex. Point to each letter as the teacher calls the letter names (e.g., The teacher points to a word on a bulletin board in the hall and says, “Can you show me the <i>t</i>?” and then continues with the rest of the letters as the student points to each letter.)</p> <p>EEL.3.2.f. Match words with the same spelling pattern. Ex. Sort words with two different spelling patterns into the correct column or pile (e.g., One column has the word, <i>can</i>, and the other pile has the word, <i>hid</i>. The student sorts cards such with words such as <i>man, fan, ran, tan, kid, lid, hid, and did</i> into the appropriate column).</p> <p>EEL.3.2.g. Identify print and signs in the environment.</p> <p>Level I Students will:</p> <p>EEL.3.2.a. With guidance and support, respond to own name in print.</p> <p>EEL.3.2.b-d. N/A</p> <p>EEL.3.2.e. Identify a letter versus a non-letter.</p> <p>EEL.3.2.f. Identify own name. Ex. Point to own name when given three names.</p> <p>EEL.3.2.g. With guidance and support, use symbols to communicate.</p>
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Common Core ELA Pacing Guide
3rd Grade

College and Career Readiness (CCR) Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Strand: Language	Cluster: Knowledge of Language	Grade: 3	Standard 3 (L.3.3)	
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Quarter 1:</p> <p>Recognize the conventions of language for:</p> <ul style="list-style-type: none"> • writing • speaking • reading • listening <p>Identify types of words and phrases that create effect</p> <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Determine words and phrases that create effect</p> <p>Recognize and observe differences between the conventions of spoken and written standard English</p> <p>Use:</p> <ul style="list-style-type: none"> • knowledge of language 	<p>Quarter 2:</p> <p>Recognize the conventions of language for:</p> <ul style="list-style-type: none"> • writing • speaking • reading • listening <p>Identify types of words and phrases that create effect</p> <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Determine words and phrases that create effect</p> <p>Recognize and observe differences between the conventions of spoken and written standard English</p> <p>Use:</p> <ul style="list-style-type: none"> • knowledge of language 	<p>Quarter 3:</p> <p>Recognize the conventions of language for:</p> <ul style="list-style-type: none"> • writing • speaking • reading • listening <p>Identify types of words and phrases that create effect</p> <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Determine words and phrases that create effect</p> <p>Recognize and observe differences between the conventions of spoken and written standard English</p> <p>Use:</p> <ul style="list-style-type: none"> • knowledge of language when speaking 	<p>Quarter 4:</p> <p>Recognize the conventions of language for:</p> <ul style="list-style-type: none"> • writing • speaking • reading • listening <p>Identify types of words and phrases that create effect</p> <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Determine words and phrases that create effect</p> <p>Recognize and observe differences between the conventions of spoken and written standard English</p> <p>Use:</p> <ul style="list-style-type: none"> • knowledge of language when speaking

	<ul style="list-style-type: none"> when speaking conventions of language when speaking <p>Include words and phrases that create effect</p>	<ul style="list-style-type: none"> when speaking conventions of language when speaking <p>Include words and phrases that create effect</p>	<ul style="list-style-type: none"> conventions of language when speaking <p>Include words and phrases that create effect</p>	<ul style="list-style-type: none"> conventions of language when speaking <p>Include words and phrases that create effect</p>
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, in writing, speaking, reading, or listening:</p> <p>choose words and phrases for effect</p> <p>recognize and observe differences between conventions of spoken and written standard English</p>	<p>words and phrases for effect</p> <p>conventions</p>	<p>Students know:</p> <p>writers and speakers choose certain words and phrases for effect</p> <p>differences between the conventions of spoken and written standard English</p> <p>vocabulary: conventions, for effect</p>	<p>Students understand that/are able to:</p> <p>choose words and phrases for effect when writing or speaking</p> <p>recognize the differences between the conventions of spoken and written standard English</p> <p>comply with the appropriate conventions of standard English when writing or speaking</p> <p>Students understand that there are differences between the conventions of spoken and written English and choosing words and phrases for effect make it possible to communicate ideas for a variety of audiences, tasks, and purposes.</p>	<p>EEL.3.3. Use language to achieve desired outcomes when communicating.</p> <p>Use language to make simple requests.</p> <p>Use language to comment or share information.</p>	<p>Level IV Students will:</p> <p>EEL.3.3.a. Use language to make or respond to requests.</p> <p>EEL.3.3.b. Use language to comment or share information.</p> <p>Ex. Combine three or more words when speaking, signing, or using a multi-message communication system to comment to tell about something (e.g., “That is scary,” “I did that.”).</p> <p>Level III Students will:</p> <p>EEL.3.3.a. Use language to make simple requests.</p> <p>EEL.3.3.b. Use language to comment or share information.</p> <p>Ex. Use words to comment on something that is happening (e.g., stove hot; hot outside; stop, go).</p> <p>Level II Students will:</p> <p>EEL.3.3.a. Combine two or more words to make requests.</p> <p>EEL.3.3.b. Use single words, objects, signs, or symbols to comment or share information.</p> <p>Level I Students will:</p>

					<p>EEL.3.3.a. Look at or touch a word, object, or symbol to make a request.</p> <p>EEL.3.3.b. Use a preprogrammed messages on a communication device to comment or share information.</p>
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Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students employ a variety of strategies in writing or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content by choosing strategies including:</p> <p>using sentence-level context as a clue to the meaning of a word or phrase</p> <p>determining the meaning of new words when known affixes are added to known words</p> <p>using known root words as clues to the meaning of unknown words with the same roots</p> <p>using glossaries and beginning dictionaries (print and digital) to determine the precise meaning of key words and phrases</p>	<p>grade 3 reading and content</p> <p>known affix</p> <p>known root word</p> <p>range of strategies</p> <p>precise meaning</p>	<p>Students know:</p> <p>other words in the sentence provide clues to the meaning of unknown words and phrases</p> <p>affixes change the meaning of a word and can be clues to the meanings of unknown words</p> <p>glossaries and dictionaries provide information about words</p> <p>glossaries and dictionaries are in print and digital formats</p> <p>vocabulary: context, clue, sentence, affix, root word, glossary, dictionary, digital, precise meaning</p>	<p>Students understand that/are able to:</p> <p>determine or clarify meaning of unknown words or phrases by drawing upon sentence-level context clues</p> <p>determine the meaning of a word when a known affix is added to a known word</p> <p>identify root words and use them as clues to unknown words with the same roots</p> <p>use glossaries and beginning dictionaries in print and digital formats to ascertain precise meanings of words and phrases</p> <p>Students understand that the meaning of a word often varies with the specific context, spelling, roots, and affixes and can be verified by using a glossary or dictionary.</p>	<p>EEL.3.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <p>N/A</p> <p>Identify the temporal meaning of words when common affixes (-ing, ed) are added to common verbs.</p> <p>N/A</p> <p>N/A</p>	<p>Level IV Students will:</p> <p>EEL.3.4.a. N/A</p> <p>EEL.3.4.b. Add affixes to words to accurately reflect temporal meanings. Ex. When reporting on activities from the previous weekend, accurately report that he or she <i>went</i> shopping or that he or she <i>shopped</i> on the weekend. Ex. Add -ing or -ed to a verb of their choosing to indicate when an activity occurred.</p> <p>EEL.3.4.c-d. N/A</p> <p>Level III Students will:</p> <p>EEL.3.4.a. N/A</p> <p>EEL.3.4.b. Identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.</p> <p>EEL.3.4.c-d. N/A</p> <p>Level II Students will:</p> <p>EEL.3.4.a. N/A</p> <p>EEL.3.4.b. Identify yesterday, today, and tomorrow as temporal concepts.</p> <p>EEL.3.4.c-d. N/A</p> <p>Level I Students will:</p> <p>EEL.3.4.a. N/A</p> <p>EEL.3.4.b. With guidance and support, demonstrate an understanding of first-next as temporal concepts.</p> <p>EEL.3.4.c-d. N/A</p>

Common Core ELA Pacing Guide
3rd Grade

College and Career Readiness (CCR) Anchor Standard 5: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 3	Standard 5 (L.3.5)
Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	Quarter 1: Recognize difference between literal and non-literal meanings of words and phrases Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful) Distinguish the literal and non-literal meanings of words and phrases in context (e.g. take steps) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. new, believed, suspected, heard, wondered)	Quarter 2: Distinguish the literal and non-literal meanings of words and phrases in context (e.g. take steps)	Quarter 3: Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful)	Quarter 4: Distinguish the literal and non-literal meanings of words and phrases in context (e.g. take steps)

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and speaking to demonstrate understanding of word relationships and nuances in word meanings by: distinguishing literal and nonliteral meanings of words	demonstrate understanding word relationships nuances in word	Students know: the difference between literal and nonliteral meanings of words and phrases	Students understand that/are able to: distinguish the literal and nonliteral meanings of words and phrases in	EEL.3.5. Demonstrate understanding of word relationships. N/A Identify real-life	Level IV Students will: EEL.3.5.a. N/A EEL.3.5.b. Identify real-life connections between words and their use for expressing related emotions (e.g., <i>angry</i> , <i>depressed</i> , or <i>excited</i>). Ex. Use feeling words to describe reactions to real-life experiences (e.g., The teacher asks, “What makes you excited?” The student says, “Christmas!”). Ex. Use feeling words to describe reactions to real-life experiences (e.g., The teacher asks, “What makes you frustrated?”).

<p>and phrases in context</p> <p>identifying real-life connections between words and their use</p> <p>distinguishing shades of meaning among related words that describe states of mind</p> <p>distinguishing shades of meaning among related words that describe degrees of certainty</p>	<p>meanings</p> <p>distinguish</p> <p>literal meanings of words and phrases in context</p> <p>nonliteral meanings of words and phrases in context</p> <p>identify</p> <p>real-life connections</p> <p>distinguish</p> <p>shades of meaning</p> <p>related words that describe states of mind</p> <p>related words that describe degrees of certainty</p>	<p>several different words can be used to describe related states of mind</p> <p>several different words can be used to describe related degrees of certainty</p> <p>vocabulary: literal, nonliteral, context, states of mind, degrees of certainty</p>	<p>context</p> <p>identify real-life connections between words and their use</p> <p>distinguish shades of meaning among related words that describe states of mind</p> <p>distinguish shades of meaning among related words that describe degrees of certainty</p> <p>Students understand that writers and speakers carefully select words to convey specific meanings, ideas, and relationships.</p>	<p>connections between words and their use (e.g., <i>happy</i>: “I am <i>happy</i>.”).</p> <p>Identify words that describe personal emotional states.</p>	<p>Ex. Use feeling words to describe reactions to real-life experiences (e.g., The teacher asks, “What makes you proud?”).</p> <p>EEL.3.5.c. Use words that describe personal emotional states in others.</p> <p>Level III Students will:</p> <p>EEL.3.5.a. N/A</p> <p>EEL.3.5.b. Identify real-life connections between words and their use (e.g., <i>happy</i>: “I am <i>happy</i>.”).</p> <p>Ex. Connect feeling words to real-life activities (e.g., The teacher says, “If I gave you \$5, how would you feel?” The student says, “happy!”).</p> <p>Ex. Connect feeling words to real-life activities (e.g., The teacher says, “If I said we could not go to recess, how would you feel?” The student says, “sad.”)</p> <p>EEL.3.5.c. Identify words that describe personal emotional states.</p> <p>Level II Students will:</p> <p>EEL.3.5.a. N/A</p> <p>EEL.3.5.b. With guidance and support, identify real-life connections between words and their use (e.g., <i>happy</i>: “I am <i>happy</i>.”).</p> <p>Ex. With guidance and support, connect words to reactions (e.g., The teacher says, “You are smiling. Are you happy or sad?” The student says, “happy.”). Ex. With guidance and support, connect words to reactions (e.g., The teacher says, “You are yawning. Are you mad or tired?” The student says, “tired.”). EEL.3.5.c. Recognize simple emotion words (e.g., <i>happy</i>, <i>sad</i>, and <i>mad</i>). Level I Students will: EEL.3.5.a. N/A EEL.3.5.b. With guidance and support, demonstrate understanding of words in real-life situations. Ex. With guidance and support, react to words (e.g., The teacher says, “How do you look when I say we can’t go to recess?” The student frowns.) EEL.3.5.c. With guidance and support, recognize simple emotion words (e.g., , <i>happy</i>, <i>sad</i>, and <i>mad</i>).</p>
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Common Core ELA Pacing Guide
3rd Grade

College and Career Readiness (CCR) Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 3	Standard 6 (L.3.6)	
<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>)</p>	<p>Quarter 1:</p> <p>Acquire grade appropriate:</p> <ul style="list-style-type: none"> • conversational • general academic • domain-specific <p>words and phrases including those that signal:</p> <ul style="list-style-type: none"> • spatial relationships • temporal relationships <p>Use accurately grade appropriate:</p> <ul style="list-style-type: none"> • conversational • general academic • domain-specific <p>words and phrases including those that signal:</p> <ul style="list-style-type: none"> • spatial relationships • temporal relationships 	<p>Quarter 2:</p> <p>Acquire grade appropriate:</p> <ul style="list-style-type: none"> • conversational • general academic • domain-specific <p>words and phrases including those that signal:</p> <ul style="list-style-type: none"> • spatial relationships • temporal relationships <p>Use accurately grade appropriate:</p> <ul style="list-style-type: none"> • conversational • general academic • domain-specific <p>words and phrases including those that signal:</p> <ul style="list-style-type: none"> • spatial relationships • temporal relationships 	<p>Quarter 3:</p>	<p>Quarter 4:</p>

Evidence of Student Attainment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students acquire and use accurately grade-appropriate vocabulary including:</p> <p>conversational words and phrases</p> <p>general academic words and phrases</p> <p>domain-specific words and phrases</p> <p>words and phrases to signal spatial relationships</p> <p>words and phrases to signal temporal relationships</p>	<p>acquire</p> <p>use accurately</p> <p>grade-appropriate</p> <p>conversational</p> <p>general academic</p> <p>domain-specific</p> <p>words</p> <p>phrases</p> <p>spatial relationships</p> <p>temporal relationships</p>	<p>Students know:</p> <p>techniques for collecting a variety of new words</p> <p>grade-appropriate conversational words and phrases</p> <p>grade-appropriate general academic words and phrases</p> <p>grade-appropriate domain-specific words and phrases</p> <p>common words and phrases to signal spatial relationships</p> <p>common words and phrases to signal temporal relationships</p>	<p>Students understand that/are able to:</p> <p>acquire and use accurately grade-appropriate conversational words and phrases</p> <p>acquire and use accurately grade-appropriate general academic words and phrases</p> <p>acquire and use accurately grade-appropriate domain-specific words and phrases</p> <p>acquire and use accurately words and phrases to signal spatial relationships</p> <p>acquire and use accurately words and phrases to signal temporal relationships</p> <p>Students understand that the extensive vocabulary needed for success in and beyond school is built through reading, study, and conversation.</p>	<p>EEL.3.6. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>).</p>	<p>Level IV Students will: EEL.3.6. Use words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>). Ex. Use <i>behind</i> and <i>under</i> to describe spatial relationship of objects or people (e.g., The teacher asks, “Where is Jeremy?” and the student responds, “Behind me.”). Ex. Use <i>after, soon, next, and later</i> to describe temporal relationships of activities (e.g., The teacher asks, “When are we going to read?” and the student responds “Later.”).</p> <p>Level III Students will: EEL.3.6. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>). Ex. Respond <i>behind</i> and <i>under</i> used to describe spatial relationship of objects or people (e.g., The teacher asks, “The book is under your chair?” and student looks under his/her chair.). Ex. Respond to <i>after, soon, next, and later</i> to describe temporal relationships of activities (e.g., The teacher says, “We can read later.” and the student puts away book.).</p> <p>Level II Students will: EEL.3.6. With guidance and support, demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>). Ex. Respond <i>behind</i> and <i>under</i> used to describe spatial relationship of objects or people (e.g., The teacher asks, “The book is under your chair?” and points under the student’s chair. The student looks under his or her chair.). Ex. Respond to <i>after, soon, next, and later</i> to describe temporal relationships of activities (e.g., The teacher says, “We can read later.” and puts away his or her book. Then, the student puts away his or her own book.).</p> <p>Level I Students will: EEL.3.6. With guidance and support, put <i>in</i> or take <i>out</i> when asked. Ex. Activate a sequenced message switch to tell an adult to take a counting cube out of the box (e.g., “Take one <i>out</i>.”). Ex. Activate a sequenced message switch to tell an adult to put pennies in the class piggy band (e.g., “Put it <i>in</i>.”).</p>