

Third Grade Literacy Pacing Guide

1st Nine Weeks	
Comprehension	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3
Refer to parts of stories and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and stanza ; describe how each successive part builds on earlier sections.*	RL.3.5
Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6
Use information gained from illustrations, other visual elements (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).	RL.3.7
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).	RL.3.9
Determine the main idea of a text; recount the key details and explain how they support the main idea. **	RI.3.2
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**	RI.3.8
Writing	
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.3.3
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W.3.3a
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W.3.3b
Use temporal words and phrases to signal event order.	W.3.3c
Provide a sense of closure.	W.3.3d
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).	W.3.5
Speaking and Listening	
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SL.3.1
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.	SL.3.1a
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).	SL.3.1b
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	SL.3.1c
Explain their own ideas and understanding in light of the discussion.	SL.3.1d

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Language Standards	
Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	L.3.1
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	L.3.1a
Produce simple sentences.*	L.3.1i
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2
Use commas and quotation marks in dialogue.	L.3.2c
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.	L.3.4
Use sentence level context as a clue to the meaning of a word or phrase.	L.3.4a
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.3.5
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	L.3.5c

* *Partial Standard*

***Supplemental – Teach standard through any information text.*

Making Meaning ~ Unit 1 (2 Weeks), Unit 2 (3 Weeks), Unit 3 (3 Weeks), Writing About Reading W.2

Being A Writer ~ Unit 1 (2 Weeks), Unit 2 (2 Weeks), Unit 3 (4), Narrative Safari Performance Task

L.3.4a – Types of Context Clues – *Definition, Synonym or Restatement, Antonym or Contrast, Comparison, Example, Cause and Effect, List or Series, Inference or General Context*

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2 nd Nine Weeks	
Comprehension	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1
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.	RL.3.2
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.3.4
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).	RL.3.9
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RI.3.3
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> .	RI.3.4
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	RI.3.5
Distinguish their own point of view from that of the author of a text. (<i>Writing About Reading</i>)	RI.3.6
Use information gained from illustrations, other visual elements (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).	RI.3.7
Writing	
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.3.2
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	W.3.a2
Develop the topic with facts, definitions, and details.	W.3.2b
Use temporal words and phrases to signal event order.	W.3.2c
Provide a concluding statement or section.	W.3.2d
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).	W.3.5
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.	W.3.6
Conduct short research projects that build knowledge about a topic.	W.3.7
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.3.8

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Speaking and Listening	
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.	SL.3.2
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3
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.	SL.3.4
Language Standards	
Form and use regular and irregular plural nouns.	L.3.1b
Form and use regular and irregular verbs.	L.3.1d
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	L.3.1e
Ensure subject-verb and pronoun-antecedent agreement.	L.3.1f
Form and use possessives.	L.3.2d
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.3.2g
Choose words and phrases for effect.	L.3.3a
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L.3.4d
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.3.5
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	L.3.5a

* *Partial Standard*

***Supplemental – Teach standard through any information text.*

Making Meaning ~ Unit 3 (2 Weeks), Unit 5 (3 Weeks), Unit 6 (4 Weeks)

Being A Writer ~ Expository Nonfiction (6 Weeks), Performance Task – Fossil Fuels

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3rd Nine Weeks	
Comprehension	
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3
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.	RL.3.5
Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1
Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2
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.	RI.3.3
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> .	RI.3.4
Distinguish their own point of view from that of the author of a text.	RI.3.6
Use information gained from illustrations, other visual elements (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).	RI.3.7
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).	RI.3.9
Writing	
Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.3.1
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W.3.1a
Provide reasons that support the opinion.	W.3.1b
Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	W.3.1c
Provide a concluding statement or section.	W.3.1d
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.3.3
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W.3.3a
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W.3.3b
Use temporal words and phrases to signal event order.	W.3.3c
Provide a sense of closure.	W.3.3d

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Speaking & Listening	
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	SL.3.1c
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.	SL.3.5
Language	
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	L.3.1g
Use coordinating and subordinating conjunctions.	L.3.1h
Produce simple, compound, and complex sentences.	L.3.1i
Capitalize appropriate words in titles.	L.3.2a
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentence.	L.3.4b
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L.3.4c
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	L.3.5b

* *Partial Standard*

***Supplemental – Teach standard through any information text.*

Making Meaning ~ Unit 7 (2 Weeks), Unit 8 (1-4 Weeks), Unit 4 (3Weeks)

Being A Writer ~ Opinion (3 Weeks), Performance Task – Presidents (2 Weeks), Fiction (4 Weeks)

Third Grade Literacy Pacing Guide

4th Nine Weeks	
Comprehension	
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.3.4
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	RL.3.5
Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6
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).	RL.3.9
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.	RI.3.3
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.3.8
Writing	
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.3.2
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	W.3.2a
Develop the topic with facts, definitions, and details.	W.3.2b
Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	W.3.c2
Provide a concluding statement or section.	W.3.2d
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.3.3
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W.3.3a
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W.3.3b
Use temporal words and phrases to signal event order.	W.3.3c
Provide a sense of closure.	W.3.3d
Speaking and Listening	
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.	SL.3.2
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3

Third Grade Literacy Pacing Guide

Language	
Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	L.3.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2
Use commas in addresses.	L.3.2b
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.3.3
Use abstract nouns (e.g., childhood).	L.3.1c
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.	L.3.4
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.3.5
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., After dinner that night we went looking for them).	L.3.6

Making Meaning ~ Unit 4 (1 Week), Unit 8 (1 Week - Keepers)

Poetry/Fable, Folktales. Myths/ Dramas / Reading Informational Text Standards should be reviewed based on school data.

Being A Writer ~ Fiction (1 Week), Poetry (2 Weeks), Functional Writing (3 Weeks)