

FREE PACING GUIDE THIRD GRADE

ELA STANDARDS

Week					
5 (14)	<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures by using language that pertains to time, sequence, and cause/effect.</p>  <p>Making Connections Unit</p>	<p>Review, reteach, apply the skills throughout the remaining Quarters. *Depending on class assessment data, standards may need to be focused on during</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups) about topics and issues, stating one's own ideas and expressing opinions.</p>	<p>RF.3.3a Identify and know the meaning of the most common prefixes and suffixes.</p>	<p>L.3.1E Form and use the simple (e.g., I walked; I will walk) verb tenses.</p>  <p>Verb Tenses Unit</p>	CO LES
6 (15)		<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>  <p>Ask & Answer Unit</p>	<p>SL.3.2 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.</p>	<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF Fluency Unit</p> 	
7 (16)	<p>RI.3.4 Determine the main words and phrases used in distinguishing literal and nonliteral language.</p> <p>Figurative Language Unit</p>	<p>RI.3.7 Use information gained from illustrations (maps, photos) and the words in a text to demonstrate understanding of the text.</p>  <p>Illustrations Unit</p>	<p>SL.3.4 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>  <p>Speaking & Listening Unit</p>		Use co-high-stus adding (e.g.,
8 (17)		<p>RI.3.5 Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Text Features Unit</p> 			Use the general families spelling ending word par
9 (18)	<p>RI.3.7 Explain aspects of illustrations and what is conveyed in a story mood, emotion, or a character.</p>  <p>Story Mood Unit</p>		<p>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.</p>	<p>RF.3.3d Read grade-appropriate irregularly spelled words.</p>  <p>Irregularly Spelled Words Unit</p>	<p>Explain nouns, pronouns, adjectives, general and in particular</p> <p>Portuguese Search Unit</p>

Common Core Language Pacing Guide 3rd Grade

M Walker



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Kim Bailey,Chris Jakicic,2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more **From Rigorous Standards to Student Achievement** Laura Mc Cullough,Michael D. Rettig,Karen Santos,2013-09-27 This book showcases strategies which support teachers and principals as they implement high standards for students At the same time it demonstrates how to meet the needs of diverse learners **Rigorous Curriculum Design** Larry Ainsworth,2011-04-16 The need for a cohesive and comprehensive curriculum that intentionally connects standards instruction and assessment has never been more pressing For educators to meet the challenging learning needs of students they must have a clear road map to follow throughout the school year Rigorous Curriculum Design presents a carefully sequenced hands on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keeps all areas tightly focused and connected **PLC+** Douglas Fisher,Nancy Frey,John Almarode,Karen Flories,Dave Nagel,2019-05-16 What makes a powerful and results driven Professional Learning Community PLC The answer is collaborative work that expands the emphasis on student learning and leverages individual teacher efficacy into collective teacher efficacy PLC Better Decisions and Greater Impact by Design calls for strong and effective PLCs plus and that plus is YOU Until now the PLC movement has been focused almost exclusively on students and what they were or were not learning But keeping student learning at the forefront requires that we also recognize the vital role that you play in the equation of teaching and learning This means that PLCs must take on two additional challenges maximizing your individual expertise while harnessing the power of the collaborative expertise you can develop with your peers PLC is grounded in four cross cutting themes a focus on equity of access and opportunity high expectations for all students a commitment to building individual self efficacy and the collective efficacy of the professional learning community and effective team activation and facilitation to move from discussion to action The PLC framework supports educators in considering five essential questions as they work together to improve student learning Where are we going Where are we now How do we move learning forward What did we learn today Who benefited and who did not benefit The PLC framework leads educators to question practices as well as outcomes It broadens the focus on student learning to encompass educational equity and teaching efficacy and in doing so it leads educators to plan and implement learning communities that maximize individual expertise while harnessing the power of collaborative efficacy **Read to Achieve Teacher's Resource** ,2015-06-08 The Read to Achieve Teacher s Resource Guide provides complete instruction for the defined standards but also provides scaffolded instruction for the standards leading up to 3rd grade **California Common Core State Standards** California. Department of

Education,2013 *Children Learn the Language Arts* Mildred Agnes Dawson,Frieda Hayes Dingee,1959 **Elements of Literature, Grade 7** Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2001-11 *Walking by Faith Grade 3* Harcourt Religion Publishers,2002-03 *Common Core English Language Arts Grade 3* Castle Rock Research Corporation,2014 A comprehensive and age appropriate study guide that helps students educators and parents alike navigate the new Common Core State Standards With content developed by a team of teachers and curriculum specialists and reviewed by assessment experts with a minimum of five years of classroom teaching experience SOLARO language arts study guides are wholly curriculum aligned and serve as an excellent source of material for review and practice Each guide features sections such as Key Ideas and Details Integration of Knowledge and Ideas Text Types and Purposes Comprehension and Collaboration and Vocabulary Acquisition and Use as well as instructional pieces that clearly explain each of the key concepts for the course Practice questions and sample tests have detailed solutions that show problem solving methods highlight concepts that are likely to be tested and point out potential sources of errors The multiplatform SOLARO study solution also features additional learning tools in the accompanying online version allows educators to manage all of their classes with an intuitive interface through mobile apps or any web browser and offers parents a free and easy to use online account thus ensuring that children educators and parents alike are engaged in helping students achieve success This age appropriate study guide offers curriculum aligned lessons activities exercises and quizzes for third grade students who are learning the new Common Core State Standards in school **Teaching English in Middle and Secondary Schools** Rhoda J. Maxwell,Mary Jordan Meiser,2005 With continuing attention to constructivist theory and reflective practice this book offers a comprehensive realistic integrated approach to teaching English language arts to middle and secondary school learners In this fourth edition content has undergone major reorganization and chapters have been significantly rearranged Individual chapters on specific language arts are linked through a common focus on the reality of the language arts classroom the responsibilities of the language arts teacher and the means to meet these responsibilities through thoughtful reflective holistic teaching For current and pre service middle and secondary school English teachers **Resources in Education** ,1993 **Literature Works** ,2000 *Reading/language Arts Framework for California Public Schools* California. Curriculum Development and Supplemental Materials Commission,2007 *Walking by Faith Grade 1* Parish David Haas,2002-03 *Walking by Faith Grade 4* David Haas,2002-03 **Catalog of Audiovisual Materials for Learning Disabilities** Suburban Audio Visual Service (La Grange, Ill.), *Multicultural Education* ,2005 **SRA Open Court Reading** WrightGroup/McGraw-Hill,2001-06 **SRA Open Court Reading** ,2002

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