***English Language Arts***

***Third Grade Pacing Guide***

**Trimester 1:**

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| **Duration:** | **Reading** | **Writing** | **Fundations** |
| 4-5 weeks | **Unit 1 Launching Reading Workshop:**   * Routines and expectations of reading workshop * Building reading stamina * Print strategies * Set reading goals * Just right books * Reflecting on our reading lives * Monitoring for understanding * Conferring * Retelling   Administer Teacher’s College Independent Reading Assessment (IRLA) | **Unit 1 Launching Writing Workshop:**  **Writing Skills:**   * Routines * Gathering ideas * Setting writing goals * Writing with independence * Use of a writer’s notebook * Writing with stamina * Planning with focus and organization   **Grammar Skills**   * Writers capitalize the first word of a sentence. * Writers capitalize “I”. * Writers place punctuation marks at the end of a sentence. * Writers write in past tense. * Writers review simple sentences (subject, verb/complete thought). * Writers use reference materials as needed to support spelling. * Writers write in first person using the correct pronouns. | **Units 1 & 2**   * Closed-syllable concept * Glued sounds * Exceptions to closed syllables * Spelling ck and tch * W and qu efft on a /o/ * Lowercase cursive letters (ongoing) * Sound alike words (ongoing) * Review suffixes * Forming plurals * Irregular plurals * 1-1-1 Spelling rule (double consonant with vowel suffix) |
| 5-6 weeks | **Unit 2 Realistic Fiction:**   * Inference * Retell * Character: traits, motivations, and feelings. * Setting * Plot * Theme * Problem / solution * Compare and contrast * Using text evidence * Summarizing objectively and succinctly * Theme * Interpreting words and phrases, including determining the meaning of words through context clues * Organizing written ideas, words, and concepts   Administer Teacher’s College Independent Reading Assessment (IRLA) | **Unit 2 Personal Narrative:**  **Writing Skills:**   * Writing with a focus * Analyze mentor texts * Collect meaningful small moment ideas * Plan writing with a beginning, middle, and end * Strong leads * Elaboration * Strong endings * Revising and editing independently   **Grammar Skills:**   * Writers write in past tense. * Writers write in first person with proper pronoun use * Writers modify with adjectives to add description. * Writers modify with adverbs to tell how. * Writers use end punctuation. * Writers use proper capitalization. * Writers punctuate dialogue correctly. * Writers use reference materials to support spelling. * Writers organize in paragraphs. | **Units 3 - 5**   * Review vowel-consonant-e syllables * Spelling of /k/ in a v-e syllable * S saying /z/ between two vowels * Review division of multi-syllabic words * Two-syllable words with closed syllables * Two-syllable words with closed and vowel-consonant-e syllable * Spelling multi-syllabic words * Lowercase cursive letters (ongoing) * Sample words (ongoing) * Sound alike words (ongoing) * ve and the end of a word (v never ends words in English) * ive as a suffix * Silent e spelling rule * Identifying schwa * Reading words with a schwa in an unaccented syllable * Spelling words with a schwa in an unaccented syllable * -et spelling at the end of words such as jacket * Dictionary skills |

**Trimester 2:**

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| **Duration:** | **Reading** | **Writing** | **Unit 6, Bonus Unit, and Unit 7** |
| 5-6 weeks | **Unit 3 Nonfiction:**   * Non-fiction text structures * Main Idea * Using text evidence * Vocabulary * Summarizing * Broad range of nonfiction text | **Unit 3 Essay Writing:**  **Writing Skills:**   * Collect opinions * Form a thesis statement or claim * Support their opinions with reasons and evidence. * Use transition words * Think about persuasive word choice * Write with an essay structure * Write an introduction and conclusion * Revise and edit independently   **Grammar Skills:**   * Use verbs with correct tense. * Use precise nouns and verbs. * Use adjectives to describe. * Use end punctuation. * Use capital letters correctly. * Use paragraphs. | * Open syllable review * Y as a vowel: long /i/ and /e/ sounds * Schwa in an open syllable with a * Schwa in an open syllable with i * Open-syllable exception * Soft c: ce, ci, cy – reading * Soft g: ge, gi, gy – reading * Lowercase cursive letters * Sample words * Sound Alike Words * Review of closed syllables with emphasis on nonsense words * Concepts of prefixes and roots * Review of syllable division for multi-syllabic words * Closed- and Open – Syllable Prefixes * Closed-Syllable Roots * Pluralizing words ending in y and o * Y and suffix spelling rule * Uppercase cursive letters * Sample words * Sound Alike Words |
| 5-6 weeks | **Unit 4 Mystery:**   * Summarize * Retell * Inference * Prediction * Envisioning * Character traits * Mystery text structure   Administer Teacher’s College Independent Reading Assessment (IRLA) | **Unit 4 Realistic Fiction:**  **Writing Skills:**   * Grate realistic fiction ideas * Create believable characters * Story-tell and plan before they write * Use mentor texts to guide writing * Develop powerful leads and reflective endings * Draft with elaboration in mind * Revise with tension in mind * Write in a storyteller’s voice (third person)   **Grammar Skills:**   * Write in third person * Write in past tense * Use correct pronoun use * Use adjectives to describe * Use quotation marks and commas for dialogue * Use end punctuation * Use commas for pauses * Use capital letters correctly * Write in narrative paragraph form * Use end punctuation | **Units 8 and 9**   * Final Stable Syllable   + Consonant -le   + tion/sion * Consonant -le/exception * Final syllable with schwa vs. consonant -le * Consonant -le/adding suffixes * Uppercase cursive letters * Sample Words * Sound Alike Words * All sounds of -ar, er, ir, or, and ur * Combining r-controlled syllables with er, ir, and ur with other syllable types * War and wor * -ward and -or as a suffix * Spelling option procedures * Dictionary skills * R-controlled exception (rr) * 1-1-1 spelling rule with r-controlled words * Uppercase cursive letters * Sample wprds * Sound Alike Words |

**Trimester 3:**

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| **Duration:** | **Reading** | **Writing** | **Fundations** |
| 5-6 weeks | **Unit 5 Close Reading/Test Prep:**   * Close reading * Reading with the main idea * Dealing with difficult / unknown vocabulary * Synthesis and analysis * Thinking across texts * Inference * Theme / author’s message / lessons * Using text evidence * Test taking skills * Reading with stamina | **Unit 5 Literary Essay:**  **Writing Skills:**   * Collect opinions * Form a thesis statement or claim * Support their opinions with reasons and evidence. * Use transition words * Think about persuasive word choice * Write with an essay structure * Write an introduction and conclusion * Revise and edit independently   **Grammar Skills:**   * Use verbs with correct tense. * Use precise nouns and verbs. * Use adjectives to describe. * Use end punctuation. * Use capital letters correctly. * Use paragraphs. | **Units 10 and 11**   * Double vowels * Double vowel syllable * Additional sounds: eigh, er, ea, ir, igh, oo, ui * Adding suffixes to double vowel words * Double vowel exception * Uppercase cursive letters (ongoing) * Sample words (ongoing) * Sound Alike Words (ongoing) * Contractions |
| 5-6 weeks | **Unit 6 Nonfiction Research Clubs:**   * Read to learn * Main idea * Vocabulary * Summarizing * Compare and contrast texts * Research skills   Administer Teacher’s College Independent Reading Assessment (IRLA) | **Unit 6 Information Writing:**  **Writing Skills:**   * Select a topic to inform others about. * Plan their writing with subtopics in mind. * Draft with sections or chapters. * Write an introduction and conclusion. * Use text features. * Use transition words. * Write with elaboration. * Apply revising and editing skills.   **Grammar Skills:**   * Writers capitalize first, last, and all main words in a tile. * Writers use commas between city and state. * Writers use commas to separate three or more words or phrases in a series. * Writers use commas after introductory words at the beginning of a sentence. * Writers use commas before the first quotation mark. * Writers use adverbs to tell where, when, or how. * Writers write compound sentences. * Writers use conjunctions. (for, and, nor, but, or, yet, so). * Writers write in paragraphs. | **Units 12-14**   * Soft sound of c before e, i, y -spelling * Soft sound of g before e, i, y – spelling * English words do not end in j * dge after a short vowel * Silent e spelling rule after soft g and c * Uppercase cursive letters (ongoing) * Sample words (ongoing) * Sound Alike Words (ongoing) * New Sounds ch- chorus /k/ ph-phone /f/ * Silent letters” wr, rh, gn, kn, mn, mb, gh * ture and tu * ci and ti * Advanced suffix endings – ous, al, -ent, -an |