***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
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**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
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**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
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