

Banks County Elementary School
3rd Grade Reading/Language Arts/Writing
Pacing Guide – 2016-2017

	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p>Standard and Element(s)</p> <p>Concept and # of days taught for each concept</p>	<p>Fluency ELAGSE3RF4: Reads at a target rate of 90 WPM</p> <p>Reading Comprehension –</p> <p>ELAGSE3RL1 – Ask/answer questions – refer to text as the basis for the answers ELAGSE3RL3 – describe characters-identify character traits, motivations, and feelings-illustrate with graphic organizers – explain how character actions contribute to the sequence of events in a story ELAGSE3RL2 – Recount stories; determines central message, lesson, or moral and explain how it is conveyed through key details. ELAGSE3RI1 – Ask/answer questions – refer to text as the basis for the answers ELAGSE3RI2 – Determine the main idea of a text; recount key details and explain how they support the main idea</p>	<p>Fluency ELAGSE3RF4: Reads at a target rate of 100 WPM</p> <p>Reading Comprehension -</p> <p>ELAGSE3RI3 – describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (time, sequence, and cause/effect) ELAGSE3RI4: Words in Context ELAGSE3RI5 – Use text features and search tools (key words, sidebars, hyperlinks) to locate information ELAGSE3RI6 – Distinguish their own point of view from that of the author ELAGSE3RL4: Words in Context ELAGSE3RL5 – Refer to parts of stories, dramas, and poems; using words such as chapter, scene, and stanza ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters</p> <p>Conventions/Language</p>	<p>Fluency ELAGSE3RF4: Reads at a target rate of 110 WPM</p> <p>Reading Comprehension – ELAGSE3RI7 – use information gained from illustrations (maps, photographs, diagrams, charts, graphic organizers) to demonstrate understanding (where, when, why, and how key events occur) ELAGSE3RI8 – Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, sequence) ELAGSE3RI9 – compare and contrast key points in two texts on the same topic in two texts ELAGSE3RL7 – Explain how illustrations contribute to create mood, emphasize aspects of character or setting ELAGSE3RL9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (books in a series)</p>	<p>Fluency RF4: Reads at a target rate of 120 WPM</p> <p>Reading Comprehension –</p> <p>ELAGSE3RF4 – Read with sufficient accuracy and fluency to support comprehension. ELAGSE3RL10 – read for understanding Read a variety of texts Self-monitor comprehension Read increasing complexity Read with appropriate pacing, intonation, accuracy and expression ELAGSE3RI10 – read for understanding Read a variety of texts Self-monitor comprehension Read increasing complexity Read with appropriate pacing, intonation, accuracy and expression</p>

	<p>Conventions/Language</p> <p>ELAGSE3L1</p> <ul style="list-style-type: none"> a. explain the function of nouns a. explain the function of pronouns a. explain the function of verbs a. explain the function of adjectives a. explain the function of adverbs b. form and use regular and irregular plural nouns c. use abstract nouns d. form and use regular and irregular verbs e. form and use the simple verb (walked, walk, will walk) tenses 	<p>ELAGSE3L1</p> <ul style="list-style-type: none"> a. explain the function of verbs d. form and use regular and irregular verbs f. ensure subject-verb agreement and pronoun-antecedent agreement g. form and use comparative and superlative adjectives g. form and use comparative and superlative adverbs h. Use coordinating and subordinating conjunctions i. Produce simple, compound, and complex sentences 	<p>Conventions/Language</p> <p>ELAGSE3L2</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles b. Use commas in addresses c. Use commas and quotation marks in dialogue d. Form and use possessives nouns d. form and use possessive pronouns e. Use conventional spelling for adding suffixes to base words g. consult reference materials (including dictionaries) to check and correct spelling <p>ELAGSE3L3</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written language 	<p>Conventions/Language</p> <p>ELAGSE3L4</p> <ul style="list-style-type: none"> a. Use context clues b. Determine the meaning of the new word when a known affix is added c. Use a known root word as a clue to the meaning of an unknown word with the same root d. Use reference materials (dictionaries, glossaries) to check spelling/meaning of words <p>ELAGSE3L5</p> <ul style="list-style-type: none"> a. Distinguish the literal and non-literal meanings of words and phrases in context b. identify real-life connections between words and their use c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty <p>ELAGSE3L6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific vocabulary, including words and phrases that signal spatial and temporal relationships.</p>
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<p>Writing</p> <p>ELAGSE3W3: 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>ELAGSE3W4: 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>Writing</p> <p>ELAGSE3W2: 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., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Writing</p> <p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or book 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., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>ELAGSE3W5: 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.)</p>	<p>Writing</p> <p>ELAGSE3W6: 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</p> <p>ELAGSE3W10: 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>
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