

Havre Public School English Language Arts 3rd Grade

Course Information:

Grade Level: 3rd Grade English Language Arts

Time: 1 year

Length: 90 minutes per day

Essential Understandings:

In Grade 3, instructional time should focus on five critical areas: (1) Reading Literature; (2) Reading Informational Text; (3) Reading: Foundational Skills; (4) Writing; (5) Speaking and Listening; and (6) Language.

Course Objectives and Expectations:

Phonemic Awareness-Means knowing that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives children a basic foundation that helps them learn to read and spell.

Phonics-Phonics teaches students about the relationship between phonemes and printed letters and explains how to use this knowledge to read and spell.

Fluency-Fluency means being able to read with an appropriate pace, knowing what the words are, comprehending the passage, and properly expressing certain words - putting the right feeling, emotion, or emphasis on the right word or phrase. Teaching fluency includes guided oral reading, in which students read out loud to someone who corrects their mistakes and provides them with feedback, and independent silent reading where students read silently to themselves.

Vocabulary-Teaches students how to recognize words and understand them.

Comprehension-Teaches specific plans or strategies students can use to help them understand what they are reading.

Student Objectives:

Reading: Literature

Key Ideas and Details

- I can ask and answer questions to show that I understand the stories that I am reading.
- I can find the answers to specific questions within the stories that I read.
- I can remember and retell different kinds of stories from many cultures.
- I can figure out the lessons or morals of the stories that I read and explain that message using details from the story.
- I can describe characters in stories and explain how their actions affect the story.

Craft and Structure

- I can figure out the meanings of words or groups of words in stories by thinking about how they are used.
- I can tell the difference between literal and nonliteral language when I read.
- I can write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza).

- I can describe how new parts of fiction build on the parts that have already happened.
- I can tell the difference between what I think and what the author or characters might think in a story

Integration of Knowledge and Ideas

- I can explain how the author uses illustrations to help the meaning in a story.
- I can compare and contrast stories written by the same author about the same or similar characters.

Range of Reading and Level of Text Complexity

- I can read and understand third grade stories, plays and poems independently.

Reading: Informational Text

Key Ideas and Details

- I can ask and answer questions to show that I understand the information that I am reading.
- I can find the answers to specific questions within informational text that I read.
- I can figure out the main idea of information I read.
- I can talk about the most important details in the information I read and how they support the main idea.
- I can describe how some historical events are related.
- I can describe how some scientific ideas are related.
- I can describe how the steps in a set of directions is related.

Craft and Structure

- I can figure out the meanings of words and phrases in science and social studies texts.
- I can use the parts of a text that stand out to find information quickly.
- I can use search tools on the computer to find information quickly.
- I can tell the difference between what I think and what an author writes in informational texts.

Integration of Knowledge and Ideas

- I can show what I have learned from informational text and illustrations by answering questions about where, when, why and how.
- I can describe how the sentences and paragraphs in informational text are connected and follow a logical order.
- I can compare and contrast the most important ideas and details in two pieces of information about the same topic.

Range of Reading and Level of Text Complexity

- I can read and understand 3rd grade informational texts independently.

Reading: Foundational Skills

Phonics and Word Recognition

- I can show what I have learned about letters and sounds by figuring out words.
- I can find and tell the meanings of most common prefixes and suffixes.
- I can read words with common Latin suffixes.
- I can read third grade words that aren't spelled the way they sound.
- I can read words with more than one syllable.

Fluency

- I can fluently read and understand books at my level well.
- I can read and understand third grade books.
- I can read third grade books and poems aloud like a teacher would read them.

- I can use what I understand from my reading to help me figure out or correct words I am having trouble with.

Writing

Text Types and Purposes

- I can write to share my opinion and give reasons to support that opinion.
- I can write my opinion piece in an organized way that introduces my opinion and lists my reasons.
- I can give reasons to support my opinion in my writing.
- I can use linking words (because, therefore, since, for example, etc.) to connect my opinion with my reasons.
- I can write a conclusion (ending) to my opinion piece.
- I can write to inform and explain ideas to others clearly.
- I can write an informative text that introduces my topic and then groups related information together.
- I can include illustrations in my writing to help others understand my topic better.
- I can write about a topic using facts, definitions and details.
- I can use linking words (also, another, and, more, but, etc.) to connect the ideas in my writing.
- I can write conclusions (endings) to my informative pieces of writing.
- I can write organized stories that have lots of details.
- I can write stories from different points of view that have characters and a plot.
- I can use dialog between my characters and describe their actions & feelings to help others understand the plots of my stories.
- I can use temporal words (first, next, then, finally, etc.) to help others understand the order in my stories.
- I can write conclusions (endings) to my stories.

Production and Distribution of Writing

- I can stay focused and organized in my different types of writing.
- I can write for different purposes, audiences, and topics.
- I can plan, revise and edit my writing with the help of peers and adults.
- I can use technology to create and publish my writing.
- I can use technology to communicate and work with others

Research to Build and Present Knowledge

- I can do short research projects to help me learn more about a topic.
- I can remember what I have learned or find new information from books or technology to help me with my research.
- I can take notes to help me organize the research in my writing.

Range of Writing

- I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.

Speaking and Listening

Comprehension and Collaboration

- I can successfully participate in discussions.
- I can come to discussions prepared to share my ideas because I have read or studied what I needed to.

- I can listen, wait to speak until it's my turn and be respectful of others when I am having discussions.
- I can ask questions to help me understand discussions, stay on topic and to help me to connect my ideas with other people's ideas.
- I can explain my own thinking and ideas after a discussion.
- I can figure out the main ideas and details of what I see and hear.
- I can ask and answer questions about what a speaker says so that I can talk more about the topic.

Presentation of Knowledge and Ideas

- I can give a report or share a story or experience with important details to help others understand.
- I can speak clearly and at an appropriate speed when I give a report or share a story or experience.
- I can create engaging recordings of stories or poems to show my fluency in reading.
- I can create visual presentations to help me share facts and details better.
- I can speak in complete sentences to make what I am sharing more clear to others.

Language

Conventions of Standard English

- I can show that I know how to use words correctly when I write and speak.
- I can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences.
- I can correctly say, write and use all kinds of plural nouns.
- I can use abstract nouns (e.g., childhood, honesty, courage, faith).
- I can correctly say, write and use regular and irregular verbs (action words).
- I can correctly say, write and use different verb tenses (e.g. I walked; I walk; I will walk).
- I can make sure that all of my subjects and verbs go together correctly in the sentences I say and write.
- I can make sure that all of my pronouns and the nouns they refer to go together correctly in the sentences I say and write.
- I can correctly use comparative and superlative adjectives and adverbs correctly in my speech and writing.
- I can use conjunctions in the correct way in my speech and writing.
- I can say and write simple, compound and complex sentences.
- I can show that I know how to write sentences correctly.
- I can use capital letters correctly when I write titles.
- I can use commas correctly in addresses.
- I can use commas and quotation marks correctly when I write dialogue between two people or characters.
- I can use apostrophes appropriately to show possession.
- I can spell commonly used words correctly and add suffixes to them.
- I can use spelling patterns and rules to help me spell new words.
- I can use a dictionary or other resources to check and correct my spelling.

Knowledge of Language

- I can write, speak, read and listen by using what I know about the English language.
- I can choose interesting words and phrases to help others understand my meaning better.
- I can recognize differences between my speaking language and my written language.
- I can figure out what words mean by using the strategies I know and by thinking about what I have read.

- I can use context clues to help me understand new words.
- I can use prefixes and suffixes that I know to help me understand new words.
- I can use root words I know to help me understand the meanings of new words.
- I can use print and computer dictionaries to help me find the meanings of new words.
- I can show that I understand figurative language (e.g. busy as a bee; slow as a snail; you are what you eat).
- I can figure out how words are related and how their meanings might be similar.
- I can tell the difference between literal and nonliteral language when I read.
- I can find real life connections between words and the way they are used (e.g. people who are friendly or helpful).
- I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting (e.g., knew, believed, suspected, heard, wondered).
- I can use the new words and phrases I have learned in different ways to show that I know what they mean.

Source: <http://www.thecurriculumcorner.com/thecurriculumcorner123/wp-content/pdf/ican/ican3rdelachecklists.pdf>

Pacing and Timeline:

Pacing: Pacing is determined by the calendar year, due to various changes. Grade level teachers determine the schedule at the beginning of the year.

See *Appendix A* for the breakdown of content by unit.

See *Appendix B* for an example of a yearly pacing guide

Timeline: Using *Reading Street*, each unit is six weeks long (five instructional weeks with stories, and one review week). There are six units in the school year.

See *Appendix A* for specific skills taught each week

Montana Content Standards:

Reading Standards for Literature (RL.3)

Key Ideas and Details

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures, including those by and about American Indians, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

RL.3.5 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.3.6 Distinguish their own point of view from that of the narrator or those of the characters and include works by and about American Indians.

Integration of Knowledge and Ideas

RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.8 (Not applicable to literature)

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational (RI.3)

Key Ideas and Details

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 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 and include texts by and about American Indians.

Craft and Structure

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

RI.3.7 Use information gained from illustrations (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.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards: Foundational Skills (RF.3)

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllabic words.

RF.3.3d Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4a Read with sufficient accuracy and fluency to support comprehension.

RF.3.4b Read on-level text with purpose and understanding.

RF.3.4c Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4d Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (W.3)

Text Types and Purposes

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.b Provide reasons that support the opinion.

W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1.d Provide a concluding statement or section.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2.b Develop the topic with facts, definitions, and details.

W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2.d Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.c Use temporal words and phrases to signal event order.

W.3.3.d Provide a sense of closure.

Production and Distribution of Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 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.

Research to Build and Present Knowledge

W.3.7 Conduct short research projects that build knowledge about a topic. Include sources by and about American Indians.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories and include sources by and about American Indians.

W.3.9 Begins at grade 4

Range of Writing

W.3.10 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.

Speaking and Listening Standards (SL.3)

Comprehension and Collaboration

SL.3.1 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.a 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.3.1.b 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.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.d Explain their own ideas and understanding in light of the discussion.

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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4 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 and include sources by and about American Indians.

SL.3.5 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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Language Standards (L.3)

Conventions of Standard English

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.b Form and use regular and irregular plural nouns.

L.3.1.c Use abstract nouns (e.g., childhood).

L.3.1.d Form and use regular and irregular verbs.

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

- L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.*
- L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1.h Use coordinating and subordinating conjunctions.
- L.3.1.i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2.a Capitalize appropriate words in titles.
- L.3.2.b Use commas in addresses.
- L.3.2.c Use commas and quotation marks in dialogue.
- L.3.2.d Form and use possessives.
- L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3.a Choose words and phrases for effect.
- L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

- L.3.4 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.a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
- L.3.5.a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
- L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 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).

[ELA-3rd Grade PDF](#)

Resources:

“I Can” Statements: <http://www.thecurriculumcorner.com/thecurriculumcorner123/wp-content/pdf/ican/ican3rdelachecklists.pdf>

Montana Content Standards: [MCS-ELA-3rd.pdf](#)

Levels of Mastery Outline: [Frameworks-ELA](#)

Bloom’s Taxonomy Verbs: <https://www.fractuslearning.com/2016/01/25/blooms-taxonomy-verbs-free-chart/>

3rd Grade Level Expectations: [Big Ideas-Reading](#)

Appendices:

Appendix A: Reading Street Units 1-6 At a Glance

Unit 1 – Living and Learning		RI-Informational		RL Literary			
Selection AR Quiz Book Level	Genre	Focus (Comprehension) Skill	Focus (Comprehension) Strategy	Vocabulary Strategy/Skill	Fluency	Spelling/ Phonics Skill	Language Skill
<i>When Charlie McButton Lost Power</i> Book Level 3.8 AR Quiz# 87623	Narrative Poem	Literary Elements cessRL2,RL3	Background Knowledge cessRL.1,RL.7	Background Knowledge/Homonyms cessFS.4.c cessL.4,FS.4.c	Accuracy cessFS.4.b	Short Vowels: Syllables VC/CV cessFS.3.c, L.2.F	<i>Sentences</i> ccs U,I,I,I
<i>What About Me?</i> Book Level 3.4 AR Quiz# 60377	Fable	Sequence of Events cessRU	Summarize cessRL.1,RL.2	Word Structure/Compound Words cessFS.3, L.4,L.4.A	Rate cessFS.4A and 4.8	Plurals -s, -es, -ies cessFSJ,L.2.E	Subjects and Predicates cessL.1, L.1.I
<i>Kumak's Fish</i> Book Level 3.5 AR Quiz # 85140	Tall Tale	Sequence cessRI.3	Visualize cessRI.1	Dictionary- Glossary/Unknown Words cessL.4.D,FS.3,L.4	Expression cessFS.4.B	Base Words and Endings --ed,-ing--er, -est cessFSJ, U.E and L.2.F	Declarative and Interrogative Sentences ccsI.2
<i>Supermarket</i> Book Level 4.8 AR Quiz# 54767	Expository Text	Compare and Contrast cessRI.8	Background Knowledge cessRI.1	Context Clues/Multiple Meaning Words cessL.4.A, L.4	Accuracy cessFS.4, FS.4.A	Vowel Digraphs <i>ee, ea; ai, ay, oa,</i> <i>ow</i> CesSFS.3 and L.2.F	Imperative and Exclamatory Sentences CCSL.L and L.1.F
<i>My Rows and Piles of Coins</i> Book Level 3.8 AR Quiz# 34506	Realistic Fiction	Author's Purpose cessRL.1 and RL.2	Story Structure cessRL.s	Word Structure/Prefixes, and Suffixes cessFSJ,FSJ.A and L.4.C	Appropriate Phrasing with Punctuation Cues cessFS.4	Vowel Diphthongs/au/ spelled ou,ow; /oi spelled oi, oy CCS.SFSJ and L.2.F	Compound Sentences ccsL.1.I

Unit 2 – Smart Solutions

Selection/AR Quiz/Book Level	Genre	Focus (Comprehension) Skill	Focus (Comprehension) Strategy	Vocabulary Strategy/Skill	Fluency	Spelling/Phonics Skill	Language Skill
<i>Penguin Chick</i> Book Level 3.4 AR Quiz#55909	Expository Text	Main Idea and Details cess RI.2	Monitor and Clarify cess RL.2, RL.s	Context Clues/ Synonyms cess FS.4.c, L.s and L.S.C	Accuracy cess FS.4, FS.4.B	Syllables V/CV, VC/V cess FS.3.C and L.2.F	Common and Proper Nouns CCSL.I.A and L.2
<i>I Wanna Iguana</i> Book Level 2.7 AR Quiz#80398	Realistic Fiction	Compare and Contrast cess RL.I	Visualize cess RL.I	Context Clues/ Unfamiliar Words cess L.4.A and L.4	Expression and Punctuation Clues cess FS.4	Final syllable -le cess FS.1.L.2.F	Singular and Plural Nouns CCSL.I.A and L.I.B
<i>Prudy's Problem and How She Solved It</i> Book Level 3.6 AR Quiz#66493	Fantasy	Draw Conclusions cess RI.I	Questioning cess RI.I	Word Structure/ Compound Words cess L.4	Rate cess FS.4., 4.A and 4.8	Compound Words cess FS.1.L.2.F and L.4	Irregular Plural Nouns CCSL.I.B
<i>Tops and Bottoms</i> Book Level 3.2 AR Quiz#11397	Animal Fantasy	Author's Purpose CESS RLZ	Predict and Set Purpose cess RL.I, RLG	Context Clues/ Antonyms CCSS FS.4, FS.4.C, and LS	Appropriate Phrasing cess FS.4	Final syllables --en, - an, -el, -le, -il cess L.2.F, FS.3	Singular Possessive Nouns ccs L.2.O
<i>Amazing Bird Nests</i> Book Level AR Quiz#	Expository Text	Main Idea and Details cess RI.2	Text Structure cess RI.s, RI.S	Context Clues/ Unfamiliar Words cess FS.4c, L.4.A, L.4.L.4.C	Rate cess FS.4.	Consonant Digraphs cess FS.1, FS.2.F, FS.4	Plural Possessive Nouns ccs L.2.0

Unit 3 – People and Nature

Selection/AR Quiz/Book Level	Genre	Focus (Comprehension) Skill	Focus (Comprehension) Strategy	Vocabulary Strategy/Skill	Fluency	Spelling/Phonics Skill	Language Skill
<i>How Do You Raise a Raisin?</i> Book Level 5.5 AR Quiz# 70170	Expository Text	Draw Conclusions CESS RI.1,RI.5	Important Ideas CESS RI.2	Context Clues/ Homophones CESS L.4.A and L.5	Expression CESS FS.4	Contractions CESS FS.3, L.2.F	Action and Linking Verbs CCS L.A and L.I.E
<i>Pushing Up the Sky</i> Book Level AR Quiz#	Drama	Literary Elements CESS RL.1,RLJ	Inferring CESS RL.1,RL.3	Dictionary/Glossary/ Unknown Words CESS L.4.O, L4	Accuracy CESS FS.4	Prefixes un-,re-, mis-,dis-,non- CESS FS.3, L.2.F	Main and Helping Verbs CES L.I.A and L.I.E
<i>Seeing Stars</i> Book Level AR Quiz#	Expository Text	Graphic Sources CESS RI.5 and RI.7	Text Structure CESS RI.1,RI.5	Dictionary/Glossary/ Unknown Words CESS L.4.D, L4	Appropriate Phrasing CESS FS.4, FS.4.A and FS.4.B	Spellings of /j/,/s/, /k/ CCSS FS.3, FSJD, L.2F	Subject-Verb Agreement CCS LI.F
<i>A Symphony of Whales</i> Book Level 4.1 AR Quiz# 32257	Fiction	Generalize CESS RL. 1	Story Structure CCSS RL.1,RL.3, and RL.7	Context Clues/ Unfamiliar Words CESS L.4.A, L4, and L.6	Rate CESS F5.4.A and 4.8	Suffixes -ly, -ful, -ness, -less, -able, -ible CESS FS.J.A, L.2.E	Past, Present, and Future Tenses CCSL.I.E
<i>Around One Cactus</i> Book Level 6.1 AR Quiz# 72436	Narrative Nonfiction	Cause and Effect CESS RI.3 and RI.5	Predict and Set Purpose CESS RI.3 CESS RI.5	Word Structure/ Prefixes pre-, re- CESS L.4.B, L4	Expression CESS FS.4B	Consonant Patterns CESS FS.3.D, L.2.F	Irregular Verbs CCS L.I.A and L.I.D

Unit 4 – One of a Kind

Selection/AR Quiz/Book Level	Genre	Focus (Comprehension) Skill	Focus (Comprehension) Strategy	Vocabulary Strategy/Skill	Fluency	Spelling/Phonics Skill	Language Skill
<i>The Man Who Invented Basketball</i> Book Level 4.3 AR Quiz# 115189	Biography	Generalize CESS RI.1	Summarize CESS RL2	Context Clues/ Unfamiliar Words CESS L4,L4.A	Accuracy Knowledge CESS FS.4	Irregular Plurals CCSS FS.3.D,L.I.B, I.2.E	Singular and Plural Pronouns CESS L. ,u.A
<i>Hottest, Coldest, Highest, Deepest</i> Book Level 4.9 AR Quiz# 51219	Expository Text	Graphic Sources CESS RI.7	Important Ideas CESS RI.2, RI.3	Dictionary/ Glossary/ Unknown Words CESS L4, L4.D	Appropriate Phrasing and Punctuation Cues CESS FS.4	r-Controlled Vowels CESS L.2,L2F FS.3	Subject and Object Pronouns CESS u.A,u.F
<i>Rocks in His Head</i> Book Level 3.5 AR Quiz# 49750	Biography	Fact and Opinion CESS RI. ,RI.3	Inferring CESS RI.6	Context Clues/ Multiple Meaning Words CESS L4,L4A	Expression CESS FS.4	Prefixes pre-,mid-, over-,out-,bi-,de- CESS FS3.A,L2F	Possessive Pronouns CESS u.A
<i>America's Champion Swimmer</i> Book Level 4.4 AR Quiz# 39864	Biography	Fact and Opinion CESS RI. 1	Questioning CESS RI.1 RI.3	Context Clues/ Multiple Meaning Words CESS L4,L4.A	Appropriate Phrasing CESS FS.4	Suffixes, -er, -or, -ess, -ist CESS FS 3.A, I.2.E	Contractions CESS u, u
<i>Fly, Eagle, Fly!</i> Book Level 3.8 AR Quiz# 36238	Folk Tale	Cause and Effect CESS RI. ,RI.3	Monitor and Clarify CESS RI.1	Dictionary/ Glossary/ Unknown Words CESS L.4, L4.D	Rate CESS FS.4.A and 4.B	Syllables VCCCV CESS FS.3.C,LZ.F	Prepositions CESS u

Unit 5 – Cultures

Selection/AR Quiz/Book Level	Genre	Focus (Comprehension) Skill	Focus (Comprehension) Strategy	Vocabulary Strategy/Skill	Fluency	Spelling/Phonics Skill	Language Skill
<i>Suki's Kimono</i> Book Level 3.9 AR Quiz# 73378	Realistic Fiction	Compare and Contrast cess RI.1, RL2	Visualize cess RL.1, RL10	Context Clues/Synonyms cess Ls, Ls.c	Rate cess FS.4 and 4.8	Syllable Pattern CV/VC cess FS.2.F, FS3, FS3.C	Adjectives and Articles cess I.1A and L.3C
<i>I Love Saturdays y domingos</i> Book Level 3.2 AR Quiz# 60902	Realistic Fiction	Main Idea and Details cess RI.2	Inferring cess RI.1	Context Clues/ Homophones cess L4, L.4.A	Accuracy Ces S.FS.4.8	Homophones cess FS.4.c, L2.E	Comparative and Superlative Adjectives cess L.1G
<i>Good-Bye, 382 Shin Dang Dong</i> Book Level 3.2 AR Quiz# 65622	Realistic Fiction	Sequence cess RL.3	Monitor and Clarify cess RI.1	Word Structure/Compound Words cess L4, FSJ	Expression and Punctuation Clues cess FS.4.8	Vowel Patterns au, ou, augh, ough cess FSJ, L2.F	Adverbs cess UA
<i>Jalapeno Bagels</i> Book Level 2.9 AR Quiz# 119662	Realistic Fiction	Draw Conclusions cess RI.1	Summarize cess RI.2	Context Clues/ Unfamiliar Words cess L4, L.4.A, Ls	Accuracy cess FS.4, FS.4.8	Vowel Patterns ei, eigh cess Fs 3, LFI	Comparative and Superlative Adverbs cess u. G
<i>Me and Uncle Ramie</i> Book Level 3.5 AR Quiz# 58378	Realistic Fiction	Author's Purpose cess RI.6	Background Knowledge cess RI.1	Context Clues/ Homonyms cess L4, L.4.A	Appropriate Phrasing cess FS.4, FS.4.8	Suffixes -y, -ish, -hood, -ment cess FS 3.8, L2.E	Conjunctions cess U. H

Unit 6 – Freedom

Selection/AR Quiz/Book Level	Genre	Focus (Comprehension) Skill	Focus (Comprehension) Strategy	Vocabulary Strategy/Skill	Fluency	Spelling/Phonics Skill	Language Skill
<i>The Story of the Statue of Liberty</i> Book Level 4.3 AR Quiz # 114752	Narrative Nonfiction	Fact and Opinion CCSS RI.1	Questioning CCSS RI.1, RI.3	Word Structure/Prefixes CCSS L4.B	Rate CCSS FS.4.A and 4.B	Vowel Sounds CCSS FS.3, L.2.F	Capital Letters CCSS L.2.A
<i>Happy Birthday Mr. Kang</i> Book Level 3.8 AR Quiz # 46141	Realistic Fiction	Cause and Effect CCSS RI.3	Inferring CCSS RI.3	Context Clues/ Antonyms CCSS L.4, L.4.A, L.5	Appropriate Phrasing CCSS FS.4	Schwa Sound with an a,e,i,o,u,and y CCSS FS.3, L.2.F	Abbreviations CCSS L1, L2
<i>Talking Walls: Art for the People</i> Book Level AR Quiz #	Photo Essay	Graphic Sources CCSS RI.7	Important Ideas CCSS RI.2	Dictionary/ Glossary/ Unknown Words CCSS L.4.D, L.4	Accuracy CCSS FS.4, FS.4.B	Final Syllables (-tion, ion, -ture, -ive, -ize) CCSS FS.3.B, L.2.E	Combining Sentences CCSS L.1H, L.1.I
<i>Two Bad Ants</i> Book Level 4.7 AR Quiz # 5548	Animal Fantasy	Plot and Theme CCSS RL.1, RL.2	Story Structure CCSS RL.3	Word Structure/ Prefixes and suffixes CCSS FS.3.A	Rate CCSS FS.4.A and 4.B	Prefixes im-, in- CCSS FS.3.A, L.2.F	Commas CCSS L.2.B
<i>Atlantis</i> Book Level 5.2 AR Quiz # 44099	Legend	Generalize- CCSS RI.1	Inferring CCSS RI.1, RI.2	Context Clues/ Homographs CCSS L.4, L.4.A	Expression CCSS FS.4.B	Related Words CCSS FS.3, L.2.F	Quotations and Parenthesis CCSS L.2C

Appendix B: Sample Pacing Guide

Pacing Guide 2017-18	
Week	
Wed., Aug. 30 – Sept 1 (3 days)	Procedures/Assessments
Sept. 5 – 8 (4 days) (Reading Street Baseline Assessment)	<i>When Charlie McButton Lost Power?</i>
Sept. 11 – 15	
Sept. 18 – 22	<i>What About Me?</i>
Sept. 25 – 29	<i>NA Week (Grade Level Rotations)</i>
Oct. 2 – 6	<i>Kumak's Fish</i>
Oct. 9 – 13	<i>Supermarket</i>
Oct. 16 – 18 (3 days MEA)	<i>Science Rotations (Life Cycle)</i>
Oct. 23 – 27	<i>My Rows and Piles of Coins</i>
Oct. 30 – Nov. 3	Unit 1 Review/Assessment
Nov. 6 – 10 (11/5 Daylight Savings Time)	<i>Penguin Chick</i>
Nov. 13 – 17	<i>I Wanna Iguana</i>
Nov. 20 – 21 (2 days-Thanksgiving)	Patriotic Program
Nov. 27 – Dec 1	<i>Prudy's Problem and How She Solved it</i>
Dec. 4 – 8	<i>Tops & Bottoms</i>

Dec. 11 – 15	<i>Amazing Birds Nest</i>
Dec. 18 – 21 (4 days)	Unit 2 Review/Assessment
(Dec 22 – Jan 2) Christmas Break	
Jan. 3 – 5 (3 days)	<i>How to Raise a Raisin</i>
Jan.8 – 12	<i>Pushing Up the Sky?</i>
Jan. 16 – 19 (4 days)	<i>Seeing Stars</i>
Jan. 22 – 26	<i>A Symphony of Whales</i>
Jan. 29 – Feb. 2	<i>Around One Cactus</i>
Feb. 5 – 9	Unit 3 Review/Assessment
Tues. Feb. 12 – 16	<i>The Man Who Invented Basketball</i>
Feb. 20 – 23 (4 days)	<i>Weather & Water Rotations</i>
Feb. 26 – Mar. 2	<i>Hottest, Coldest, Highest, Deepest</i>
Mar. 5 – 9	<i>Rocks In His Head</i>
Mar. 12 – 16 (3/11 Daylight Savings Time)	<i>Americans Champion</i>
Mar. 19 – 23	<i>Fly Eagle Fly!</i>
Mar. 26 – Mar. 29 (4 days) Easter	<i>Suki's Kimono/Unit 4 Review/Assessment</i>
Apr. 4 – 6 (3 days) Easter	
Apr. 9 – 13	Jalapeno Bagels
Apr. 16 – 20	Matter & Motion/Test Prep

Apr. 23 – 27	Smarter Balance Reading
Apr. 30 – May 4	Smarter Balanced Math (<i>The Story of the Statue of Liberty</i>)
May 7 – 11	<i>Talking Walls</i>
May 14 – 18	<i>Two Bad Ants</i>
May 21 – 25	<i>I Love Saturdays y domingos</i>
May 29 – June 1 (4 days)	Unit 5 & 6 Review/Assessment
June 4 – 5 (2 days)	EOY Assessments