

# FREE PACING GUIDE THIRD GRADE

## ELA STANDARDS

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

# Pacing Guide For Third Grade

**Mark Steyvers**



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