

Grade 3 ELA Common Core Pacing Guide

3rd Grade Reading

ELA Components	Target Grade Standard	“I Can” statements	Vocabulary	Time Frame
Literature				
	<p>CCSS.ELA-LITERACY.RL.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>I CAN ask questions about a text to show that I understand what I have read.</p> <p>I CAN answer questions about a text to show that I understand what I have read.</p>	<ul style="list-style-type: none"> • Details • Mood • Point of view 	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RL.3.2</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>I CAN retell a story (including fables, folktales, myths) that I have heard or read.</p> <p>I CAN figure out the lesson or moral of the stories I have read.</p>	<ul style="list-style-type: none"> • Central message • Character • Plot • Sequence of events • Story 	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RL.3.3</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>I CAN identify characters in a story.</p>	<ul style="list-style-type: none"> • Character feelings • Character motivation 	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>I CAN figure out what an author really means by the words and phrases that are written.</p>	<ul style="list-style-type: none"> • Literal • Nonliteral 	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RL.3.5</p> <p>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.</p>	<p>I CAN identify parts of a story.</p> <p>I CAN refer to parts of a story (chapters, etc.) to describe how the story is organized.</p>	<ul style="list-style-type: none"> • Author • Chapter • Narrator • Scene • Sequence of events • Setting 	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RL.3.6</p>	<p>I CAN infer what the author or</p>	<ul style="list-style-type: none"> • Infer 	<p>Trimester 1</p>

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	Distinguish their own point of view from that of the narrator or those of the characters.	characters might think. I CAN tell the difference between what I think and what the author or characters might think.		Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.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)	I CAN identify the mood of a character or setting. I CAN explain how illustrations support the words in the story. I CAN explain how illustrations contribute to the mood of the character or setting.		Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	I CAN compare and contrast the themes of multiple stories written by the same author about the same or similar characters. I CAN compare and contrast the settings of multiple stories written by the same author about the same or similar characters. I CAN compare and contrast the plots of multiple stories written by the same author about the same or similar characters.		Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.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.	I CAN read 2nd and 3rd grade texts on my own. I CAN answer questions correctly about what I have read.		Trimester 1 Trimester 2 Trimester 3
Informational Text				
	CCSS.ELA-LITERACY.RI.3.1	I CAN ask questions about	• Compare/contrast	Trimester 1

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	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>informational text.</p> <p>I CAN answer questions about informational text.</p> <p>I CAN refer back to the text to find specific facts and information.</p>	<ul style="list-style-type: none"> • Effect • Informational text • Informative • Sequence • Text features • Topic 	<p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>I CAN determine the main idea of informational text.</p> <p>I CAN identify the key details of informational text.</p> <p>I CAN explain how the details support the main idea of informational text.</p>	<ul style="list-style-type: none"> • Ideas • Key concepts • Key detail • Main idea 	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RI.3.3</p> <p>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.</p>	<p>I CAN describe the relationship between a series of historical events.</p> <p>I CAN describe the relationship between scientific ideas or concepts in a text.</p> <p>I CAN describe the relationship between a series of steps in technical procedures in a text.</p> <p>I CAN use language that relates to time, sequence and cause/effect.</p>	<ul style="list-style-type: none"> • Describe • Historical events • Relationships • Scientific ideas/concepts • Series of steps • Technical procedures 	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>I CAN determine the meaning of words and phrases in informational text.</p>		<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate</p>	<p>I CAN identify and use text features and search tools to locate information</p>		<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>

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	information relevant to a given topic efficiently.			
	CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.	I CAN share my own point of view from that of the author.		Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.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).	I CAN use information from illustrations and words to help me understand the text.		Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.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).	I CAN describe the connection between sentences and paragraphs in a text (comparison, cause and effect, and sequential order).	<ul style="list-style-type: none"> • Cause/effect • Sequential order 	Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	I CAN compare and contrast the most important points and key details in two different texts on the same topic.	<ul style="list-style-type: none"> • Key idea 	Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.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.	I CAN read 2nd and 3rd grade informational texts with proficiency. I CAN answer questions about 2nd and 3rd grade informational text correctly.		Trimester 1 Trimester 2 Trimester 3
Foundational Skills				
	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	I CAN separate words into syllables.	<ul style="list-style-type: none"> • Irregular spelling • Syllable 	Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.	I CAN use clues to understand what I am reading. I CAN reread and correct myself		Trimester 1 Trimester 2 Trimester 3

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		when I make a mistake.		
	CCSS.ELA-LITERACY.RF.3.3.B Decode words with common Latin suffixes.	I CAN decode words with common Latin suffixes.		Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RF.3.3.C Decode multisyllable words.	I CAN decode multisyllable words.		Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RF.3.3.D Read grade-appropriate irregularly spelled words.	I CAN read grade appropriate irregularly spelled words.		Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	I CAN read level texts with purpose and understanding. I CAN read grade level poetry and prose orally with fluency and expression. I CAN use clues to understand what I am reading. I CAN reread and correct myself when I make a mistake.	<ul style="list-style-type: none"> • Expression • Orally • Understanding • Fluency • Prefix • Purpose • Suffix 	Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RF.3.4.A Read grade-level text with purpose and understanding.	I CAN read and understand grade level text.		Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	I CAN read grade level poetry.		Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I CAN use context clues to help me understand unknown words I read.		Trimester 1 Trimester 2 Trimester 3

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Reading- Assessments	Resources
<ul style="list-style-type: none">• DRA2• School Improvement Quizzes• Treasures Unit Assessments	<ul style="list-style-type: none">• Treasures (student, teacher, and online versions) Units 1-6• Raz-Kids• TruFlix• Guided reading/skill groups

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3rd Grade Writing

Units of Study	Target Standard	“I Can” statements	Vocabulary	Time Frame
Personal Narrative				
	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p>I can choose descriptive details that will help to paint a picture in the mind of the reader.</p> <p>I can generate ideas by thinking about special people and places in my life and memorable experiences.</p> <p>I can choose an experience to write about, close my eyes, and make a movie in my mind, and focus on what made it memorable.</p> <p>I can include descriptive details to describe the setting.</p>	<ul style="list-style-type: none"> • Details • Sequence • Events • Setting 	Trimester 1
	W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>I can create a clear sequence of events.</p> <p>I can plot the clear sequence of events along points above a timeline.</p>	<ul style="list-style-type: none"> • Plot • Narrator • Characters • Timeline 	Trimester 1
	W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<p>I can create effective story leads and endings- action, dialogue, thoughts, images, or story reflections- that remind readers about something important in the story.</p> <p>I can tell the internal story by including my thoughts, feelings, and responses to what is happening.</p>	<ul style="list-style-type: none"> • Dialogue • Leads • Endings 	Trimester 1
	W.3.3c. Use temporal words and phrases to signal event order.	I can use words and phrases that tell when things happen.	<ul style="list-style-type: none"> • Transition words (first, next, then, 	Trimester 1

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			after that, last, finally)	
	W.3.3d. Provide a sense of closure.	I can create effective story endings- action, dialogue, thoughts, images, or story reflections- that remind readers about something important in the story.	<ul style="list-style-type: none"> Leads 	Trimester 1
	W.3.4. 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.)	I can write a personal narrative.	<ul style="list-style-type: none"> Personal narrative 	Trimester 1
	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p>I can reread my story with a singular focus with each item on the checklist and make revisions and corrections as needed.</p> <p>I can plan, revise, and edit my writing with the help of peers and adults.</p>	<ul style="list-style-type: none"> Revise Edit 	Trimester 1
	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.	I can write for short time frames over a longer period of time depending on my purpose, audience, and topic.	<ul style="list-style-type: none"> Stamina Purpose Audience 	Trimester 1
	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.	I can successfully participate in discussions.	<ul style="list-style-type: none"> Conferencing 	Trimester 1
	SL.3.1a. 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.	I can come to discussions prepared to share my ideas because I have read or studied what I needed to.		Trimester 1

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	SL.3.1b. 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).	I can listen, wait to speak until it is my turn, and be respectful of others when I am having discussions.		Trimester 1
	SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	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.		Trimester 1
	SL.3.1d. Explain their own ideas and understanding in light of the discussion.	I can explain my own thinking and ideas after a discussion.		Trimester 1
	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.	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.		Trimester 1
	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences correctly.	<ul style="list-style-type: none"> • Capital • Punctuation • Spelling 	Trimester 1
	L.3.2a. Capitalize appropriate words in titles.	I can use capital letters correctly when I write titles.		Trimester 1
	L.3.2c. Use commas and quotation marks in dialogue.	I can use commas and quotation marks correctly when I write dialogue between two people or characters.	<ul style="list-style-type: none"> • Comma • Quotation marks 	Trimester 1
	L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	I can spell commonly used words correctly and add suffixes to them.		Trimester 1
	L.3.3a. Choose words and phrases for effect.*	I can chose interesting words and phrases to help others understand my meaning better.	<ul style="list-style-type: none"> • Word choice 	Trimester 1
Personal Essay				
	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	I can write to share my opinion and give reasons to support that opinion.	<ul style="list-style-type: none"> • Opinion 	Trimester 2

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	W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	I can write my opinion piece in an organized way that introduces my opinion and list my reasons.		Trimester 2
	W.3.1b. Provide reasons that support the opinion.	I can give reasons to support my opinion in my writing.		Trimester 2
	W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	I can use linking words (because, therefore, since, for example, etc.) to connect my opinion with my reasons..	<ul style="list-style-type: none"> • Transition/linking word (because, therefore, since, for example) 	Trimester 2
	W.3.1d. Provide a concluding statement or section.	I can write a conclusion (ending) to my opinion piece	<ul style="list-style-type: none"> • Conclusion 	Trimester 2
	W.3.4. 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.)	I can write for different purposes, audiences, and topics.	<ul style="list-style-type: none"> • Purpose • Audience • Personal Essay 	Trimester 2
	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I can plan, revise and edit my writing with the help of peers and adults.	<ul style="list-style-type: none"> • Plan • Revise • Edit 	Trimester 2
	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.	I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> • Topic • Stamina 	Trimester 2
	L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I can use a dictionary or other resources to check and correct my spelling.	<ul style="list-style-type: none"> • Dictionary 	Trimester 2
	L.3.3a. Choose words and phrases for effect.*	I can choose interesting words and phrases to help others understand my meaning better	<ul style="list-style-type: none"> • Word choice 	Trimester 2
Informational				

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Book				
	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can write to inform and explain ideas to others clearly.		Trimester 2
	W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	I can write an informative text that introduces my topic and then groups related information together.	<ul style="list-style-type: none"> • Informative text 	Trimester 2
	W.3.2b. Develop the topic with facts, definitions, and details.	I can write about a topic using facts, definitions and details.	<ul style="list-style-type: none"> • Facts • Definitions • Details 	Trimester 2
	W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	I can use linking words (also, another, and, more, but, etc.) to connect the ideas in my writing.	<ul style="list-style-type: none"> • Linking words 	Trimester 2
	W.3.2d. Provide a concluding statement or section.	I can use linking words (also, another, and, more, but, etc.) to connect the ideas in my writing.	<ul style="list-style-type: none"> • Conclusions 	Trimester 2
	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<p>I can stay focused and organized in my different types of writing.</p> <p>I can write for different purposes, audiences, and topics.</p>	<ul style="list-style-type: none"> • Purpose • Audience 	Trimester 2
	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I can plan, revise and edit my writing with the help of peers and adults.	<ul style="list-style-type: none"> • Plan • Revise • Edit 	Trimester 2
	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.	I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> • Purpose • Audience • Topic 	Trimester 2
	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	I can give a report or share a story or experience with important details to help others understand.		Trimester 2

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	an understandable pace.	I can speak clearly and at an appropriate speed when I give a report or share a story or experience.		
	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences correctly.	<ul style="list-style-type: none"> • Capitalization • Punctuation 	Trimester 2
	L.3.2a. Capitalize appropriate words in titles.	I can use capital letters correctly when I write titles.		Trimester 2
	L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	I can spell commonly used words correctly and add suffixes to them.		Trimester 2
	L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I can use a dictionary or other resources to check and correct my spelling.	<ul style="list-style-type: none"> • Dictionaries 	Trimester 2
	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).	I can use the new words and phrases I have learned in different ways to show that I know what they mean.		Trimester 2
Realistic Fiction				
	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	I can write organized stories that have lots of details. I can write conclusions (endings) to my stories.	<ul style="list-style-type: none"> • Details 	Trimester 3
	W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	I can write stories from different points of view that have characters and a plot.	<ul style="list-style-type: none"> • Point of View • Character • Plot 	Trimester 3
	W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	I can use dialog between my characters and describe their actions & feelings to help others understand the plots of my stories.	<ul style="list-style-type: none"> • Dialogue • Characters • Plot 	Trimester 3

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	W.3.3c. Use temporal words and phrases to signal event order.	I can use temporal words (first, next, then, finally, etc.) to help others understand the order in my stories.	<ul style="list-style-type: none"> Temporal words 	Trimester 3
	W.3.3d. Provide a sense of closure.	I can write conclusions (endings) to my stories.	<ul style="list-style-type: none"> Conclusion 	Trimester 3
	W.3.4. 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>I can stay focused and organized in my different types of writing.</p> <p>I can write for different purposes, audiences, and topics.</p>	<ul style="list-style-type: none"> Purpose Audience 	Trimester 3
	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I can plan, revise and edit my writing with the help of peers and adults.	<ul style="list-style-type: none"> Plan Revise Edit 	Trimester 3
	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.	I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> Purpose Audience Topic 	Trimester 3
	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can show that I know how to use words correctly when I write and speak.		Trimester 3
	L.3.1h. Use coordinating and subordinating conjunctions.	I can use conjunctions in the correct way in my speech and writing.	<ul style="list-style-type: none"> Conjunctions 	Trimester 3
	L.3.1i. Produce simple, compound, and complex sentences.	I can say and write simple, compound and complex sentence	<ul style="list-style-type: none"> Simple, compound, and complex sentences 	Trimester 3
	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences correctly.	<ul style="list-style-type: none"> Capital Punctuation 	Trimester 3
	L.3.2a. Capitalize appropriate words in titles.	I can use capital letters correctly when I write titles.		Trimester 3

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	L.3.2c. Use commas and quotation marks in dialogue.	I can use commas and quotation marks correctly when I write dialogue between two people or characters.	<ul style="list-style-type: none"> • Comma • Quotation Marks • Dialogue 	Trimester 3
	L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	I can spell commonly used words correctly and add suffixes to them.	<ul style="list-style-type: none"> • Suffixes 	Trimester 3
	L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	I can use spelling patterns and rules to help me spell new words.		Trimester 3
	L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I can use a dictionary or other resources to check and correct my spelling.	<ul style="list-style-type: none"> • Dictionaries 	Trimester 3
	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can write, speak, read and listen by using what I know about the English language.		Trimester 3
	L.3.3a. Choose words and phrases for effect.*	I can choose interesting words and phrases to help others understand my meaning better.	<ul style="list-style-type: none"> • Word Choice 	Trimester 3
Research Unit				
	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can find the answers to specific questions within informational text that I read.	<ul style="list-style-type: none"> • Information text 	Trimester 3
	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>I can figure out the main idea of information I read.</p> <p>I can talk about the most important details in the information I read and how they support the main idea.</p>	<ul style="list-style-type: none"> • Main Idea • Details 	Trimester 3
	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.	I can figure out the meanings of words and phrases in science and social studies texts.		Trimester 3

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	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	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.	<ul style="list-style-type: none"> Text Features 	Trimester 3
	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).	I can show what I have learned from informational text and illustrations by answering questions about where, when, why and how.	<ul style="list-style-type: none"> Illustrations 	Trimester 3
	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can write to inform and explain ideas to others clearly.	<ul style="list-style-type: none"> Informative Text Explanatory Text 	Trimester 3
	W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	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.	<ul style="list-style-type: none"> Illustrations 	Trimester 3
	W.3.2b. Develop the topic with facts, definitions, and details.	I can write about a topic using facts, definitions and details.	<ul style="list-style-type: none"> Facts Definitions Details 	Trimester 3
	W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	I can use linking words (also, another, and, more, but, etc.) to connect the ideas in my writing.	<ul style="list-style-type: none"> Linking words 	Trimester 3
	W.3.2d. Provide a concluding statement or section.	I can write conclusions (endings) to my informative pieces of writing.	<ul style="list-style-type: none"> Conclusions 	Trimester 3
	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	I can stay focused and organized in my different types of writing. I can write for different purposes, audiences, and topics.	<ul style="list-style-type: none"> Purpose Audience Topic 	Trimester 3
	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I can plan, revise and edit my writing with the help of peers and adults.	<ul style="list-style-type: none"> Plan Revise Edit 	Trimester 3

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	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.	I can use technology to create and publish my writing. I can use technology to communicate and work with others.		Trimester 3
	W.3.7. Conduct short research projects that build knowledge about a topic.	I can do short research projects to help me learn more about a topic.	<ul style="list-style-type: none"> • Research 	Trimester 3
	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.	I can take notes to help me organize the research in my writing.	<ul style="list-style-type: none"> • Organize 	Trimester 3
	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.	I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> • Purpose • Audience • Topic 	Trimester 3
	SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	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.		Trimester 3
	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.	I can figure out the main ideas and details of what I see and hear.	<ul style="list-style-type: none"> • Main Ideas • Details 	Trimester 3
	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	I can ask and answer questions about what a speaker says so that I can talk more about the topic.	<ul style="list-style-type: none"> • Elaboration 	Trimester 3
	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.	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.	<ul style="list-style-type: none"> • Relevant 	Trimester 3
	L.3.1. Demonstrate command of the conventions of standard English	I can show that I know how to use words correctly when I write and		Trimester 3

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	grammar and usage when writing or speaking.	speak.		
	L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.*	<p>I can make sure that all of my subjects and verbs go together correctly in the sentences I say and write.</p> <p>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.</p>	<ul style="list-style-type: none"> • Subjects • Verb 	Trimester 3
	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences correctly.	<ul style="list-style-type: none"> • Sentence 	Trimester 3
	L.3.2a. Capitalize appropriate words in titles.	I can use capital letters correctly when I write titles.	<ul style="list-style-type: none"> • Capitalization 	Trimester 3
	L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	I can spell commonly used words correctly and add suffixes to them.	<ul style="list-style-type: none"> • Suffixes 	Trimester 3
	L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	I can use spelling patterns and rules to help me spell new words.		Trimester 3
	L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I can use a dictionary or other resources to check and correct my spelling.	<ul style="list-style-type: none"> • Dictionary 	Trimester 3
	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can write, speak, read and listen by using what I know about the English language.	<ul style="list-style-type: none"> • Conventions 	Trimester 3
	L.3.3a. Choose words and phrases for effect.*	I can choose interesting words and phrases to help others understand my meaning better.	<ul style="list-style-type: none"> • Word Choice 	Trimester 3
	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal	I can use the new words and phrases I have learned in different ways to show that I know what they mean.		Trimester 3

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	spatial and temporal relationships (e.g., After dinner that night we went looking for them).			
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Writing- Trimester 1 Assessments	Trimester 1 Resources
<ul style="list-style-type: none">• Pre-unit on demand writing prompt (Write about a time in your life you remember clearly)• Published personal narrative	<p>Professional Resources:</p> <ol style="list-style-type: none">1. MAISA 3rd Grade Writing Unit 12. Lucy Calkins, <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 1: Launching the Writing Workshop</i>, Heinemann, 20063. Lucy Calkins, <i>A Curricular Plan for the Writing Workshop, Grade 3, 2011/2012</i>, Heinemann, 20114. Aimee Buckner, <i>Notebook Know-How: Strategies for the Writer's Notebook</i>, Stenhouse, 20055. Ralph Fletcher, <i>A Writer's Notebook: Unlocking the Writer Within You</i>, Harper Collins, 20036. Ralph Fletcher, <i>Breathing In, Breathing Out: Keeping a Writer's Notebook</i>, Heinemann, 1996
	<p>Mentor Texts:</p> <ol style="list-style-type: none">1. <i>Shortcut</i>, Donald Crews2. <i>Bigmama's</i>, Donald Crews3. <i>Fireflies!</i>, Julie Brinkloe <p>Excerpts from the following texts are included in this unit:</p> <ol style="list-style-type: none">1. <i>Peter's Chair</i>, Ezra Jack Keats2. <i>Stand Tall, Molly Lou Mellon</i>, Patty Lovell3. <i>Tar Beach</i>, Faith Ringgold

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Writing- Trimester 2 Assessments	Trimester 2 Resources
<ul style="list-style-type: none">• Pre-unit on demand writing prompt (Write an opinion about the statement: “Many people think if they get in a fight with their friends, then it is okay to stay angry at them.”)• Published personal essays• Pre-unit on demand writing prompt (Write about something you know a lot about. Think of an animal that you’ve studied or know. You should teach others interesting and important information and ideas about this animal. Choose an animal you know well.)• Published informational writing book	<p>Professional Resources:</p> <ol style="list-style-type: none">1. MAISA 3rd Grade Writing Units 3 & 52. <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins3. <i>A Curricular Plan for the Writing Workshop, Grade 3, 2011-2012</i>, Lucy Calkins4. <i>Notebook Know-How: Strategies for the Writer’s Notebook</i>, Aimee Buckner7. <i>Nonfiction Craft Lessons: Teaching Informational Writing K-8</i>, Heinemann, 2001
	<p>Mentor Texts:</p> <ol style="list-style-type: none">1. <i>Chicken Soup for the Kid’s Soul 2</i>, Jack Canfield, et.al.2. <i>Because of Winn-Dixie</i>, Kate DiCamillo3. <i>Fireflies</i>, Julie Brinckloe4. <i>Shortcut</i>, Donald Crews5. <i>Peter’s Chair</i>, Ezra Jack Keats6. <i>Firefighters</i>, Katie Daynes7. <i>Ballet</i>, Susan Meredith8. <i>Cats</i>, Anna Milbourne9. <i>Sun, Moon and Stars</i>, Stephanie Turnbull

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Writing- Trimester 3 Assessments	Trimester 3 Resources
<ul style="list-style-type: none"> • Pre-unit on demand writing prompt (Write a realistic fiction story. First, create a character, and think about where your story takes place. Next, think about one problem or goal for your character and how that problem is solved or that goal is reached. Now, you will write a realistic story using these story elements.) • Published realistic fiction piece • Published research project 	<p>Professional Resources:</p> <ol style="list-style-type: none"> 1. MAISA 3rd Grade Writing Units 4 & 6 2. <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 4: Writing Fiction: Big Dreams, Tall Ambitions</i>, Heinemann, 2006 Lucy Calkins and M. Colleen Cruz, 3. <i>A Curricular Plan for the Writing Workshop, Grade 3, 2011-2012</i>, Heinemann, 2011 Lucy Calkins 4. <i>Assessing Writers</i>, Carl Anderson
	<p>Mentor Text:</p> <ol style="list-style-type: none"> 1. <i>Amelia's Road</i>, Linda Jacobs Altman 2. <i>I'm a Michigan Kid!</i>, Gary Bower 3. <i>I'm a Michigan Kid!: Official Passport</i>, Gary Bower 4. <i>Michigan</i>, Licia Raatma 5. <i>Kids Love Michigan: A Family Travel Guide to Exploring "Kid-Tested" Places in Michigan ... Year Round!</i>, George and Michele Zavatsky 6. <i>M is for Mitten: A Michigan Alphabet</i>, Annie Appleford and Kathy-jo Wargin