

Ganado Unified School District

(READING/3rd Grade)

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 st Quarter Week 1 August 3 UNIT 1 Read Aloud: Three Pigs, a Wolf and a Book <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board 	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. 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.	<ul style="list-style-type: none"> * What can stories teach you? * What details did the author use to tell about the event? 	I will be able to: <ul style="list-style-type: none"> • Describe characters in stories? • Explain how their actions affect the story? • Write words using spelling patterns 	Spelling List) clap, camp, hand, stamp, snack, rack, grabs, glad, bill, miss, click, pink, sick, grin, lift (Academic) ached, concentrate, discovery educated, effort, improved, inspired, satisfied, fantasy, expression, moral
1 st Quarter Week 2 August 10 UNIT 1 Read Aloud: Ready for Aloha! <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board 	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. L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase	<ul style="list-style-type: none"> * What can traditions teach you about cultures? * How does your family share traditions? * How does the character change from the beginning of the story to the end of the story? 	I will be able to: <ul style="list-style-type: none"> • Evaluate a character traits, motivations, feelings, and their actions • Use clues to identify the meaning of a word 	(Spelling List) step, mess, head, crops, stop, rock, clock, sock, pond, jumps, shut, luck, slump, bugs, mug (Academic) celebrate, courage, precious, disappointment, pride, remind, symbol, tradition, gasped

		* What words did the author use to tell about the event?		
1 st Quarter Week 3 August 17 UNIT 1 Read Aloud: Faith Ringgold: Telling Stories Through Art <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board 	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. 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.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	* How do people from different cultures contribute to a community?	I will be able to: <ul style="list-style-type: none"> • Identify how a character changes throughout the story • Identify the main character, setting, and plot 	(Spelling List) date, lake, skate, plane, grade, fine, life, rice, wise, smile, rose, globe, smoke, come used (Academic) admires, classmate, scored, community, tumble, contribute, practicing, pronounce, celebrate, symbols, traditions
1 st Quarter Week 4 August 24 UNIT 1 Read Aloud: Chester Greenwood and His Cold Ears <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board 	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). L.3.4b 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).	* How can problem solving lead to new ideas? * What inventions can you think of that have made your life better?	I will be able to: <ul style="list-style-type: none"> • Compare and contrast the theme, setting, and plot by the same author • Use clues in sentences to help me understand a new word 	(Spelling List) plain, braid, fail, grain, snail, paint, sway, tray, gray, stay, state, fake, same, weigh, they (Academic) design, encouraged, examine, invention, quality, simple, solution, substitutes, examine, solution, bailed, boiler, patent
2 nd Quarter Week 5 August 31 UNIT 1 Read Aloud: America's Landmarks and Memorials	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea	* How do landmarks help us understand our country's story?	I will be able to: <ul style="list-style-type: none"> • Restate the main idea and gives more than one supporting detail that proves my ideas 	(Spelling List) coast, float, toad, coal, soak, gold, sold, scold, slope, broke, note, bone, slow, show, foe


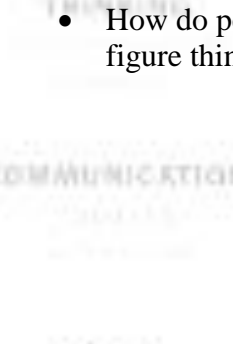
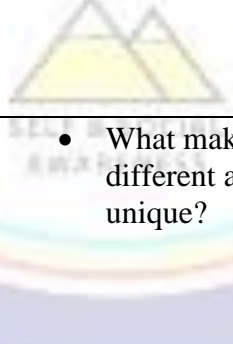
<ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board 		<ul style="list-style-type: none"> * How do sentence types help our writings interesting? 		(Academic) carved, clues, grand, landmark massive, monument, national, traces, landmark, monument
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2 nd Quarter Week 6 Sept. 7 UNIT 2 Read Aloud: A Field Full of Stones <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet 	RL.3.2 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	<ul style="list-style-type: none"> * Why is working together a good way to solve a problem? * What is a folktale? * What clues might help you guess 	I will be able to: <ul style="list-style-type: none"> • Examine a variety of stories • Recognize what the story is telling me 	(Spelling List) sky, fry, pie, tied, tight, right, bright, grind, child, cube, cute, mule, music, drew, few (Academic) attempt, awkward, involved, cooperation, created, furiously, interfere,

<ul style="list-style-type: none"> ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board 		what might happen next?		timid, collaborations, connections
<p>2nd Quarter</p> <p>Week 7 Sept. 14</p> <p>UNIT 2</p> <p>Read Aloud: Our Story Cloth</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>RL.3.2 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>L.3.4b 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)</p>	<ul style="list-style-type: none"> * Why do people immigrate to new places? * Have you moved from place to place? Why? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Understand key details from the text • Comprehend what the story is telling me • Understand the meaning of words based on prefixes and suffixes 	<p>(Spelling List) heel, week, creek, free, green, street, freeze, seal, weak, bean, speaks, team, clean, cream, field</p> <p>(Academic) arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered, astronomer, ticker, tape, confetti, borders, pushcart, plagiarizing, precise, accurate, repetition</p>
<p>2nd Quarter</p> <p>Week 8 Sept. 21</p> <p>UNIT 2</p> <p>Read Aloud: All About Elections</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>L.3.2d Form and use possessives.</p>	<ul style="list-style-type: none"> * How do people make government work? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Describe the passage from my own understanding • Use possessives in my writings • Recognize possessives in passages 	<p>(Spelling List) wrap, wrists, wrote, wreck, wring, write, wreath, knit, knife, knight, knock, knee, gnome, sign, gnaws</p> <p>(Academic) announced, elect, candidates, convince, decisions, estimate, government, laws, independent, sworn, campaign, volunteers</p>
<p>2nd Quarter</p> <p>Week 9 Sept. 28</p> <p>UNIT 2</p> <p>Read Aloud: The Bald Eagle: A Success Story</p>	<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in</p>	<ul style="list-style-type: none"> • How can people help animals survive? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Understand the passages opinions to the characters point of view 	<p>(Spelling List) scrubs, screams, scratch, scrape, screen, spread, splash, spray, streak, strength, strong,</p>


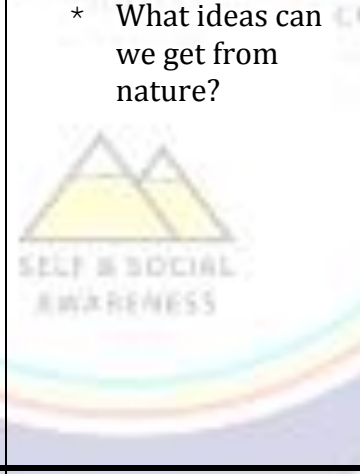
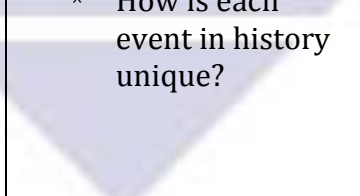
<ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	writing words		<ul style="list-style-type: none"> • Write words using spelling patterns 	squeak, throw, threaten, throne (Academic) caretakers, population, recognized, relatives, resources, success, survive, threatened, coated, ecosystem, endangered, extinct, full, glide, going, spoiled, organize, signal, events
<p>2nd Quarter</p> <p>Week 10 Oct. 5</p> <p>UNIT 2</p> <p>Read Aloud: New Bike, Old Bike</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p>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</p>	<ul style="list-style-type: none"> • How do people figure things out? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast a text on the same topic • Use word families to generalize spelling patterns 	<p>(Spelling List) chick, much, pitch, teacher, lunch, hatch, cheese, stretch, thick, truth, pathway, them, fish, whales, what</p> <p>(Academic) bounce, imagine, inventor, observer, alliteration, free verse, limerick, rhyme, ornithopter, descriptive</p>
<p>2nd Quarter</p> <p>Week 11 Oct. 12</p> <p>UNIT 3</p> <p>Read Aloud: Bear, Beaver, and Bee</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary 	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p>	<ul style="list-style-type: none"> • What makes different animals unique? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions to show that I understand the stories that I am reading 	<p>(Spelling List) whirl, third, girls, firm, fern, herds, stern, serve, hurt, nurse, turns, learn, pearl, word, world</p> <p>(Academic) disbelief, dismay, fabulous, features, offered, splendid, unique, watchful, aroma, ability, specie, amphibians, declarative, exclamatory,</p>

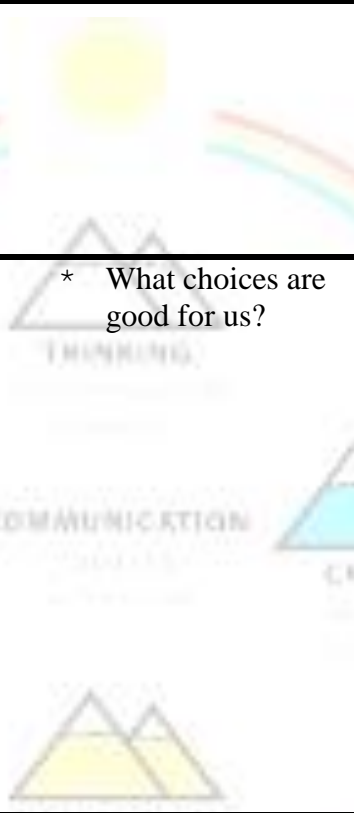

<ul style="list-style-type: none"> ✓ Story board ✓ Vocabulary cards 				imperative, interrogative
<p>2nd Quarter</p> <p>Week 12 Oct. 19</p> <p>UNIT 3</p> <p>Read Aloud: Meeting the Pride of Puerto Rico</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</p>	<ul style="list-style-type: none"> • How can one person change the way you think? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast important points and key details in a text 	<p>(Spelling List) sharp, yard, artist, carve, porch, storm, sport, story, chore, shore, sore, hoard, oars, pour your</p> <p>(Academic) bravery, amazement, donated, disappear, leader, nervous, refused, temporary, essay, relationship</p>

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				(Content/Academic)
<p>3rd Quarter</p> <p>Week 13 Oct. 26</p> <p>UNIT 3</p> <p>Read Aloud: Our Home in the Solar System</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>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</p> <p>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).</p>	<p>* What do we know about Earth and its neighbors in space?</p> 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Understanding the meanings of words and phrases in various texts • Correctly spell commonly used words 	<p>(Spelling List) careful, stared, shared, pair, stairs, wear, bear, where, there, dear, rear, gear, here, career, peer</p> <p>(Academic) amount, astronomy, globe, solar system, support, surface, temperature, warmth, elliptical, rotate, axis, key word, related, paragraph</p>
<p>3rd Quarter</p> <p>Week 14 Nov. 2</p> <p>UNIT 3</p> <p>Read Aloud: Ideas From Nature</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>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).</p> <p>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).</p>	<p>* What ideas can we get from nature?</p> 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Interpret text illustrations to help me understand the characters and setting. • Correctly spell commonly used words 	<p>(Spelling List) misprint, misread, mistrust, miscount, misspell, precut, preheat, preplan, preview, presale, dishonest, discover, dismounted, distrust, disconnect</p> <p>(Academic) effective, example, identical, imitate, material, model, observed, similar</p>
<p>3rd Quarter</p> <p>Weeks 15 Nov. 9</p> <p>UNIT 3</p> <p>Read Aloud: The California Gold Rush</p>	<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>* How is each event in history unique?</p> 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Locate text features to help me understand information 	<p>(Spelling List) foil, coins, noise, point, enjoy, joyful, down, owl, crowd, plow, round, couch, proud, bounce, loudly</p>

<ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 			<ul style="list-style-type: none"> • Use root words as a clue to help me learn new meanings of a word 	(Academic) agreeable, appreciate, boomed, descendants, emigration, pioneers, transportation, vehicles, formal, informal, contractions,
3 rd Quarter Week 16 Nov. 16 UNIT 4 Read Aloud: Three Wishes <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. L.3.4b 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).	* What choices are good for us? 	I will be able to: <ul style="list-style-type: none"> • Ask and answer questions that show I understand what I am reading • Visualize text details to help draw a conclusion • Use clues in sentences to help me understand new words 	(Spelling List) spoon, goose, booth, gloom, rude, tube, due, clues, true, chew, July, look shook, notebook, could (Academic) aroma, expect, flavorful, graceful, healthful, interrupted, luscious, variety, intermission, program, props, habit, positive, impact
3 rd Quarter Week 17 Nov. 30 UNIT 4 Read Aloud: Dancing La Raspa <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board 	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. L.3.2f Use spelling patterns and generalizations (e.g., word families,	* How can you use what you know to help other? * 	I will be able to: <ul style="list-style-type: none"> • Reflect the purpose of a text • Visualize text details to help draw a conclusion • Use clues in sentences to help me understand new words 	(Spelling List) years, twins, trays, states, ashes, foxes, inches, flies, cities, ponies, bunches, alleys, lunches, cherries, daisies (Academic) achievement, apologize, attention, audience, confidence, embarrassed, realized talents, not, now, off, practiced, special,

✓ Vocabulary cards	position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.			realistic, fiction, ask and answer questions, point of view, narrator, fiction, dialogue, realistic
3rd Quarter Week 18 Dec. 7 UNIT 4 Read Aloud: African Lions <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>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).</p> <p>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).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p>L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	* How do animals adapt to challenges in their habitat?	I will be able to: <ul style="list-style-type: none"> • Use text illustrations to help me analyze the setting • Demonstrate how the author connects the ideas in a text • Compare and contrast two texts on the same topic • Use root words as a clue to understand a word 	(Spelling List) taught, hauls, caused, paused, squawk, drawing, crawl, flawless, lawn, salt, talked, halls, water, bought, thoughtless (Academic) alert, competition, environment, excellent, prefer, protection, related, shelter, burrows, vibrations
3rd Quarter Week 19 Dec. 14 UNIT 4 Read Aloud: Fly Like a Bird <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>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).</p> <p>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).</p>	* How are people able to fly?	I will be able to: <ul style="list-style-type: none"> • Use text features as search tools • Use text illustrations to help analyze the characters and setting • Demonstrate how the author connects the ideas in a text • Use spelling patterns to understand compound words 	(Spelling List) airplane, daytime, birthday, daylight, hairdo, somebody, birdhouse, barefoot, headlight, sometime, someone, newspaper, sidewalks, basketball, stagecoach (Academic)

	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			
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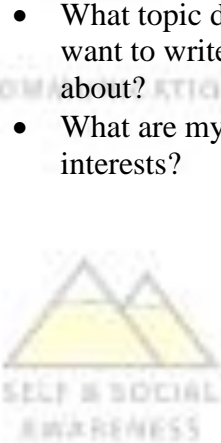

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4 th Quarter Week 20 Jan. 4 UNIT 4 Read Aloud: My Grandpa <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>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).</p> <p>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</p> <p>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).</p>	<ul style="list-style-type: none"> • How can others inspire us? 	I will be able to: <ul style="list-style-type: none"> • Ask and answer questions to show that I understand the stories I am reading • Visualize text details to help draw a conclusion • Use clues in sentences to help me understand new words 	(Spelling List) sale, sail, beet, beat, rode, road, rowed, its, its', your, you're, their, they're, peace, piece (Academic)

<p>4th Quarter</p> <p>Week 21 Jan. 11</p> <p>UNIT 5</p> <p>Read Aloud: Wei and the Golden Goose</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>RL.3.2 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>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>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</p>	<ul style="list-style-type: none"> • How do we get what we need? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Take apart a variety of stories • Understand the passage opinions compare to the character • Understand point of view • Use word families to comprehend new words 	<p>(Spelling List) pounce, placed, dice, cents, price, space, mice, office, wage, age, gyms, giant, changes, message, pages (Academic)</p>
<p>4th Quarter</p> <p>Week 22 Jan. 18</p> <p>UNIT 5</p> <p>Read Aloud: The School Garden</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>RL.3.2 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>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>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.</p>	<ul style="list-style-type: none"> • How can we reuse what we already have? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Recognize what the story is telling by using details from the text • Visualize text details to help draw conclusions • Use clues in sentences to help me understand new words 	<p>(Spelling List) names, named, naming, hopes, hoped, hoping, dances, danced, dancing, drops, dropped, dropping, wraps, wrapped, wrapping (Academic)</p>
<p>4th Quarter</p> <p>Week 23 Jan. 25</p> <p>UNIT 5</p> <p>Read Aloud: Jimmy Carter: A Good Citizen</p>	<p>RL.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>L.3.4 Determine or clarify the meaning</p>	<ul style="list-style-type: none"> • What do good citizens do? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Explore my own point of view • Comprehend the passages opinions to narrators 	<p>(Spelling List) basket, rabbit, lesson, letter, invite, bedtime, mammal, number, fellow, chapter, follow, problem, chicken, butter, napkin (Academic)</p>

<ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>		<ul style="list-style-type: none"> • Use word clues to understand the spelling of a new word 	
<p>4th Quarter</p> <p>Week 24 Feb. 1</p> <p>UNIT 5</p> <p>Read Aloud: Using Power</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>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).</p>	<ul style="list-style-type: none"> • What are different kinds of energy? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions • Compare and contrast key details in two texts on the same topic • Use my knowledge of spelling patterns to spell words correctly 	<p>(Spelling List) tries, tried, trying, dries, dried, drying, hurries, hurried, hurrying, studies, studied, studying, plays, played, playing (Academic)</p>
<p>4th Quarter</p> <p>Week 25 Feb. 8</p> <p>UNIT 6</p> <p>Read Aloud: Pandora Finds a Box</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board 	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 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>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the</p>	<ul style="list-style-type: none"> • How do you decide what is important? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions about a text I just read • Point out the lesson or moral of a story • Use key details to understand the text 	<p>(Spelling List) pilot, diner, tiger ,favor, lemon, planet, cloudy, shady, robot, tiny label, cozy, silent, spider, frozen (Academic)</p>

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4 th Quarter Week 26 Feb. 15 UNIT 6 Read Aloud: Joshua's Odd Neighbor ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards	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; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text 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). 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).	• How can weather affect us?	I will be able to: <ul style="list-style-type: none"> • Ask and answer questions about a text I just read • Compare and contrast characters in similar stories • Use prefixes in my writings 	(Spelling List) disagree, dislike, disappear, prepaid, preschool, precook, previous, rebuild, return, resell, reprint, unwrap, unlucky, untied, unbeaten (Academic)
4 th Quarter Week 27 Feb. 22 UNIT 6 Read Aloud: Mae Jamison, Astronaut ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board	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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	• Why are goals important?	I will be able to: <ul style="list-style-type: none"> • Locate information in text to understand • Compare and contrast details in two texts on the same topic • Use root words to identify the meaning of words 	(Spelling List) able, purple, riddle, handle, eagle, puzzle, castle, little, pickle, towel, nickel, camel, travel, tunnel, squirrel (Academic)

✓ Vocabulary cards				
4 th Quarter Week 28 Feb. 29 UNIT 6 Read Aloud: Mae Jamison, Astronaut ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards	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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	• Why are goals important?	I will be able to: <ul style="list-style-type: none"> • Locate information in a text to understand • Compare and contrast details 	(Spelling List) explained, remain, reading, detail, presoak, monkey, brief, preteen, about, allowing complain, enjoys, poison, repeats, unreal (Academic)
4 th Quarter Week 29 March 7 UNIT 6 Read Aloud: Respect for the Florida Panther ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic 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) 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).n, why, and how key events occur).	• How can learning about animals help you respect them?	I will be able to: <ul style="list-style-type: none"> • Compare and contrast key details • Use information from illustrations to understand a text 	(Spelling List) severe, prepared declare, later, writer, cellar, trailer author, person, circus, garlic, partner, restore, sister, actor (Academic)
4 th Quarter Week 30 March 21 UNIT 6	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	• What makes you laugh?	I will be able to: <ul style="list-style-type: none"> • Identify the parts of a poem 	(Spelling List) careful, cheerful, helpful, colorful, harmful, pitiful, painless, priceless, helpless, sleepless, rainless,

<p>Read Aloud: Show and Tell</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>earlier sections</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</p>		<ul style="list-style-type: none"> • Understand words from various text to understand the resource • Compare my point of view to the author or character • Use a dictionary to check my spelling 	<p>helplessly, peacefully, carefully, wisely (Academic)</p>
<p>4th Quarter</p> <p>Week 31 March 28 UNIT 6</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>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</p>		<p>I will be able to:</p> <ul style="list-style-type: none"> • Write a reflection on a daily basis on a given topic 	<p>Internet Spelling Resources</p>
<p>4th Quarter</p> <p>Week 32 April 4 UNIT 6</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board 	<p>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</p>		<p>I will be able to:</p> <ul style="list-style-type: none"> • Do research on a daily basis on a given topic 	<p>Internet Spelling Resources</p>

✓ Vocabulary cards				
4 th Quarter Week 33 April 11 UNIT 6 ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards	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	<ul style="list-style-type: none"> What topic should I choose to write about? 	I will be able to: <ul style="list-style-type: none"> Write a reflection on a daily basis on given topic Do research on a given topic 	Internet Spelling Resources
4 th Quarter Week 34 April 18 UNIT 6 ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards	W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	<ul style="list-style-type: none"> Who can I write about to make my topic interesting? 	I will be able to: <ul style="list-style-type: none"> Sequence an event in my writing Write and follow directions of given topic 	Internet Spelling Resources
4 th Quarter Week 35 April 25 UNIT 6 ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard	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. W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	<ul style="list-style-type: none"> What type of writing do I want to do? How will my characters feel and act? 	I will be able to: <ul style="list-style-type: none"> Use dialogue in my writing Show how characters relate to situations 	Internet Spelling Resources

<ul style="list-style-type: none"> ✓ Dictionary ✓ Story board ✓ Vocabulary cards 				
<p>4th Quarter</p> <p>Week 36 May 2 UNIT 6</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>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.</p>	<ul style="list-style-type: none"> • What are my interests? • What resources can I use to begin my writing? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Write a paper • Look for information from various texts in my writing • Use the computer for my final paper 	<p>Internet Spelling Resources</p>
<p>4th Quarter</p> <p>Week 37 May 9 UNIT 6</p> <ul style="list-style-type: none"> ✓ Graphic organizers ✓ Internet ✓ Doc cam ✓ Smartboard ✓ Dictionary ✓ Story board ✓ Vocabulary cards 	<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>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.</p>	<ul style="list-style-type: none"> • What topic is of my interest? • What computer application will I use to conduct my final copy? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Find information for a give topic • Use technology resources help in my writing 	<p>Internet Spelling Resources</p>