

# Ganado Unified School District

## (READING/3<sup>RD</sup> GRADE)

### PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 <sup>st</sup> Quarter  Week 1  <ul style="list-style-type: none"> <li>IR Books</li> <li>Published Stories</li> </ul>	<b>3.RL.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</b>  <b>3.RI.1-Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the bases for the answers</b>	<ul style="list-style-type: none"> <li>What are the parts of a story?</li> <li>Who are the main characters?</li> <li>Where and when did it take place?</li> <li>What are the main things that have happened in the story?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Identify the main characters</li> <li>Identify the setting</li> <li>Identify the plot (problem/solution)</li> <li>(COMPREHENSION 2)</li> <li>Ask and answer questions to show that I understand the stories that I am reading</li> <li>Find the answers to specific questions within the stories that I read</li> </ul>	<b>ask and answer</b> <b>demonstrate</b> <b>text</b> <b>refer</b>
1 <sup>st</sup> Quarter  Week 2  <ul style="list-style-type: none"> <li>Lesson 1 (Vocab)</li> <li>IR Books</li> <li>Hamburger Graphic Organizer</li> </ul>	<b>3.RI.2</b> <b>Determine the main idea of a text;</b> recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>What is the main idea?</li> <li>What details support your reason?</li> <li>What kind of cited evidence from the text supports your main idea?</li> <li>Give an opinion that supports or refutes the main idea</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Identify the main idea/topic sentence of the information I read (COMPREHENSION 2)</li> <li>Use key details to support the main idea (EVALUATION 6)</li> <li>Write an opinion to support the main idea</li> <li>Show how the main idea is supported by details in the text</li> </ul>	principal strolled proud worried soared announced fine  <b>determine</b> <b>main idea/topic sentence</b> <b>justify</b> <b>text</b> <b>recount</b> <b>key details</b> <b>explain</b> <b>support</b> <b>supporting sentences</b> <b>concluding sentences</b> <b>opinion</b>

1 <sup>st</sup> Quarter  Week 3 <ul style="list-style-type: none"> <li>Lesson 2 (Vocab)</li> <li>Lesson 2 Journeys</li> <li>Vocabulary Cards 17-24</li> <li>Variety of Books</li> <li>Grab &amp; Go</li> <li>Practice Book p.31</li> </ul>	<b>3.RL.3</b> <b>Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</b>	<ul style="list-style-type: none"> <li>Evaluate the major character in the story by explaining their traits and feelings</li> <li>Explain the characters perspective and how the problem was solved</li> <li>Do any of the characters change from beginning to the end? How?</li> <li>What clues in a story tell you about the characters?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Evaluate a character's traits, motivations, feelings, and their actions (EVALUATION 6)</li> <li>Identify how a character changes throughout the story (EVALUATION 6)</li> <li>Describe the characters in stories and explain how their actions affect the story</li> </ul>	convinced trial jury guilty pointed honest murmur stand  <b>describe characters traits motivations feelings explain actions contribute sequence events</b>
1 <sup>st</sup> Quarter  Week 4 <ul style="list-style-type: none"> <li>Lesson 3 (Vocab)</li> <li>Index Cards for ELL</li> <li>Teacher Made Sentence Corrections</li> </ul>	<b>3.L.2</b> <b>Capitalize appropriate words in titles.</b>  <b>3.L.2.g; 3.L.4.d</b> <b>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</b>	<ul style="list-style-type: none"> <li>What words would need to be capitalized in a title?</li> <li>What resource would be used to check and correct spellings?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Capitalize words in titles</li> <li>Use a dictionary to check and correct spellings</li> <li>(KNOWLEDGE 1)</li> </ul>	raise spreading earn figure contacted block afford customers  <b>capitalize titles consult reference</b>
1 <sup>st</sup> Quarter  Week 5 <ul style="list-style-type: none"> <li>Lesson 4 (Vocab)</li> <li>Index Cards for ELL</li> <li>IR Books</li> </ul>	<b>3.L.4</b> <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>	<ul style="list-style-type: none"> <li>What clues are provided to identify unfamiliar words?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Use clues to identify the meaning of a word.</li> <li>Figure out meanings of words when prefixes and suffixes I understand are added to words I already know (KNOWLEDGE 1)</li> <li>Use root words that I know as a clue to help me learn the meanings of new words.</li> <li>(KNOWLEDGE 1)</li> </ul>	balancing tide crew disappears foggy stretch excitement cling  <b>context clues unfamiliar word phrase</b>

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1 <sup>st</sup> Quarter  Week 6  <ul style="list-style-type: none"> <li>Lesson 5 (Vocab)</li> <li>Index Cards for ELL</li> <li>IR Books</li> <li>BINGO Games</li> </ul>	3.L.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<ul style="list-style-type: none"> <li>What is a noun?</li> <li>What is a pronoun?</li> <li>What is a verb?</li> <li>What is an adjective?</li> <li>Do you have noun and verb agreements?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Identify nouns, verbs, adjectives, and pronouns in sentences (COMPREHENSION 2)</li> <li>Write sentences using the parts of speech.</li> <li>Explain how nouns, pronouns, verbs, adjectives, and adverbs work in different sentences</li> <li>Say and write simple, compound, and complex sentences</li> </ul>	stands score fans league slammed pronounced style polish  <b>explain function nouns pronouns verbs adjectives adverbs Parts of Speech</b>
1 <sup>st</sup> Quarter  Week 7  <ul style="list-style-type: none"> <li>Lesson 6 (Vocab)</li> <li>Index Cards for ELL</li> <li>CLOSE Reading Sheets (online, teacher made)</li> </ul>	<b>3.RL.4</b> <b>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</b>  <b>3.RL.4</b> <b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>	<ul style="list-style-type: none"> <li>What clues are provided to identify unfamiliar words?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Use clues to identify the meaning of a word (COMPREHENSION 2)</li> <li>Figure out what an author really means by the words and phrases that are written</li> </ul>	collect scrambled orders sorted ragged rapidly continued darted  <b>determine phrases text literal language nonliteral language</b>
1 <sup>st</sup> Quarter  Week 8  <ul style="list-style-type: none"> <li>Lesson 7 (Vocab)</li> </ul>	3.L.3 Use known language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> <li>choose words and phrases for effect</li> <li>recognize and observe differences between the conventions of spoken and</li> </ol>	<ul style="list-style-type: none"> <li>When do you capitalize words in a sentence?</li> <li>What are the difference types</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>Identify the different types of sentences. (COMPREHENSION 2)</li> <li>Choose the correct punctuation to end my sentence</li> </ul>	tracing imagine illustrate scribbles sketches research

<ul style="list-style-type: none"> <li>○ Index Cards for ELL</li> <li>○ Teacher Made Daily Practice Sentence Corrections</li> </ul>	written Standard English	of sentences? <ul style="list-style-type: none"> <li>• What type of punctuation will you use at the end of the sentence?</li> </ul>	(EVALUATION 6) <ul style="list-style-type: none"> <li>* Choose interesting words and phrases to help others understand my meaning better (EVALUATION 6)</li> </ul>	textures tools  <b>conventions</b> <b>phrases</b> <b>recognize</b> <b>command</b> <b>question</b> <b>exclamation</b> <b>statement</b>
1 <sup>st</sup> Quarter  Week 9 <ul style="list-style-type: none"> <li>○ Lesson 8 (vocab)</li> <li>○ Loose leaf paper</li> <li>○ Writing Editing Corrections</li> <li>○ Laptop</li> <li>○ Printer</li> </ul>	<b>3.W.10</b> <b>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.</b>  <b>3.W.5</b> <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</b> <b>3.W.6</b> <b>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.</b>	<ul style="list-style-type: none"> <li>• What is the writing process?</li> <li>• What will I need to know to develop a type of writing?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>* Reflect on a given topic</li> <li>* Compose written pieces for a specific purpose</li> <li>* Utilize the writing process</li> <li>* Plan, edit, and revise my writing with the help of peers and adults</li> <li>* Use technology to create pieces of writing and to interact and share ideas with others</li> <li>* (SYNTESIS 5)</li> </ul>	harvest separate ashamed borders advice borrow patch serious  <b>research</b> <b>reflection</b> <b>revision</b> <b>audience</b> <b>purposes</b> <b>tasks</b> <b>guidance and support</b> <b>peers</b> <b>develop</b> <b>planning</b> <b>revising</b> <b>editing</b> <b>technology</b> <b>produce</b> <b>publish</b> <b>interact</b> <b>collaborate</b>
1 <sup>st</sup> Quarter  Week 10 <ul style="list-style-type: none"> <li>○ Lesson 9 (vocab)</li> <li>○ Loose leaf paper</li> <li>○ Writing</li> </ul>	<b>3.W.2</b> <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> <ol style="list-style-type: none"> <li>introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> </ol>	<ul style="list-style-type: none"> <li>• Who is my audience?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>* Write to inform and explain ideas (EVALUATION 5/SYNTESIS 6)</li> </ul>	familiar jerky vacant rickety blurry rude blasted applause



Checklist	<ul style="list-style-type: none"> <li>b. Develop the topic with facts, definitions, and details</li> <li>c. Use linking words and phrases (also, another, and , more, but) to connect ideas within categories of information</li> <li>d. Provide a concluding statement or section</li> </ul>			<b>main idea</b> <b>supporting detail</b> <b>infer</b> <b>topic</b>
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2 <sup>nd</sup> Quarter  Week 11 <ul style="list-style-type: none"> <li>○ Lesson 10 (Vocab)</li> <li>○ Published Stories</li> </ul>	<b>3.RL.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</b>  <b>3.RI.1-Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the bases for the answers</b>	<ul style="list-style-type: none"> <li>• What was the main idea of the text and give 3 supporting details that support the main idea?</li> <li>• What are at 2 facts that you learned about in the text?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>* I will examine a text by asking and answering questions to demonstrate my understanding. (ANALYSIS 4/COMPREHENSION 2)</li> <li>* I will justify my understanding of text by giving more than 1 example to support my main idea or answer. (EVALUATION 6)</li> <li>* the stories that I read</li> </ul>	signal genius gadget invention laboratory experiment occasional electric  <b>fact</b> <b>opinion</b>
2 <sup>nd</sup> Quarter  Week 12 <ul style="list-style-type: none"> <li>○ Lesson 11 (Vocab)</li> <li>○ Hamburger Graphic Organizer</li> </ul>	<b>3.SL.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.  <b>3.RI.2</b> Determine the main idea of a text; <b>recount the key details and explain how they support the main idea.</b>	<ul style="list-style-type: none"> <li>• How can we prove our understanding of the main idea and supporting details by listening to discussions, selected reading(s), presentations and media?</li> </ul>	I will be able to: <ol style="list-style-type: none"> <li>1. I will summarize the main idea and supporting details of a text that requires one to listen to, visually observe, or respond to. (ANALYSIS4/SYNTHESIS 5)</li> <li>2. I will restate the main idea and give more than one supporting detail that proves my ideas. (EVALUATION 6)</li> </ol>	championship power professional athlete rooting court competitor entire  <b>story structure</b> <b>visualize</b>

		<ul style="list-style-type: none"> <li>What is the main idea of the text? Demonstrate 3 supporting details that prove the main idea.</li> </ul>		
2 <sup>nd</sup> Quarter  Week 13 <ul style="list-style-type: none"> <li>Lesson 12 (Vocab)</li> <li>IR Books</li> <li>Teacher made sentences</li> </ul>	3.L.1 b. Form and use regular and irregular plural nouns  c. Use abstract nouns (childhood)  d. Form and use regular and irregular verbs  e. Form and use the simple (I walked; I walk;; I will walk) verb tenses  <b>3.RL.3</b> Describe characters in a story (e.g. their traits, motivations, or feelings) and <b>explain how their actions contribute to the sequence of events</b>	<ul style="list-style-type: none"> <li>How do you form and use regular and irregular plural nouns and verbs?</li> <li>How does the major character change from the beginning of the story to the end of the story?</li> <li>What 2 important traits describe the main idea?</li> </ul>	<b>I will be able to:</b> <ul style="list-style-type: none"> <li>* I will identify regular and irregular nouns and verbs. (COMPREHENSION 2)</li> <li>* I will select more than one trait to describe the major character of a story. (KNOWLEDGE 1)</li> <li>* I will explain how the main character changes from the beginning to the end of a story. (ANALYSIS 4)</li> <li>* Describe characters in stories and explain how their actions affect the story</li> </ul>	report erupt presentation creative educational certificate impressive charts  <b>compare</b> <b>contrast</b> <b>analyze</b> <b>evaluate</b>
2 <sup>nd</sup> Quarter  Week 14 <ul style="list-style-type: none"> <li>Lesson 13 (Vocab)</li> <li>Various book titles</li> <li>Teacher made sentences</li> </ul>	3.L.1 h. Use coordinating and subordination conjunctions.  i. Produce simple, compound, and complex sentences.  j. Write multiple sentences in an order that supports a main idea or story  <b>3.L.2</b> <b>Capitalize appropriate words in titles.</b>	<ul style="list-style-type: none"> <li>How do you connect parts of a sentence for better fluency?</li> <li>What are some examples of simple, compound, and complex sentences?</li> <li>What supporting details justify the main idea of a text?</li> <li>What words need to be capitalized in a title?</li> </ul>	<b>I will be able to:</b> <ul style="list-style-type: none"> <li>* I will develop simple, compound and complex sentences with appropriate conjunctions. (SYNTHESIS 5)</li> <li>* I will support the main idea with details from the text. (EVALUATION 6)</li> <li>* I will capitalize specific words in a title.</li> </ul>	peak examined fondly steep rugged pausing mist pleaded  <b>author's purpose</b> <b>infer</b> <b>author's message</b> <b>summarize</b>
2 <sup>nd</sup> Quarter  Week 15 <ul style="list-style-type: none"> <li>Lesson 14 (vocab)</li> <li>Sample</li> </ul>	3.L.2  b. Use commas in addresses  c. Use commas and quotation marks in dialogue	<ul style="list-style-type: none"> <li>Where do you place a comma in an address?</li> <li>When characters are using dialogue where do you place</li> </ul>	<b>I will be able to:</b> <ul style="list-style-type: none"> <li>* I will use commas in addresses and character dialogue.</li> <li>* I will apply quotation marks where characters are</li> </ul>	lying loyal partners shift quiver patrol

<p>envelopes</p> <ul style="list-style-type: none"> <li>Letter Writing with Envelopes</li> <li>Stories with dialogue</li> <li>Teacher made dialogue sheets</li> </ul>	<p><b>3.L.4</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>commas and quotation marks?</p> <ul style="list-style-type: none"> <li>How can we use context clues in a sentence to determine the meaning of an unknown word or phrase?</li> </ul>	<p>speaking.(APPLICATION 3)</p> <ul style="list-style-type: none"> <li>I will state the meaning of an unknown word or phrase by using context clues from a sentence. (KNOWLEDGE 1)</li> </ul>	<p>ability snap</p> <p><b>infer characters motive motivation relationships</b></p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 16</p> <ul style="list-style-type: none"> <li>Lesson 15 (Vocab)</li> <li>Context Clues Sheets</li> <li>List of Prefixes and Suffixes</li> <li>Cookie Monster Syllables</li> <li>Dictionary</li> </ul>	<p><b>3.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ol style="list-style-type: none"> <li>identify and know the meaning of the most common prefixes and suffixes</li> <li>Decode words with common suffixes</li> <li>Decode multisyllable words</li> <li>Read grade-appropriate irregularly spelled words</li> </ol> <p><b>3.RL.4</b> <b>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</b></p> <p><b>3.RI.4</b> <b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b></p>	<ul style="list-style-type: none"> <li>What is the meaning of common prefixes and suffixes?</li> <li>What is the meaning of unfamiliar multisyllabic words?</li> <li>How can we determine the meaning of literal and nonliteral words and phrases to help us understand the text?</li> <li>What are some examples of academic words and phrases?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>I will create new words by adding affixes. (SYNTHESIS 5)</li> <li>I will utilize root words to help me understand unknown words.</li> <li>I will identify the meaning of common prefixes, suffixes and multisyllabic words. (COMPREHENSION 2/ANALYSIS 4)</li> <li>I will examine the meaning of words and phrases to help understand a text. (ANALYSIS 4)</li> <li>I will understand academic words and phrases by creating visual examples. (COMPREHENSION 2)</li> </ul>	<p>anxiously degrees tense ingredients recommended remarked festive cross</p> <p><b>author's purpose author's viewpoint monitor theme context</b></p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 17</p> <ul style="list-style-type: none"> <li>Lesson 16 (Vocab)</li> <li>Dictionary</li> <li>Examples of words with prefixes and suffixes</li> </ul>	<p><b>3.L.4</b> b. Determine the meaning of the new word formed when a known affix is added to a know word (agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (company, companion)</p>	<ul style="list-style-type: none"> <li>What are some different words that you can form when you add a known affix?</li> <li>How does a root word help you understand an unknown word?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Use clues in sentences to help me understand new words. (COMPREHENSTION 2)</li> <li>Figure out meanings of words when prefixes and suffixes I understand are added to words I already</li> </ul>	<p>recycle project dripping carton complicated global rubbish hardly shade pollution</p>

			<p>know</p> <ul style="list-style-type: none"> <li>* Use root words that I know as a clue to help me learn the meanings of new words with the same root</li> <li>* Use print and computer dictionaries to help me learn the meanings of new words</li> </ul>	<p><b>conclusion</b> <b>generalization</b></p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 18</p> <ul style="list-style-type: none"> <li>o Lesson 17 (Vocab)</li> <li>o Venn Diagram Graphic Organizer</li> </ul>	<p>3.RL.9 Compare and contrast the themes, settings, and plot of stories written by the same author about the same or similar characters (in books from a series)</p> <p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence).</p>	<ul style="list-style-type: none"> <li>• How is the theme, the setting, and/or plot similar and different to another story written by the same author?</li> <li>• How does the author connect ideas in a text?</li> <li>• What are 2 examples of how the author supports their ideas?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>* I will compare and contrast the theme, the setting, and the plot of stories by the same author. (COMPREHENSION 2)</li> <li>* I will demonstrate how the author connects ideas in a text. (COMPREHENSION 2)</li> </ul>	<p>clues remains evidence prove fossils skeletons uncovering buried fierce location</p> <p><b>text features</b> <b>graphic features</b> <b>question</b></p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 19</p> <ul style="list-style-type: none"> <li>o Lesson 18 (Vocab)</li> <li>o Writing paper</li> <li>o</li> </ul>	<p>3.RI.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</p> <p>3.W.4.a With guidance and support from adults, produce functional writing (friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.</p>	<ul style="list-style-type: none"> <li>• What connection can you make between a historical event, an idea, or steps that relate to the plot or sequence of events?</li> <li>• What are some examples of functional writing?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>* I will analyze the connection between a historical event, idea, or steps to the plot of a story. (ANALYSIS 4)</li> <li>* I will create different types of functional writing. (SYNTHESIS 5)</li> </ul>	<p>pollen store clumps passages absorb throughout coverings spines tropical dissolve</p> <p><b>cause</b> <b>effect</b> <b>infer</b></p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 20</p>	<p>3.RI.5 Use text features and search tools (keywords, sidebars, hyperlinks) to locate information</p>	<ul style="list-style-type: none"> <li>• What are some text features that help me understand</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>* I will locate text features to help me understand</li> </ul>	<p>fieri within scientific</p>



<ul style="list-style-type: none"> <li>Lesson 19 (Vocab)</li> <li>Internet</li> <li>Laptops</li> <li>Photos</li> </ul>	<p>relevant to a given topic efficiently.</p> <p>3.RI.7 Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why and how key events occur)</p> <p>3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting)</p>	<p>information quickly?</p> <ul style="list-style-type: none"> <li>How do illustrations and specific words help me to comprehend better and become a fluent reader?</li> <li>Did the illustrations help you understand the text better? Why or why not?</li> </ul>	<p>information.</p> <ul style="list-style-type: none"> <li>I will interpret illustrations and words from a text to help me comprehend and become a fluent reader.</li> <li>I will use the text illustrations to help me analyze the characters and setting.</li> </ul>	<p>ancient mysterious emergency panicking horrifying prehistoric immediately</p> <p><b>main idea</b> <b>supporting detail</b> <b>text structures</b></p>
<p>Week 20</p> <ul style="list-style-type: none"> <li>Lesson 19 (Vocab)</li> <li>Writing paper</li> </ul>	<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>introduce the topic or text they are writing about, state an opinion, and create an organization structure that lists reasons.</li> <li>Provide reasons that support the opinion</li> <li>Use linking words and phrases (because, therefore, since, for example) to connect opinions and reasons</li> <li>Provide a concluding statement or section</li> </ol>	<ol style="list-style-type: none"> <li>What is persuasive writing?</li> <li>What opinion do you have on the selected topic?</li> <li>What are 3 reasons to support your opinion?</li> <li>What are some examples of linking words and phrases?</li> </ol>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>I will choose a topic for a persuasive writing piece and express my opinion. (COMPREHENSION 2)</li> <li>I will give at least 3 reasons to support my opinion.</li> <li>I will demonstrate my understanding of linking words and phrases by using them in my persuasive writing. (COMPREHENSION 2)</li> </ul>	<p>fiery within scientific ancient mysterious emergency panicking horrifying prehistoric immediately</p>

## Ganado Unified School District (READING/3<sup>RD</sup> GRADE)

### PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3 <sup>rd</sup> Quarter	<b>3.RL.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</b>	<ul style="list-style-type: none"> <li>What are the parts of a story?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Identify the main characters</li> <li>Identify the setting</li> </ul>	<p>shelter layer constant</p>

<p>Week 21</p> <ul style="list-style-type: none"> <li>Lesson 20 (Vocab)</li> <li>IR Books</li> </ul>	<p><b>3.RI.1-Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the bases for the answers</b></p> <p>3.L.2.d Form and use possessives</p>	<ul style="list-style-type: none"> <li>Who are the main characters?</li> <li>Where and when did it take place?</li> <li>What are the main things that have happened in the story?</li> <li>What are possessives?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the plot (problem/solution) (ANALYSIS 4)</li> <li>Ask and answer questions to show that I understand the stories that I am reading (ANALYSIS 4)</li> <li>Find the answers to specific questions within the stories that I read.</li> <li>use possessives in my writings</li> <li>recognize possessives in various passages (KNOWLEDGE 1)</li> </ul>	<p>climate wilderness region unexpected gliding overheated colony</p> <p><b>setting characters plot monitor clarify</b></p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 22</p> <ul style="list-style-type: none"> <li>Lesson 21 (Vocab)</li> </ul>	<p>3.RI.6 Distinguish their own point of view from that of the author of a text</p> <p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</p>	<ul style="list-style-type: none"> <li>What is point of view?</li> <li>What is your point of view to that of the authors?</li> <li>How does the speaker feel about the topic?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Examine my own point of view</li> <li>Examine the authors point of view</li> <li>Compare my point of view with that of the authors</li> <li>Ask appropriate questions from information given from the speaker. (ANALYSIS 4)</li> </ul>	<p>scout narrow surrounded underground puzzling glassy violently liquid soggy unaware</p> <p><b>Compare contrast</b></p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 23</p> <ul style="list-style-type: none"> <li>Lesson 22 (Vocab)</li> <li>Published stories</li> </ul>	<p>3.RL.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>	<ul style="list-style-type: none"> <li>What are fables? Folktales? Myths?</li> <li>What is diverse cultures?</li> <li>What is the message, moral, or lesson of the story?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Examine a variety of stories. (ANALYSIS 4)</li> <li>Recognize and understand what the story is telling me by using key details from the text.(KNOWLEDGE 1)</li> </ul>	<p>survival migrate plenty frightening accidents solid chilly landscape thunderous dramatic</p> <p><b>sequence of events infer summarize</b></p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 24</p>	<p>3.RL.5 Refer to parts of a stories, dramas, and poems when writing or speaking about a text, using</p>	<ul style="list-style-type: none"> <li>What are the parts of a story?</li> <li>What are the</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Identify the parts of stories, dramas, and</li> </ul>	<p>sincere conversations managed</p>

<ul style="list-style-type: none"> <li>Lesson 23 (Vocab)</li> <li>Sample stories and poems</li> </ul>	<p>terms such as chapter, scenes, and stanza; describe how each successive part builds on earlier sections</p>	<p>parts of a poem?</p>	<p>poems(ANALYSIS 4)</p> <ul style="list-style-type: none"> <li>* Write a poem or story</li> <li>* Label the parts of a story and poem. (KNOWLEDGE 1)</li> </ul>	<p>inspired loaded reunion loveliest currently terror pleasure</p> <p><b>author's purpose</b></p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 25</p> <ul style="list-style-type: none"> <li>Lesson 24 (Vocab)</li> </ul>	<p>3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters</p>	<ul style="list-style-type: none"> <li>How do characters affect the plot of a story?</li> <li>How can you figure out ideas the author doesn't state directly?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>* Describe the passage from my own understanding (COMPREHENSION 2)</li> <li>* Understand the passages opinions compared to the narrator or characters point of view</li> <li>* Visualize text details to help draw conclusions</li> </ul>	<p>guided rippled arrival voyage twisted aboard anchor spotted bay lava</p> <p><b>graphic features text features</b></p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 26</p> <ul style="list-style-type: none"> <li>Lesson 25 (Vocab)</li> <li>Venn Diagram Graphic Organizer</li> </ul>	<p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>What is stated in the first text that is also in the second text?</li> <li>What is stated in the first text but not in the second text?</li> <li>How are the two texts the same at the beginning? End?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>* Compare and contrast two texts on the same topic</li> <li>* Compare and contrast important points and key details in a text</li> <li>* (ANALYSIS 4)</li> </ul>	<p>approached section avalanches increases equipment tanks slopes altitude succeed halt</p> <p><b>compare contrast key details text evaluate</b></p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 27</p> <ul style="list-style-type: none"> <li>Lesson 26 (Vocab)</li> <li>IR Books</li> </ul>	<p>3.L.2.f Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<ul style="list-style-type: none"> <li>When do I drop the final e in a word?</li> <li>When do I</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>* Write words using spelling patterns (KNOWLEDGE 1)</li> <li>* Identify words that have drop final e</li> </ul>	<p>principal proud announced advice loyal collect</p>

<ul style="list-style-type: none"> <li>○ Superteachers.com</li> <li>○</li> </ul>		double the consonant? <ul style="list-style-type: none"> <li>• When do I change y to i?</li> </ul>	<ul style="list-style-type: none"> <li>* Identify words that have doubled the consonant</li> <li>* Identify words that have changed y to i</li> <li>* Add suffixes to base words to alter the meaning</li> <li>* Identify the meaning of a word with an added suffix (ANALYSIS 4)</li> </ul>	ability absorb ancient loveliest  <b>spelling patterns</b> <b>generalizations</b> <b>high frequency</b> <b>suffixes</b>
3 <sup>rd</sup> Quarter  Week 28 <ul style="list-style-type: none"> <li>○ Lesson 27 (vocab)</li> <li>○ High Frequency Word Lists</li> </ul>	3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (sit/sitting, smile/smiled, cry/cries, happy/happiness)	<ul style="list-style-type: none"> <li>• Does the suffix change the meaning of a base word?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>* Add suffixes to base words to alter the meaning</li> <li>* Capitalize beginning words and proper nouns, as well as those in titles</li> <li>* Correctly spell commonly used words, words with suffixes and words with spelling patterns.(EVALUATION 6)</li> </ul>	research tools familiar gadget invention experiment electric power prove scientific  <b>fact</b> <b>opinion</b>
3 <sup>rd</sup> Quarter  Week 29 <ul style="list-style-type: none"> <li>○ Lesson 28 (Vocab)</li> <li>○ Writing Paper</li> </ul>	3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> <li>establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</li> <li>use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>Use temporal words and phrases to signal event order</li> <li>Provide a sense of closure</li> </ol>	<ul style="list-style-type: none"> <li>• Who are my characters?</li> <li>• Where will my story take place?</li> <li>• What is the plot and solution of my story?</li> <li>• How do you know if the narrative is real or imaginary?</li> <li>• Did I use effective techniques and descriptive</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>* Write an imaginative story using effective techniques</li> <li>* Write a real story</li> <li>* Use dialogue</li> <li>* Write to tell a story (KNOWLEDGE 1)</li> </ul>	throughout textures peak steep tropical report educational landscape slopes altitude  <b>characters</b> <b>traits</b> <b>personality</b> <b>infer</b>



# Ganado Unified School District

## (READING/ELA-3<sup>RD</sup> GRADE)

### PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
4 <sup>th</sup> Quarter  Week 30 <ul style="list-style-type: none"> <li>Lesson 29 (Vocab)</li> <li>IR Books</li> </ul>	<b>3.RL.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</b>  <b>3.RI.1-Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the bases for the answers</b>	<ul style="list-style-type: none"> <li>What are the parts of a story?</li> <li>Who are the main characters?</li> <li>Where and when did it take place?</li> <li>What are the main things that have happened in the story?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>* Identify the main characters</li> <li>* Identify the setting</li> <li>* Identify the plot (problem/solution) (ANALYSIS 4)</li> <li>* Ask and answer questions to show that I understand the stories that I am reading (ANALYSIS 4/KNOWLEDGE 1)</li> </ul> Find the answers to specific questions within the stories that I read (KNOWLEDGE 1)	excitement score darted championship athlete rooting competitor tense creative succeed
4 <sup>th</sup> Quarter  Week 31 <ul style="list-style-type: none"> <li>Lesson 30 (Vocab)</li> </ul>	<b>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>	<ul style="list-style-type: none"> <li>What is the main idea?</li> <li>What details support your reason?</li> <li>What kind of cited evidence from the text supports your main idea?</li> <li>Give an opinion that supports or refutes the main idea</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>* Find the main idea of the information I read</li> <li>* Show the main idea is supported by details in the text. (KNOWLEDGE 1)</li> </ul>	Worried Certainly Raise Afford Applause Impressive Anxiously Emergency Dramatic Guided
4 <sup>th</sup> Quarter  Week 32	<b>3.RL.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their</b>	<ul style="list-style-type: none"> <li>How does the major character change from the</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>* Describe characters in</li> </ul>	<b>TEACHER CREATED HIGH END WORDS</b>

	actions contribute to the sequence of events	<p>beginning of the story to the end of the story?</p> <ul style="list-style-type: none"> <li>What 2 important traits describe the main idea?</li> </ul>	<p>stories and explain how their actions affect the story. (KNOWLEDGE 1)</p>	
<p>4<sup>th</sup> Quarter</p> <p>Week 33</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Book Titles</li> <li>Teacher Created Sentences</li> </ul>	<p><b>3.L.2</b>  <b>Capitalize appropriate words in titles.</b></p>	<ul style="list-style-type: none"> <li>What words need to be capitalized in a title?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Capitalize words in titles</li> </ul>	<p><b>TEACHER  CREATED HIGH  END WORDS</b></p>
<p>4<sup>th</sup> Quarter</p> <p>Week 34</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Science/Social Studies Textbooks</li> </ul>	<p><b>3.L.4</b>  <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b></p>	<ul style="list-style-type: none"> <li>How can we determine the meaning of literal and nonliteral words and phrases to help us understand the text?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Use clues in sentences to help me understand new words</li> </ul>	<p><b>TEACHER  CREATED HIGH  END WORDS</b></p>
<p>4<sup>th</sup> Quarter</p> <p>Week 35</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Research Topics</li> </ul>	<p><b>3.W.8</b>  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>	<ul style="list-style-type: none"> <li>What is the most important key details?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Research and use what I have experiences to gather information</li> <li>Take notes to help me organize the research in my writing. (SYNTHESIS 5)</li> </ul>	<p><b>TEACHER  CREATED HIGH  END WORDS</b></p>
<p>4<sup>th</sup> Quarter</p> <p>Week 36</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Research Topics</li> </ul>	<p><b>3.W.7</b>  Conduct short research projects that build knowledge about a topic</p>	<ul style="list-style-type: none"> <li>What are the most important key details?</li> <li>What do I want my reader to know?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Use a resource to find information about a topic</li> <li>Understand a resource (COMPREHENSION 2)</li> </ul>	<p><b>TEACHER  CREATED HIGH  END WORDS</b></p>
<p>4<sup>th</sup> Quarter</p>	<p><b>3.RL.4</b>  <b>Determine the meaning of words and phrases</b></p>	<ul style="list-style-type: none"> <li>How can we determine the</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Understand the difference</li> </ul>	<p><b>TEACHER  CREATED HIGH</b></p>

<p>Week 37</p> <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Science/Social Studies Textbooks</li> </ul>	<p>as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>3.RI.4</b> 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>meaning of literal and nonliteral words and phrases to help us understand the text?</p> <ul style="list-style-type: none"> <li>• What are some examples of academic words and phrases?</li> </ul>	<p>between literal and nonliteral language</p> <ul style="list-style-type: none"> <li>* Understand the meanings of words and phrases in science and social studies texts.</li> <li>* (COMPREHENSION 2)</li> </ul>	<p><b>END WORDS</b></p>
<p>4<sup>th</sup> Quarter</p> <p>Week 38</p> <ul style="list-style-type: none"> <li>○ Loose leaf paper</li> <li>○ Writers checklist</li> <li>○ Laptop</li> <li>○ Printer</li> <li>○</li> </ul>	<p><b>3.W.10</b> 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><b>3.W.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p><b>3.W.6</b> 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"> <li>• What resource will I use to gather information?</li> <li>• Who is my audience?</li> <li>• Am I following the writing process?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>* Write on a regular basis with stamina for different tasks, purposes, and audiences(KNOWLEDGE 1)</li> <li>* Plan, edit, and revise my writing with the help of peers and adults</li> <li>* Use technology to create pieces of writing and to interact and share ideas with others</li> </ul>	<p><b>TEACHER CREATED HIGH END WORDS</b></p>
<p>4<sup>th</sup> Quarter</p> <p>Week 38</p> <ul style="list-style-type: none"> <li>○ Library Books</li> <li>○ IR Books at Grade level</li> </ul>	<p><b>3.RL.10</b> 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 independently and proficiently</p> <p><b>3.RI.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, as the high end of grades 2-3 independently and proficiently</p>	<ul style="list-style-type: none"> <li>• What stories are nonfiction at the 3<sup>rd</sup> grade level?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>* Read and understand third grade nonfiction. (COMPREHENSION 2)</li> </ul>	<p><b>TEACHER CREATED HIGH END WORDS</b></p>