***Murray County Schools***



***3rd Grade ELA Pacing Guide***

***2019-2020***

* Thoughtful and effective ***planning*** throughout the school year is crucial for student mastery of standards.
* Reading Informational Text (RI) standards should not only be addressed in Reading, but in Science and Social Studies as well.
* Writing opportunities should be included in all content areas.
* Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire

school year (e.g., explicit instruction, learning centers, Tier I, II, and II etc.).

***NOTE: Some standards appear in multiple grading periods.***

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| **First Eight Weeks** | **Second Eight Weeks** | **Third Eight Weeks** | **Fourth Eight Weeks** |
| **Literature****GSERGSEL.3.1** – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**GSERGSEL.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.**GSERGSEL.3.3** – Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**Informational Text****GSERI.3.1** – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**GSERI.3.5** – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**GSERI.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).**GSERI.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.**Foundational Skills****GSERF.3.3a** – Identify and know the meaning of the most common prefixes and derivational suffixes.**GSERF.3.3b** – Decode words with common Latin suffixes. **Language****GSEL.3.1** – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**GSEL.3.1a** – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**GSEL.3.1b** – Form and use regular and irregular plural nouns.**GSEL.3.1c** – Use abstract nouns (e.g., childhood).**GSEL.3.1d** – Form and use regular and irregular verbs.**GSEL.3.1e** – Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.**GSEL.3.1f** – Ensure subject-verb and pronoun-antecedent agreement.**GSEL.3.1g** – Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**GSEL.3.1i** – Produce simple, compound, and complex sentences.**L3.2a** – Capitalize appropriate words in titles.**L3.2d** – Form and use possessives.**AL Specific** – Write legibly in cursive. **Speaking and Listening****GSESL.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.**GSESL.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.)**GSESL.3.1c** – Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**GSESL.3.3** – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.**Writing****GSEW.3.1** – Write opinion pieces on topics or texts, supporting a point of view with reasons.**GSEW.3.1a** – Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.**GSEW.3.1b** – Provide reasons that support the opinion.**GSEW.3.1c** – Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.**GSEW.3.1d** – Provide a concluding statement or section.**GSEW.3.4** – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**GSEW.3.5** – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-3)**GSEW.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. | **Literature****RL3.4** – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**GSERGSEL.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.**GSERGSEL.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).**Informational Text****GSERI.3.2** – Determine the main idea of a text; recount the key details and explain how they support the main idea.**GSERI.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.**Foundational Skills****GSERF.3.3b** – Decode words with common Latin suffixes.**GSERF.3.3c** – Decode multisyllable words.**GSERF.3.3d** – Read grade-appropriate irregularly spelled words. **Language****GSEL.3.1i** – Produce simple, compound, and complex sentences.**GSEL.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). **GSEL.3.2f** – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.**GSEL.3.2g** – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**GSEL.3.4** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibility from a range of strategies.**GSEL.3.4a** – Use sentence-level context as a clue to the meaning of a word or phrase.**GSEL.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.**GSEL.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).**GSEL.3.4d** – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**GSEL.3.5** – Demonstrate understanding of word relationships and nuances in word meanings.**GSEL.3.5a** – Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).**GSEL.3.5c** – Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).**AL Specific** – Write legibly in cursive.**Speaking and Listening****GSESL.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.**GSESL.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.**Writing****GSEW.3.3** – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**GSEW.3.3a** – Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.**GSEW.3.3b** – Use dialog and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**GSEW.3.3c** – Use temporal words and phrases to signal event order.**GSEW.3.3d** – Provide a sense of closure. | **Literature****GSERGSEL.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). **Informational Text****GSERI.3.3** – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.**GSERI.3.8** – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).**GSERI.3.9** – Compare and contrast the most important points and key details presented in two texts on the same topic.**Foundational Skills****GSERF.3.4** – Read with sufficient accuracy and fluency to support comprehension. **GSERF.3.4c** – Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Language****GSEL.3.1i** – Produce simple, compound, and complex sentences.**GSEL.3.1h** – Use coordinating and subordinating conjunctions.**GSEL.3.2** – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**GSEL.3.2b** – Use commas in addresses.**GSEL.3.2c** – Use commas and quotation marks in dialogue.**GSEL.3.5b** – Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).**GSEL.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).**AL Specific** – Write legibly in cursive.**Speaking and Listening****GSESL.3.5** – Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.**GSESL.3.6** – Speak in complete sentences when appropriate to talk and situation in order to provide requested detail or clarification.**Writing****GSEW.3.2** – Write informative or explanatory texts to examine a topic and convey ideas and information clearly.**GSEW.3.2a** – Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.**GSEW.3.2b** – Develop the topic with facts, definitions, and details.**GSEW.3.2c** – Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**GSEW.3.2d** – Provide a concluding statement or section.**GSEW.3.4** – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**GSEW.3.5** – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three language standards in Grades K-3)**GSEW.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.  | **Literature****GSERGSEL.3.6** – Distinguish their own point of view from that of the narrator or those of the characters.**GSERGSEL.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. **Informational Text****GSERI.3.6** – Distinguish their own point of view from that of the author of a text.**GSERI.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. **Foundational Skills****GSERF.3.4a** – Read on-level text with purpose and understanding.**GSERF.3.4b** - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**Language****GSEL.3.3** – Use knowledge of language and its conventions when writing, speaking, reading, or listening.**GSEL.3.3a** – Choose words and phrases for effect.**GSEL.3.3b** – Recognize and observe differences between the conventions of spoken and written Standard English.**AL Specific** – Write legibly in cursive.**Writing****GSEW.3.4** – With guidance and support from adults, produce writing in which the development and organization are appropriate to talk and purpose. **GSEW.3.5** – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-3.)**GSEW.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.**GSEW.3.10** – Write routinely over extended time frames, including time for research, reflection, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. |

***Academic Language***

**Academic Language** is the specialized vocabulary associated with instruction and mastery of academic content and tasks.

The words listed below reflect the ***minimum*** vocabulary necessary for students to become proficient with grade-level standards.

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| **First Nine Weeks** | **Second Nine Weeks** | **Third Nine Weeks** | **Fourth Nine Weeks** |
| **Literature*** Chapter
* Scene
* Stanza
* Drama
* Poem
* Illustration
* Mood
* Character
* Setting

**Informational Text*** Text
* Text Feature
* Key Word
* Sidebar
* Hyperlink
* Illustration
* Map
* Photograph
* Event

**Foundational Skills*** Decode
* Analyze
* Multisyllable Word

**Language*** Noun
* Pronoun
* Verb
* Adjective
* Adverb
* Regular Plural Noun
* Irregular Plural Noun
* Abstract Noun
* Regular Verb
* Irregular Verb
* Simple Verb Tense
* Subject Verb Agreement
* Comparative Adjective
* Superlative Adjective
* Superlative Adverb
* Possessive
* Simple Sentence

**Speaking and Listening*** Discussion
* Rule
* Question
* Detail
 | **Literature*** Fable
* Folktale
* Myth
* Moral
* Central Message
* Key Detail
* Text
* Character
* Trait
* Motivation
* Sequence of Events
* Literal Language
* Nonliteral Language

**Informational Text*** Main Idea
* Key Detail
* Phrase

**Foundational Skills*** Prefix
* Suffix

**Language*** Multiple-Meaning Word
* Prefix
* Suffix
* Affix
* Root Word
* Compound Sentences
* Literal Meaning
* Nonliteral Meaning

**Speaking and Listening*** Main Idea
* Supporting Detail
 | **Literature*** Compare
* Contrast
* Theme
* Setting
* Plot
* Character
* Author

**Informational Text*** Cause
* Effect
* Sequence
* Compare
* Contrast
* Key Detail
* Sentences
* Paragraph
* Text
* Topic

**Foundational Skills*** Accuracy
* Fluency
* Comprehension
* Prose
* Poetry
* Expression
* Self-Correct

**Language*** Conjunction
* Coordinating Conjunction
* Subordinating Conjunction
* Capitalization
* Punctuation
* Title
* Comma
* Dialogue
* Quotation Marks
* Word Family
* Syllable
* Complex Sentence

**Speaking and Listening*** Fluid Reading
* Understandable Pace
 | **Literature*** Characters
* Point of View
* Narrator

**Informational Text*** Point of View
* Author
* Technical Text

**Foundational Skills*** Irregularly Spelled Words

**Language*** Conventions

**Speaking and Listening*** Collaborative
* Discussion
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