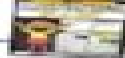


# FREE PACING GUIDE THIRD GRADE

## ELA STANDARDS

| Week      |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                    |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 5<br>(14) | <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures by using language that pertains to time, sequence, and cause/effect.</p>  <p><a href="#">Making Connections Unit</a></p> | <p>Review, reteach, apply the skills throughout the remaining Quarters. *Depending on class assessment data, standards may need to be focused on during</p> <p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups) about topics and issues, stating one's own ideas and expressing the ideas of others.</p> | <p><b>RF.3.3a</b> Identify and know the meaning of the most common prefixes and suffixes.</p>                                                                                                                                                                                           | <p><b>L.3.1E</b> Form and use the simple (e.g., I walked; I will walk) verb tenses.</p>  <p><a href="#">Verb Tenses Unit</a></p>                                                                                                                                                                                                                     | CO<br>LES                                                                                                          |
| 6<br>(15) |                                                                                                                                                                                                                                                                                                                                                            | <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>  <p><a href="#">Ask &amp; Answer Unit</a></p>                                                                      | <p><b>SL.3.2</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>                                                                                            | <p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.3.4a</b> Read grade-level text with purpose and understanding.</p> <p><b>RF.3.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><a href="#">RF Fluency Unit</a></p>  |                                                                                                                    |
| 7<br>(16) | <p><b>RI.3.4</b> Determine the main words and phrases used in distinguishing literal and nonliteral language.</p> <p><a href="#">Figurative Language Unit</a></p>                                                                                                                                                                                          | <p><b>RI.3.7</b> Use information gained from illustrations (maps, photos) and the words in a text to demonstrate understanding of the text.</p>  <p><a href="#">Illustrations Unit</a></p>                                                                              | <p><b>SL.3.4</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>  <p><a href="#">Speaking &amp; Listening Unit</a></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                         | Use co-high-stus adding (e.g.,                                                                                     |
| 8<br>(17) | <p><b>RI.3.7</b> Explain aspects of illustrations and what is conveyed in a story mood, emotion of a character.</p>  <p><a href="#">Text Features Unit</a></p>                                                                                                          | <p><b>RI.3.5</b> Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>  <p><a href="#">Text Features Unit</a></p>                                                                     |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                         | Use the general families spelling ending word par                                                                  |
| 9<br>(18) |                                                                                                                                                                                                                                                                                                                                                            | <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>                                                                                                                                           | <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>                                                                                        | <p><b>RF.3.3d</b> Read grade-appropriate irregularly spelled words.</p>  <p><a href="#">Irregularly Spelled Words Unit</a></p>                                                                                                                                                                                                                     | <p>Explain nouns, pronouns, adjectives general and in particular</p> <p><a href="#">Portuguese Search Unit</a></p> |

# Third Grade Common Core Pacing Guide

**Karl H. Clauset,Dale W. Lick,Carlene U.  
Murphy**

### **Third Grade Common Core Pacing Guide:**

Kim Bailey, Chris Jakicic, 2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more **Harcourt School Publishers Math** Harcourt School Publishers, 2011-10 [Common Core Curriculum Maps in English Language Arts, Grades K-5](#) Great Minds, 2011-10-19 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K 5 The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more Teachers can use the maps to plan their year and craft their own more detailed lesson plans Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards *Common Core Curriculum: English, Grades 6-8* Great Minds, 2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 6 8 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA **Common Core Curriculum Maps in English Language Arts, Grades 9-12** Great Minds, 2011-10-13 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive

coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades 9-12. Teachers can use the maps to plan their year and craft their own more detailed lesson plans. Each grade is broken down into six units that include focus standards, suggested works, sample activities, and assessments, lesson plans, and more. The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles. Any teacher, school, or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards.

**Common Core Curriculum: English, Grades K-5** Great Minds, 2014-05-06. Common Core's English resources empower educators to meet the expectations of the Common Core State Standards for English Language Arts (ELA) and build essential content knowledge for students in grades K-5. Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics. Features of this book include: Six thematic units for each grade, each centered on a curated collection of literary and informational texts; Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills; Suggested texts and activities to incorporate science, art, and history into English instruction. This revised second edition includes a sample text study that guides students through a close read of an exemplary text, updated web resources, and refreshed suggested works. Educators who create their curriculum based on Common Core's Wheatley Portfolio guarantee that students are exposed to content-rich instruction and have ample opportunity to master the reading, writing, speaking, listening, and language skills articulated in the CCSS for ELA.

Common Core English Language Arts in a PLC at Work®, Grades 3-5 Douglas Fisher, Nancy Frey, 2012-10-25. Explore strategies for integrating the Common Core State Standards for English language arts for grades 3-5 in this interdisciplinary resource which focuses on areas of instruction, curriculum, assessment, and intervention. You'll also learn how to implement the CCSS within the powerful PLC at Work™ process. Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning.

**Common Core Curriculum: English, Grades 9-12** Great Minds, 2014-04-16. Common Core's English resources empower educators to meet the expectations of the Common Core State Standards for English Language Arts (ELA) and build essential content knowledge for students in grades 9-12. Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics. Features of this book include: Six thematic units for each grade, each centered on a curated collection of literary and informational texts; Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills; Suggested texts and activities to incorporate science, art, and history into English instruction. This revised second edition includes a sample text study that guides students through a close read of an exemplary text, updated web resources, and refreshed suggested works. Educators who create their curriculum based on Common Core's Wheatley Portfolio guarantee that students are exposed to content-rich instruction and have ample opportunity to master the reading, writing, speaking, listening, and language skills articulated in

the CCSS for ELA      **Common Core Curriculum Maps in English Language Arts** Great Minds,2011-10-13 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus D C and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades 6 8 Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans etc Teachers can use the maps to plan their year and craft their own more detailed lesson plans The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards      PLC+ Douglas Fisher,Nancy Frey,John Almarode,Karen Flories,Dave Nagel,2019-05-16 What makes a powerful and results driven Professional Learning Community PLC The answer is collaborative work that expands the emphasis on student learning and leverages individual teacher efficacy into collective teacher efficacy PLC Better Decisions and Greater Impact by Design calls for strong and effective PLCs plus and that plus is YOU Until now the PLC movement has been focused almost exclusively on students and what they were or were not learning But keeping student learning at the forefront requires that we also recognize the vital role that you play in the equation of teaching and learning This means that PLCs must take on two additional challenges maximizing your individual expertise while harnessing the power of the collaborative expertise you can develop with your peers PLC is grounded in four cross cutting themes a focus on equity of access and opportunity high expectations for all students a commitment to building individual self efficacy and the collective efficacy of the professional learning community and effective team activation and facilitation to move from discussion to action The PLC framework supports educators in considering five essential questions as they work together to improve student learning Where are we going Where are we now How do we move learning forward What did we learn today Who benefited and who did not benefit The PLC framework leads educators to question practices as well as outcomes It broadens the focus on student learning to encompass educational equity and teaching efficacy and in doing so it leads educators to plan and implement learning communities that maximize individual expertise while harnessing the power of collaborative efficacy      **Rx for the Common Core** Mary Boyd Ratzer,Paige Jaeger,2014-01-22 Providing clear explanations of inquiry based learning in the light of the Common Core this book is a practical and graphical guide that will serve as a much needed primer for librarians and educators Common Core State Standards CCSS are putting educators under pressure to examine what works and what doesn t Even with the best efforts integrating new strategies into daily practice in the classroom or library can be frustrating This book will help Providing a professional development toolkit that trains school librarians and teachers and enables them to train others it presents a sequence of scaffolded essential questions

that results in a customized blueprint for effective teaching The book assembles background building blocks for inquiry and the Common Core illustrates and connects key concepts on how to introduce inquiry based learning and provides effective tools for igniting the Common Core through inquiry based learning methods Developed from the crucible of six years of professional development to real world audiences with deep experience in teaching and school librarianship this book makes implementing inquiry learning and embracing the Common Core easier for classroom teachers and school librarians who understand the value of these teaching methods but are unsure of the best way to implement them *From Rigorous Standards to Student Achievement* Laura Mc Cullough,2013-09-27 This book showcases strategies which support teachers and principals as they implement high standards for students At the same time it demonstrates how to meet the needs of diverse learners Writing Strategies for the Common Core Hillary Wolfe,2015 Elementary school students need to learn to write explanatory informational argument and narrative text types and respond to literature both for standardized tests and more importantly real world writing With a balanced literacy approach Wolfe provides core instruction teaching strategies and mini lessons on these text types each of which can be delivered across content areas or as a complete unit of instruction Mini lessons are provided for grades 3 5 and include materials lists overviews planning tips procedures including modeling guided practice and independent practice opportunities reading connections formative assessments and reproducible graphic organizers for scaffolding Prerequisite skill overviews and rubrics both analytic for formative assessments and holistic for summative assessments are also provided for each unit to simplify your teaching and ensure student success **Common Core English Language Arts in a PLC at Work® Grades 6-8** Douglas Fisher,Nancy Frey,2012-12-05 Explore strategies for integrating the Common Core State Standards for English language arts for grades 6 8 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning **Schoolwide Action Research for Professional Learning Communities** Karl H. Clauset,Dale W. Lick,Carlene U. Murphy,2008-05-15 Clearly shows the success that can occur when a staff learns together I highly recommend this book to aspiring and beginning principals as well as those with years of experience Paul Young Executive Director West After School Center Former President National Association of Elementary School Principals Foster schoolwide professional learning through a collaborative action research model Action research is a popular method for individual educators to examine their practices and grow in their profession In this how to guide readers will learn how Whole Faculty Study Groups WFSGs use action research to involve an entire school in advancing staff learning and school performance The WFSG model is a type of professional learning community PLC that catalyzes school change with schoolwide action research as a central component With over 20 years of experience the authors draw from hundreds of examples and case studies to describe how implementing WFSGs can help students teachers administrators and other staff members work collaboratively

to improve teacher practice and student learning The authors empirical data and comprehensive approach help deepen educators understanding of how to use meaningful action research to strengthen teamwork and realize school reform Additionally readers will learn how The WFSG system compares with other approaches to action research The schoolwide action research process can be applied in a wide variety of school reform efforts Study groups can move from discussion to action Principals and district leaders can support schoolwide action research Discover the ways WFSGs can enhance student learning and result in real school improvement in this highly relevant must have guide

**Active Literacy Across the Curriculum** Heidi Hayes Jacobs, 2017-09-25 Help students become more confident and successful readers writers and thinkers in today s world In this new edition of a bestseller highly acclaimed author and speaker Heidi Hayes Jacobs offers practical ideas for closing the literacy gap by teaching classic literacies reading writing speaking and listening along with essential new literacies digital media and global The expanded second edition features Heidi s latest work on the new literacies and provides enhanced versions of strategies designed to help educators integrate critical language skills into their daily operational curriculum These strategies include Revising and expanding the role of all teachers so that they see themselves as classical language and contemporary literacy teachers Separating vocabulary into three distinctive types with distinctive instructional approaches to sustain and extend independent language development Building creative and visual notetaking and sketchnoting strategies Designing media projects for every class level and employing a consistent editing and revision policy for writing assignments Using a formal approach to develop speaking skills through four discussion types to increase civil public discourse Employing direct technical instruction that promotes the use of the human voice and body as a speaking and communication instrument Using Curriculum Mapping to develop formal benchmark assessments for active literacy and new literacy cultivation in every subject and on every level Each chapter is focused on a specific strategy and includes practical examples so you can easily implement the ideas no matter what grade level or subject area you teach

**Common Core English Language Arts in a PLC at Work®, Grades 9-12** Douglas Fisherr, Nancy Frey, 2013-01-09 Explore strategies for integrating the Common Core State Standards for English language arts for grades 9 12 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning

**Teaching to the Math Common Core State Standards** F. D. Rivera, 2014-02-05 This is a methods book for elementary majors and preservice beginning elementary teachers It takes a very practical approach to learning to teach elementary school mathematics in an emerging Age of the Common Core State Standards The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of

Contents in this book indicates a serious engagement with the recommended mathematics underlying the kindergarten through grade 5 portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment The CCSSM content standards which pertain to mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all elementary students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding This blended multisourced text is a getting smart book It helps elementary majors and preservice beginning elementary teachers work within the realities of accountable pedagogy and develop a proactive disposition that is capable of supporting all elementary students in order for them to experience growth in mathematical understanding necessary for middle school and beyond including future careers      Kid by Kid, Skill by Skill Robert Eaker, Janel Keating, 2015-07-20

Written for educators and administrators this book explores professional learning communities from a teacher s perspective Focused chapters survey effective and collaborative team actions instructional practices that enhance teacher efficiency and the role teacher judgment and classroom context play in determining instructional outcomes The authors show that shifting teachers focus from teaching to learning creates a lasting commitment to PLC success      Deeper Learning James A. Bellanca, 2014-11-14

Education authorities from around the globe explore deeper learning a process that promotes higher order thinking reasoning and problem solving to better educate students and prepare them for college and careers Relying on research as well as their own experience the authors show how to use intensive curriculum instruction assessment and leadership practices to meet the needs of 21st century learners



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