

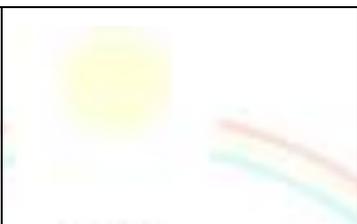
# Ganado Unified School District

## (READING/3<sup>rd</sup> Grade)

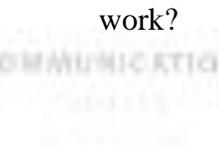
### PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 <sup>st</sup> Quarter  Week 1 July 31 <b>UNIT 1</b> <b>T12-13:</b> Three Pigs, a Wolf and a Book <b>Workshop:</b> Bruno's New Home <b>Literature:</b> Wolf!  <ul style="list-style-type: none"> <li>✓ Leveled Readers (DI)</li> <li>✓ Visual Vocabulary Cards</li> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> </ul>	<b>RL.3.3</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>L.3.1</b> Demonstrate command of conventions of grammar and usage when writing or speaking a. explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in sentences.	<ul style="list-style-type: none"> <li>* What can stories teach you?</li> <li>* What details did the author use to tell about the event?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>• Describe characters in stories?</li> <li>• Explain how their actions affect the story?</li> <li>• Identify words with short vowels a and I</li> </ul>	<b>(Spelling List)</b> clap, camp, hand, stamp, snack, rack, grabs, glad, bill, miss, click, pink, sick, grin, lift  <b>(Academic)</b> ached, concentrate, discovery, educated, effort, improved, inspired, satisfied, fantasy, expression, moral
1 <sup>st</sup> Quarter  Week 2 August 6 <b>UNIT 1</b> <b>Read Aloud:</b> Ready for Aloha!	<b>RL.3.3</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>L.3.4a</b> Use sentence-level context as a	<ul style="list-style-type: none"> <li>* What can traditions teach you about cultures?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>• Evaluate a character traits, motivations, feelings, and their actions</li> </ul>	<b>(Spelling List)</b> step, mess, head, crops, stop, rock, clock, sock, pond, jumps, shut, luck, slump, bugs, mug

<ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> </ul>	<p>clue to the meaning of a word or phrase</p> <p><b>L.3.1</b> Demonstrate command of conventions of grammar and usage when writing or speaking  <b>b.form and use regular and irregular plural nouns.</b></p>	<ul style="list-style-type: none"> <li>* How does your family share traditions?</li> <li>* How does the character change from the beginning of the story to the end of the story?</li> <li>* What words did the author use to tell about the event?</li> </ul>	<ul style="list-style-type: none"> <li>• Use clues to identify the meaning of a word</li> <li>• Identify words with short vowels e, o, and u</li> </ul>	<p><b>(Academic)</b> celebrate, courage, precious, disappointment, pride, remind, symbol, tradition, gasped</p>
<p>1<sup>st</sup> Quarter</p> <p>Week 3 August 13  <b>UNIT 1</b>  <b>Read Aloud:</b> Faith Ringgold: Telling Stories Through Art</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> </ul>	<p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><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><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><b>L.3.2</b> Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing  <b>a. capitalize appropriate word titles</b></p>	<ul style="list-style-type: none"> <li>* How do people from different cultures contribute to a community?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Identify how a character changes throughout the story</li> <li>• Identify the main character, setting, and plot</li> </ul>	<p><b>(Spelling List)</b> date, lake, skate, plane, grade, fine, life, rice, wise, smile, rose, globe, smoke, come used</p> <p><b>(Academic)</b> admires, classmate, scored, community, tumble, contribute, practicing, pronounce, celebrate, symbols, traditions</p>
<p>1<sup>st</sup> Quarter</p> <p>Week 4 August 20  <b>UNIT 1</b>  <b>Read Aloud:</b> Chester Greenwood and His Cold Ears</p>	<p><b>RI.3.8</b> 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><b>L.3.4b</b> 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,</p>	<ul style="list-style-type: none"> <li>* How can problem solving lead to new ideas?</li> <li>* What inventions can you think of that have made your life better?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the theme, setting, and plot by the same author</li> <li>• Use clues in sentences to help me understand a new word</li> </ul>	<p><b>(Spelling List)</b> plain, braid, fail, grain, snail, paint, sway, tray, gray, stay, state, fake, same, weigh, they</p> <p><b>(Academic)</b> design, encouraged, examine, invention, quality, simple, solution,</p>

<ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> </ul>	<p>heat/preheat).</p> <p><b>RL.3.2</b> Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing  <b>B. use commas in addresses</b></p>			<p>substitutes, examine, solution, bailed, boiler, patent</p>
<p>1<sup>st</sup> Quarter</p> <p>Week 5 August 27  <b>UNIT 1</b>  <b>Read Aloud:</b> America's Landmarks and Memorials</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> </ul>	<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>RL.3.2</b> Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing  <b>c. use commas and quotation marks in dialogue</b></p>	<ul style="list-style-type: none"> <li>* How do landmarks help us understand our country's story?</li> <li>* How do sentence types help our writings interesting?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Restate the main idea and gives more than one supporting detail that proves my ideas</li> </ul>	<p><b>(Spelling List)</b> coast, float, toad, coal, soak, gold, sold, scold, slope, broke, note, bone, slow, show, foe</p> <p><b>(Academic)</b> carved, clues, grand, landmark massive, monument, national, traces, landmark, monument</p>

<p>1<sup>st</sup> Quarter</p> <p>Week 6 September 3  <b>UNIT 2</b>  <b>Read Aloud:</b> A Field Full of Stones</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> </ul>	<p><b>RL.3.2</b> 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>* Why is working together a good way to solve a problem?</li> <li>* What is a folktale?</li> <li>* What clues might help you guess what might happen next?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Examine a variety of stories</li> <li>• Recognize what the story is telling me</li> </ul>	<p><b>(Spelling List)</b> sky, fry, pie, tied, tight, right, bright, grind, child, cube, cute, mule, music, drew, few</p> <p><b>(Academic)</b> attempt, awkward, involved, cooperation, created, furiously, interfere, timid, collaborations, connections</p>
<p>1<sup>st</sup> Quarter</p> <p>Week 7 September 10</p>	<p><b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed</p>	<ul style="list-style-type: none"> <li>* Why do people immigrate to new places?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Understand key details from the text</li> </ul>	<p><b>(Spelling List)</b> heel, week, creek, free, green, street, freeze, seal,</p>

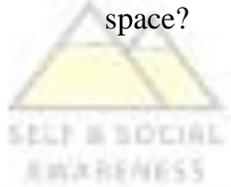
<p><b>UNIT 2</b> <b>Read Aloud:</b> Our Story Cloth</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p>through key details in the text</p> <p><b>L.3.4b</b> 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>	<p>* Have you moved from place to place? Why?</p> 	<ul style="list-style-type: none"> <li>• Comprehend what the story is telling me</li> <li>• Understand the meaning of words based on prefixes and suffixes</li> </ul>	<p>weak, bean, speaks, team, clean, cream, field</p> <p><b>(Academic)</b> arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered, astronomer, ticker, tape, confetti, boarders, pushcart, plagiarizing, precise, accurate, repetition</p>
<p>1<sup>st</sup> Quarter</p> <p>Week 8 September 17</p> <p><b>UNIT 2</b> <b>Read Aloud:</b> All About Elections</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>L.3.2d</b> Form and use possessives.</p> <p><b>RL.3.7</b> 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)</p>	<p>* How do people make government work?</p>  	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the passage from my own understanding</li> <li>• Use possessives in my writings</li> <li>• Recognize possessives in passages</li> </ul>	<p><b>(Spelling List)</b> wrap, wrists, wrote, wreck, wring, write, wreath, knit, knife, knight, knock, knee, gnome, sign, gnaws</p> <p><b>(Academic)</b> announced, elect, candidates, convince, decisions, estimate, government, laws, independent, sworn, campaign, volunteers</p>
<p>1<sup>st</sup> Quarter</p> <p>Week 9 September 24</p> <p><b>UNIT 2</b> <b>Read Aloud:</b> The Bald Eagle: A Success Story</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> </ul>	<p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>L.3.2f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</p> <p><b>RI.3.3</b> Describe relationship between a series of historical events,</p>	<ul style="list-style-type: none"> <li>• How can people help animals survive?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the passages opinions to the characters point of view</li> <li>• Write words using spelling patterns</li> </ul>	<p><b>(Spelling List)</b> scrubs, screams, scratch, scrape, screen, spread, splash, spray, streak, strength, strong, squeak, throw, threaten, throne</p> <p><b>(Academic)</b> caretakers, population, recognized, relatives, resources, success, survive, threatened, coated,</p>

<p>✓ Vocabulary cards</p>				<p>ecosystem, endangered, extinct, full, glide, going, spoiled, organize, signal, events</p>
<p>1<sup>st</sup> Quarter Week 10 October 1</p> <ul style="list-style-type: none"> <li>• Note book paper</li> <li>• Writing journal</li> <li>• Graphic organizers</li> </ul>	<p><b>W.3.3a</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>NOTE: NARRATIVE WRITING and/or Friendly Letter Writing</p>	<ul style="list-style-type: none"> <li>• Who can I write about to make my topic interesting?</li> <li>• Where will my story take place?</li> <li>• What is the problem and solution of my story?</li> <li>• Do I have paragraphs written?</li> <li>• Did I indent?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Sequence an event in my writing</li> <li>• Write and follow directions of given topic</li> </ul>	

# Ganado Unified School District (READING/3<sup>rd</sup> Grade)

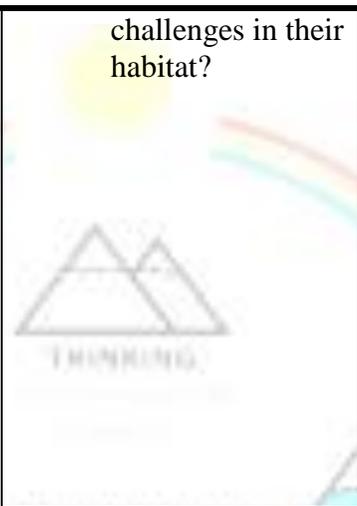
## PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>2<sup>nd</sup> Quarter</p> <p>Week 11 October 8</p> <p><b>UNIT 2</b></p> <p><b>Read Aloud:</b> New Bike, Old Bike</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p><b>L.3.2f</b> 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"> <li>• How do people figure things out?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast a text on the same topic</li> <li>• Use word families to generalize spelling patterns</li> </ul>	<p><b>(Spelling List)</b> chick, much, pitch, teacher, lunch, hatch, cheese, stretch, thick, truth, pathway, them, fish, whales, what</p> <p><b>(Academic)</b> bounce, imagine, inventor, observer, alliteration, free verse, limerick, rhyme, ornithopter, descriptive</p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 12 October 15</p> <p><b>UNIT 3</b></p> <p><b>Read Aloud:</b> Bear, Beaver, and Bee</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> </ul>	<p><b>RL.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><b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</p>	<p>* What makes different animals unique?</p>	<p>I will be able to:</p> <p>Ask and answer questions to show that I understand the stories that I am reading</p>	<p><b>(Spelling List)</b> whirl, third, girls, firm, fern, herds, stern, serve, hurt, nurse, turns, learn, pearl, word, world</p> <p><b>(Academic)</b> disbelief, dismay, fabulous, features, offered, splendid, unique, watchful, aroma, ability, specie, amphibians, declarative,</p>

<ul style="list-style-type: none"> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>				<p>exclamatory, imperative, interrogative</p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 13 October 22</p> <p><b>UNIT 3</b></p> <p><b>Read Aloud:</b> Meeting the Pride of Puerto Rico</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> </ul> <p>Vocabulary cards</p>	<p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p><b>L.3.2g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.3.4d</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</p>	<p>* How can one person change the way you think?</p> 	<p>I will be able to:</p> <p>Compare and contrast important points and key details in a text</p>	<p><b>(Spelling List)</b> sharp, yard, artist, carve, porch, storm, sport, story, chore, shore, sore, hoard, oars, pour your</p> <p><b>(Academic)</b> bravery, amazement, donated, disappear, leader, nervous, refused, temporary, essay, relationship</p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 14 October 29</p> <p><b>UNIT 3</b></p> <p><b>Read Aloud:</b> Our Home in the Solar System</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RI.3.4</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><b>L.3.2e</b> 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"> <li>• Understanding the meanings of words and phrases in various texts</li> <li>• Correctly spell commonly used words</li> </ul>	<p><b>(Spelling List)</b> careful, stared, shared, pair, stairs, wear, bear, where, there, dear, rear, gear, here, career, peer</p> <p><b>(Academic)</b> amount, astronomy, globe, solar system, support, surface, temperature, warmth, elliptical, rotate, axis, key word, related, paragraph</p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 15 November 5</p> <p><b>UNIT 3</b></p> <p><b>Read Aloud:</b> Ideas From Nature</p>	<p><b>RI.3.7</b> 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><b>L.3.2e</b> Use conventional spelling for high-frequency and other studied words and for</p>	<p>* What ideas can we get from nature?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret text illustrations to help me understand the characters and setting.</li> </ul>	<p><b>(Spelling List)</b> misprint, misread, mistrust, miscout, misspell, precut, preheat, preplan, preview, presale, dishonest, discover,</p>

<ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p>adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>		<ul style="list-style-type: none"> <li>• Correctly spell commonly used words</li> </ul>	<p>dismounted, distrust, disconnect  <b>(Academic)</b> effective, example, identical, imitate, material, model, observed, similar</p>
<p>2<sup>nd</sup> Quarter</p> <p>Weeks 16 November 12</p> <p><b>UNIT 3</b></p> <p><b>Read Aloud:</b> The California Gold Rush</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</p> <p><b>L.3.4a</b> 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"> <li>• Locate text features to help me understand information</li> <li>• Use root words as a clue to help me learn new meanings of a word</li> </ul>	<p><b>(Spelling List)</b> foil, coins, noise, point, enjoy, joyful, down, owl, crowd, plow, round, couch, proud, bounce, loudly  <b>(Academic)</b> agreeable, appreciate, boomed, descendants, emigration, pioneers, transportation, vehicles, formal, informal, contractions,</p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 17 November 26</p> <p><b>UNIT 4</b></p> <p><b>Read Aloud:</b> Three Wishes</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<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><b>RL.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><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>L.3.4b</b> 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,</p>	<p>* What choices are good for us?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions that show I understand what I am reading</li> <li>• Visualize text details to help draw a conclusion</li> <li>• Use clues in sentences to help me understand new words</li> </ul>	<p><b>(Spelling List)</b> spoon, goose, booth, gloom, rude, tube, due, clues, true, chew, July, look shook, notebook, could  <b>(Academic)</b> aroma, expect, flavorful, graceful, healthful, interrupted, luscious, variety, intermission, program, props, habit, positive, impact</p>

	heat/preheat).			
<p>2<sup>nd</sup> Quarter</p> <p>Week 18 December 3</p> <p><b>UNIT 4</b></p> <p><b>Read Aloud:</b> Dancing La Raspa</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<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><b>RL.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><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>L.3.2f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>* How can you use what you know to help other?</p> <p>*</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Reflect the purpose of a text</li> <li>• Visualize text details to help draw a conclusion</li> <li>• Use clues in sentences to help me understand new words</li> </ul>	<p><b>(Spelling List)</b> years, twins, trays, states, ashes, foxes, inches, flies, cities, ponies, bunches, alleys, lunches, cherries, daisies</p> <p><b>(Academic)</b> achievement, apologize, attention, audience, confidence, embarrassed, realized talents, not, now, off, practiced, special, realistic, fiction, ask and answer questions, point of view, narrator, fiction, dialogue, realistic</p>
<p>2<sup>nd</sup> Quarter</p> <p>Week 19 December 10</p>	<p><b>W.3.10</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>W.3.1</b> Write opinion pieces on topics or texts supporting a point of view with reasons</p> <p>NOTE: <b>PERSUASIVE TEXT</b></p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p>	<p>* What topic am I interested in?</p> <p>* What does persuade mean?</p> <p>* What are my reasons to change someone’s mind about a topic?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Persuade my reader</li> <li>• Write a paper to change my readers mind about the topic</li> </ul>	<p><b>Persuade</b></p> <p><b>Reasons</b></p> <p><b>paragraphs</b></p>
<p>Week 20 December 17</p> <p><b>UNIT 4</b></p>	<p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate</p>	<p>* How do animals adapt to</p>	<p>I will be able to:</p>	<p><b>(Spelling List)</b> taught, hauls, caused, paused, squawk, drawing,</p>

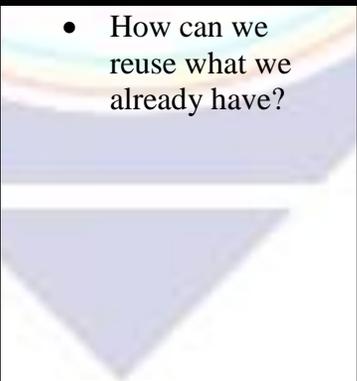
<p><b>Read Aloud:</b> African Lions</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> </ul> <p>Vocabulary cards</p>	<p>understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8</b> 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><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p><b>L.3.4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p>challenges in their habitat?</p> 	<ul style="list-style-type: none"> <li>• Use text illustrations to help me analyze the setting</li> <li>• Demonstrate how the author connects the ideas in a text</li> <li>• Compare and contrast two texts on the same topic</li> </ul> <p>Use root words as a clue to understand a word</p>	<p>crawl, flawless, lawn, salt, talked, halls, water, bought, thoughtless</p> <p><b>(Academic)</b> alert, competition, environment, excellent, prefer, protection, related, shelter, burrows, vibrations</p>
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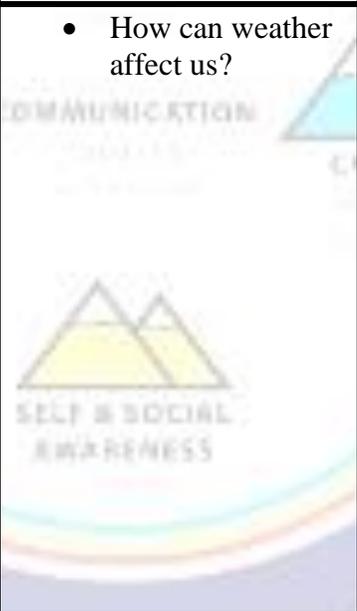
# Ganado Unified School District (READING/3<sup>rd</sup> Grade)

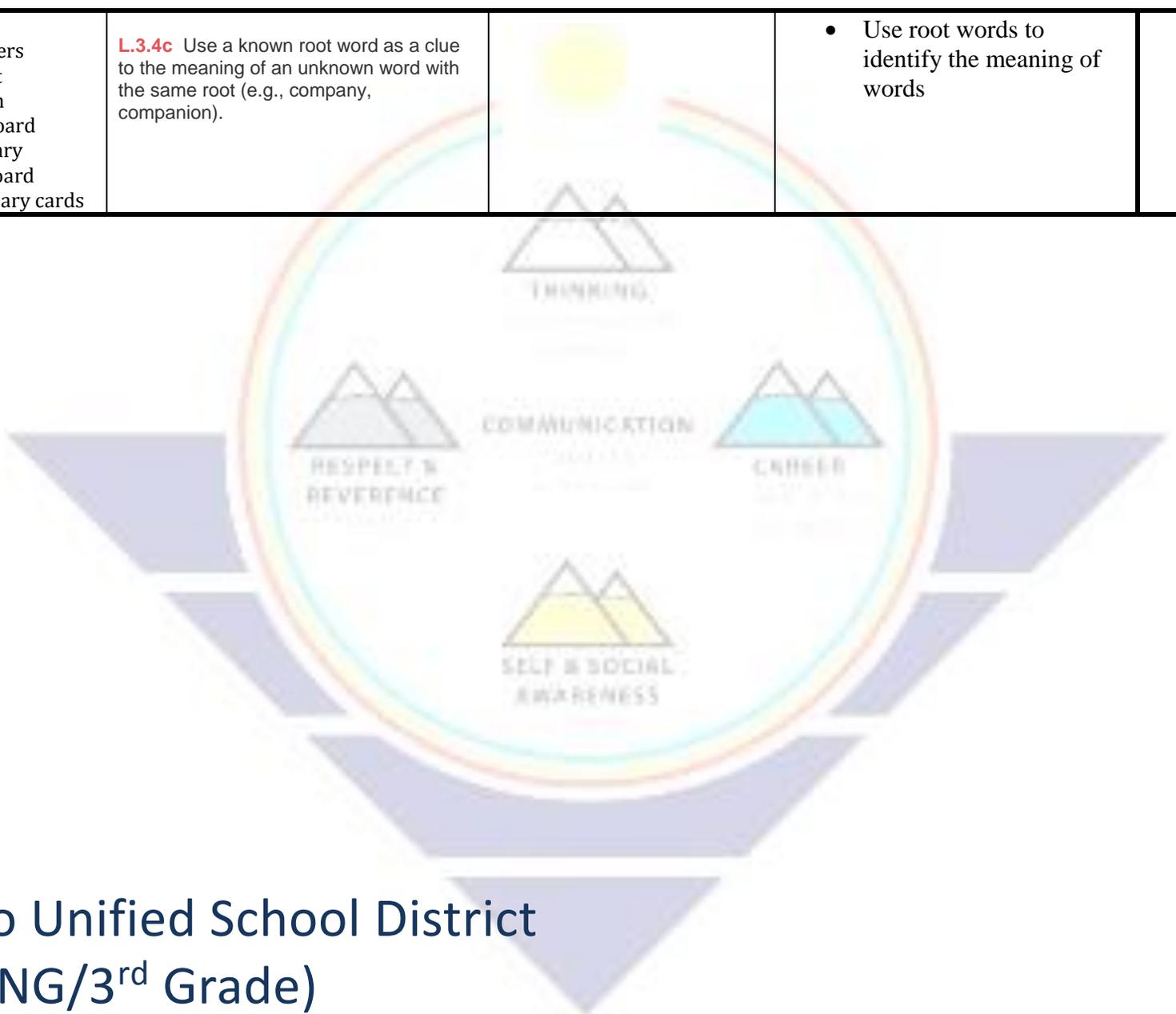
## PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3 <sup>rd</sup> Quarter  Week 21 January 7 <b>UNIT 4</b> <b>Read Aloud:</b> Fly Like a Bird  <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.7</b> 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><b>RI.3.8</b> 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><b>L.3.2f</b> 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"> <li>* How are people able to fly?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>• Use text features as search tools</li> <li>• Use text illustrations to help analyze the characters and setting</li> <li>• Demonstrate how the author connects the ideas in a text</li> <li>• Use spelling patterns to understand compound words</li> </ul>	<p><b>(Spelling List)</b> airplane, daytime, birthday, daylight, hairdo, somebody, birdhouse, barefoot, headlight, sometime, someone, newspaper, sidewalks, basketball, stagecoach</p> <p><b>(Academic)</b></p>
3 <sup>rd</sup> Quarter  Week 22 January 14 <b>UNIT 4</b> <b>Read Aloud:</b> My Grandpa  <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> </ul>	<p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate</p>	<ul style="list-style-type: none"> <li>• How can others inspire us?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>• Ask and answer questions to show that I understand the stories I am reading</li> <li>• Visualize text details to help draw a conclusion</li> </ul>	<p><b>(Spelling List)</b> sale, sail, beet, beat, rode, road, rowed, its, its', your, you're, their, they're, peace, piece</p> <p><b>(Academic)</b></p>

<ul style="list-style-type: none"> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p>understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RL.3.5</b> 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><b>L.3.2e</b> 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"> <li>• Use clues in sentences to help me understand new words</li> </ul>	
<p>3<sup>rd</sup> Quarter</p> <p>Week 23 January 21</p> <p><b>UNIT 5</b></p> <p><b>Read Aloud:</b> Wei and the Golden Goose</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RL.3.2</b> 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><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>L.3.2f</b> 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"> <li>• How do we get what we need?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Take apart a variety of stories</li> <li>• Understand the passage opinions compare to the character</li> <li>• Understand point of view</li> <li>• Use word families to comprehend new words</li> </ul>	<p><b>(Spelling List)</b> pounce, placed, dice, cents, price, space, mice, office, wage, age, gyms, giant, changes, message, pages</p> <p><b>(Academic)</b></p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 24 January 28</p> <p><b>UNIT 5</b></p> <p><b>Read Aloud:</b> The School Garden</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> </ul>	<p><b>RL.3.2</b> 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><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading</p>	 <ul style="list-style-type: none"> <li>• How can we reuse what we already have?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize what the story is telling by using details from the text</li> <li>• Visualize text details to help draw conclusions</li> <li>• Use clues in sentences to help me understand new words</li> </ul>	<p><b>(Spelling List)</b> names, named, naming, hopes, hoped, hoping, dances, danced, dancing, drops, dropped, dropping, wraps, wrapped, wrapping</p> <p><b>(Academic)</b></p>

<ul style="list-style-type: none"> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p>and content, choosing flexibly from a range of strategies.</p>			
<p>3<sup>rd</sup> Quarter</p> <p>Week 25 February 4</p> <p><b>UNIT 5</b></p> <p><b>Read Aloud:</b> Jimmy Carter: A Good Citizen</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>L.3.4</b> 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"> <li>• What do good citizens do?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Explore my own point of view</li> <li>• Comprehend the passages opinions to narrators</li> <li>• Use word clues to understand the spelling of a new word</li> </ul>	<p><b>(Spelling List)</b> basket, rabbit, lesson, letter, invite, bedtime, mammal, number, fellow, chapter, follow, problem, chicken, butter, napkin <b>(Academic)</b></p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 26 February 11</p> <p><b>UNIT 5</b></p> <p><b>Read Aloud:</b> Using Power</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<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><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>L.3.2e</b> 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"> <li>• What are different kinds of energy?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Compare and contrast key details in two texts on the same topic</li> <li>• Use my knowledge of spelling patterns to spell words correctly</li> </ul>	<p><b>(Spelling List)</b> tries, tried, trying, dries, dried, drying, hurries, hurried, hurrying, studies, studied, studying, plays, played, playing <b>(Academic)</b></p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 27 February 18</p> <p><b>UNIT 6</b></p> <p><b>Read Aloud:</b> Pandora Finds a Box</p>	<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>	<ul style="list-style-type: none"> <li>• How do you decide what is important?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about a text I just read</li> </ul>	<p><b>(Spelling List)</b> pilot, diner, tiger ,favor, lemon, planet, cloudy, shady, robot, tiny label, cozy, silent, spider, frozen</p>

<ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RL.3.2</b> 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><b>RL.3.9</b> 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).</p> <p><b>L.3.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase</p>		<ul style="list-style-type: none"> <li>• Point out the lesson or moral of a story</li> <li>• Use key details to understand the text</li> </ul>	<p><b>(Academic)</b></p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 28 February 25</p> <p><b>UNIT 6</b></p> <p><b>Read Aloud:</b> Joshua's Odd Neighbor</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RL.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><b>RL.3.2</b> 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><b>RL.3.9</b> 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).</p> <p><b>L.3.2e</b> 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"> <li>• How can weather affect us?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about a text I just read</li> <li>• Compare and contrast characters in similar stories</li> <li>• Use prefixes in my writings</li> </ul>	<p><b>(Spelling List)</b> disagree, dislike, disappear, prepaid, preschool, precook, previous, rebuild, return, resell, reprint, unwrap, unlucky, untied, unbeaten</p> <p><b>(Academic)</b></p>
<p>3<sup>rd</sup> Quarter</p> <p>Week 29 March 4</p> <p><b>UNIT 6</b></p> <p><b>Read Aloud:</b> Mae Jamison, Astronaut</p>	<p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</p> <p><b>RI.3.9</b> 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>• Why are goals important?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Locate information in text to understand</li> <li>• Compare and contrast details in two texts on the same topic</li> </ul>	<p><b>(Spelling List)</b> able, purple, riddle, handle, eagle, puzzle, castle, little, pickle, towel, nickel, camel, travel, tunnel, squirrel</p> <p><b>(Academic)</b></p>

<ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>L.3.4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>		<ul style="list-style-type: none"> <li>• Use root words to identify the meaning of words</li> </ul>	
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## Ganado Unified School District (READING/3<sup>rd</sup> Grade)

**PACING Guide SY 2018-2019**

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>4<sup>th</sup> Quarter</p> <p>Week 30 March 18</p>	<p><b>W.3.10</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>NOTE: <b>COMPARE AND CONTRAST</b></p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p>	<ul style="list-style-type: none"> <li>• What does compare and contrast mean?</li> <li>• What topic will I compare and contrast?</li> <li>•</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Write a four paragraph paper</li> <li>• Compare and contrast a topic</li> <li>• Write main ideas and topic sentences</li> </ul>	<p><b>Compare Contrast paragraph</b></p>
<p>4<sup>th</sup> Quarter</p> <p>Week 31 March 25</p> <p><b>UNIT 6</b></p> <p><b>Read Aloud:</b> Mae Jamison, Astronaut</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>L.3.4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<ul style="list-style-type: none"> <li>• Why are goals important?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Locate information in a text to understand</li> <li>• Compare and contrast details</li> </ul>	<p><b>(Spelling List)</b> explained, remain, reading, detail, presoak, monkey, brief, preteen, about, allowing complain, enjoys, poison, repeats, unreal <b>(Academic)</b></p>
<p>4<sup>th</sup> Quarter</p> <p>Week 32 April 1</p> <p><b>UNIT 6</b></p> <p><b>Read Aloud:</b> Respect for the Florida Panther</p>	<p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate</p>	<ul style="list-style-type: none"> <li>• How can learning about animals help you respect them?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast key details</li> <li>• Use information from illustrations to understand a text</li> </ul>	<p><b>(Spelling List)</b> severe, prepared declare, later, writer, cellar, trailer author, person, circus, garlic, partner, restore, sister, actor <b>(Academic)</b></p>

<ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p>understanding of the text (e.g., where, when)</p> <p><b>L.3.2e</b> 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).</p>			
<p>4<sup>th</sup> Quarter</p> <p>Week 33 April 8</p> <p><b>UNIT 6</b></p> <p><b>Read Aloud:</b> Show and Tell</p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RL.3.5</b> 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><b>L.3.4d</b> 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"> <li>• What makes you laugh?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the parts of a poem</li> <li>• Understand words from various text to understand the resource</li> <li>• Use a dictionary to check my spelling</li> </ul>	<p><b>(Spelling List)</b> careful, cheerful, helpful, colorful, harmful, pitiful, painless, priceless, helpless, sleepless, rainless, helplessly, peacefully, carefully, wisely <b>(Academic)</b></p>
<p>4<sup>th</sup> Quarter</p> <p>Week 34 April 15</p> <p><b>UNIT 6</b></p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p>	<ul style="list-style-type: none"> <li>• What do I think about the story?</li> <li>• Who is telling the story?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Compare my point of view to the author or character</li> <li>•</li> </ul>	<p><b>Internet Spelling</b></p>

<p>4<sup>th</sup> Quarter</p> <p>Week 35 April 22</p> <p><b>UNIT 6</b></p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>L.3.2g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> <li>• What is a dictionary?</li> </ul> 	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Use a dictionary to help with my spelling</li> <li>• Use a dictionary to look up words I don't know</li> </ul>	<p><b>Dictionary</b></p> <p><b>Part of speech</b></p> <p><b>Pronunciation</b></p> <p><b>Syllables</b></p>
<p>4<sup>th</sup> Quarter</p> <p>Week 36 April 29</p> <p><b>UNIT 6</b></p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and suffixes</li> <li>b. Decode words with common suffixes</li> <li>c. Decode multisyllabic words</li> <li>d. Read grade-appropriate irregularly spelled words</li> </ol>	<ul style="list-style-type: none"> <li>• What topic should I choose to write about?</li> </ul> 	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Identify prefixes and suffixes</li> <li>• Break apart words by sounds</li> </ul>	<p><b>Internet Spelling Resources</b></p>
<p>4<sup>th</sup> Quarter</p> <p>Week 37 May 6</p> <p><b>UNIT 6</b></p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> </ul>	<p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>NOTE: <b>CAUSE &amp; EFFECT</b></p>	<ul style="list-style-type: none"> <li>• What does cause mean?</li> <li>• What does effect mean?</li> <li>• What is a paragraph?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Write a four or more paragraph paper</li> <li>• Understand cause and its effects</li> </ul>	<p><b>Internet Spelling Resources</b></p>

<ul style="list-style-type: none"> <li>✓ Vocabulary cards</li> </ul>				
<p>4<sup>th</sup> Quarter</p> <p>Week 38 May 13</p> <p><b>UNIT 6</b></p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>W.3.3b</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p>	<ul style="list-style-type: none"> <li>• What type of writing do I want to do?</li> <li>• How will my characters feel and act?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Use dialogue in my writing</li> <li>• Show how characters relate to situations</li> </ul>	<p><b>Internet Spelling Resources</b></p>
<p>4<sup>th</sup> Quarter</p> <p>Week 39 May 20</p> <p><b>UNIT 6</b></p> <ul style="list-style-type: none"> <li>✓ Graphic organizers</li> <li>✓ Internet</li> <li>✓ Doc cam</li> <li>✓ Smartboard</li> <li>✓ Dictionary</li> <li>✓ Story board</li> <li>✓ Vocabulary cards</li> </ul>	<p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.6</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> <p><b>W.3.8</b> recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories</p>	<ul style="list-style-type: none"> <li>• What are my interests?</li> <li>• What resources can I use to begin my writing?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Write a paper</li> <li>• Look for information from various texts in my writing</li> <li>• Use the computer for my final paper</li> </ul>	<p><b>Internet Spelling Resources</b></p>