

## ATS PACING GUIDE

### Language Arts/Literacy - 3rd Grade

Updated: November 2018

Adopted by BOE: Jan. 2019

Page 1 of 5



#### English Language Arts

It is the belief of Alloway School that a comprehensive language arts program teaches and builds upon the foundational skills of literacy in order to better prepare students to be critical thinkers and effective communicators. The skills of reading, writing, speaking, listening and viewing are taught spirally and recursively across grade levels and content areas to ensure mastery. Students will read a variety of texts, both literary and informational, to comprehend, acquire knowledge, question, and create.

It is the mission of Alloway School to provide a rich and rigorous language arts program in order to provide students with the skills and knowledge necessary to succeed in college, career, and life.

Units: 4

Unit 1- Informative Texts About Our World (MP 1)

Unit 2- Narratives About Living Things (MP 2)

Unit 3- Making a Difference with Our Opinions (MP 3)

Unit 4- Exploring Genre and Details in Text (MP 4)

#### **INFORMATIVE TEXTS ABOUT OUR WORLD**

Unit Title	Informative Texts About Our World	Timeframe	Marking Period 1 (9 weeks)
Unit Summary	Students will read and write informative texts within a balanced literacy model.		
Strands/Standards	Reading RI.3.1 RI.3.2 RI.3.4 RI.3.5 RI.3.7 RI.3.9	Content/Skills	<ul style="list-style-type: none"><li>● Main idea and details in informational text</li><li>● Academic and domain specific vocabulary</li><li>● Use text features and search tools</li><li>● Compare and contrast two informational text on same topic</li><li>● Write informative texts that introduce a topic, develop topic with facts, definitions, and</li></ul>

	Writing W.3.2 W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.10 Foundational Skills RF.3.3 RF.3.4 Language L.3.1 L.3.2 L.3.4 L.3.5 L.3.6 Speaking and Listening SL.3.1 SL.3.3 SL.3.6		details, use linking words, and provide a conclusion <ul style="list-style-type: none"> <li>● Know and apply grade-level phonics</li> <li>● Read with sufficient accuracy and fluency to support comprehension</li> </ul>
--	---	--	---

**NARRATIVES ABOUT LIVING THINGS**

Unit Title	Narratives About Living Things	Timeframe	Marking Period 2 (9 weeks)
Unit Summary	Students will read and write narrative texts.		
Strands/Standards	Reading RL.3.2 RL.3.3 RL.3.4 RL.3.6 RL.3.9 Writing W.3.3 W.3.4	Content/Skills	<ul style="list-style-type: none"> <li>● Retell stories, identify central message and how it is conveyed</li> <li>● Describe characters</li> <li>● Determine meaning of words used in literary text</li> <li>● Distinguish own point of view from that of author or characters</li> <li>● Compare and contrast themes, settings, and plots of stories written by the same author</li> </ul>

	W.3.5 W.3.6 W.3.7 W.3.8 W.3.10 Foundational Skills RF.3.3 RF.3.4 Language L.3.1 L.3.2 L.3.4 L.3.5 L.3.6 Speaking and Listening SL.3.1 SL.3.6		<ul style="list-style-type: none"> <li>● Write narrative texts that establish situation, use dialogue and descriptions, use temporal words, and provide a sense of closure</li> <li>● Know and apply grade-level phonics</li> <li>● Read with sufficient accuracy and fluency to support comprehension</li> </ul>
--	--	--	---

### MAKING A DIFFERENCE WITH OUR OPINIONS

Unit Title	Making a Difference with Our Opinions	Timeframe	Marking Period 3 (9 weeks)
Unit Summary	Students will write opinion pieces, drawing on their own experiences and information gathered from sources as the basis for their opinions.		
Strands/Standards	Reading RI.3.1 RI.3.3 RI.3.6 RI.3.8 RI.3.10 Writing W.3.1 W.3.4 W.3.5 W.3.6 W.3.7	Content/Skills	<ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of informational text, referring to text as basis for answers</li> <li>● Describe relationships between ideas in informational texts (historical events, scientific events, steps in a technical procedure, etc.)</li> <li>● Distinguish own point of view from that of the author of an informational text</li> <li>● Describe connections between sentences/paragraphs in an informational text (comparison, cause and effect, sequence, etc.)</li> <li>● Read and comprehend grade-level</li> </ul>

	W.3.8 W.3.10 Foundational Skills RF.3.3 RF.3.4 Language L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6 Speaking and Listening SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6		informational texts <ul style="list-style-type: none"> <li>● Write opinion pieces that state an opinion, provide reasons to support opinion, use linking words, and provide a concluding sentence or section</li> <li>● Know and apply grade-level phonics</li> <li>● Read with sufficient accuracy and fluency to support comprehension</li> </ul>
--	--	--	---

**EXPLORING GENRE AND DETAILS IN TEXT**

Unit Title	Exploring Genre and Details in Text	Timeframe	Marking Period 4 (9 weeks)
Unit Summary	Students will explore various genres as readers and as writers and will analyze details within texts.		
Strands/Standards	Reading RL.3.5 RL.3.7 RL.3.10 Writing W.3.1 W.3.2 W.3.3 W.3.4 W.3.5 W.3.6 W.3.7	Content/Skills	<ul style="list-style-type: none"> <li>● Refer to specific parts of stories, dramas, and poems, using terms such as chapter, scene, stanza</li> <li>● Explain how aspects of a literary text's illustrations contribute to what is conveyed by words in a story</li> <li>● Write informative texts that introduce a topic, develop topic with facts, definitions, and details, use linking words, and provide a conclusion</li> <li>● Write narrative texts that establish situation, use dialogue and descriptions, use temporal words,</li> </ul>

	W.3.8 W.3.10 Foundational Skills RF.3.3 RF.3.4 Language L.3.1 L.3.2 L.3.4 L.3.5 L.3.6 Speaking and Listening SL.3.1 SL.3.3 SL.3.6		and provide a sense of closure <ul style="list-style-type: none"><li>● Write opinion pieces that state an opinion, provide reasons to support opinion, use linking words, and provide a concluding sentence or section</li><li>● Read and comprehend grade level literary texts</li><li>● Know and apply grade-level phonics</li><li>● Read with sufficient accuracy and fluency to support comprehension</li></ul>
--	---	--	---