

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 3

Subject: ELA

Adoption Date: April 1, 2014

Revision Date: November 3, 2021

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>1. How do spelling patterns help me decode words correctly and use them correctly in context? (10 weeks)</p> <p>2. How does comprehending new vocabulary help me become a stronger reader and writer? (10 weeks)</p> <p>3. How does being part of a reading community help me become a stronger reader? (2 weeks).</p> <p>4. How does visualizing help me make sense of poetry and fiction text? (3 weeks)</p> <p>5. How does making inferences help me to understand characters and how they change? (5 weeks)</p>	<p>1. How do spelling patterns help me decode words correctly and use them correctly in context? (10 weeks)</p> <p>2. How does comprehending new vocabulary help students become stronger readers and writers? (10 weeks)</p> <p>3. How does wondering and questioning help me to make sense of fiction and narrative nonfiction? (7 weeks)</p> <p>4. How do I create a fiction story? (6 weeks)</p> <p>5. How do I use different types of nouns in my writing? (5 weeks)</p>	<p>1. How do spelling patterns help me decode words correctly and use them correctly in context? (10 weeks)</p> <p>2. How does comprehending new vocabulary help students become stronger readers and writers? (10 weeks)</p> <p>3. How does the use of text features help me to locate and understand information in expository nonfiction texts? (4 weeks)</p> <p>4. How does wondering and questioning help me to make sense of expository nonfiction? (3 weeks)</p>	<p>1. How do spelling patterns help me decode words correctly and use them correctly in context? (10 weeks)</p> <p>2. How does comprehending new vocabulary help students become stronger readers and writers? (10 weeks)</p> <p>3. How does determining important ideas in expository nonfiction, fiction and drama help me to understand the text? (5 weeks)</p> <p>4. How do I write about my opinion supported by details? (3 weeks)</p> <p>5. How can I write poetry with imagery, sound and form? (2 weeks)</p>

	<p>6. How does being a part of a writing community help me to be a stronger writer? (3 weeks)</p> <p>7. How does understanding the writing process help me to write a personal narrative? (6 weeks)</p> <p>8. How do I write different types of sentences? (10 weeks)</p>	<p>6. How do verbs help my writing? (5 weeks)</p>	<p>5. How do I write an expository nonfiction piece that includes text features? (6 weeks)</p> <p>6. How do I write a functional text? (3 weeks)</p> <p>7. How do I use the proper forms of adjectives in my writing? (10 weeks)</p>	<p>6. How do I write and use a contraction? (4 weeks)</p> <p>7. How can I use commas and quotation marks in my writing? (6 weeks)</p>
Instructional Materials	<p>-Guided spelling Teacher's Manual/ Student books</p> <p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher's Manual / Student Response books</p> <p>-Making Meaning Read Aloud books</p> <p>-Being a Writer Teacher's Manual/ Student Writing Handbook</p> <p>-Being A Writer Skills Practice Teaching Guide/ Student Skills Practice Workbook</p> <p>-Being A Writer Read Alouds</p>	<p>-Guided spelling Teacher's Manual/ Student books</p> <p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher's Manual / Student Response books</p> <p>-Making Meaning Read Aloud books</p> <p>-<i>Shiloh</i> by Phyllis Naylor Reynolds</p> <p>-Being a Writer Teacher's Manual/ Student Writing Handbook</p> <p>-Being A Writer Skills Practice Teaching Guide/ Student Skills Practice Workbook</p> <p>-Being A Writer Read Alouds</p>	<p>-Guided spelling Teacher's Manual/ Student books</p> <p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher's Manual / Student Response books</p> <p>-Making Meaning Read Aloud books</p> <p>-<i>Number the Stars</i> by Lois Lowry</p> <p>-Being a Writer Teacher's Manual/ Student Writing Handbook</p> <p>-Being A Writer Skills Practice Teaching Guide/ Student Skills Practice Workbook</p> <p>-Being A Writer Read Alouds</p>	<p>-Guided spelling Teacher's Manual/ Student books</p> <p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher's Manual / Student Response books</p> <p>-Making Meaning Read Aloud books</p> <p>-Being a Writer Teacher's Manual/ Student Writing Handbook</p> <p>-Being A Writer Skills Practice Teaching Guide/ Student Skills Practice Workbook</p> <p>-Being A Writer Read Alouds</p>

<p>Activities</p>	<p>One: Direct instruction with phonemic spelling rules and students applying the rules in a guided lesson. Direct instruction in word meanings with students thinking deeply about the words and using them as they talk with partners and the class.</p> <p>Two: Use Making Meaning read alouds to act out, play games, and discuss vocabulary words using “turn to your partner.”</p> <p>Three: Introduce the reading community; learn the procedure for gathering; read alouds; turn to your partner. Read aloud <i>Miss Nelson Is Missing!</i>; discuss story with partner; reflect on working with partners.</p> <p>Four: Introduce the poem <i>Seal</i>; read poem aloud; reread poem while students visualize; discuss the poem in partners; discuss as a class.</p> <p>Five: Introduce <i>The Paper Bag Princess</i>; read aloud; discuss the story in partners and as a class; infer about the main character Elizabeth by creating a character web as a class.</p> <p>Six: Introduce the writing community; discuss writing experiences; learn how writers get their ideas. Use</p>	<p>One: Direct instruction with phonemic spelling rules and students applying the rules in a guided lesson. Direct instruction in word meanings with students thinking deeply about the words and using them as they talk with partners and the class.</p> <p>Two: Use Making Meaning read alouds to act out, play games, and discuss vocabulary words using “turn to your partner.”</p> <p>Three: Read aloud <i>The Girl Who Loved Wild Horses</i>; stop to wonder; discuss the story with partners and as a class; practice independently during IDR.</p> <p>Four: Introduce fiction; read <i>Tacky the Penguin</i> aloud; discuss the story in partners and as a class; begin drafting fiction pieces choosing a topic of choice.</p> <p>Five: Model proper use of nouns; students practice; students apply the skill in writing.</p> <p>Six: Model proper use of verbs; students practice; students apply the skill in writing.</p>	<p>One: Direct instruction with phonemic spelling rules and students applying the rules in a guided lesson. Direct instruction in word meanings with students thinking deeply about the words and using them as they talk with partners and the class.</p> <p>Two: Use Making Meaning read alouds to act out, play games, and discuss vocabulary words using “turn to your partner.”</p> <p>Three: Introduce expository nonfiction; read aloud <i>Morning Meals Around the World</i> and begin a “Text Features” chart; introduce table of contents and index pages; have students practice finding table of contents and index pages.</p> <p>Four: Review expository nonfiction and introduce the topic of animal habitats; Read aloud <i>Flashy Fantastic Rainforest Frogs</i>; discuss in partners and as a class.</p> <p>Five: Introduce nonfiction; read aloud <i>Are You a Dragonfly?</i>; discuss the story and generate animal topics; students will add animal topics to their writing ideas section.</p>	<p>One: Direct instruction with phonemic spelling rules and students applying the rules in a guided lesson. Direct instruction in word meanings with students thinking deeply about the words and using them as they talk with partners and the class.</p> <p>Two: Use Making Meaning read alouds to act out, play games, and discuss vocabulary words using “turn to your partner.”</p> <p>Three: Read aloud <i>Into the Sea</i>; discuss the story with partners; read nonfiction texts about animals; write about nonfiction reading; reflect on nonfiction.</p> <p>Four: Introduce opinion writing; read aloud <i>School Should Start Later in the Morning</i> aloud; reread the essay and discuss the author’s purpose; write independently listing opinions they might want to write about.</p> <p>Five: Introduce poetry; read and discuss <i>Galoshes</i>; read and discuss <i>Two Voices in a Tent at Night</i>; independent writing time to write a poem of their own.</p>
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	<p>read alouds and discuss with partners; generate ideas by drawing, making lists and writing sentences.</p> <p>Seven: Hear and discuss a personal narrative; generate list of special things done with a loved one. Read aloud <i>Grandma's Records</i>; write about something special you've done with someone you love.</p> <p>Eight: Model compound sentences; students practice; students apply the skill in writing.</p>		<p>Six: Introduce functional writing; read and discuss parts of <i>Kittens</i>; students complete a quick-write about things they take care of; show examples of functional writing to students to gather ideas for writing.</p> <p>Seven: Model proper use of adjectives; students practice; students apply the skill in writing.</p>	<p>Six: Model proper use of contractions; students practice; students apply the skill in writing.</p> <p>Seven: Model proper use of commas and quotation marks; students practice; students apply the skill in writing.</p>
Standards	<p>Activity One: LA.3.L.3.2</p> <p>Activity Two: LA.3.L.3.4</p> <p>Activity Three: LA.3.SL.3.1, LA.3.L.3.3</p> <p>Activity Four: LA.3.RF.3.4.B</p> <p>Activity Five: LA.3.RL.3.3, LA.3.SL.3.1.A</p> <p>Activity Six: LA.3.L.3.3, LA.3.AL.3.1.B</p> <p>Activity Seven: LA.3.W.3.3</p> <p>Activity Eight: LA.3.L.3.7.I</p>	<p>Activity One: LA.3.L.3.2</p> <p>Activity Two: LA.3.L.3.4</p> <p>Activity Three: LA.3.SL.3.7.A</p> <p>Activity Four: LA.3.W.3.1.A, LA.3.W.3.1.B</p> <p>Activity Five: LA.3.L.3.1.A</p> <p>Activity Six: LA.3.L.3.1.A</p>	<p>Activity One: LA.3.L.3.2</p> <p>Activity Two: LA.3.L.3.4</p> <p>Activity Three: LA.3.RI.3.5</p> <p>Activity Four: LA.3.RI.3.1</p> <p>Activity Five: LA.3.RI.3.7 LA.3.W.3.2.A</p> <p>Activity Six: LA.3.W.3.2</p> <p>Activity Seven: LA.3.L.3.1.A LA.3.L.3.1.G</p>	<p>Activity One: LA.3.L.3.2</p> <p>Activity Two: LA.3.L.3.4</p> <p>Activity Three: LA.3.RL.3.5</p> <p>Activity Four: LA.3.W.3.1</p> <p>Activity Five: LA.3.RF.3.4.B</p> <p>Activity Six: LA.3.L.3.1</p> <p>Activity Seven: LA.3.L.3.2.B LA.3.L.3.2.C</p>

<p>Accommodations and Modifications</p>	<p>English language learners: -Assign a buddy, same language or English speaking (activities 1&3) -Use of translation dictionaries to locate words in the native language (activity 2) -Reduce amount of work required(activity six) At Risk of School Failure: -Implement behavioral/academic contracts -Use behavioral management techniques consistently within a classroom/across classes Gifted and Talented Students: -Ask students higher level questions (activities 4&5) -Give students opportunities to mentor other students(activity 8) Students with 504 plans: -Students sit in close proximity to the teacher -Students with hearing, visual or cognitive impairment may have extra time (activity 7)</p>	<p>English language learners: -Assign a buddy, same language or English speaking(activity 1&3) -Use of translation dictionaries to locate words in the native language (activity 2) At Risk of School Failure: -Implement behavioral/academic contracts -Use behavioral management techniques consistently within a classroom/across classes -Break assignments into a series of smaller assignments (activity 4) Gifted and Talented Students: -Ask students higher level questions -Give students opportunities to mentor other students(activity 5&6) Students with 504 plans: -Students sit in close proximity to the teacher -Students with hearing, visual or cognitive impairment may have extra time (activity 4)</p>	<p>English language learners: -Assign a buddy, same language or English speaking(activity 1) -Use of translation dictionaries to locate words in the native language (activity 2) At Risk of School Failure: -Implement behavioral/academic contracts -Use behavioral management techniques consistently within a classroom/across classes -Break assignments into a series of smaller assignments (activity 6) Gifted and Talented Students: -Ask students higher level questions (activity 4) -Give students opportunities to mentor other students(activity 3&7) Students with 504 plans: -Students sit in close proximity to the teacher -Students with hearing, visual or cognitive impairment may have extra time(activity 5)</p>	<p>English language learners: -Assign a buddy, same language or English speaking (activity 1) -Use of translation dictionaries to locate words in the native language (activity 2) At Risk of School Failure: -Implement behavioral/academic contracts -Use behavioral management techniques consistently within a classroom/across classes Gifted and Talented Students: -Ask students higher level questions -Give students opportunities to mentor other students Students with 504 plans: -Students sit in close proximity to the teacher -Students with hearing, visual or cognitive impairment may have extra time</p>
<p>Interdisciplinary Connections</p>	<p>Students will read <i>In November</i> and discuss the four seasons and various forms of hibernation. (Science)</p>	<p>Students will read <i>Childtimes</i> a three generation memoir and create a multi-generation timeline of their own life. (Social Studies)</p>	<p>Students will read <i>Making Meals Around the World</i>. Students will complete a Venn Diagram comparing and contrasting food in the US with foods from one of the</p>	<p>Students will read <i>The ABCs of Endangered Animals</i>. Students will research a current endangered animal and make a poster to share with the class. (Science)</p>

			countries read about in the book.(Social Studies)	
Assessments	<p>Ongoing Progress Monitoring Assessments -Write About Reading Assignments -Reading Journals -IDR teacher conferencing/notes -Student response Books -writing conferences -Spelling tests -Vocabulary Tests -Grammar Quizzes -writing skill quizzes</p> <p>Summative Assessments -Unit Individual Comprehension Assessment -Individual Writing Assessment -Making Meaning -Reading/Writing Assessment</p> <p>Benchmark Assessment F & P Assessment MAP Testing</p>	<p>Ongoing Progress Monitoring Assessments -Write About Reading Assignments -Reading Journals -IDR teacher conferencing/notes -Student response Books -writing conferences -Spelling tests -Vocabulary Tests -Grammar Quizzes -writing skill quizzes</p> <p>Summative assessments -Unit Individual Comprehension Assessment -Individual Writing Assessment Making Meaning -Reading/Writing Assessment</p> <p>Benchmark Assessment F & P Assessment MAP Testing</p>	<p>Ongoing Progress Monitoring Assessments -Write About Reading Assignments -Reading Journals -IDR teacher conferencing/notes -Student response Books -writing conferences -Spelling tests -Vocabulary Tests -Grammar Quizzes -writing skill quizzes</p> <p>Summative assessments -Unit Individual Comprehension Assessment -Individual Writing Assessment -Making Meaning Reading/Writing Assessment</p> <p>Benchmark Assessment F & P Assessment MAP Testing</p>	<p>Ongoing Progress Monitoring Assessments -Write About Reading Assignments -Reading Journals -IDR teacher conferencing/notes -Student response Books -writing conferences -Spelling tests -Vocabulary Tests -Grammar Quizzes -writing skill quizzes</p> <p>Summative assessments -Unit Individual Comprehension Assessment -Individual Writing Assessment -Making Meaning Reading/Writing Assessment</p> <p>Benchmark Assessment F & P Assessment MAP Testing</p>
21st Century Themes and Skills	CRP2 CRP4 CRP6 CRP11	CRP2 CRP4 CRP6 CRP11	CRP2 CRP4 CRP6 CRP11	CRP2 CRP4 CRP6 CRP11