

## 3rd Grade Reading Pacing 2020-2021

Unit 1: Building a Reading Life	Unit 2: Nonfiction Reading: Reading to Get to the Text	Unit 3: Character Studies	Unit 4 GEM Unit: Recommitting to Reading	Unit 5: Researching Countries	Unit 6: Biographies	Unit 7: Poetry	Unit 8: Gem Unit: Recommitting to Reading
Launching- 24 days	Informational- 19 days	Literature- 25 days	Gem- 12 days	Informational- 28 days	Informational- 29 days	Literature- 30 days	Gem- 10 days
5 Weeks, Aug-Sept.	4 Weeks, Sept.-Oct.	5 Weeks, Oct.-Dec.	2 Weeks, Dec.	6 Weeks, Jan.-Feb.	6 Weeks, Feb.-March	6 Weeks, April-May	2 Weeks, May
Enduring Understandings	Enduring Understandings	Enduring Understandings	Possible Teaching Topics	Enduring Understandings	Enduring Understandings	Enduring Understandings	Possible Teaching Topics
I can reflect on my reading life to move myself as a reader	I can use skills and habits essential to readers of expository nonfiction	I can analyze how characters both change and stay the same across series	Stamina Selecting Books Abandoning Books Book Talking: The "How" and the "Why" Responding to Reading Tracking Reading Growth Variety and Text Choice	I can read information to determine what is most important	I can draw on all I know about reading narratives and character development to read biographies	I can recognize how poets use precise words and imagery to communicate	Stamina Selecting Books Abandoning Books Book Talking: The "How" and the "Why" Responding to Reading Tracking Reading Growth Variety and Text Choice
I can think about my reading (skills/strategies)	I can determine what's most important in the text.	I can recognize how a character's motivations drive the arc of the story.	Modeling a Passion for Reading	I can organize information to generate a big idea	I can consider how the character's achievements matter to the world at large.	I can think critically and thoughtfully about words, language, and the structure of poetry	Modeling a Passion for Reading
I can deepen my thinking through response		I can notice common plot lines and themes across texts		I can use keywords to locate specific information			
Priority Standards	Priority Standards	Priority Standards		Priority Standards	Priority Standards	Priority Standards	
<p>3.R.I.A.d: Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down.</p> <p>3.R.I.A.b: Develop and demonstrate reading skills in response to text by drawing conclusions and support with evidence.</p> <p>3.R.I.A.c: Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and end determining its central message, lesson, or moral (Note: For this first unit you will be focused on teaching summarizing to mastery and central message will be taught to approximation.)</p>	<p>3.R.3.A.b Read, infer, and draw conclusions to identify the details or facts that support the main idea.</p> <p>3.R.3.A.c Read, infer, and draw conclusions to use text and graphic features to locate information and to make and verify predictions</p> <p>3.R.1.b. Develop an understanding of vocabulary by:                      f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.                      i. using conversational, general academic, and domain-specific words and phrases</p>	<p>3.R.I.C.a Determine relevant connections between text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction).</p> <p>3.R.2.A.a Read, infer, analyze, and draw conclusions to summarize and sequence the events/plot and explain how past events impact future events.</p> <p>3.R.2.A.b Read, infer, analyze, and draw conclusions to describe the personality traits of characters from their thoughts, words, and actions</p>		<p>3.W.3.A.d: Apply research process to locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts</p> <p>3.W.3.A.e: Apply research process to determine the accuracy and relevance of the informations related to a selected questions</p> <p>3.W.3.A.f: Apply research process to take simple notes in own words and sort evidence into provided categories or organizer</p> <p>3.R.3.A.e: Read, infer, and draw conclusions to compare and contrast the most important points and key details presented in texts on the same topic</p>	<p>3.R.3.A.e Read, infer, and draw conclusions to describe the relationship between events, ideas, concepts, or steps.</p> <p>3.R.2.A.c Read, infer, analyze, and draw conclusions to describe the interaction of characters, including relationships and how they change</p> <p>3.R.1.A.c: Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and end determining its central message, lesson, or moral</p>	<p>3.R.2.A.d Read, infer, analyze, and draw conclusions to paraphrase the big idea/themes and supporting details of texts.</p> <p>3.R.3.B.d Read, infer, and draw conclusions to explain examples of sound devices, literal and nonliteral meanings, and figurative language.</p>	