

Grade 3 ELA Pacing Guide Appendix

Appendix A- 3rd Grade CCSS Curriculum & Instruction Resources and Best Practices

Strand	Instructional Resources
Reading Literature	<ul style="list-style-type: none"> • Treasures – Student readers and resources • Reading A-Z: Folktales, Poetry, Readers Theater Scripts, etc. <p>Fables</p> <ul style="list-style-type: none"> • <u>Aesop's Fables</u> by Jerry Pinkney • <u>Aesop's Fables</u> retold Brad Sneed • <u>Mice, Morals, and Monkey Business</u> by Christopher Wormell • <u>Squids Will Be Squids: Fresh Morals/Beastly Fables</u> by Jon Scieszka& Lane Smith • <u>The Blind Men and the Elephant</u> retold by Karen Backstein • <u>The Lion and the Mouse</u> by Jerry Pinkney • <u>The Wolf Who Cried Boy</u> by Bob Hartman • <u>Unwitting Wisdom: An anthology of Aesop's Fables</u> <p>Folktales</p> <ul style="list-style-type: none"> • <u>AnansiThe Spider a tale from the Ashanti</u> by Gerald McDermott • <u>Bringing Rain to Kapiti Plain</u> by Verna Aardema • <u>Grandmother Spider Brings the Sun</u> by Geri Keams (A Native American Folktale) • <u>John Henry</u> by Julius Lester • <u>Mufaro's Beautiful Daughters, An African Tale</u> by John Steptoe • <u>One Grain of Rice a Mathematical Folktale</u> by Demi • <u>Paper Crane</u> by Molly Bang • <u>Stone Soup</u> by Jon J. Muth • <u>The Bremen Town Musicians: And Other Animal Tales from Grimm</u> by the Brothers Grimm • <u>The Bunyan's</u> by Audrey Wood • <u>The First Strawberries</u> retold Joseph Bruchac (A Native American Folktale) • <u>The Great Kapok Tree, a Tale of the Amazon Rain Forest</u> by Lynne Cherry • <u>The Hungry Coat: A Tale from Turkey</u> by Demi • <u>The King and the Three Thieves</u> by Kristen Balouch • <u>The Legend of Bluebonnet, An Old Tale of Texas</u> by Tomie DePaola • <u>The Legend of the Indian Paint Brush</u> by Tomie DePaola • <u>The Legend of the Poinsettia</u> by Tomie DePaola • <u>The Little Seven-Colored Horses: A Spanish Folktale</u> by Robert San Souci • <u>The Seven Chinese Brothers</u> by Margaret Mahy • <u>Trickster-Native American Tales</u> by Matt Dembicks • <u>Why Mosquitoes Buzz in People's Ears</u> by Verna Aardema • <u>Zen Shorts</u> by Jon J. Muth <p>Myths</p>

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	<ul style="list-style-type: none"> • <u>Amazing Greek Myths of Wonders and Blunders</u> by Mike Townsend • <u>Cronus Chronicles</u> series by Anne Ursu • <u>D'Aulaire's Book of Greek Myths</u> by Ingri D'aulaire • <u>Greek Myths</u> by Olivia Coolidge • <u>Heroes, Gods, and Monsters of Greek Myths</u> by Bernard Evslin • <u>Hobby: The Young Merlin Series</u> by Jane Yolen • <u>Merlin and the Dragon</u> by Jane Yolen • <u>Odysseus in the Serpent Maze</u> by Jane Yolen • <u>Pandora</u> series by Carolyn Hennesy • <u>Pegasus</u> by Marimna Mayer • <u>Persephone</u> by Pomme Clayton • <u>Tales from the Odyssey Part One and Two</u> by Mary Pope Osborne • <u>Zeus</u> by George O'Connor <p>Idioms & Expressions</p> <ul style="list-style-type: none"> • <u>Butterflies in my Stomach and Other School Hazards</u> by Serge Bloch • <u>Even More Parts</u> by Tedd Arnold • <u>Mad as a Wet Hen and Other Funny Idioms</u> by Marvin Terban • <u>Monkey Business</u> by Edward Wallace • <u>More Parts</u> by Tedd Arnold • <u>My Momma Likes to Say...</u> by Denise Brennan-Nelson • <u>My Grandma Likes to Say...</u> by Denise Brennan-Nelson • <u>Parts</u> by Tedd Arnold • <u>Raining Cats Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young People</u> by Will Moses • <u>There's a Frog in My Throat: 440 Animal Sayings a Little Bird Told Me</u> by Loreen Leedy • <u>Who Let the Cat Out of the Bag</u> by Scholastic Kids Are Authors series <p>Homonyms, Homographs, & Homophones</p> <ul style="list-style-type: none"> • <u>A Chocolate Moose for Dinner</u> by Fred Gwynne • <u>Amelia Bedelia</u> by Peggy Parish • <u>Dear Deer</u> by Gene Baretta • <u>Did You Say Pears?</u> by Arlene Alda • <u>Dog Breath: The Horrible Trouble with HallyTosis</u> by Dav Pilkey • <u>Eight, Ate a Feast of Homophone Riddles</u> by Mervan Terban • <u>How Much can a Bare, Bear, Bear?</u> By Brain P. Cleary • <u>If you were a Homonym or Homophone</u> by Nancy Loewen • <u>The King Who Rained</u> by Fred Gwynne • <u>Which Witch is Which?</u> by Judi Barrett <p>Synonyms and Antonyms</p> <ul style="list-style-type: none"> • <u>Big, Bigger, Biggest</u> by Nancy Coffelt • <u>Black, White, Day, Night A Book of Opposites</u> by Laura Seeger
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- Chicken Cheeks by Michael Ian Black & Kevin Hawkes
- If you were a Synonym by Michael Dahl & Sara Gray
- If you were an Antonym by Nancy Loewen & Sara Gray
- Pitch, Throw, Grasp, and Know! What is a Synonym by Brian P. Cleary
- Stop and Go, Yes and No! What is an Antonym? by Brian P. Cleary
- Straight and Curvy, Meek and Nervy! More about Antonyms by Brian P. Cleary
- Stroll and Walk Babble and Talk! More about Synonyms by Brain P. Cleary
- Thesaurus Rex by Laya Steinberg
- The Boy Who Cried Fabulously by Leslea Newman

Figurative Language ---see language as well:

- Crazy Like a Fox, a Simile Story by Loreen Leedy (similes)
- In the Small, Small Pond by Denise Fleming (onomatopoeia)
- I Saw an Ant on the Railroad Track by Joshua Prince (onomatopoeia)
- I Stink by Kate and Jim McMullan (onomatopoeia)
- If you were Onomatopoeia by Trisha Shaskin (onomatopoeia)
- My Best Friend is as Sharp as a Pencil and other Funny Portraits by Hanoch Piven (similes)
- My Dog is as Dirty as Smelly Socks by Hanoch Piven (similes)
- Some Smug Slug by Pamela Duncan Edwards (Alliteration)
- Skin Like Milk, Hair of Silk: What are Similes and Metaphors? by Brain P. Cleary
- The Wacky Wedding: A Book of Alphabet Antics by Pamela Duncan Edwards (Alliteration)
- When Louis Armstrong Taught Me Scat by Muriel Harris Weinstein
- Why the Banana Split? by Rick Walton (puns) (onomatopoeia)

Books full of figurative language

- Apples to Oregon: Being the (Slightly) True Narrative of How a Brave... by Deborah Hopkinson
- Canoe Days by Gary Paulson
- Car Wash by Sandra Steen
- Chicken Chasing Queen of Lamar County by Janice Harrington
- Come on Rain by Karen Hesse
- Crow Call by Lois Lowery
- Fireflies by Julie Brinkloe
- Freedom Summer by Debora Wiles
- Hello Harvest Moon by Ralph Fletcher
- Hello Ocean by Pam Munez Ryan
- Henry's Freedom Box by Ellen Levine
- In November by Cynthia Rylant
- Letting Swift River Go by Jane Yolen
- Owl Moon by Jane Yolen
- Saturdays and Teacakes by Lester Laminack
- Scarecrow by Cynthia Rylant
- Teammates by Peter Golenbock

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| | <ul style="list-style-type: none"> • <u>The Barn Owls</u> by Tony Johnston • <u>The Honest-to-Goodness Truth</u> by Patrica McKissick • <u>Twilight Comes Twice</u> by Ralph Fletcher • <u>Up North in the Cabin</u> by Marsha Wilson Chall <p>Poetry</p> <ul style="list-style-type: none"> • <u>A Mirror to Nature: Poems About Reflection</u> by Jane Yolen • <u>Am I Naturally This Crazy?</u> By Sara Holbrook • <u>A River of Words The Story of William Carlos Williams</u> by Jen Bryant • <u>A Whiff of Pine, a Hint of Skunk: A Forest of Poems</u> by Deborah Ruddell • <u>A Writing Kind of Day: Poems for Young Poets</u> by Ralph Fletcher • <u>Animal Snackers</u> by Betsy Lewin • <u>Big Talk! Poems for Four Voices</u> by Paul Fleischman • <u>By Definition: Poems of Feelings</u> by Sara Holbrook • <u>Color Me a Rhyme: Nature Poems for Young People</u> by Jane Yolen • <u>Confetti: Poems for Children</u> by Pat Mora • <u>Doodle Dandies Poems That Take Shape</u> by J. Patrick Lewis • <u>Edgar Allan Poe Poetry for Young People</u> Edited by Brod Bagert • <u>Falling Down the Page: A Book of List Poems</u> edited by Georgia Heard • <u>Fold Me a Poem</u> by Kristine O'Connell George • <u>Good Sports rhymes about running, jumping, throwing, and more</u> by Jack Prelutsky • <u>Got Geography! Poems selected by Lee Bennett Hopkins</u> • <u>Hey There, Stink Bug!</u> By Leslie Bulion • <u>Hip Hop Speaks to Children a Celebration of Poetry with a Beat</u> edited by Nikki Giovanni • <u>Honey, I Love and other poems</u> by Eloise Greenfield • <u>Hoop Kings</u> by Charles R. Smith Jr. • <u>I Never Said I Wasn't Difficult</u> by Sara Holbrook • <u>Keepers: Treasure-Hunt Poems</u> by John Frank • <u>Langston Hughes Poetry for Young People</u> Edited by David Roessel & Arnold Rampersad • <u>Loose Leashes</u> by Amy Schmidt • <u>Love to Langston</u> by Tony Medina • <u>Moving Day</u> by Ralph Fletcher • <u>My America A Poetry Atlas of the United States</u> selected by Lee Bennett Hopkins • <u>Nothing's the End of the World</u> by Sara Holbrook • <u>Old Elm Speaks: Tree Poems</u> by Kristine O'Connell George • <u>Robert Frost Poetry for Young People</u> edited by Gary Schmidt • <u>Salting the Ocean: 100 Poems by Young Poets</u> selected by Naomi Shihab Nye • <u>Shape Me a Rhyme: Nature's Forms in Poetry</u> by Jane Yolen • <u>Silver Seeds</u> by Paul Paolilli & Dan Brewer • <u>Thanks a Million</u> by Nikki Grimes • <u>The Dog Ate My Homework</u> by Sara Holbrook |
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- The Frogs Wore Red Suspenders by Jack Prelutsky
- The Great Frog Race and Other Poems by Kristine O'Connell George
- Today at the Blue-bird Café a branchful of birds by Deborah Ruddell
- Toasting Marshmallows: Camping Poems by Kristine O'Connell George
- Walt Whitman Poetry for Young People Edited by Jonathan Levin
- Well Defined, Vocabulary in Rhyme by Michael Salinger
- Which Way to the Dragon! Poems for the Coming-on-Strong by Sara Holbrook
- Zombies! Evacuate the School! By Sara Holbrook

Picture and chapter books that show varying points of view:

- Bull Run by Paul Fleischman
- Cinder Edna by Ellen Jackson
- Country Kid, City Kid by Ted Rand
- Dear Mrs. LaRue: Letters from Obedience School by Mark Teague
- Diary of a Worm by Doreen Cronin
- Edgar Allan's Official Crime Scene Investigation by Mimi Amado
- Encounter by Jane Yolen
- Flying Solo by Ralph Fletcher
- George Washington's Socks by Elvira Woodruff
- Morning Girl by Michael Dorris
- My Big Dogby Janet Stevens and Susan Stevens Crummel
- Once Upon a Cool Motorcycle Dude by Kevin O'Malley
- Schooled by Gordon Korman
- The Dear America series
- The Fourth Little Pig by Teresa Celsi
- The Pain and the Great One by Judy Blume
- The Pigeon series by Mo Willems
- The True Story of the Three Little Pigs by Jon Scieszka
- The Very Smart Pea and the Princess-To-Be by Mini Grey
- Two Bad Ants by Chris Van Allsburg
- Voices in the Park by Anthony Browne
- With Love, Little Red Hen by Alma Flora Ada
- Wolf Who Cried Boy by Bob Hartman

Great examples of illustrations used for specific purposes

- If A Bus Could Talk: The Story of Rosa Parks by Faith Ringgold
- Martin's Big Words by Doreen Rappoport
- Most Loved in All the World by Tonya Cherie Hegamin
- Smoky Nights by Eve Bunting
- The Chicken Chasing Queen of Lamar County by Janice Harrington
- The Other Side by Jacqueline Woodson

Great picture book authors to study:

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	<ul style="list-style-type: none"> • Eve Bunting • Barbara Cooney • Andrew Clements • Donald Crews • Ezra Jack Keats • Lester Laminack • E.B. Lewis • Patricia McKissick • Andrea and Brian Pinckney • Patricia Polacco • Doreen Rapoport • Margaret Theiss Raven • Faith Ringgold • Cynthia Rylant • Jon Scieszka • Lane Smith • Gloria Boston Weatherford • Mo Willems • Jacqueline Woodson • Jane Yolen <p>Great chapter book authors to study:</p> <ul style="list-style-type: none"> • David Adler • Judy Blume • Beverly Cleary • Roald Dahl • Jacqueline Davies • Nikki Grimes • Dan Gutman • Kimberly Willis Holt • Wendy Mass • Megan McDonald • Barbara O'Connor • Barbara Park • Sara Pennypacker • Barbara Robinson • Louis Sachar • Deborah Wiles <p>Great 3rd Grade Series Books:</p> <ul style="list-style-type: none"> • <u>Amber Brown series</u> by Paula Danziger • <u>A to Z Mysteries</u> by Ron Roy
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- Back to School Mysteries by Nancy Star
- Blast to the Past series by Stacia Deutsch and Rhody Cohon
- Cam Jansen series by David Adler
- Clementine series by Sarah Pennypacker
- Hardy Boys-Secret Files by Franklin W. Dixon
- Horrible Harry series by Suzy Kline
- I Survived....series By Laura Tadashi
- Ivy and Bean series by Annie Barrows
- Jake the Drake series by Andrew Clements
- Jigsaw Jones Mysteries by James Preller
- Judy Moody series by Megan McDonald
- Keena Ford series by Melissa Thompson
- Magic Treehouse series by Mary Pope Osborn
- Marvin Redpost series by Louis Sachar
- Miami Jackson series by Patricia & Fredrick McKissick
- Nancy Drew and the Clue Crew series by Carolyn Keene
- Pee Wee Scouts series by Judy Delton
- Piper Reed series by Kimberly Willis Holt
- Ready Freddy series by Nancy Kline
- Robert series by Barbara Seuling
- Ruby and the Booker Boys series by Derrick Barnes
- Stink series by Megan McDonald
- The Boxcar Children series by Gertrude Chandler Warner
- Third Grade Detectives series by George Stanley
- Time Warp Trio series by Jon Scieszka

Websites:

- <http://PBSkids.org/stories> fables and folktales
- <http://www.aaronshop.com/stories/folk.html> myths
- <http://www.storynory.com/category/educational-and-entertaining-stories/greek-myths/> myths
- <http://teacher.scholastic.com/writewit/mff/mythswshop/index.html> myths
- <http://www.kyrene.org/schools/brisas/sunda/mythology/mythology.htm>
- http://www.learninggamesforkids.com/vocabulary_games/suffixes-and-prefixes.html vocabulary
- <http://www.timeforkids.com/homework-helper/study-helper/figurative-language> figurative language
- <http://www.lazybeescripts.co.uk/youththeatre/> dramas & plays
- <http://www.aaronshp.com/rt/RTE.html> dramas & plays
- <http://plays.about.com/od/plays/tp/freeplays.htm> dramas & plays
- <http://freedrama.net/> dramas & plays
- <http://www.poetry4kids.com/> poetry
- <http://www.funenglishgames.com/readinggames/poem.html> poetry
- http://www.aasd.k12.wi.us/staff/boldtkatherine/ReadingFun3-6/ReadingFun_Poetry.htm poetry

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	<ul style="list-style-type: none"> • http://pbskids.org/arthur/games/poetry/what.html poetry • http://readworks.org texts • http://www.sctvl.org/educatoin/StreamLineSC/ • http://www.readwritethink.org/classroom-resources/student-interactives/ characters • http://www.educationoasis.com/curriculum/GO/character_story.htm characters • http://www.havefunteaching.com/worksheets/graphic-organizers/sequencing/sequence-cycle-graphic-organizer.pdf characters
Reading Informational	<p>Treasures-Student resources and Time for Kids Student Readers</p> <p>iOpeners text sets</p> <p>Magazines for the classroom:</p> <ul style="list-style-type: none"> • A Boy's Life • American Girl • Kids Discover • National Geographic Kids • New Moon Girl • Ranger Rick • South Carolina Weekly (Social Studies) • Sports Illustrated for Kids • Time for Kids (class sets) • Zoobooks <p>Great 3rd Grade South Carolina Social Studies Texts:</p> <ul style="list-style-type: none"> • <u>America's White Table</u> by Margaret Theiss Raven • <u>Atlantic</u> by G. Brian Krass • <u>Barefoot, Escape on the Underground Railroad</u> by Pamela Duncan Edwards • <u>Carolina's Story: Sea Turtles Get Sick Too!</u> by Donna Rathmell • <u>Circle Unbroken</u> by Margaret Theiss Raven • <u>D is for Drinking Gourd, An African American Alphabet Book</u> by Nancy Sanders • <u>Dave the Potter, Artist, Poet, Slave</u> by Laban Carrick Hill • <u>Follow the Drinking Gourd</u> by Jeanette Winter • <u>Francis Marion and the Legend of Swamp Fox</u> by Kate Sally Palmer • <u>Henry's Freedom Box: A True Story from the Underground Railroad</u> by Ellen Levine • <u>House Mouse Senate Mouse</u> by Peter & Cheryl Barnes • <u>Net Numbers</u> by Carole Crane • <u>John, Paul, George, and Ben</u> by Lane Smith • <u>Marshall, the Courthouse Mouse: A Tail of the U.S. Supreme Court</u> by Peter & Cheryl Barnes • <u>One Tiny Turtle</u> by Nicola Davies • <u>Palmetto Symbol of Courage</u> by Kate Sally Palmer • <u>Patience Wright: America's First Sculptor and Revolutionary Spy</u> by Peg Deitz Shea • <u>P is for Palmetto</u> by Carole Crane • <u>Shackles</u> by Marjory Heath Wentworth

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- The Brother's War: Civil War Voices in Verse by J. Patrick Lewis
- The House in the Mail by Rosemary and Tom Wells
- The Listeners by Gloria Whelan
- The Mystery at Fort Sumter: The First Shot Fired in the Civil War by DK Publishers
- The Story of the H.L. Hunley and Queenie's Coin by Fran Hawk
- Turtle, Turtle, Watch Out! by April Pulley Sayre
- Woodrow the White House Mouse by Peter & Cheryl Barnes
- Working Cotton by Shirley Anne Williams

Great 3rd Grade Science Texts:

- A Butterfly is Patient by Dianna Aston
- A Rock is Lively by Dianna Aston
- A Seed is Sleepy by Dianna Aston
- Air is All Around You by Franklyn Branley
- An Egg is Quiet by Dianna Aston
- Arctic Lights, Arctic Nights by Debbie S. Miller
- Cloud Dance by Thomas Locker
- Compost Stew An A to Z Recipe for the Earth by Mary McKenna Siddals
- Flip, Float, Fly: Seeds on the Move by JoAnn Early Macken
- How Mountains are Made by Kathleen Weidner Zoehfeld
- In One Tide Pool Crabs, Snails, and Salty Tails by Anthony D. Fredericks
- Julie the Rockhound by Gail Langer Karwoski
- Let's Go Rock Collecting by Roma Gans
- Melting, Freezing, and Boiling Science Projects with Matter by Robert Gardner
- Plantzilla by Jerdine Nolen
- The Big Rock by Bruce Hiscock
- The Extinct Files: My Science Project by Edward Wallace
- The Read and Wonder Series by Candlewick Press
- The Secret Science Project that Almost Ate the School by Judy Sierra
- River Life Cycles by Sean Callery
- Rocks and Minerals by DK Eye Wonder Publishers
- Rocks and Minerals by Nancy Hajeski
- Rocks and Minerals by Scholastic (Smart Word Readers)
- Rocks and Minerals True and False by Melvin & Gilda Berger
- Science Fun with Sound by DK Publishers
- The Dandelion Seed by Joseph Anthony
- The Life Cycle of a Sea Turtle by Bobbie Kalman
- The Remarkable Farkle McBride by Jon Lithgow
- The Tiny Seed by Eric Carle
- Water Dance by Thomas Locker
- What is Density? by Joanne Barken

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	<ul style="list-style-type: none"> • <u>What is Mass?</u> by Don Curry • <u>What's the Matter in Mr. Whisker's Room?</u> by Michael Elsohn Ross • <u>When the Wolves Returned: Restoring Nature's Balance in Yellowstone</u> by Dorothy Hinshaw Patent • <u>Who Eats What? Food Chains and Food Webs</u> by Patricia Lauber <p>Websites for great informational video clips and articles</p> <ul style="list-style-type: none"> • http://www.neok12.com/ • http://www.discoveryeducation.com/teachers/ • http://dep.disney.go.com/ • http://www.nationalgeographic.com/kids-world-atlas/ • http://www.timeforkids.com/ • http://www.readworks.org/books/passages • http://www.scetv.org/education/StreamLineSC/ • http://www.loc.gov/index.html • www.thestate.com • http://www.readwritethink.org/classroom-resources • http://www.literacynet.org/cnnsf/archives.html • http://www.scholastic.com • http://www.literacyleader.com/sites/ • http://www.missionliteracy.com • http://www.literacyleader.com/ • http://www.unitedstreaming.com
Reading Foundational Skills	<p>Readers Theatre Scripts</p> <p>Books with Suffixes and Prefixes for Kids</p> <ul style="list-style-type: none"> • <u>Happy Endings A Story About Suffixes</u> by Robin Pulver • <u>If you were a Suffix</u> by Marcie Aboff • <u>If you were a Prefix</u> by Marcie Aboff <p>Websites:</p> <ul style="list-style-type: none"> • http://www.spellingcity.com • http://www.mybookezz.com/readers-theater-scripts-3rd-grade/ fluency • http://www.uen.org/lessonplan/LPview.cgi?grade=3 fluency • https://sites.google.com/site/easygrammar4kids/prefixes-and-suffixes prefixes & suffixes • www.aasd.k12.wi.us/staff/...6/readingfun-prefixessuffixesroots.htm prefixes & suffixes • www.learninggamesforkids.com/vocabulary.../suffixes-and-prefixes.html prefixes & suffixes
Writing	<p>Writing Books for kids</p> <ul style="list-style-type: none"> • <u>A Letter from Phoenix Farm an Autobiography</u> by Jane Yolen • <u>Best Wishes an Autobiography</u> by Cynthia Rylant • <u>Can You Imagine an Autobiography</u> by Patricia McKissack • <u>Desperate Dog Writes Again</u> by Eileen Christelow

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	<ul style="list-style-type: none"> • <u>Fire Talking an Autobiography</u> by Patricia Polacco • <u>Once Upon a Time an Autobiography</u> by Eve Bunting • <u>The Perfect Gift</u> by Mary Newell DePalma • <u>The Plot Chickens</u> by Mary Jane & Herm Auch • <u>Thank You, Miss Doover</u> by Robin Pulver • <u>What do Authors Do?</u> By Eileen Christelow <p>Mini-Lessons:</p> <ul style="list-style-type: none"> • <u>Craft Lessons</u> by Ralph Fletcher & Joann Portalupi • <u>Everyday Editing</u> by Jeff Anderson • <u>Kid-Tested Writing Lessons for Grades 3-6</u> by Harvey Daniels & Leslie Blauman • <u>Mechanically Inclined</u> by Jeff Anderson • <u>Non-Fiction Craft Lessons</u> by Ralph Fletcher & Joann Portalupi • <u>Practical Punctuation</u> by Dan Feigelson • <u>Teaching the Qualities of Writing</u> by Ralph Fletcher & Joann Portalupi • <u>Units of Study for Teaching Writing Grades 3-5</u> by Lucy Calkins • <u>Units of Study in Opinion, Information, & Narrative Writing, Grade 3: A Common Core Writing Workshop Curriculum</u> by Lucy Calkins and staff • <u>Whole Class Teaching</u> by Janet Angelillo <p>Websites</p> <ul style="list-style-type: none"> • http://blogseguisd.net/ccss/ela/rubrics-k-12/ rubrics • http://empoweringwriters.com empowering writers • http://www.eduplace.com/kids/hme/k_5/proofred/proff.htm editing game • http://www.rskalin.com/refvoclists/transition_words_and_phrases.htm transitions • http://larae.net/write/transition.html transitions • http://www.sdc.uwo.ca/writing/handouts/Transition%20signals.pdf transitions • http://writingfix.com/genres/persuasive.htm persuasive writing • http://writingfix.com/genres/narrative.htm narrative writing • http://writingfix.com/genres/informative.htm informative writing • http://www.readwritethink.org/classroom-resources/student-interactives/ graphic organizers • http://www.themes.pppst.com/graphic-organizers.html graphic organizers • http://www.virtualclassroom.org graphic organizers • http://writingfix.com/picture_book_prompts.htm picture books and writing
<h3>Speaking & Listening</h3>	<p>Treasures-Teacher Resources Listening and Speaking Checklists</p> <p>Bookflix on Richland One Website</p> <p>Websites</p> <ul style="list-style-type: none"> • http://www.storylineonline.net • http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml classroom debate ideas • http://www.stornory.com stories to listen to on line • http://www.unitedstreaming.com video clips for kids • http://www.nationalgeographicforkids.com video clips for kids

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	<ul style="list-style-type: none"> • www.old.sandi.net/depts/literacy/rubrics/list_speak.pdf speaking and listening rubrics • www.files.solution-tree.com/pdfs/...RF/informalspeakingandlisteningrubric.pdf speaking and listening rubric
Language	<p>Punctuation books for kids</p> <ul style="list-style-type: none"> • <u>Eats, Shoots, & Leaves: Why, Commas Really DO Make a Difference!</u> By Lynne Truss • <u>Exclamation</u> by Amy Krouse Rosenthal & Tom Lichtenheld • <u>Girls Eat Spaghetti: Why, Apostrophes Really Matter!</u> By Lynne Truss • <u>Greedy Apostrophe: A Cautionary Tale</u> by Jan Carr • <u>If you were a Capital Letter</u> by Trisha Speed Shaskan • <u>If you were a Comma</u> by Molly Blaisdell • <u>If you were Quotation Marks</u> by Molly Blaisdell • <u>Punctuation Celebration</u> by Elsa Knight Bruno • <u>Punctuation Takes a Vacation</u> by Robin Pulver • <u>The Mega-Deluxe Capitalization Machine</u> by Justin McCory Martin • <u>The Mystery of the Missing Socks</u> by Justin McCory Martin (Quotation Marks) • <u>Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!</u> By Lynne Truss <p>Nouns/Pronouns/Verbs/Adverbs/Adjectives/Prepositions books for kids</p> <ul style="list-style-type: none"> • <u>A Cache of Jewels and Other Collective Nouns</u> by Ruth Heller • <u>A Lime, a Mime, a Pool of Slime: More about Nouns</u> by Brian P. Cleary • <u>A Mink, a Fink, a Skating Rink: What is a Noun?</u> by Brian P. Cleary • <u>A Verb for Herb</u> by Maria Fleming (Verbs) • <u>Chicken in the City</u> by Maria Fleming (Nouns) • <u>Dearly, Nearly, Insincerely: What is an Adverb?</u> by Brian P. Cleary • <u>Hairy, Scary, Ordinary: What is an Adjective?</u> by Brian P. Cleary • <u>I and You and Don't Forget Who: What is a Pronoun?</u> By Brian P. Cleary • <u>Lazily, Crazily, Just a Bit Nasally: More about Adverbs</u> by Brian P. Cleary • <u>Nouns and Verbs Have a Field Day</u> by Robin Pulver • <u>Quirky, Jerky, Extra Perky: More about Adjectives</u> by Brian P. Cleary • <u>Slide and Slurp, Scratch and Burp: More about Verbs</u> by Brian P. Cleary • <u>Snakes: Long, Longer, Longest</u> by Jerry Pallotta and Van Wallach (Comparative and Superlative Adjectives) • <u>The Bug Book</u> by Maria Fleming (Adjectives) • <u>The Planet Without Pronouns</u> by Justin McCory Martin (Pronouns) • <u>To Root, to Toot, to Parachute: What is a Verb?</u> By Brian P. Cleary • <u>Under, Over, By the Clover: What is a Preposition?</u> by Brian P. Cleary <p>Websites</p> <ul style="list-style-type: none"> • http://www.spellingcity.com spelling • http://www.eduplace.com/kids/hme/k_5/grammar grammar • http://www.noredink.com grammar • http://www.siu.edu/SIPDC/Library/lesson%20plan/reading%207%20vocab%20dev%20word%20tiers.pdf vocabulary • http://www.vocabulary.co.il vocabulary

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	<ul style="list-style-type: none"> • http://www.readworks.org/lessons/grade3/vocabulary-context vocabulary • http://www.wordle.net word work • http://sites.google.com/site/webtoolbox/word-clouds word work
Professional Readings	<p>Professional Text on Poetry:</p> <ul style="list-style-type: none"> • <u>High Definition</u> by Sara Holbrook & Michael Salinger • <u>Outspoken</u> by Sara Holbrook & Michael Salinger • <u>Practical Poetry</u> by Sara Holbrook <p>Professional Text on Reading and Literature</p> <ul style="list-style-type: none"> • <u>Beyond Leveled Books: Supporting Early & Transitional Readers in Grades K-5</u> by Karen Szymusiak, Franki Sibberson, & Lisa Koch • <u>Catching Readers Before they Fall</u> by Pat Johnson • <u>Classroom Reading Assessments</u> by Frank Serafini • <u>Comprehension Toolkit</u> by Stephanie Harvey & Anne Goudvis • <u>Conferring with Readers</u> by Graviety Goldberg & Jennifer Serravallo • <u>Invitations</u> by Regie Routman • <u>Mentor Texts</u> by Dorfman & Cappelli • <u>Mini-Lessons for Literature Circles</u> by Harvey Daniels & Nancy Steineke • <u>Notebook Connections: Strategies for the Reader's Notebook</u> by Aimee Buckner • <u>On Reading</u> by Ken Goodman • <u>On Solid Ground</u> by Sharon Taberski • <u>Reaching Readers</u> by Michael Opitz & Michael Ford • <u>Reading Essentials</u> by Regie Routman • <u>Reading Poverty</u> by Patrick Shannon • <u>Reading with Meaning</u> by Debbie Miller • <u>Reading and Writing Genre with Purpose in K-8 Classrooms</u> by Nell K. Duke, Samantha Caughlan, Mary Juzwik, & Nicole Martin • <u>Solutions for Reading Comprehension</u> by Linda Hoyt, Kelly Davis, Jane Olson, Kelly Boswell • <u>Teaching Reading in Small Groups</u> by Jennifer Serravallo • <u>Teaching Written Response to Text</u> by Nancy Boyle • <u>The Art of Teaching Reading</u> by Lucy Calkins • <u>Units of Study for Teaching Reading 3-5: A Curriculum for Teaching Reading Workshop</u> by Lucy Calkins • <u>Writing about Reading</u> by Janet Angelillo <p>Professional Texts on Informational Text</p> <ul style="list-style-type: none"> • <u>Comprehension Toolkit</u> by Harvey & Goudvis • <u>Genre Study</u> by Fountas & Pinnell • <u>Make it Real: Strategies for Success with Informational Text</u> by Linda Hoyt • <u>Navigating Informational Text</u> by Linda Hoyt • <u>Non-Fiction Mentor Texts</u> by Dorfman & Cappelli • <u>Non-Fiction Author Studies in the Elementary Classroom</u> by Carol Jenkins & Deborah White • <u>Real Reading, Real Writing Content-Area Strategies</u> by Donna Topping and Roberta McManus

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	<ul style="list-style-type: none"> • <u>The K-5 Explorations in Nonfiction Writing Series Bundle</u> by Linda Hoyt & Tony Stead • <u>The Research Workshop</u> by Paula Rogovin • <u>Units of Study for Teaching Reading: A Curriculum for your Reading Workshop</u> by Lucy Calkins • <u>Word Savvy</u> by Max Brand
Spelling & Language Professional Texts	<ul style="list-style-type: none"> • <u>Learning Words Inside and Out</u> by Nancy Fray and Douglas Fisher • <u>Spelling Strategies and Patterns</u> by Sandra Wilde • <u>What's a Schwa Sound Anyway?</u> by Sandra Wilde • <u>Word Crafting</u> by Cindy Martin • <u>Word Study Lessons with CD-ROM</u> by Fountas & Pinnell
Fluency Professional Texts	<ul style="list-style-type: none"> • <u>Fluency in Focus</u> by Mary Lee Prescott Griffin & Nancy Witherell • <u>Good-bye Round Robin</u> by Michael Opitz & Timothy Rasinski • <u>Interactive Read-Alouds Grades 2-3</u> by Linda Hoyt • <u>Rereading Fluency</u> by Bess Altwerger, Nancy Shelton, & Nancy Jordan • <u>Teaching for Comprehension and Fluency</u> by Fountas & Pinnell • <u>What's After Assessment: Follow Up Instructions for Phonics, Fluency, and Comprehension</u> by Kathlee Strickland
Professional & Instructional Texts for Writing Assessment	<ul style="list-style-type: none"> • <u>Assessing Writers</u> by Carl Anderson • <u>How's it Going?</u> By Carl Anderson
Conferring	<ul style="list-style-type: none"> • <u>A Quick Guide to Making your Teaching Stick</u> by Shanna Schwartz • <u>A Quick Guide to Reaching Struggling Writers</u> by Colleen Cruz • <u>Learning to Confer</u> by Shelley Harwayne • <u>One to One: The Art of Conferring with Young Writers</u> by Lucy Calkins, Amanda Hartman, & Zoe White • <u>Small-Group Writing Conferences</u> by Holly Slaughter • <u>Strategic Writing Conferences</u> by Carl Anderson
Craft	<ul style="list-style-type: none"> • <u>Cracking Open Author's Craft</u> by Lester Laminack • <u>Mentor Author-Mentor Texts</u> by Ralph Fletcher • <u>Novel Perspectives</u> by Shelley Harwayne • <u>Pyrotechnics on the Page</u> by Ralph Fletcher • <u>Wondrous Words</u> by Katie Wood Ray
Revision	<ul style="list-style-type: none"> • <u>The Revision Toolbox</u> by Georgia Heard
Writing In General	<ul style="list-style-type: none"> • <u>Awakening the Heart</u> by Georgia Heard • <u>Breathing In, Breathing Out: Keeping a Writer's Notebook</u> by Ralph Fletcher

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	<ul style="list-style-type: none"> • <u>Don't Forget to Share: The Crucial Last Step in the Writing Workshop</u> by Leah Mermelstein • <u>Explorations in Non-Fiction Writing Grade 3</u> by Tony Stead & Linda Hoyt • <u>Hidden Gems</u> by Kathleen Bomer • <u>Independent Writing</u> by Colleen Cruz • <u>Inside the Writer's Reader's Notebook</u> by Linda Rief • <u>Study Driven</u> by Katie Wood Ray • <u>The Art of Teaching Writing</u> by Lucy Calkins • <u>The Resourceful Writing Teacher</u> by Jenny Bender • <u>The Writing Workshop</u> by Katie Wood Ray and Lester Laminack • <u>Using the Writer's Notebook in Grades 3-8</u> by Janet L. Elliott • <u>What a Writer Needs</u> by Ralph Fletcher • <u>What You Know by Heart</u> by Katie Wood Ray • <u>Writing a Life</u> by Katherine Bomer • <u>Writing about Reading</u> by Janet Angelillo • <u>Writing to the Prompt</u> by Janet Angelillo • <u>Writing Toward Home</u> by Georgia Heard • <u>Writing to Persuade</u> by Karen Caine <p>Editing Professional Texts</p> <ul style="list-style-type: none"> • <u>The Power of Grammar</u> by Mary Ehrenworth & Vicki Vinton • <u>Word Savvy</u> by Max Brand
CCSS Professional Websites	<p>Websites</p> <ul style="list-style-type: none"> • http://www.uen.org/core/core.do?courseNum=4220#70319 lessons and links • http://www.doe.nv.gov/NDE_Offices/APAC/Nevada_Academic_Standards/ELA/ELA_Pages/3rd_Grade/lessons • http://commoncorepcssd.wikispaces.com/PCSSD Units of Study • http://www.readworks.org lesson plans and strategies • http://www.readwritethink.org lesson plans and strategies • http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx ASCD Webinars • http://www.ncte.org/standards/common-core NCTE • http://www.readingandwritingproject.com/resources/common-core-standards.htm Teacher's College site • http://www.smarterbalanced.org Smarter Balanced site • http://www.ncpublicschools.org/acre/standards/common-core-tools/ North Carolina's CCSS website • http://www.marylandpublicschools.org/MSDE/programs/ccss Maryland's CCSS website • http://www.ode.state.or.us Oregon's CCSS website • http://www.tncore.org/ Tennessee's CCSS website
Additional Resources	<ul style="list-style-type: none"> • http://www.toolboxforteachers.com Teacher Toolbox • http://readingandwritingproject.com/resources/classroom-libraries/current-classroom-libraries.html Leveled books • http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/literacy_centers%20Final.htm literacy centers • http://storylineonline.net stories read by celebrities

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	<ul style="list-style-type: none"> • http://readtomelv.com stories read by celebrities • https://www.teachingchannel.org site for teaching videos • http://readingandwritingproject.com/professional-development/common-core-standards.html standards • http://readwritetalk.wordpress.com great discussion blogs • http://www.the-best-childrens-books.org great book site • http://www.edutopia.org
Strand	Instructional Strategies
Reading Literature	<p>Sketch-to-Stretch – Have students sketch out a particular scene from a book and jot down any key words or phrases that they think are important.</p> <p>Act-it-Out – Have students act out a particular scene in a book and perform for the other students. You can have them do this in partnerships with two to four people. They can use the words from the text, but they are encouraged to add their own comments based on their interpretation of the characters and the event.</p> <p>Sticky Summaries – Have students create one to two sentence summaries of each chapter when they are reading. Once they have finished the book have them take them all out of the book and create a summary of the text as a whole. This is very helpful with helping them to keep track of the text as they're reading and allows them an opportunity to see how each chapter builds upon the next.</p> <p>Previously On-Start off your class read aloud each day by having the students quickly recap what happened yesterday with the class read aloud by saying “previously on...the title of the book and allow students to share with their partners what occurred.</p> <p>Literature Circles and Book Talks-</p> <p>Character Webs – Have students create a character web by writing the characters name in the center and then jotting down character traits on the web lines. The important part of this however, is that for each trait they have to cite one or two examples from the text that support that particular trait.</p> <p>Wonder Worms-Use the sample “I Wonder Worm” bookmarks that students can place inside a text. Ask “I Wonder” questions as students read. Students should form answers based on the text. For example, “I wonder how the main character’s feelings changed in the story.” Students then find the evidence in the text that supports their answer and places a page number in the section on the worm. As time allows, students may share with everyone.</p> <p>Montessori Mystery Bags (adapted)-To help teach main idea, place several items that are related in a small brown bag. Discuss with students that the bag is a big idea and each item represents a key idea or detail. As each item is removed from the bag, ask students to use the clues to understand the meaning of the bag’s contents. Next, use just one picture with a central theme, like a beach, and ask students to decide what the main idea is and the key details of the picture. What would they put in a bag to describe it? Finally, choose short passages of text and ask students to decide what would go in the bag as key details and then title the bag for the main idea. (http://www.montessori.edu)</p>

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Picture Perfect:-Use old posters from your library, book covers, illustrations, or even jigsaw puzzles that are put together from a variety of cultures. Cover the central idea with a larger sticky note and then 4-6 other sticky notes cover lesser important details of the picture. Peel the detail notes off and describe what is under it explicitly, noting each time if students think the whole picture is about the one detail. Finally, lift the larger note in center up and decide what the whole picture is about. Students then create a sentence in a journal about the main idea and sentences regarding the details (under smaller sticky notes), supporting the main idea.

Before and After:-Students sketch drawings or write words on the “Before” side of a t-chart to communicate the traits, feelings and motivations of the character near the beginning of the story. The teacher should determine where the student should read to, to complete the “before” section. Once the “before” is completed, the students can begin writing notes and sketching drawings of changes the character goes through. Students can also be assigned to write the page number of where in the text they noted the evidence to support their notes/drawings.

IEPC Imagine, Elaborate, Predict Confirm:Students close eyes and imagine the scene of characters and events using their senses. They then elaborate to a partner giving details of what they “see” in their minds. Using these details, partners make predictions or guesses about the next passage to be read. Students read to confirm or change their predictions

Four Fold: Students fold their papers into rows of 4 sections each. The number of rows can relate to the number of words to be studied. In the first section, the student writes the word. In the 2nd section, the student writes a definition of the word in their own words. In the 3rd section, the student draws a picture or symbol to represent the word. In the 4th section, the student writes a sentence with the word based on their definition.

WORD	DEFINITION	PICTURE	SENTENCE

After completing the page, the students cut apart the sections and put them in an envelope. The words are review by having student reassemble the word rows. Students can trade rows/envelopes with others.

Three Column Comparison Chart:The teacher lists specific main events down the middle of a three column chart from a story the class has read . On the left side of the chart list certain characters. The student fills in how those characters responded to the event that is listed in the center. On the right side of the chart, the student reacts to the text and writes their own thoughts to the event in the middle. This could be how the student would react to the event or what they believe the character's reaction should have been. This will need to be modeled before independence is mastered. (Adapted from Marzano, Pickering, & Pollock, 2001)

Pick a Part:The teacher types sections of stories that show first or third person point of view specifically looking for parts where a character might react to an event in the story. These can be short paragraphs with just a few lines. Cut the stories apart and place in a hat for students to draw. Students select one and read the part aloud stating if it is first or third person. This task can also be completed using an interactive white board. Students then state how the character may react to a similar event.

Fairy Tale Tell:Read aloud a popular fairy tale that has two points of view, one from the heroine's side and one from the villain's point of view. Students then write a paragraph choosing which character they believe and support their choice

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	<p>with evidence from the text they read.</p> <p>Setting The Stage-Select a setting in a text that can be read aloud to students but do not share any illustrations with the students when reading aloud. Ask students to visualize the setting and then draw it according to the description that has been given to them using their senses. After the students share their illustrations, reread the text aloud but change the setting in some way such as the time of day, temperature, location, etc. Have students turn and talk about how their illustrations would change. Finally, discuss how illustrations contribute and more fully define the words in a story.</p> <p>Theme Thinking.-Read aloud stories that may have the same theme such as friendship or cooperation. Brainstorm a definition regarding the theme and then have students choose other books from a classroom library or books they have read that may fall into the same category. Create book jackets that can hang under the definitions.</p>
<p style="text-align: center; font-size: 1.2em;">Reading Informational</p>	<p>QAR Strategy- This strategy employs 4 types of questions: Right There, Think and Search, Author and Me, and Own My Own. See below:</p> <p>Right There – Pose a question to the class that can be answered by looking in one location in the text.</p> <p>Think and Search – Ask a question that may be answered by looking in more than one location of the text.</p> <p>Author and Me – Pose a question that requires “reading” the text and using knowledge in your head.</p> <p>On My Own – Ask a related question that can be answered without having to read the text. These are usually higher level critical thinking slips. (Raphael & Au, 2005)</p> <p>Consensus Strategy – In this activity students work on identifying the main idea in a series of “coming-to-a-consensus” process. See below:</p> <ol style="list-style-type: none"> 1.) Have students identify the 3 most important things they learned from the text. Have students write their answers on a piece of paper or in their reading is thinking notebook. 2.) Pair students to share their thoughts and work to come to a consensus with their partner about the 3 main ideas. 3.) Next have each pair join with another pair to discuss their findings an again come to a consensus about the three most important pieces of learning. 4.) Last, have all of the groups come together to exchange ideas and come to a class consensus about the three most important main ideas. (List the class’s main ideas on the board. (Beers & Howell, 2003) <p>Word Sorts – Sort words into categories according to sound features, according to relationships between pronunciations, how they look, according to meaning, according to origin, etc.</p> <p>Vocabulary Grid – Make a four square grid with a specific vocabulary word in the middle and then work on a definition, a picture, what it reminds you of, and the opposite of the word. See below:</p>

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Students write a definition or meaning in their own words.	Picture of the word
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">word</div>	
What it makes you think of.	Opposite of the word.

Cubing- Start with a familiar topic and then move to more complex topics. The 6 sides of the cube are:

- 1.) Describe it: colors, shapes, and sizes
 - 2.) Compare it: what is similar to or different from?
 - 3.) Associate it: what does it make the student think of?
 - 4.) Analyze it: tell how it is made or what it is composed of
 - 5.) Apply it: describe how it is used or what can be done with it
 - 6.) Argue for or against it: take a stand and list reasons for supporting the idea
- Students roll the cube and answer the topic by speaking or writing.

Content Area Stations- Provide several books with pictures, articles, photographs, etc. on a specific topic and have kids spend time looking over them. Have them jot down their thoughts in a quick four square box. See below

Observations	Feelings & Thoughts
Questions	Quick Image or a Sketch

Summary Frames- Use the following sentence summary frames after reading to assist students in looking for signal words from a selected text. (Marzano, Pickering, & Pollock, 2004)

- Definition/Description – A _____ is a kind of _____ that _____.
- Sequence: First _____, then _____, and finally _____.
- Cause/Effect: _____ happens because _____.
- Problem/Solution: _____ needs _____ but _____ so _____.
- Compare & Contrast: (a) _____ and (b) _____ are alike in that they both _____; however, (a) _____ while (b) _____.
- Categorizing: _____ is _____; for instance, _____ is _____ is another example.

Environmental Print Comparison Strategy- Have students bring in coupons or advertisements for the same products such as pizzas. Decide on the key details or criteria should focus on for the comparison for example ingredient costs,

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	<p>delivery costs, dine in or carry out, pricing for a certain size of pizza with same ingredients, and whether they have specials or coupons. This can be done with many types of advertisements and then scaffold to texts.</p> <p>The 5 W's T-Chart- Have students jot down on one the left side of the T-chart (who, what, where, when, and why) then as they read the informational text they fill in the answers on the right side of the T-chart.</p> <p>Coding and Underling Text – Teach students to code their text with specific symbols and words. Have students create their own codes as a class or create them for the class. See some examples below: ? for question ! for new learning, TS for text –to-self connections TT for text-to-text connections TW for text-to-world connections Circle key words, Underline the main idea twice and supporting details once Jot down thoughts in the margins</p> <p>Read-Pair-Share Strategy – Have students read a small chunk of the text, then talk with a partner to discuss their new learning, and then have the class as a whole share their learning.</p> <p>Read, Remember, Recover, Retell Strategy – This strategy by Linda Hoyt is a great strategy to teach children when they are reading informational text. Students first read a small chunk of text, about as much as they can cover with their hand, then they stop and think about what they read while not looking back at the text, then they look back at the text to clarify their thinking then they cover the text back up, and tell someone what they just learned.</p> <p>Left/Middle/Right Photography Hunt- This is a great strategy to let students really investigate a photograph or image. First, have students fold their paper into thirds or draw two lines to split the paper into thirds and write Left, Middle, and Right at the top of the page. Then let them look at a particular photograph or image and jot down everything they notice in particular section for a minute. Continue this for the other two sections and then once they are finished let them share their findings with a partner or their table. After they have shared with their partners have them look at the picture as a whole one time for a minute and jot down their thinking on the back of the piece of paper.</p>
<p style="text-align: center;">Reading Foundational Skills</p>	<p>Divide and Conquer- “Divide” words into two parts. Give students words with common prefixes and have them divide the words into their two parts. It might help to already split the word up for the students at first. Then “conquer” them by writing the meaning of the words. Ex. tripod--- tri means 3 and pod means foot, so then a tripod is a three-footed object.</p> <p>Word Sort – Create a list of words that include some words that use a particular prefix and other words that do not use the prefix. For example, sometimes tri- means “three.” Sometimes it doesn’t. Ex. Tricky vs. Trio. Have students sort the words into columns based on if they use the prefix “tri” or not. This can be replicated to do with various prefixes.</p> <p>Sketch to Stretch-Provide words written on slips of paper. Distribute these to students. Ask them to sketch something that reveals the word meaning. Then they share these with others who try to guess what they have drawn.</p>

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	<p>Word Charades-Teacher makes slips of paper with words containing targeted word part. Students make teams. In turn, students select a word, act it out. Team members guess.</p> <p>Making Words- Use a mixed up word to have students create a list of as many words as they can using only the letters in the mystery word. Once the class has completed this activity work as a class to go over possible choices discussing special nuances to particular words.</p> <p>Follow the Sign Posts – Remind students that drivers follow signs when driving to tell them what to do, just like readers follow the various punctuation marks to tell them how to read. Model for students how good readers follow these sign posts and give them ample opportunities to practice this for themselves.</p> <p>Record a Voice – Record students reading into a microphone on the computer to hear their own fluency.</p> <p>Poetry Round-Up – Write a poem on chart paper at the start of the week and use it to draw student’s discussions to a close, to gather their attention, or to end an activity. The repeated reading of this helps build kids fluency.</p> <p>Reader’s Theatre – Have students perform a reader’s theatre script to practice fluency and appropriate voice intonation.</p>
<h3 style="margin: 0;">Writing</h3>	<p>Mentor Texts- Share various samples of the particular text you are having students create and let students break them apart highlighting what writing moves the author of each text used and how it aids in the creation of the text. See if students can see commonalities among the various samples.</p> <p>Create Shared Text – Model your writing and create text as a class to provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for this standard.</p> <p>Link It- Craft a sample writing piece with missing linking words and phrases and allow students to work with a partner or group to insert linking words and phrases. Share with whole class at the end to see the different ways students organized their writing.</p> <p>Write a Little, Read a Little – Teach students how good writers write a few sentences, then they read over it listening to it for sense and then writing on from there, continuing to stop throughout to repeat this throughout their writing.</p> <p>Timelines- Have students create timelines as a way to highlight key points in their narrative. Jot down the course of events as bullets on a line to plot out the entire story. These bullets are merely a few words not entire sentences and serve as a blueprint for the story. Later they can stretch out certain bullets by creating a timeline for an individual bullet to explode a moment or stretch it out.</p> <p>Study Beginnings– Have students study a variety of beginnings of texts and notice what the author does in these situations. After they have done this have them try this particular method with their own writing.</p> <p>Study Endings– Have students study a variety of ending of texts and notice what the author does in these situations. After they have done this have them try this particular method with their own writing.</p>

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	<p>Graphic Organizers – Utilize a wide variety of graphic organizers to help students organize their writing.</p> <p>Individual and Group Conferences – Conduct individual and group conferences daily to work with students particular needs. Use anecdotal record keeping to know who and what you need to work on with each child. For help with conferencing read <i>How's it Going</i> by Carl Anderson</p> <p>Writing Partnerships – Utilize writing partners to help each students edit and revise one another's writing.</p> <p>Share Student Writing - Share student samples so students can see their peers work and use it to improve their own writing. For example use a sentence from a student's writing and as a class work to beef it up even more. You would obviously want to consult with the student before to let them know that you are doing this. It is important you highlight that this is something all writers do and it is meant to help them improve their sentence, not to make them feel that they didn't do a good enough job.</p> <p>Boxes and Bullets – Have students write the main idea of a paragraph or section in a box and then jot down notes below with bullets after reading. Students can write in quick phrases rather than complete sentences. This is a great quick note taking strategy.</p> <p>SQ4R Strategy – Use the SQ4R strategy from <i>Strategies the Work</i> by Stephanie Harvey and Anne Goudvis to help kids find important information in a text before they begin writing.</p> <p>Survey- Read the table of contents, chapter headings, and subheadings; examine graphics and illustrations</p> <p>Question: Generate questions based on what is found in those features</p> <p>Read: Read a part of the selection/book and look for answers to the generated questions</p> <p>Record: Reread and make notes about text</p> <p>Recite/Write: Summarize what you have read using the answers to the generated questions and notes</p> <p>Review: Go over the material once more to confirm summary.</p> <p>Utilize technology – Allow students multiple opportunities to use a variety of technology sources to create presentations such as Prezi, Rocket Slide, PowerPoint, Storyboard, a blog, an i-movie, videos, etc.</p> <p>Create Visuals – Allow students multiple opportunities to use a variety of mixed media visuals to highlight and enhance their presentations.</p>
<h3>Speaking & Listening</h3>	<p>Turn and Talk – Offer students multiple times to turn and talk during class discussions, read alouds, silent reading time, etc. Make sure to pose a question that will lead to strong discussions and utilizes higher-order thinking skills.</p> <p>Think-Pair-Share – Students think individually, then pair (discuss with partner), then share with the class.</p> <p>Build Upon – Model for students how to appropriately build onto others thoughts and opinions by teaching them quick phrases such as...I agree with..., or I was also thinking..., I know you said this, but I was thinking..., I like your thinking but I was thinking, etc.</p> <p>Literature Circles – Allow students to participate in small groups where they discuss a particular piece of text. See</p>

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	<p>professional texts in the above section for assistance on teaching and organizing these circles.</p> <p>Book Clubs – Have groups of 3 to 6 students read the same text and meet throughout the reading to have discussions based on the text. See professional texts in the above section for assistance on teaching and organizing these clubs.</p> <p>Diverse Media Share– Share a variety of media formats with students and employ a variety of strategies to have them discuss, question, infer, etc.</p> <p>Boxes and Bullets – Have students write the main idea in a box and then place the supporting details below with bullet marks. Make sure they are not writing in complete copied sentences but instead paraphrasing their thoughts and learning into quick fragmented sentences. This will help them to later turn the information into their own writing.</p> <p>Presentations – Allow students multiple opportunities for public speaking opportunities both in and outside of the classroom. Share with other classes, perform on the morning news show, invite guests in for a share fair, participate in student-led parent conferences, read with younger grades, do small group presentations, etc.</p> <p>Utilize technology – Allow students multiple opportunities to use a variety of technology sources to create presentations such as Prezi, Rocket Slide, PowerPoint, Storyboard, a blog, an i-movie, videos, etc.</p> <p>Create Visuals – Allow students multiple opportunities to use a variety of mixed media visuals to highlight and enhance their presentations.</p>								
Language	<p>Synonym Charts- Create charts for words that are overused such as happy, like, pretty and have them add other synonyms to the chart as they come across them in texts they read or hear read to them.</p> <p>Shades of Words – Use paint strips to create synonyms that show shades of a particular word. For example, walk, stroll, strut, and saunter.</p> <p>Action Verbs- Have students act out particular verbs and have other students guess the verb.</p> <p>Unknown Word Charts – Have students keep a chart as shown below to jot down words they encounter while reading. Students should write the word, write what they think the word means, what text clues helped them to think this and then try to write their own sentence using the chosen word.</p> <table><tr><td>Word</td><td>Inferred Meaning</td><td>Text Clues</td><td>Sentence</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Combining Sentences – Take two or more choppy sentences and have the class work to combine them into one effective sentence. Share the various examples kids create.</p> <p>Two Word Sentence Smack Down – After modeling a lesson on what makes up a sentence create a chart with Subject on one side and verb on the other. Have students take a sentence and strip it down to just two words---a subject and a verb. For example, He reaches back to touch the door, would be “He” subject and “reaches” verb. Have students write the words and place them in the appropriate column. See Mechanically Inclined by Jeff Anderson for</p>	Word	Inferred Meaning	Text Clues	Sentence				
Word	Inferred Meaning	Text Clues	Sentence						

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	<p>additional information.</p> <p>Missing Punctuation – Create a sample text with various punctuation mistakes and allow students to choose the correct punctuation and write or share with a partner why they chose that particular mark.</p> <p>Word Work – Create root word family webs when they occur during lessons. For example, if the word information came up, you might quickly share the words informative, informational, informed, uninformed, inform, etc. and see if kids can figure out the meaning of each word based on their knowledge of the given word. This is a perfect teachable moment that needs to be utilized from time to time.</p> <p>Travel Guides – Have students work together to make a travel brochure for the land of grammar. Individual towns could be named Verb, Noun, and Adjective. The brochure should describe what makes that town unique or special and highlights why they are so special. Then allow students to teach grammatical structure by taking classmates on a virtual tour of the own.</p> <p>Model Texts: Include explicit and implicit instruction on grade-level concepts in connection to a text you are studying, not in isolation but instead in conjunction with work you are doing as a class. It is all about infusing it as much as possible.</p>
Strand	Assessment Strategies
Reading Literature	<p>Student Observations - Students read a text on their own or with a partner. They then pair up, taking turns asking questions from what they read. The partner then answers the question, showing where he can find it in the text. Students could also participate in this activity in a small reading group. The teacher walks around the room as the students complete this task, recording questions and responses. Grouping: Small group, pair, individual</p> <p>Exit Slips - Students read a text, and then create an exit slip for the information found in the story. They randomly exchange slips, complete the questions with references to the text. The students are evaluated both on the questions they create and the answers, with references supplied. Grouping: Small group, pair, individual</p> <p>Foldable Chart- After completing a text, students write four quality questions on the top four flaps of a piece of construction paper, folded lengthwise and cut to the fold to form 4 doors. Under each question door they may write the answer with reference to the text. A variation would be to have students exchange charts and answer on another's questions. These can be hung in the hall as a challenge for other students to read and answer the questions if they have read the passage. Grouping: Pair or individual</p> <p>Sticky Notes and Notebook Notes- Students jot down their thoughts while reading on stickies and then choose the best 6 that highlight their best thinking. Teachers can then use these stickies to chart the students learning and growth over time, by commenting and grading the chosen six.</p> <p>3 Minute Pause- The three minute pause allows students a chance to stop and reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.</p>

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Graphic Novels - Students read a fable, folktale or myth. They make notes as to the central message and key details. They discuss their notes with a partner or small group. They then create a graphic novel of the story using pictures and word bubbles, demonstrating knowledge of the central message as well as key details. These are then bound and made available for other students to read during independent reading. Students are evaluated on their ability to show the central message and key details. Allow this work to be done either by hand or on a computer. Grouping: Small group, pairs, individual

Mobile Messages- After reading an assigned story, students create a mobile, with the central message at the top and strips coming down with the key ideas supporting the central message. Grouping: Pair, small group

Who am I?-Students read various short stories. They create a “Who am I?” paragraph with clues about the characters traits, motivations and actions in the story. Student first write clues on strips of paper, organize them from general to specific, and write them out in that order and read them aloud. Other students listen and guess who is described. Grouping: Pair, individual

Who am I? Variation- After all students have created their list, rather than read them aloud, they crumble them up and on the teacher signal they throw them across the room. The students then grab a paper off the floor and on the teacher’s signal toss them again. This is repeated a third time. Then students open the last paper they picked up, read the clues, write who they believe the character is, and check with the author. Then students can participate in a whole group or small group discussion about the traits listed, and students can agree or disagree mentioning evidence from the text. Grouping: Small group, whole group

Vocabulary Study- Students read from a text where the teacher has underlined vocabulary words. (Using a photo copy is advised). They re-read and highlight where they feel the information is found to determine the meaning of the word, by strategies such as a literal definition, a synonym, antonym, or a less direct, non-literal approach. When complete, students, in small groups, compare where they found the meaning in the text and agree on what the words mean. The teacher evaluates students on what they highlight as well as their discussion. Grouping: Small group, individual

Constructing a Poem - Students read from a long, grade appropriate poem, such as a Dr. Seuss poem, with different groups presenting different stanzas. They use theater and presentation to interpret the story, building on information from the previous group. Discussions between groups prior to the presentation will address how each stanza builds on the earlier sections, with both verbal and physical clues. Grouping: Whole group, small group

Illustration Building Blocks- The teacher reads aloud from a grade appropriate novel to the class or a small group. Students create a doodle (pictures and words) of the chapter as they listen. They do this for each chapter, referring to the key ideas and how they build on information from earlier chapters. At the conclusion of the book, students will write or orally describe how each part (chapter) built on the previous ones to tell the story. Students are evaluated on their ability to describe how each successive chapter builds on earlier chapters. Grouping: Whole group, small group, individual

In Other Words- Students read a story written in first person. They create a T chart with the main character’s name on one side and their name on the other. On the main character’s side they list three to five significant events in

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	<p>the story and the way the character responded to them. On the other side of the chart, they list their reactions to those same events. Students are evaluated by their ability to present their own point of view on the events of the story. Grouping: Individual</p> <p>Without Words-Using wordless Caldecott Award books, such as Tuesday by David Weisner, students tell the story conveyed with respect to mood, character and setting. Discuss how they were able to tell these aspects using illustrations. Grouping: Small group</p> <p>Foreign Language Pictures - Provide students with a familiar story that has colorful illustrations in a foreign language, such as Little Red Riding Hood or Cinderella. Ask them to interpret the story's mood, setting and characters from just using the illustrations. Students are evaluated on their ability to explain how the illustrations support the story's mood, setting and characterizations. Grouping: Whole group, small group</p> <p>Without Illustrations- Provide students with an illustration free text to a story. After reading the story this way, provide them with the original text that included illustrations. Have students in small groups discuss how the illustrations supported aspects of the characters, setting or mood. They could also write their explanations regarding the illustrations contribution to the story. Grouping: Small group, individual</p> <p>Becoming a Character- Students read two or more books in a series. They then create a dialog as the main character, where they tell the two stories as that character, referring to themes, settings, and plots. They may also address any personal changes in the chosen character or other characters' personalities as the books progress. Finally, they present this dialog to the class and perhaps to other classes to encourage them to read the series. Students are evaluated on their ability to compare and contrast the themes, settings, and plots of the books. Grouping: Pair, individual</p>				
<p style="text-align: center; font-size: 1.2em;">Reading Informational</p>	<p>Main Idea and Key Detail Assessments – Groups of students read different passages. Next, students work together to create signs for the main idea and the key details of their selection. The student holding the main idea sign then presents it to the class and defends their choice. Next each of the students holding a key detail sign defends how their key detail supports the main idea.</p> <p>Exit Slip-Teachers will ask one or two key questions at the conclusion of a reading or research activity. Responses will be based on information from the text. Teachers will adjust the material for future study based on the accuracy of the information the student provides. They may wish to change the topic, the reading level, or provide support through a partner or small group.</p> <p>Fruyer Model- Have student create a word web, with a vocabulary word in the center, listing boxes around it with categories such as: draw a picture, example, definition, what it is NOT, use in a sentence, words that mean about the same. (Fruyer, Frederick, Kausmeier (1969).</p> <table border="1" data-bbox="846 1281 2001 1408"> <tr> <td>Word</td><td>Example</td></tr> <tr> <td>Picture</td><td>Non Example</td></tr> </table>	Word	Example	Picture	Non Example
Word	Example				
Picture	Non Example				

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Comparing Texts- Students read two texts about the same event from different points of view. They then use a compare and contrast chart to record five or more details that are the same in both texts and at least five details that are different.

Historical Sequencing – Cut apart three to five sentence strips with events from a historical event or steps to make or build an object. Challenge students to arrange the strips in the correct order. After they have selected the sequence, have them explain/defend the sequence.

Biography Boxes – Challenge students to retell the biography of someone well known by just showing artifacts, maps, and illustrations. They may NOT use a photo of the famous person. They must be able to defend their choice of artifacts, maps and illustrations.

Three Facts and a Fib-Have students study a map. Then from just the information on the map, write three facts about the area on the map and one fib. Each student then shows his/her map and the four statements with another student. It is the task of the other student to figure out which is the fib. This could be completed with pairs of students working together.

Questionnaire- Students design a questionnaire about the text with a partner. The teacher collects them and gives them to a different partner group to answer using the text.

Four Corners-Have students read an article about animals in a rodeo, zoo or some other controversial topic. Propose a statement that it is good for animals to be in a rodeo. Mark the 4 corners of the room, Strongly Agree, Somewhat Agree, Somewhat Disagree or Strongly Disagree. Have students go to the corner they feel aligns with their point of view. Discuss with the others in their group, and then present a brief argument defending their position to the class. Students can then go to their desks and write a brief defense of their positions. For example, provide the topic of school lunch to allow students to share their perspectives.

Whose Point of View- Take a story about a famous person that is told in third person. Have students rewrite the story from the point of view of a different character in the story. It could be another person, a significant animal or object. The student writer must support and defend their choices with facts from the original story.

Sticky Note Features – Give students sticky notes. Have them mark in their text what text features are found on the page and how they are useful. Another option would be to list several features and have the students put the sticky note by the feature and explain how it would be helpful.

Internet Search – Given a topic, allow students to work in pairs for a pre-determined amount of time to find information using the internet. Have them create a resource page on the topic, complete with websites and hyperlinks. Discuss with the students what they did to create their resource page using the internet. Assess their understanding of technology features and search tools using a rubric.

Add Your Own Text – Remove the text from a science or social studies article, leaving only the text features, such as

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	keywords, sidebars, pictures and captions. Have the students complete a quick draw with words and illustrations or briefly write a summary about the topic.
Reading Foundational Skills	<p>Create a Page- Have students create a page for a class book titled, “If I was a Prefix” using a particular word that will showcase their knowledge of that particular word. This could be used for suffixes as well.</p> <p>Poetry Reading – Have students read or perform a poem to work on their oral fluency and voice intonation. Create a rubric with the class to assess their performance.</p> <p>Conferences – Utilize individual conferences with students to conduct on-the-go assessments of students fluency and comprehension.</p> <p>Reader’s Theatre – Have students participate in a variety of reader’s theatre opportunities to assess their fluency and expression. Record the performances and let the kids critique and grade their own work.</p>
Writing	<p>Opinion Based Writing – Share two articles with differing viewpoints on a particular topic, for instance articles on the Loyalists and the Patriots. Have the students take notes as they are reading, jotting down thoughts and ideas. Once they are finished reading, have them create a for or against T-chart where they decide if they agree with the Loyalists side or if they agree with the Patriots side. Have them jot down information that supports their opinion and then work to create an opinion piece complete with an opening statement, supporting reasons, linking words, and a concluding statement. Create a rubric with the students to use for the final assessment of the piece. (There are obviously a variety of steps involved in this activity, so effective modeling should be included along the way. It should also be noted that this writing piece will span several days writing time.)</p> <p>Informative/Explanatory Writing – Have students research a chosen topic. For example, a particular animal. Have students read a variety of texts on this particular topic and take notes. Once they have finished researching their topic have them organize their information into various subtopics. For example, animal adaptations, babies, habitats, food, etc.,. Once the students have organized their information into particular subtopics have them create their own article or book about their topic, making sure to include facts, definitions, details, linking words, and phrases, as well as a concluding statement and illustrations or specific text features when needed. Create a rubric with the students to use for the final assessment of the piece. (There are obviously a variety of steps involved in this activity, so effective modeling should be included along the way. It should also be noted that this writing piece will span several days writing time.)</p> <p>Narrative Writing – Have students write from their own experience by thinking of a person who matters to them and then listing two to three special moments shared with that particular person. Next have the students choose one of these events to write a small-moment story about this particular time, making sure to include action, dialogue, and internal thoughts. Create a rubric with the students to use for the final assessment of the piece. (There are obviously a variety of steps involved in this activity, so effective modeling should be included along the way. It should also be noted that this writing piece will span several days writing time.)</p> <p>Narrative Writing – Have students create a different ending to a favorite book or rewrite a particular scene in a book.</p> <p>Portfolio Assessments – Keep a portfolio of student’s work so that you can chart progress over time.</p>

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	<p>Conference Notes – Keep notes from individual and group conferences on student’s work so that you can chart progress over time and highlight areas to work on with each student.</p> <p>Class Log – Have a different student in charge of being the class reporter each day and then have them create a class log for the class that is shared at the start of the next day. Students can use their creativity in creating the log and can employ a variety of methods for presenting it.</p> <p>Classroom Newspaper – Have students work in groups to create articles for a classroom newspaper that is written for parents monthly. Each student would be responsible for the various steps involved such as conceptualizing, planning, creating teams, dividing tasks, writing, editing, and publishing the articles.</p> <p>Writing Partnerships – Have students bring a first draft and a second draft of a writing piece to a partner share. Let the students switch papers and make observations and suggestions about items that were changed from one draft to the other. Then have the students talk to each other sharing their observations and any suggestions they have. Once they have discussed this, have each student write a quick reflection about what they learned about their writing and what particular editing and revision skills they have started to do on their own.</p> <p>Global Virtual Classroom – Find a class of students in another country with whom to collaborate on a project. Partnering sites offer suggestions for collaborative projects. http://www.virtualclassroom.org</p> <p>Quick Writes – Have students write for three-to-five minutes about a topic just taught or discussed. This could be utilized at the beginning, middle, or end of a lesson to highlight and target students understanding.</p> <p>Quick Note/Exit Slips – Have students jot down three things they learned in a particular lesson at the end of a particular lesson. This should take no more than two-to-four minutes.</p>
<p style="text-align: center; font-size: 1.2em;">Speaking & Listening</p>	<p>Share Fair – Have students set up display areas and report on a particular topic that they have researched. Make sure students include appropriate facts, descriptive details, and that they speak at clear and understandable pace. Invite students from other classrooms to visit their booths.</p> <p>Round Table Panel – Have students come to a table to discuss a topic that they have been working on previously. For example a social studies or science topic. Conduct a collaborative discussion where students work to discuss the topic on hand working to build off each other’s comments. (There are obviously a variety of steps involved in this activity, so effective modeling should be included along the way. It also should be conducted after students have gathered enough information on the topic to have a rich discussion.)</p> <p>Living Museum – Have students research a famous person taking notes about their lives. Once they have gathered their information help them to create their own script for their character as if they are the particular person. Then have them dress up as their particular person and perform in a museum set up, where they come to life when people push their buttons. (There are obviously a variety of steps involved in this activity, so effective modeling should be included along the way. It should also be conducted after students have gathered enough information and have had ample time to write a script and practice it with their classmates.)</p>

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	<p>Reader's Theatre – Have students participate in a variety of reader's theatre opportunities to assess their fluency and expression. Record the performances and let the kids critique and grade their own work.</p> <p>Create Rubrics and Checklists –With students create a variety of rubrics and checklists to assess their participation in book clubs, literature circles, presentations, and partnerships. Have them grade themselves after each experience and use these to match with your own observations and assessments.</p> <p>One-on-One Conferences - Meet with students to assess their understanding of a particular text and decide what specific strategies they need further coaching on.</p>
<h3>Language</h3>	<p>Grammar Hunt – Have students go on a hunt in a chosen text to find the targeted grammar issue. For example if you are working on targeting verbs, have them go on a verb hunt. Have students highlight verbs used throughout the text and then share why they highlighted those particular words. This could be used for nouns, pronouns, adjective, and adverbs.</p> <p>Jazz it Up – Have students take a series of two to three individual sentences that relate to one another and “jazz them up” by choosing more precise vocabulary words and combining them to create a more purposeful passage.</p> <p>Writing Opportunities – Create a wide variety of writing opportunities where students can showcase their knowledge of the given 3rd grade conventions.</p> <p>Create a Page – Have students create a page for a class book on idioms where they divide the page in half using one side to create a sentence and draw the literal meaning of the phrase and then use the other side to create a sentence and draw the nonliteral meaning of the phrase.</p> <p>Character Word of the Day- Choose a specific characteristic such as friendly or helpful and have students work with a partner to create a list of people who match that particular characteristic. It can be someone they know, a famous person, or someone they have read about in a book. Students must include three reasons why that person embodies the chosen characteristic.</p> <p>Word Cards – Create a list of words describing state of mind or degrees of certainty and write each one on a different note card. Have students organize them into groups and give each group a label that shows why those words were placed together.</p> <p>Context Clues Clash – Create or find a sample text with words where students need to utilize sentence-level context clues to figure out the meaning of the word. Have students work to figure out the meaning of the underlined words, writing what they think the word means based on their understanding of the text. Then have them meet with a partner to share their responses working to decide which response is the strongest. Allow the partners to then create a new sentence using their understood knowledge of the word.</p>