



West Bolivar Consolidated School District
3rd GRADE LANGUAGE ARTS
2021-2022
Pacing Guide

This chart lists when Mississippi standards will be assessed on the ELA benchmark assessments. A standard will not be assessed on a benchmark before it appears on the chart. **After a standard is assessed on a benchmark, it can be assessed on any subsequent benchmarks.**

Nine Weeks	Standards
1st Nine Weeks	<p><u>Reading Literature</u></p> <ul style="list-style-type: none">● RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.● RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.● RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <p><u>Reading Informational</u></p> <ul style="list-style-type: none">● RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.● RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.● RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Language

- L.3.4 *
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a
Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4c
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.4d
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a.
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1b.
Form and use regular and irregular plural nouns.
- L.3.1c.
Use abstract nouns (e.g., childhood).
- L.3.1d.
Form and use regular and irregular verbs.
- L.3.1e.
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.3.1f.
Ensure subject-verb and pronoun-antecedent agreement.*

Writing

- W.3.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3a
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- W.3.3c
Use temporal words and phrases to signal event order.
- W.3.3d
Provide a sense of closure.

2nd Nine Weeks

Reading Literature

- RL.3.4
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6
Distinguish their own point of view from that of the narrator or those of the characters

Reading Informational

- RI.3.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI 3.6
Distinguish their own point of view from that of the author of a text.

Language

- L.3.1g.
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1h.
Use coordinating and subordinating conjunctions.
- L.3.1i.
Produce simple, compound, and complex sentences.
- L.3.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2a.
Capitalize appropriate words in titles.
- L.3.2b.
Use commas in addresses.
- L.3.2c.
Use commas and quotation marks in dialogue.
- L.3.2d.
Form and use possessives.
- L.3.2e.
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f.
Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g.
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.5
Demonstrate understanding of word relationships and nuances in word meanings.
- L.3.5.a.
Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
- L.3.6.b.
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6.c.
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Writing

- W.3.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b
Develop the topic with facts, definitions, and details.
- W.3.2c
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

- *W.3.2d*
Provide a concluding statement or section.

3rd Nine Weeks

Reading Literature

- *RL.3.7*
Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- *RL.3.9* Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Reading Informational

- *RI.3.7*
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- *RI.3.8*
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- *RI.3.9*
Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing

- *W.3.1*
Write opinion pieces on topics or texts, supporting a point of view with reasons.
- *W.3.1a*
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- *W.3.1b*
Provide reasons that support the opinion.
- *W.3.1c*
Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- *W.3.1d*
Provide a concluding statement or section.
- *W.3.7*
Conduct short research projects that build knowledge about a topic.

Language

- *L.3.3*
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	<ul style="list-style-type: none">● L.3.3a. Choose words and phrases for effect.*● L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English
4th Nine Weeks	<ul style="list-style-type: none">● L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).● Teach any remaining standards that you did not cover during 1st – 3rd nine weeks.● Review and/or remediate previously taught skills.