

## Weekly Pacing Guide- Grade 3

This weekly pacing guide is designed to serve as a guide for teachers in the daily routine of using this resource. This ensures that the necessary skills are addressed in a timely fashion over the course of a year. Although this is the recommended pacing, there will be times when students may require additional adjustments depending on level of ability and familiarity with the skills.

*NOTE: The scope and sequence documents include a total of 32 weeks of instruction: 4 weeks of instruction for the Literacy Launch, 14 weeks of instruction for informational/opinion writing and 14 weeks of instruction for narrative writing. There is additional time across the year that can be used in several ways including test prep and project work. Additionally, we have provided a series of slides as another way to view/organize your weekly plans.*

*Baseline- Prior to starting the Literacy Launch, administer a baseline assessment in the genre you will instruct first. See the Planning Guide Section of The Hub for suggested prompts.*

### Literacy Launch (4 weeks)

The Literacy Launch lessons should be done consecutively at the beginning of the school year. This establishes the foundational work necessary for every reading and writing experience students will encounter throughout the year. These skills include genre, organization, summary, and annotation and analysis. The time you take to establish this common language and assured experiences will allow students an awareness of the skills they need to become strategic readers and writers.

NOTE: Lessons in *italics* have the same objective as the lessons in this Literacy Launch Unit. Use at your own discretion.

Week 1
<u>Literacy Launch</u> Lesson 1: Introducing Graphic Organizers Lesson 2: Recognizing Genre and Introducing Opinion Lesson 3: Informational and Narrative Book Covers Lesson 4: Fact or Opinion

Week 2
<u>Literacy Launch</u> Lesson 5: Strategic Reading - Informed Writing Lesson 6: Strategic Reading and Text Conventions Lesson 7: Cut and Paste Lesson 8: Comparing Four Types of Writing (informational and opinion)
Week 3
<u>Literacy Launch</u> Lesson 8: Comparing Four Types of Writing (personal experience and character/problem/solution) <i>I WANT MORE: Additional Analyzing and Annotating Opportunities - Informational and Narrative</i> Lesson 9: Introduction to Literary Analysis
Week 4
<u>Literacy Launch</u> Lesson 10: Givens and Variables Lesson 11: Finding Evidence Lesson 12 Putting it All Together Lesson 13: Introduction to Inferential and Evaluative Thinking <i>I WANT MORE: Literary Analysis</i> <i>Make It Your Own - Framing Questions for use with your literature selections or students' independent reading</i>

## Informational/Opinion (14 weeks)

**Introduction:** This Informational/Opinion Unit can be done consecutively across all 14 weeks or broken into smaller units. For example, teach the first several skills, do a process piece and then move into narrative writing and come back to informational/opinion to continue the skills.

**Connections Across Learning** - These are opportunities to add how you will apply the skill across your day. For instance, when teaching Elaboration, apply the skill to a science topic - describe an invention, or a social studies topic - describe a historical artifact. Another suggestion is to use student independent reading books or your reading series to identify and analyze each skill in authentic text.

Lessons titles in *italics* have similar objectives to the lessons in **bold** and can be used to scaffold learning or for additional practice, review and reinforcement, or differentiation purposes. Lessons marked with an asterisk (\*) are response to text lessons and can be integrated with your reading instruction. Be sure to view the full lessons and make an informed decision based on your student needs.

Week 1
<u>Broad Yet Distinct Main Ideas</u> <i>Lesson 1: Sort and Categorize</i> <b>Lesson 2: Compare These Pieces</b> <b>Lesson 3: Pick List Choose</b> <i>Lesson 4: Pick List Choose Ask Find</i> <b>Choose 1-</b> Lesson 5: Main Ideas/Reasons- Don't Overlap Them! OR Lesson 6: Main Ideas/Reasons- Distinct or Overlapping <b>Lesson 7: Recognizing Main Ideas/Reasons in Prompts and Assignments</b> <b>Lesson 8: Naming Givens and Variables</b>  Connections Across Learning-
Week 2
<u>Broad Yet Distinct Main Ideas</u> <b>Choose 2-</b> Lesson 9: Generating Broad Yet Distinct Main Ideas/Reasons Lesson 10: Alternative to Boring, Redundant Main Idea/Reason Sentences Lesson 11: Revising Boring, Redundant Main Idea/Reason Sentences Lesson 12: Main Idea/Reason Blurbs into Sentences <b>*Lesson 13: Turning Questions into Responses</b> <i>Lesson 14: The Missing Main Idea/Reason</i> <b>Lesson 15: Sentence Variety and Word Referents</b> <i>Lesson 16: Review: Broad Yet Distinct Main Ideas</i> <b>*Lesson 17: Preparing to Write a Response to Text</b> <i>*Lesson 18: Preparing to Write a Response to Multiple Text</i>

Connections Across Learning-

Week 3

Elaboration

*Lesson 1: Just Okay...or Much Better?*

*Lesson 2: General vs. Specific*

**Lesson 3: Recognizing Overly General Words/Phrases and Specific Examples**

**Lesson 4: Break up that Grocery List!**

**Lesson 5: Grab Bag Game- What Does It Look Like? Why is it Important?**

**Lesson 6: What Does it Look Like? Why is it Important?**

**Lesson 7: What Does it Look Like? Why is it Important? Sentence Matching**

**Choose 2-** Lesson 8: Observe and Think using Detail-Generating Questions

Lesson 9: Writing Sentences Using Detail-Generating Questions

Lesson 10: What Does It Look Like? Why is it Important? Zoo Animals

Connections Across Learning-

Week 4

Elaboration

**Lesson 11: Using Detail-Generating Questions in Paragraphs**

**\*Lesson 12: Summarizing in Paragraph Form**

**\*Lesson 13: Reading and Summarizing Texts**

*\*Lesson 14: Comparing and Contrasting in Research Simulation Tasks*

**\*Lesson 15: Paraphrasing**

**\*Lesson 16: Giving the Author Credit**

Connections Across Learning-

Week 5

Process Writing

Day 1- Assign Prompt, Pick List Choose, Prewriting Plan

Day 2- Review Pillar, Introduction

Day 3- 1st Main Idea/Reason Paragraph

Day 4- 2nd Main Idea/Reason Paragraph

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

Week 6

### Process Writing

Day 1- Conclusion

Day 2- Reread, Revise, Edit

*\*Since introductions and conclusions have not been taught to this point, feedback/accountability should be on the prewriting plan, main idea sentences, and supporting details.*

### Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

## Week 7

### Research

These lessons are all in relationship to learning how to research a topic, take notes, and use those notes to write a research paper. Feel free to use them with content area topics as needed.

### Research

**Lesson 1: Using Visual Clues**

**Lesson 2: Finding Information in Charts, Graphs, and More**

**Lesson 3: Reading Strategically Using Text Conventions**

Connections Across Learning-

## Week 8

### Research

**Lesson 4: Recognizing “Golden Bricks” Statistics & Expert Quotes Within Text**

**Lesson 5: Doing Research and Taking Notes**

**Lesson 6: Listening and Taking Notes**

Connections Across Learning-

## Week 9

### Introductions

**Lesson 1: Identifying Different Types of Leads- Recognizing Topic Sentences**

**Lesson 2: Recognizing Main Ideas/Main Reasons in Topic Sentences**

**Lesson 3: Writing an Effective Lead Using a Question**

Connections Across Learning-

## Week 10

Introductions

**Lesson 4: Writing an Effective Lead Using Three Techniques**

**\*Lesson 5: Writing Response to Text Introduction Paragraphs**

**\*Lesson 6: Using Informative Verbs in Introduction Paragraphs**

Connections Across Learning-

Week 11

Conclusions

**Lesson 7: Recognizing Main Ideas/Main Reasons in Conclusion Paragraphs**

**Lesson 8: Recognizing Definitive Language for Strong Conclusions**

**Lesson 9: Challenge- Writing Conclusions**

Connections Across Learning-

Week 12

Conclusions

**Lesson 10: Challenge- Writing Introductions and Conclusions**

**\*Lesson 11: Writing Response to Text- Conclusion Paragraph**

Connections Across Learning-

Week 13

Process Writing

Day 1- Assign Prompt, Pick List Choose, Prewriting Plan

Day 2- Review Pillar, Introduction

Day 3- 1st Main Idea/Reason Paragraph

Day 4- 2nd Main Idea/Reason Paragraph

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

Week 14

Process Writing

Day 5- Conclusion

Day 6- Reread, Revise, Edit

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

*Checkpoint- Informational/Opinion*

## Narrative (14 weeks)

**Introduction:** This Narrative Unit can be done consecutively across all 14 weeks or broken into smaller units. For example, teach the first several skills, do a process piece and then move into informational/opinion writing and come back to narrative to continue the skills.

**Connections Across Learning** - These are opportunities to add how you will apply the skill across your day. For instance, when teaching Elaborative Detail, apply the skill to a science topic - describe an invention, or a social studies topic - describe a historical artifact. Another suggestion is to use student independent reading books or your reading series to identify and analyze each skill in authentic text.

**Before and After Revision Activities** - These are designed for independent practice and application of skills that have been taught.

Lessons titles in *italics* have similar objectives to the lessons in **bold** and can be used to scaffold learning or for additional practice, review and reinforcement, or differentiation purposes. Lessons marked with an asterisk (\*) are response to text lessons and can be integrated with your reading instruction. Be sure to view the full lessons and make an informed decision based on your student needs.

Week 1
<u>Elaborative Detail</u> <b>Lesson 1: Story Critical Characters, Setting, Objects</b> <b>Lesson 2: Irrelevant Details</b> <b>Lesson 3: General or Specific?</b> <b>Lesson 4: Story Critical Elements in Literature</b> <b>Lesson 5: Creating Elaborative Segments</b>  Connections Across Learning-
Week 2
<u>Elaborative Detail</u> <b>Lesson 5: Creating Elaborative Segments</b> <b>Lesson 6: Elaborative Detail - Reading with Author's Eyes</b> <i>Lesson 7: Flip the Sentence Subject</i> <b>Lesson 8: Feelings and Showing or Telling</b> <i>Before and After Revision Activities - Skill: Elaborative Detail</i> <b>*Lesson 9: Literary Analysis Task - Elaborative Detail</b> <i>*Lesson 10: Narrative Extension Task - Elaborative Detail - optional as needed</i>  Connections Across Learning-

Week 3
<u>Beginnings</u> <b>Lesson 1: Starting Off on the Right Foot</b> <b>Lesson 2: Analyze the Beginning</b> <b>Lesson 3: Revising Story Beginnings</b>  Connections Across Learning-
Week 4
<u>Beginnings</u> <b>Lesson 3: Revising Story Beginnings</b> <i>Before and After Revision Activities - Skill: Beginnings</i> <b>*Lesson 4: Literary Analysis Task - Beginnings</b> <i>*Lesson 5: Narrative Extension Task - Beginnings - optional as needed</i>  Connections Across Learning-
Week 5
<u>Process Writing Timeline</u> - <i>These skills have been directly taught. Hold students accountable for each.</i> Day 1 - Introduce assignment, create summarizing framework Day 2 - Review summarizing framework and share story summaries Day 3 - Write entertaining beginning Day 4 - Write elaborative detail  <u>Flex</u> Use this time for additional revision including the lesson on "Flip the Sentence Subject" from Elaborative Detail if needed.
Week 6
<u>Process Writing</u> - <i>These skills have not been directly taught - allow students to practice them, however, they might not be fully formed yet. Assess for skills taught.</i> Day 5 - Write suspense Day 6 - Write main event Day 7 - Continue main event Day 8 - Write extended ending <u>Flex</u> Use this time for additional revision, peer conferencing, feedback, or a final product including any art component chosen.
Week 7

Suspense

**Lesson 1: Find the Suspense**

**Lesson 2: Word Referents**

**Lesson 3: Red Flag Words and Phrases**

**Lesson 4: The Magic of Three**

Connections Across Learning-

Week 8

Suspense

**Lesson 5: Building Suspense**

*Before and After Revision Activities - Suspense*

**\*Lesson 6: Literary Analysis Task - Suspense**

*\*Lesson 7: Narrative Extension Task - Suspense - optional as needed*

Connections Across Learning-

Week 9

Main Event

**Lesson 1: Comparing Summaries and Fully Elaborated Main Events**

**Lesson 2: Main Event - Scripted Lesson**

**Lesson 3: Main Event - Guided Practice**

Connections Across Learning-

Week 10

Main Event

**Lesson 3: Main Event - Guided Practice**

*Before and After Revision Activities - Skill: Main Event*

**\*Lesson 4: Literary Analysis Task - Main Event**

*\*Lesson 5: Narrative Extension Task - Main Event - optional as needed*

Connections Across Learning-

Week 11

Endings

**Lesson 1: Analyze the Ending**  
**Lesson 2: Extending the Ending**  
**Lesson 3: Writing Extended Endings**

Connections Across Learning-

Week 12

Endings

*Before and After Revision Activities - Skill: Endings*

**\*Lesson 4: Literary Analysis Task - Extended Endings**

*\*Lesson 5: Narrative Extension Task - Extended Endings - optional as needed*

Connections Across Learning-

Week 13

Process Writing Timeline

Day 1 - Introduce the assignment, create summarizing framework

Day 2 - Review summarizing framework and share pre-writing plans

Day 3 - write the entertaining beginning

Day 4 - write the elaborative detail

Flex

Use this time for additional revision including the lesson on “Flip the Sentence Subject” from Elaborative Detail if needed.

Week 14

Process Writing Timeline

Day 5 - write suspense

Day 6 - write main event

Day 7 - continue main event

Day 8 - write extended ending

Flex

Use this time for additional revision, peer conferencing, feedback, or a final product including any art component chosen.

*Checkpoint Assessment - Narrative*