

### 3rd Grade English Language Arts Essentials Assessment Pacing

(Standards in yellow are [MCSD Power Standards](#))

	Term 1	Term 2	Term 3	Term 4
<b>Speaking &amp; Listening</b>	3.SL.1: Prepare for and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.			
	3.SL.1a- Acknowledge and respond to other perspectives in respectful discussions that involve taking turns and identifying comments and claims made on opposing sides of an issue.		3.SL.1b- Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.	
<b>Reading Phonemic Awareness</b>	3.R.2b: Phoneme chaining including addition, deletion, substitution, and resequencing at all word positions (initial, final, and medial).			
<b>Phonics</b>	3.R.3b Read and spell words with <del>all six</del> syllable types (open, closed, CVCe, vowel team, <del>vowel r, consonant -le</del> ) in multisyllabic words.		3.R.3b Read and spell words with all six syllable types (open, closed, CVCe, vowel team, vowel r, consonant -le) in multisyllabic words.	
<b>Vocabulary &amp; Comprehension (7 Essential Comprehension Skills)</b>	3.R.3c Identify and know the meaning of the most common prefixes and derivational suffixes. (pre-, dis-, un-, re-, over-, sub-, trans-, under-, ex-, de-, mis-, -er, -ly, -ful, -est, -ment)	3.R.3c Identify and know the meaning of the most common prefixes and derivational suffixes. (con-/com-, im-/in-, pro-/pre-, -ive, -ion/-tion/-sion, -al, -able/-ible, ize, -ary/-ery/-ory, -ity, -ancy/-ency)	3.R.3c Identify and know the meaning of the most common prefixes and derivational suffixes. (ab-, per-, -ate, -ist, -er/-or, -ant/-int, -ure/-ture)	3.R.3c Identify and know the meaning of the most common prefixes and derivational suffixes. (Review All)
	3.R.4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	3.R.4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	3.R.4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	3.R.4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

<ul style="list-style-type: none"> <li>• Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MOY</b>-86 wpm 96% accuracy</li> <li>• Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>• Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EOY</b>-100 wpm 97% accuracy</li> <li>• Sight Words</li> </ul>
<p>3.R.5: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL &amp; RI)</p>			
<p>3.R.6 Using varied texts including those from diverse cultures, retell the text according to the text structure including the main idea and retell how key details support the main idea. (RL &amp; RI)</p>	<p>3.R.6 Using varied texts including those from diverse cultures, retell the text according to the text structure including the main idea and retell how key details support the main idea. (RL &amp; RI)</p>		<p>3.R.6 Using varied texts including those from diverse cultures, retell the text according to the text structure including the main idea and retell how key details support the main idea. (RL &amp; RI)</p>
<p>3.R.9 Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL &amp; RI)</p>			
		<p>3.R.9c Use a known root word as a clue to the meaning of an unknown word with the same root. (*note specifics from 95%)</p>	
<p>3.R.12 Explain how <del>specific illustrations</del> or text features contribute to what is conveyed by the words in a text. (RL &amp; RI)</p>	<p>3.R.12 Explain how specific illustrations or <del>text features</del> contribute to what is conveyed by the words in a text. (RL &amp; RI)</p>		
<p>3.R.14 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (RL) <del>Compare and contrast the most important points and key</del></p>	<p>3.R.14 <del>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar</del> characters. (RL) Compare and contrast the most</p>	<p>3.R.14 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (RL) Compare and contrast the most important points and key details presented in two texts on the same topic. (RI)</p>	

	details presented in two texts on the same topic. (RI)	important points and key details presented in two texts on the same topic. (RI)		
<b>Writing</b> Includes Grammar skills	3.W.1 Write argumentative (opinion) pieces on topics and/or texts, supporting a point of view with evidence and provide a concluding statement.			
	3.W.1a-Introduce the topic, state a claim, and create an organizational structure that provides evidence.	3.W.1b-Produce simple, compound, and complex sentences using nouns, pronouns, verbs, adjectives, and adverbs in general and their functions.	3.W.1c- Use possessives, commas, and quotation marks, and linking words and phrases to connect the claim to the evidence.	
			3.W.4 Conduct short research projects to build knowledge through investigation of different aspects of a topic. 3.W.4a Gather and organize information from multiple relevant sources on the subject. 3.W.4b Elaborate to demonstrate understanding of the subject under investigation. 3.W.4c Recall or gather relevant information and provide a list of sources. 3.W.4d Interact and collaborate with others throughout the writing process.	
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>