

3rd Grade - Quarter 1 Year-At-A-Glance 2018- 2019

Weeks 1-3	Instructional Days: 14	Date: 08/20/18 - 09/07/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS		ACADEMIC WRITING
<p>Start Smart – Laying the Foundations with the Instructional Routines & Procedures Lay the Foundations of Teaching and Learning with Instructional Routines & Procedures</p> <p>Unit 1 – (Week 1)</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Bruno’s New Home</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Wolf!</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Jennie and the Wolf</i> <p>Multimedia: <i>Themes in the Wizard of Oz</i> (Discovery Education)</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p>The text set for Unit 1 Week 1 has been typed and dropped into the pacing guide to be used for close reading and academic writing.</p> </div> </div> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RL.1.1 Evidence (1 of 7 opportunities) * Comprehension Strategy: Visualize <i>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</i></p> <p>LAFS.3.RL.1.3 Character Trait (1 of 2 opportunities) * Comprehension Skill: Character, Setting, Plot: Character <i>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (2)</i></p> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.L.3.4.a Synonyms (1 of 5 opportunities)* Vocabulary Strategy: Context Clues <i>Use sentence-level context as a clue to the meaning of a word or phrase. (2)</i></p> <p>LAFS.3.L.3.4.d Clarify Meaning (1 of 1 opportunity)* <i>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify. (2)</i></p> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.3.RL3.7 Illustrations (1 of 7 opportunities) * Genre: Fantasy <i>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). (2)</i></p> </div>		<ul style="list-style-type: none"> • Setting-Up the Reading/Writing Notebook • Introducing the Purposes for Writing: Narrative, Explanatory, and Opinion • Applying Writing Rubrics • Understanding How to Read a Prompt • Planning with a Focus on Evidence and Elaboration <p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Storytime</p> <p>Prompt:</p> <p><i>After reading stories about fictional characters, write to explain the lessons the stories have taught you. Use evidence from sources to support your explanation.</i></p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. Provide a concluding statement or section.

G3 Q1 Weeks 1-3

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3rd Grade - Quarter 1 Year-At-A-Glance 2018- 2019

Weeks 4-5	Instructional Days: 8	Date: 09/11/18 - 09/21/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS		ACADEMIC WRITING
<p>Unit 1 – (Week 3)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Room to Grow</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Gary the Dreamer</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Sharing Polkas and Pitas</i> <p>Multimedia: <i>Working Towards the Future</i> (Discovery Education)</p> <p><u>Instructional Focus Standards:</u> Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RI.1.1 Evidence</u> (1 of 7 opportunities) *</p> <p>Comprehension Strategy: Ask and Answer Questions Ask and answer such questions <i>to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i> (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.3.RI.2.4 Vocabulary</u> (1 of 1 opportunity) *</p> <p>Vocabulary Strategy: Compound Words Determine the meaning of <i>general academic and domain-specific</i> words and phrases in a text relevant to a grade 3 topics or subject area. (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.3.RI.3.8 Text Structure</u> (1 of 4 opportunities) *</p> <p>Comprehension Skill: Sequence Describe the <i>logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</i> (3)</p> <p><u>LAFS.3.RI.4.10 Text Complexity</u> (1 of 1 opportunity) *</p> <p>Genre: Narrative Nonfiction (Autobiography) <i>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</i> (2)</p> </div>		<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Communities</p> <p>Prompt:</p> <p><i>You have read several articles on how people give back to their community. Write an informative/explanatory essay to explain what people can do to give back to their community. Use evidence from sources to support your explanation.</i></p> <p>LAFS.3.W.1.2 Write informative/explanatory texts <i>to examine a topic and convey ideas and information clearly.</i>(3)</p> <ol style="list-style-type: none"> a. Introduce a topic <i>and group related information together; include illustrations when useful to aiding comprehension.</i> b. <i>Develop the topic with facts, definitions, and details.</i> c. <i>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information.</i> d. Provide a concluding statement or section

G3 Q1 Weeks 4-5

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3rd Grade - Quarter 1 Year-At-A-Glance 2018- 2019

Weeks 6-7	Instructional Days: 10	Date: 09/24/18 - 10/05/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS		ACADEMIC WRITING
<p>Unit 1 – (Week 4)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Mary Anderson’s Great Invention</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>All Aboard! Elijah McCoy’s Steam Engine</i> (Extended Complex Text) <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Lighting the World</i> <p>Multimedia: <i>Overcoming Obstacles: The Story of Helen Keller</i> (Discovery Education)</p> <p><u>Instructional Focus Standards:</u> Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RI.1.1 Evidence</u> (2 of 7 opportunities) * Comprehension Strategy: Ask and Answer Questions Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.3.L.3.5.a Figurative Language</u> (1 of 4 opportunities) * Vocabulary Strategy: Metaphors Distinguish the literal and nonliteral meanings of words and phrases in context. (e.g., take steps)</p> <p><u>LAFS.3.RI.2.5 Text Features</u> (1 of 4 opportunities) * Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.3.RI.3.7 Visual Elements</u> (1 of 6 opportunities) * Genre: Biography 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). (2)</p> <p><u>LAFS.3.RI.3.8 Text Structure</u> (2 of 4 opportunities) * Comprehension Skill: Cause & Effect, Sequence Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) (3)</p> </div>		<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Inventions</p> <p>Prompt:</p> <p><i>You have read how people come up with new ideas. Explain how inventors come up with new ideas that help people solve problems. Use evidence from sources to support your explanation.</i></p> <p><u>LAFS.3.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. d. Provide a concluding statement or section

G3 Q1 Weeks 6-7

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Weeks 8-9	Instructional Days: 10	Date: 10/08/18 - 10/19/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS		ACADEMIC WRITING
<p>Unit 2 – (Week 1)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Anansi Learns a Lesson</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Road Runner's Dance</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Deltona is Going Batty</i> <p>Multimedia: <i>Teen Gardeners Open Low-Cost_Fresh Food Co-Op</i> (Discovery Education)</p> <p><u>Instructional Focus Standards:</u> Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RL.1.1 Evidence</u> (2 of 7 opportunities) *</p> <p>Comprehension Strategy: Make, Confirm, and Revise Predictions <i>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</i></p> <p><u>LAFS.3.RL.1.2 Main Idea & Key Details</u> (1 of 5 opportunities) *</p> <p>Comprehension Skill: Theme <i>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. (2)</i></p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.4.L.3.5.c Context Clues</u> (1 of 1 opportunity) *</p> <p>Vocabulary Strategy: Antonyms <i>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (3)</i></p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.3.RL.3.7 Visual Elements Depicting Lesson or Moral</u> (2 of 7 opportunities) *</p> <p>Genre: Folktale <i>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). (2)</i></p> </div>		<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Opinion</p> <p>Topic: Cooperation</p> <p>Prompt:</p> <p><i>You have read how people work together. Write an essay to give your opinion on why working together can help people solve problems. Use evidence from sources to support your opinion.</i></p> <p><u>LAFS.3.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons. (2)</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create and organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.

G3 Q1 Weeks 8-9

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3rd Grade - Quarter 1 Year-At-A-Glance 2018- 2019

Week 10	Instructional Days: 9	Date: 10/22/18 - 11/02/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS		ACADEMIC WRITING
<p>Unit 2 – (Week 3)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Every Vote Counts</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Vote!</i> (Extended Complex Text) <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>A Plan for the People</i> <p>Multimedia: <i>Signing of Voting Rights Act of 1965</i> (NBC Learn)</p> <p><u>Instructional Focus Standards:</u> Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RI.1.1 Evidence</u> (3 of 7 opportunities) * Comprehension Strategy: Reread Ask and answer such questions <i>to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i> (2)</p> </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.3.L.3.4.b Meaning of New Words</u> (1 of 3 opportunities) * Vocabulary Strategy: Prefixes Determine the meaning of the new word formed when a known <i>affix</i> is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.3.RI.2.6 Author’s Feelings</u> (1 of 2 opportunities) * Comprehension Skill: Author’s Point of View <i>Distinguish their own point of view from that of the author of a text.</i> (2)</p> <p><u>LAFS.3.RI.3.7 Text Features</u> (2 of 6 opportunities) * Genre: Expository Text <i>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).</i> (2)</p> </div>		<p style="text-align: center;">TEXT BASED WRITING: TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Government</p> <p>Prompt:</p> <p><i>You have read several sources on how people make government work. Write an informative/explanatory essay to explain how people make government work. Use evidence from sources to support your explanation.</i></p> <p><u>LAFS.3.W.1.2</u> Write informative/explanatory texts <i>to examine a topic and convey ideas and information clearly.</i>(3)</p> <ol style="list-style-type: none"> a. Introduce a topic <i>and group related information together; include illustrations when useful to aiding comprehension.</i> b. <i>Develop the topic with facts, definitions, and details.</i> c. <i>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information.</i> d. Provide a concluding statement or section.

G3 Q1 Week 10

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