



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 1--3rd grade

Essential Question:

- How do good readers effectively summarize a story?
- How do I step into a character's shoes in order to gain a deeper understanding of who they are in the story?
- How can context in a story help me clarify the meaning of words and phrases?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 1 Sept. 9-13	3.R.1.A.c- Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and end and determining their central message, lesson or moral. 3.R.2.A.b/c- Describe the personality traits of characters from the thoughts, words, and actions and the interaction of characters including relationships and how they change. Missouri Learning Standards Show Me Standards	Story Structure Analyze Illustrations	Summarize	Short vowels and words with the <i>VCCV pattern</i>	Narrative 3.W.1.B.a-d - Appropriate to genre type, develop a draft by: <ul style="list-style-type: none"> • Generating a main idea to support a multiple paragraph text • Support the topic sentences within each paragraph • Categorize, organize, and sequence the details (B-M-E) • Address an audience 3.W.1.C.a-b - Reread, revise, and edit drafts to: <ul style="list-style-type: none"> • develop/strengthen writing by revising (i.e. main idea, sequence, focus, B/M/E, /facts, word choice, sentence structure, transitions, audience/ purpose, voice) • edit for language conventions 3.L.1.A.e-f <ul style="list-style-type: none"> • apply standard grammar to produce simple and compound imperative, exclamatory, declarative, and interrogative sentences • use subject/verb agreement 3.L.1.B - In written text: <ul style="list-style-type: none"> • Use an apostrophe to form possessives • Demonstrate and use commas and quotation marks in dialogue commas in compound sentences.
Week 2 Sept 16-20		Conclusions Author's Word Choice	Infer/ Predict	Long vowels and words with the <i>VCe pattern</i>	
Week 3 Sept 23-27		Understanding Characters Story Message	Analyze/ Evaluate	Common vowel pairs <i>ai, ay, ee, ea</i>	
Week 4 Sept 30- Oct 4		Compare/ Contrast Story Structure	Infer/ Predict	Long o spelled <i>oa, ow</i>	
Week 5 Oct 7-11		Cause & Effect Literal & Nonliteral Meaning	Visualize	Long i spelled <i>i, ie, igh</i>	



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 2--3rd grade

Essential Question:

- How do good readers effectively summarize a story?
- How do I step into a character's shoes in order to gain a deeper understanding of who they are in the story?
- How can context in a story help me clarify the meaning of words and phrases?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 6 Oct 14-18	3.R.1.A.b -Develop and demonstrate reading skills in response to text by drawing conclusions and supporting with textual evidence 3.R.1.A.c - Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and end and determining their central message, lesson or moral 3.R.2.A.b/c - Describe the personality traits of characters from the thoughts, words, and actions and the interaction of characters including relationships and how they change 3.R.1.B.b/d - Develop an understanding of vocabulary by using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words AND literal and nonliteral meanings Missouri Learning Standards Show Me Standards	Sequence of Events Domain Specific Vocabulary	Question	Words with the VCV pattern	Opinion 3.W.1.B.a-d - Appropriate to genre type, develop a draft by: <ul style="list-style-type: none"> • Generating a main idea to support a multiple paragraph text • Support the topic sentences within each paragraph • Categorize, organize, and sequence the details (B-M-E) • Address an audience 3.W.1.C.a-b - Reread, revise, and edit drafts to: <ul style="list-style-type: none"> • develop/strengthen writing by revising (i.e. main idea, sequence, focus, B/M/E, /facts, word choice, sentence structure, transitions, audience/ purpose, voice) • edit for language conventions 3.L.1.A.e-f <ul style="list-style-type: none"> • apply standard grammar to produce simple and compound imperative, exclamatory, declarative, and interrogative sentences • use subject/verb agreement 3.L.1.B - In written text: <ul style="list-style-type: none"> • Use an apostrophe to form possessives • Demonstrate and use commas and quotation marks in dialogue commas in compound sentences. 3.W.3.A.c/d <ul style="list-style-type: none"> • Decide what sources of information might be relevant to answer questions and locate information in reference texts, electronic sources, interviews, or visual sources in information texts.
Week 7 Oct 21- Nov 1		Text and Graphic Features Sequence of Events	Analyze/ Evaluate	Three-Letter Clusters <i>scr, spr, str, thr</i>	
Week 8 Nov 4-8		Conclusions Literal/Nonliteral Meanings	Infer/Predict	Silent Letters <i>kn, wr</i>	
Week 9 Nov 11-15		Cause & Effect Analyze Illustrations	Monitor/ Clarify	Vowel Diphthongs <i>ow and ou</i>	
Week 10 Nov 18-22		Main Idea/Details Sequence of Events	Summarize	Words with <i>au, aw, al, and o</i>	



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 3--3rd grade

Essential Question:

- How do readers use details in a text to support character traits and actions?
- How can context in a story help me clarify the meaning of words and phrases?
- Why is monitoring your comprehension important to your understanding of the story?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 11 Nov 25- Dec 6	3.R.1.A.b -Develop and apply skills to the reading process by drawing conclusions and supporting with textual evidence 3.R.1.A.c - Develop and apply skills to the reading process by summarizing a story's beginning, middle, and end and determining their central message, lesson or moral 3.R.2.A.b/c - Describe the personality traits of characters from the thoughts, words, and actions and the interaction of characters including relationships and how they change 3.R.1.B.b/d - Develop an understanding of vocabulary by using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and literal and nonliteral meanings. Missouri Learning Standards Show Me Standards	Sequence of Events Text/Graphic Features	Question	Vowel Diphthongs <i>oi, oy</i>	Informative 3.W.1.B.a-d - Appropriate to genre type, develop a draft by: <ul style="list-style-type: none"> • Generating a main idea to support a multiple paragraph text • Support the topic sentences within each paragraph • Categorize, organize, and sequence the details (B-M-E) • Address an audience 3.W.1.C.a-b - Reread, revise, and edit drafts to: <ul style="list-style-type: none"> • develop/strengthen writing by revising (i.e. main idea, sequence, focus, B/M/E, /facts, word choice, sentence structure, transitions, audience/ purpose, voice) • edit for language conventions 3.L.1.A.e-f <ul style="list-style-type: none"> • apply standard grammar to produce simple and compound imperative, exclamatory, declarative, and interrogative sentences • use subject/verb agreement 3.L.1.B - In written text: <ul style="list-style-type: none"> • Use an apostrophe to form possessives • Demonstrate and use commas and quotation marks in dialogue commas in compound sentences. 3.W.3.A.c/d <ul style="list-style-type: none"> • Decide what sources of information might be relevant to answer questions and locate information in reference texts, electronic sources, interviews, or visual sources in information texts.
Week 12 Dec 9-13		Theme Point of View	Visualize	<i>Homophones</i> and words ending in <i>-er</i> and <i>-le</i>	
Week 13 Dec 16-20		Compare/ Contrast Story Message	Analyze/ Evaluate	<i>Contractions</i> with <i>n't, 'd, 've</i>	
Week 14 Jan 6-10		Author's Purpose Point of View	Summarize	Words with <i>ar, or, ore</i>	
Week 15 Jan 13-17		Understanding Characters Formal/ Informal Language	Infer/ Predict	Words with <i>er, ir, ur, or</i>	



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 4--3rd grade

Essential Question:

- How does the author's word choice contribute to my understanding of the story?
- How do events in a story contribute to the central message, lesson or moral?
- How do I find explicit information in a story or a text?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 16 Jan 20-24	3.R.1.A.b -Develop and apply skills to the reading process by drawing conclusions and supporting with textual evidence 3.R.1.A.c - Develop and apply skills to the reading process by summarizing a story's beginning, middle, and end and determining their central message, lesson or moral 3.R.2.A.b/c - Describe the personality traits of characters from the thoughts, words, and actions and the interaction of characters including relationships and how they change 3.R.1.B.b/d - Develop an understanding of vocabulary by using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and literal and nonliteral meanings. Missouri Learning Standards Show Me Standards	Story Structure Theme	Monitor/Clarify	Words with <i>air, ear, are</i>	<p>Opinion</p> <p>3.W.1.B.a-d - Appropriate to genre type, develop a draft by:</p> <ul style="list-style-type: none"> • Generating a main idea to support a multiple paragraph text • Support the topic sentences within each paragraph • Categorize, organize, and sequence the details (B-M-E) • Address an audience <p>3.W.1.C.a-b - Reread, revise, and edit drafts to:</p> <ul style="list-style-type: none"> • develop/strengthen writing by revising (i.e. main idea, sequence, focus, B/M/E, /facts, word choice, sentence structure, transitions, audience/ purpose, voice) • edit for language conventions <p>3.L.1.A.e-f</p> <ul style="list-style-type: none"> • apply standard grammar to produce simple and compound imperative, exclamatory, declarative, and interrogative sentences • use subject/verb agreement <p>3.L.1.B - In written text:</p> <ul style="list-style-type: none"> • Use an apostrophe to form possessives • Demonstrate and use commas and quotation marks in dialogue commas in compound sentences. <p>3.W.3.A.c/d</p> <ul style="list-style-type: none"> • Decide what sources of information might be relevant to answer questions and locate information in reference texts, electronic sources, interviews, or visual sources in information texts.
Week 17 Jan 27-31		Conclusions Point of View	Visualize	Words with /j/ and /s/ Words with <i>VCCCV Pattern</i>	
Week 18 Feb 3-7		Text/Graphic Features Domain Specific Vocabulary	Question	Words with /k/ and /kw/	
Week 19 Feb 10-21		Story Structure Story Message	Summarize	Vowel sounds in <i>spoon</i> and <i>wood</i>	
Week 20 Feb 24-28		Main Idea/Details Literal/Nonliteral Meanings	Infer/Predict	<i>Compound Words</i>	



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 5--3rd grade

Essential Question:

- How does the theme or central message of the story impact the character's motivations and relationships?
- How can I read expository nonfiction text in such a way that I can determine what is most important and consolidate information and ideas?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 21 Mar 2-6	3.R.1.A.b -Develop and apply skills to the reading process by drawing conclusions and supporting with textual evidence 3.R.1.A.c - Develop and apply skills to the reading process by summarizing a story's beginning, middle, and end and determining their central message, lesson or moral 3.R.2.A.b/c - Describe the personality traits of characters from the thoughts, words, and actions and the interaction of characters including relationships and how they change 3.R.1.B.b/d - Develop an understanding of vocabulary by using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and literal and nonliteral meanings. Missouri Learning Standards Show Me Standards	Story Structure Point of View	Monitor/ Clarify	Base Words and <i>-ed, -ing</i> endings	<p>Narrative</p> <p>3.W.1.B.a-d - Appropriate to genre type, develop a draft by:</p> <ul style="list-style-type: none"> • Generating a main idea to support a multiple paragraph text • Support the topic sentences within each paragraph • Categorize, organize, and sequence the details (B-M-E) • Address an audience <p>3.W.1.C.a-b - Reread, revise, and edit drafts to:</p> <ul style="list-style-type: none"> • develop/strengthen writing by revising (i.e. main idea, sequence, focus, B/M/E, /facts, word choice, sentence structure, transitions, audience/ purpose, voice) • edit for language conventions <p>3.L.1.A.e-f</p> <ul style="list-style-type: none"> • apply standard grammar to produce simple and compound imperative, exclamatory, declarative, and interrogative sentences • use subject/verb agreement <p>3.L.1.B - In written text:</p> <ul style="list-style-type: none"> • Use an apostrophe to form possessives • Demonstrate and use commas and quotation marks in dialogue commas in compound sentences.
Week 22 Mar 9-13		Compare/ Contrast Author's Word Choice	Visualize	Spelling Changes: <i>-s, -es, -ed, -ing</i>	
Week 23 Mar 23-27		Sequence of Events Formal /Informal Language	Analyze/ Evaluate	Suffixes <i>-ful, -y, -ous, -ly, -er</i>	
Week 24 Mar 30- Apr 3		Author's Purpose Analyze Illustrations	Question	Prefixes <i>un-, pre-, re-, bi-</i>	
Week 25 Apr 6-10		Text/Graphic Features Main Idea/ Details	Infer/ Predict	Suffixes <i>-less, -ness, -able</i>	



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 6--3rd grade

Essential Question:

- How does the theme or central message of the story impact the character's motivations and relationships?
- How can I read expository nonfiction text in such a way that I can determine what is most important and consolidate information and ideas?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 26 Apr 13-17	3.R.1.A.b -Develop and apply skills to the reading process by drawing conclusions and supporting with textual evidence 3.R.1.A.c - Develop and apply skills to the reading process by summarizing a story's beginning, middle, and end and determining their central message, lesson or moral 3.R.2.A.b/c - Describe the personality traits of characters from the thoughts, words, and actions and the interaction of characters including relationships and how they change 3.R.1.B.b/d - Develop an understanding of vocabulary by using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and literal and nonliteral meanings. Missouri Learning Standards Show Me Standards	Main Idea/ Details	Analyze/ Evaluate	Words with VCCV Pattern	Informative 3.W.1.B.a-d - Appropriate to genre type, develop a draft by: <ul style="list-style-type: none"> • Generating a main idea to support a multiple paragraph text • Support the topic sentences within each paragraph • Categorize, organize, and sequence the details (B-M-E) • Address an audience 3.W.1.C.a-b - Reread, revise, and edit drafts to: <ul style="list-style-type: none"> • develop/strengthen writing by revising (i.e. main idea, sequence, focus, B/M/E, /facts, word choice, sentence structure, transitions, audience/ purpose, voice) • edit for language conventions 3.L.1.A.e-f <ul style="list-style-type: none"> • apply standard grammar to produce simple and compound imperative, exclamatory, declarative, and interrogative sentences • use subject/verb agreement 3.L.1.B - In written text: <ul style="list-style-type: none"> • Use an apostrophe to form possessives • Demonstrate and use commas and quotation marks in dialogue commas in compound sentences. 3.W.3.A.c/d <ul style="list-style-type: none"> • Decide what sources of information might be relevant to answer questions and locate information in reference texts, electronic sources, interviews, or visual sources in information texts.
Week 27 Apr 20-24		Cause/Effect	Summarize	Words with Double Consonants	
Week 28 Apr 27-May 1		Fact/Opinion	Visualize	Words with ough and augh	
Week 29 May 4-8		Understanding Characters	Monitor/ Clarify	Words ending in -er or -le	
Week 30 May 11-15		Conclusions/ Generalizations	Questions	Words beginning with a- or be-	