## UPDATED: 8/6/2018

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|---|---|----------|------------------|---------------------|----------|-----------|--|--|
| Total Per Test:   | Quarter 1   | 31<br>#  | Standard Aligned | Standard Aligned to | Type of  | Comments: |  |  |
| Standard  | Unit 1  | ?        | to Pacing Guide  | BluePrint           | Question |           |  |  |
| 3.RL.1 Ask and answer questions to demonstrate understanding of a   | Ask and answer questions to demonstrate understanding of a text.  |          |                  |                     |          |           |  |  |
| to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  | o Explicitly refer to the text when asking and  |          |                  |                     |          |           |  |  |
|   | answering questions.  |          |                  |                     |          |           |  |  |
|   | o Answer questions using details in text where both the   |          |                  |                     |          |           |  |  |
|   | question and details are explicit.  | 1        |                  |                     |          |           |  |  |
|   | o Provide support for an inference with details that are  |          |                  |                     |          |           |  |  |
|   | explicitly or implicitly stated in the text.  | 1        |                  |                     |          |           |  |  |
| 3.RL.2 Recount and paraphrase   | Recognize and determine key ideas and details in a text.  |          |                  |                     |          |           |  |  |
| stories, including fables, folktales,<br>and myths from diverse cultures;<br>determine the central message,<br>lesson, or moral and explain how it<br>is conveyed through key details in<br>the text. | Determine the main idea or central message (implicitly)   | 1        |                  |                     |          |           |  |  |
|   | or explicitly stated in the text) and explain how it is   | 1        |                  |                     |          |           |  |  |
|   | conveyed through key details in a text (details can be  | 1        |                  |                     |          |           |  |  |
|   | explicitly or implicitly stated).   | 1        |                  |                     |          |           |  |  |
|   | o Sequence key details to retell the story (the details   | 1        |                  |                     |          |           |  |  |
|   | should be explicitly stated in the text).   | 1        |                  |                     |          |           |  |  |
| 3.RL.3 Describe characters in a   | Identify how a character contributes to the sequence of   | 1        |                  |                     |          |           |  |  |
| story (e.g., their traits,  | events.   |          |                  |                     |          |           |  |  |
| motivations, or feelings) and explain how their actions   | Describe characters in a story and explain how their  |          |                  |                     |          |           |  |  |
| contribute to the sequence of   | actions that may be explicitly or implicitly stated in the  |          |                  |                     |          |           |  |  |
| events.   | text contribute to the sequence of events.  |          |                  |                     |          |           |  |  |
|   | Understand and explain that characters' actions (explicit or implicit) impact the sequence of events in a         | 4        |                  |                     |          |           |  |  |
|   | story.  | 1        |                  |                     |          |           |  |  |
|   | Describe characters' traits and feelings.   | 1        |                  |                     |          |           |  |  |
|   | Describe how characters change over time.   |          |                  |                     |          |           |  |  |
|   | Explain and demonstrate how characters identify   |          |                  |                     |          |           |  |  |
|   | problems and find solutions over time.  | 1        |                  |                     |          |           |  |  |
|   | Explain how characters respond to situations.   |          |                  |                     |          |           |  |  |
|   | o Describe how a character's personality, motivations,  |          |                  |                     |          |           |  |  |
|   | and feelings affect the development of the plot using explicit and implicit details from the text as support.     | 1        |                  |                     |          |           |  |  |
|   |   |          |                  |                     |          |           |  |  |
|   | o Identify and describe the characteristics or features of  |          |                  |                     |          |           |  |  |
|   | characters and their actions that are explicitly stated in the  | 1        |                  |                     |          |           |  |  |
|   | text to support an inference that has been given.   | 1        |                  |                     |          |           |  |  |
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| 3.RL.6 Distinguish their own point of view from that of the narrator or   | Identify narrator or character point of view.   | 1        |                  |                     |          |           |  |  |
| those of the characters.  | Distinguish one's own point of view from that of the  | 1        |                  |                     |          |           |  |  |
|   | narrator or those of the characters.  |          |                  |                     |          |           |  |  |
| 3.RI.1 Ask and answer questions to  | Ask and answer questions to demonstrate   |          |                  |                     |          |           |  |  |
| demonstrate understanding of a<br>text, referring explicitly to the text<br>as the basis for the answers.   | understanding of a text.  |          |                  |                     |          |           |  |  |
|   | Ask and answer questions to demonstrate   | 1        |                  |                     |          |           |  |  |
|   | understanding of a text, referring specifically and explicitly to the text.                                       |          |                  |                     |          |           |  |  |
|   |   | 1        |                  |                     |          |           |  |  |
|   | o Answer questions using details from the text where both the information within the question stem and the        | 4        |                  |                     |          |           |  |  |
|   | details are explicit.   | 1        |                  |                     |          |           |  |  |
|   | o Provide support for an inference with details that are  |          |                  |                     |          |           |  |  |
|   | explicitly or implicitly stated in the text.  | 1        |                  |                     |          |           |  |  |
| 3.RI.2 Determine the main idea  | Determine the main idea (explicitly or implicitly stated)   | 1        | 1                |                     |          |           |  |  |
| of a text; recount and paraphrase the key details and explain how   | in the text) and explain how it is conveyed through key   |          |                  | <del> </del>        |          |           |  |  |
| they support the main idea.   | details in a text.  O Understand and explain a sequence of events described                                       | 1        |                  |                     |          |           |  |  |
|   | Onderstand and explain a sequence of events described in informational text.                                      |          |                  |                     |          |           |  |  |
|   | Read text closely for key ideas and details.  |          |                  |                     |          |           |  |  |
|   | Recount and paraphrase key details and use text   | 1        |                  |                     |          |           |  |  |
|   | evidence to explain how they support the main idea of a   |          |                  |                     |          |           |  |  |
|   | text.   | 1        |                  |                     |          |           |  |  |
|   | Determine a main idea and explain how it is supported by a single detail.   |          |                  |                     |          |           |  |  |
|   | by a single detail.   |          |                  |                     |          |           |  |  |
| 3.RI.3 Describe the relationship between a series of historical   | o Identify and describe relationships between events,<br>concepts, and steps that may be explicitly or implicitly |          |                  |                     |          |           |  |  |
| events, scientific ideas or concepts,   | stated in the text.   |          |                  |                     |          |           |  |  |
| or steps in technical procedures in a   |   |          |                  |                     |          |           |  |  |
| text, using language that pertains to   | o Identify and describe relationships between events,<br>concepts, and steps or language used to describe these   | 1        |                  |                     |          |           |  |  |
| time, sequence, and cause/effect.   | , , , , , , , ,   | <u> </u> | 1                | 1                   |          |           |  |  |

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|--|--|--|---|--|--|
| SRI 8 Describe the logical connection between particular connection connecti | . , .  |  | 1 |  |  |
| SARI & Describe the logical connections between particular connection between particular connections of the connection of the  |  | Describe the relationship between scientific concepts  | 1 |  |  |
| SRID Describe the topical commencence between particular sentences and  |  |  |   |  |  |
| connection between particular strategies in a sequence). corregation, as sequence). corregation, as sequence). corregation, as sequence). corrected in a sequence). correct sequence and contrast elements of the text.  3.NLS Compare and contrast elements of the text.  5.Section an equipment of the seather contest elements of the text.  5.Section and the sequence of the seather contest elements of the text.  5.Section and the sequence of the seather contest elements of the text.  5.Section and the seather |  | Describe cause and effect.   |   |  |  |
| Selection and paragraphs in a sequence).  Selection first becondition in a sequence of the selection of the  | connection between particular<br>sentences and paragraphs in a<br>text (e.g., comparison,<br>cause/effect, first/second/third in   | · · · · · · · · ·  |   |  |  |
| S.N.J. Compare and contrast the most exert on dealing presented in two texts on of the same topol.  J.L. La Bearmaine in the meaning of the most within a simple of the same topol.  J.L. La Bearmaine in the meaning of the most within a simple of the same topol.  J.L. La Bearmaine in the meaning of |  | Select words or phrases from the passage to<br>demonstrate how the author connects elements of the | 1 |  |  |
| and important points and key deatile presented in two texts on the same ropic.  3. La Bettermine the meaning of the new word formed when a known affix is added to a known root word as a clue to the meaning of an a clue to the meaning of an a clue to the meaning of an unknown word with the same root (e.g., company, companio).  1  |  |  | 1 |  |  |
| the new word formed when a known affix is added to a known word (e.g. agreeable disagreeable), comforable incomforable, comforable incomforable, conforable incomforable, and a care to the meaning of an actie to the meaning of an included in the company, companion).  3.1. At Use a known root word as a clue to the meaning of an actie to the meaning of an include an includ | most important points and key details presented in two texts on  |  |   |  |  |
| known affix is added to a known word (e.g. agreeable/disagreeable, combrotable/combrotable |  |  |   |  |  |
| a clue to the meaning of an unknown word with the same root (e.g., company, companion).  3.W.1 Write opinion pieces (e.g., company, companion).  3.W.2 Write informative (e.g., company, companion).  4. Write informative (e.g., company, companion).  5. Write informative (e.g., company, companion).  5. Write informative (e.g., company, companion).  6. Write informative (e.g., company, companion).  9. Write informative (e.g., company, companion).  9. Write informative (e.g., company, companion).  1. The companion (e.g., companion).  2. Write informative (e.g., companion).  3. Write informative (e.g., compani | known affix is added to a known<br>word (e.g.<br>agreeable/disagreeable,<br>comfortable/uncomfortable,   |  |   |  |  |
| unknown word with the same root (e.g., companion).  3.W.1 Write opinion pieces (e.g. the property of the prope |  | o Use a known root word as a clue to the meaning of an   | 1 |  |  |
| (e.g., company, companion).  3.W.1 Write opinion pieces (e.g., lateras, speech, essays) on houes. (WFTE Expository Manual Pgs. 95-115)  IIIW1:H-I writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.).  3.W.2 Write informative/ explanatory texts to examine and explain a topic and convey ideas and information clearly.  (WFTB Expository Manual 381- 394)  IIIW1:H-I 4 writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure, and precise  |  |  | 1 |  |  |
| IllW1.HI-4 writing a persuasive season to the reader (e.g., loaded/emotional words, exaggeration, euchorisms bandwagon, peer pressure, repetition, etc.)  3.W.2 Write informative/ explanatory texts to examine and explain a topic and convey ideas and information clearly.  (WFTB Expository Manual 381-394)  IllW1.HI-4 writing expository explanatory texts to examine and information clearly.  With the reader (e.g., loaded/emotional words, explanatory texts to examine and explain a topic and convey ideas and information clearly.  WFTB Expository Manual 381-394)  IllW1.HI-4 writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentences tructure, and precise  |  | companion).  | 1 |  |  |
| WFTB Expository Manual Pgs. 95-115)  IIW1-IH-7 writing a persuasive essay that states a clear position with supporting details using persuasive vocabularystrategies to influence the reader (e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.).  3.W 2 Write informative/ explanatory (e.g., letters, speech, essays) lexts to examine a topic and convey ideas and information clearly.  (WFTB Expository Manual 381-394)  IIW1-IH-4 writing expository essays and informational paragraph.  IIW1-IH-4 writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varies sentence structure, and precise   |  |  |   |  |  |
| IIIW1:HI-7 writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.).  3.W.2 Write informative/ explanatory (e.g. letters, speech, essays) texts to examine a topic and convey ideas and information clearly.  (WFTB Expository Manual 381-394)  IIIW1:HI-4 writing expository essays and informational reports that include topic sentences tructure, and reporses  where the pressure of the pressu | (WFTB Expository Manual Pgs.   |  |   |  |  |
| explanatory (e.g. letters, speech, essays) texts to examine a topic and convey ideas and information clearly.  (WFTB Expository Manual 381-394)  IIIW1:HI-4 writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure, and precise   | essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.). |  |   |  |  |
| IIIW1:HI-4 writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure, and precise  | explanatory (e.g. letters, speech, essays) texts to examine a topic and convey ideas and information clearly.  |  |   |  |  |
| essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure, and precise  |  | Write an informational paragraph.  |   |  |  |
| academic vocabulary.   | essays and informational reports<br>that include topic sentences,<br>main ideas, and relevant<br>supporting details, using<br>appropriate transitions, varied<br>sentence structure, and precise                               |  |   |  |  |