



## ***Common Core Support Coach, ELA Grade 3*** **Summer School Pacing Guide**

To the Teacher...

The lessons and activities chosen for this Pacing Guide are those that we recommend as areas of focus within the *Common Core Support Coach* ELA curriculum. It is designed for 16 days of instruction, so if your summer school program is shorter or longer, you can implement more or less of the options. Depending on whether you wish to gather more comparative data on student's pre- and post-program performance, or gather formative data during the program, you can rely on either the *Support Coach* Practice Tests or the Lesson Quizzes for assessment data.

The needs of each class are different, so incorporate the parts of the lessons (e.g. multiple reads) that you see working most effectively for your students.

Have a wonderful summer program!

**Common Core Support Coach, ELA Grade 3**  
**Summer School Pacing Guide**  
**(16 Days, 90-minute sessions)**

Day 1	Day 2	Day 3	Day 4
<p><b>Teacher Read Aloud</b>            Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p><b>Close Reading</b>            Introduce <b>Lesson 4: Drama</b> (pp. 75-100). Model <b>First Read</b> of “A Career Day Lesson,” pp. 78-82. Lead Practice the Skill read aloud to model lesson. Help students complete the <b>orange sidebars</b> and p. 217. Do <b>Second Read</b>. Guide students through Practice the Skill, p. 77. Have students form groups of five as characters in the play, having them read the setting in unison for each scene. Students then complete p. 218 (<b>Second Read</b> portion) and discuss the questions together. Monitor all groups, or choose a group to work with. Have students follow the <b>green sidebars</b> to understand the text. <i>(70 min.)</i></p> <p><b>Closure</b>            Students share three things they learned about reading a drama. <i>(10 min.)</i></p>	<p><b>Teacher Read Aloud</b>            Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p><b>Close Reading</b>  <b>Lesson 4:</b> Review skills learned and used. <b>Third Read</b> with students for deeper meaning using <b>blue sidebars</b> and p. 218. Have students complete questions and discuss. Review how each of the three reads had a different purpose and how much more they now understand. <i>(30 min.)</i></p> <p><b>Vocabulary</b>            p. 83: Roots and Prefixes <i>(15 min.)</i></p> <p><b>Fluency</b>            (Fluency section located in back of Teacher’s Manual) Work with one child at a time. Follow the same process for 3-4 students. Have remaining students read independently a story not taught during summer school. <i>(30 min.)</i></p> <p><b>Closure</b>            Have students find two words with prefixes in the drama read today. <i>(5 min.)</i></p>	<p><b>Teacher Read Aloud</b>            Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p><b>Close Reading</b>  <b>Lesson 4:</b> “How Honey Bee Got her Stinger.” Lead Practice the Skill, p. 84. For <b>First Read</b>, model read pp. 86-90 and have students work on summary chart p. 219. Guide <b>Second Read</b> of “How Honey Bee Got her Stinger.” Lead Practice the Skill, p. 85. Have students form groups of six as characters in the play, having them read the setting in unison for each scene. Students should follow the <b>green sidebars</b> to monitor the text as they read. Then have students complete p. 220 (<b>Second Read</b> portion) and discuss the questions together. <i>(60 min.)</i></p> <p><b>Vocabulary</b>            p. 91: Context Clues <i>(20 min.)</i></p>	<p><i>(No Teacher Read Aloud)</i></p> <p><b>Close Reading</b>  <b>Lesson 4:</b> Guide a unison <b>Third Read</b> of “How Honey Bee Got her Stinger.” Have pairs complete the Critical Thinking portion of p. 220 and Respond to Text, pp. 92-93. Have students do a quick-write paragraph using information learned from this Lesson. Students then read “The Unknown Singer” independently (pp. 94-98) and complete the Comprehension Check, pp. 99-100. Have students choose three questions to answer independently and three questions to discuss in pairs. <i>(55 min.)</i></p> <p><b>Fluency</b>            Work with one child at a time. Follow the same process for 3-4 students. Have remaining students read “The Unknown Singer” independently. <i>(30 min.)</i></p> <p><b>Closure</b>            Ask: “What should every paragraph include?” Have students answer orally or in their journal. <i>(5 min.)</i></p> <p><b>Assessment (optional)</b>            Administer the quiz for Lesson 4.</p>

Day 5	Day 6	Day 7	Day 8
<p><b>Teacher Read Aloud</b> Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p><b>Close Reading</b> Have students complete independent reads of <b>Lesson 4</b> as needed. Review skills mastered and the elements of drama. Introduce <b>Lesson 6: Historical Nonfiction</b> (pp. 131-150) to the class. Discuss the elements of this genre and preview with a quick scan of words in text that might pose a challenge. Lead <b>First Read</b> Practice the Skill, p. 132. Read aloud “The Rush for Gold” and have students complete Sequence of Events, p. 227. <i>(50 min.)</i></p> <p><b>Fluency</b> Work with one child at a time. Follow the same process for 3-4 students. Have remaining students read independently last selection of Lesson 4. <i>(30 min.)</i></p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 6:</b> Have small groups do the <b>Second Read</b> aloud and complete the top of p. 228. Discuss second read challenges and information. Guide the <b>Third Read</b> (critical thinking), having students complete p. 228 with evidence from text. Review sequence of events skill and using illustrations skill in nonfiction to gain information. <i>(55 min.)</i></p> <p><b>Vocabulary</b> p. 137: History Terms <i>(20 min.)</i></p> <p><b>Closure</b> Have students list transition words used in sequence writing. <i>(5 min.)</i></p>	<p><i>(No Teacher Read Aloud)</i></p> <p><b>Close Reading</b> Focus on <b>Lesson 6</b> independent selection “New Orleans: City with Long History.” Have students complete close reads, assisting as needed. Have students reflect on the Lesson skills in their journal. Then, have them complete pp. 149-150. <i>(55 min.)</i></p> <p><b>Fluency</b> Work with one child at a time. Follow the same process for 3-4 students. Have remaining students read independently a story not taught during summer school. <i>(30 min.)</i></p> <p><b>Closure</b> Have students choose three vocabulary words from the lesson and write sentences using them. <i>(5 min.)</i></p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 6.</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p><b>Close Reading</b> Introduce <b>Lesson 2: Short Stories</b> (pp. 33-54). Lead discussion on Strategies of Inference and Compare and Contrast (pp. 33-34). Do the <b>First Read</b> of “Danny, the New Boy,” pp. 36-40, as a read aloud, or with volunteer readers as well. Have students complete the <b>orange sidebars</b> and p. 209, reviewing what they know about inference strategy. Prepare for the <b>Second Read</b> with Practice the Skill, p. 35. Have students complete p. 210 (<b>second read</b> portion) and discuss the questions together. Students should follow the <b>green sidebars</b> to monitor the text. <i>(60 min.)</i></p> <p><b>Vocabulary</b> p. 41: Root words as clues. Have students look through the passage to find academic vocabulary with roots. <i>(15 min.)</i></p> <p><b>Closure</b> Have students restate the skill they learned in their journal using their own words. <i>(5 min.)</i></p>

Day 9	Day 10	Day 11	Day 12
<p><b>Teacher Read Aloud</b> Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> Continue <b>Lesson 2</b> using “Danny, the New Boy,” reviewing the purpose of the second read and the skills learned thus far. For the <b>Third Read</b> (critical thinking), have students read with you and complete p. 210 using evidence from text. Remind students to review information from the <b>green sidebars</b>. Lead Practice the Skill (compare and contrast), p. 42. Then introduce the <b>First Read</b> of “Summer Danny,” pp. 44-49, having students complete p. 211. (60 min.)</p> <p><b>Vocabulary</b> p. 47: Real world connections using evidence from text (20 min.)</p>	<p>(No Teacher Read Aloud)</p> <p><b>Close Reading</b> <b>Lesson 2:</b> Start the <b>Second Read</b> of “Summer Danny” using Practice the Skill, p. 43 (using illustrations). Have students complete the top of p. 212 and discuss the sidebars. For the <b>Third Read</b> (critical thinking), have students read with peers and complete pp. 48-49. Conduct a whole-group discussion on writing a paragraph. See “On Your Own” section. (60 min.)</p> <p><b>Writing</b> Have students write a paragraph using text that compares and contrasts. (30 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> <b>Lesson 2:</b> Begin with the “Read On Your Own” independent passage, “Nina’s Big Day.” For the <b>First Read</b>, have students read and apply the skills they’ve learned (inference, using illustrations, and compare/contrast). Have students do a <b>Third Read</b> for critical thinking, completing pp. 53-54. You may wish for students to do this in pairs for discussion. (60 min.)</p> <p><b>Writing</b> Have students finish writing their paragraphs using comparing/contrasting text. (30 min.)</p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 2.</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p><b>Close Reading</b> <b>Lesson 2:</b> Have students complete any remaining independent work. <b>Lesson 8: Technical Texts</b> Model Practice the Skill, p. 174 and do the <b>First Read</b> of “Protecting our Food Supply,” pp. 173-175, with students. Have students discuss the <b>orange sidebars</b> and do the sequence chart on p. 235. Introduce the <b>Second Read</b> with Practice the Skill, p. 175. Have students focus on the <b>green sidebars</b> and complete p. 236. Discuss their answers. (60 min.)</p> <p><b>Vocabulary</b> p. 181: Technology terms (20 min.)</p>

Day 13	Day 14	Day 15	Day 16
<p><b>Teacher Read Aloud</b> Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 8:</b> Lead a <b>Third Read</b> of “Protecting our Food Supply” for critical thinking. Then have students complete p. 236. Introduce “All About Volcanologists,” pp. 182-186. Begin with Practice the Skill, followed by a modeled <b>First Read</b>. Have students discuss the <b>orange sidebars</b> and complete p. 237. <i>(60 min.)</i></p> <p><b>Vocabulary</b> p. 187: Roots for Unfamiliar Words <i>(20 min.)</i></p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 8:</b> To prepare for the <b>Second Read</b>, leads Practice the Skill on p. 183. Have students answer the questions on p. 238 and discuss as a class. For the <b>Third Read</b> (critical thinking), have students complete Respond to Text and work in pairs to skim and scan pp. 188-189. <i>(55 min.)</i></p> <p><b>Writing</b> Have students write a paragraph to summarize p. 188. <i>(25 min.)</i></p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a Lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 8:</b> Use Read On Your Own, pp. 190-196. Have students <b>First Read</b> “How the Mail Moves,” focusing on text features and details. Conclude by having students complete p. 195 <i>(55 min.)</i></p> <p><b>Writing</b> Allow time for students to finish writing their paragraphs summarizing p. 188. <i>(25 min.)</i></p>	<p><i>(No Teacher Read Aloud)</i></p> <p><b>Close Reading</b> <b>Lesson 8:</b> Have students complete a <b>Second Read</b> and <b>Third Read</b> of “How the Mail Moves,” pp. 190-196. Assist students in reflecting on the passages they’ve read. Then have students in small groups write about and share the reading strategies and skills they’ve learned. Bring the small groups together for a summary discussion. <i>(70 min.)</i></p> <p><b>Free Read</b> Have students select and read a new passage from another Lesson in the book. <i>(20 min.)</i></p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 8.</p>