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)

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<th>Day 1</th>
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| **Close Reading**  
Introduce Lesson 4: Drama (pp. 75-100). Model First Read of “A Career Day Lesson,” pp. 78-82. Lead Practice the Skill read aloud to model lesson. Help students complete the orange sidebars and p. 217. Do Second Read. 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 (Second Read portion) and discuss the questions together. Monitor all groups, or choose a group to work with. Have students follow the green sidebars to understand the text.  
(70 min.) | **Close Reading**  
Lesson 4: Review skills learned and used. Third Read with students for deeper meaning using blue sidebars 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.  
(30 min.) | **Close Reading**  
Lesson 4: “How Honey Bee Got her Stinger.” Lead Practice the Skill, p. 84. For First Read, model read pp. 86-90 and have students work on summary chart p. 219. Guide Second Read 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 green sidebars to monitor the text as they read. Then have students complete p. 220 (Second Read portion) and discuss the questions together.  
(60 min.) | **Close Reading**  
Lesson 4: Guide a unison Third Read 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.  
(55 min.) |
| **Vocabulary**  
p. 83: Roots and Prefixes  
(15 min.) | **Fluency**  
(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.  
(30 min.) | **Vocabulary**  
p. 91: Context Clues  
(20 min.) | **Fluency**  
Work with one child at a time. Follow the same process for 3-4 students. Have remaining students read “The Unknown Singer” independently.  
(30 min.) |
| **Closure**  
Students share three things they learned about reading a drama.  
(10 min.) | **Closure**  
Have students find two words with prefixes in the drama read today.  
(5 min.) | **Closure**  
Ask: “What should every paragraph include?” Have students answer orally or in their journal.  
(5 min.) | **Assessment (optional)**  
Administer the quiz for Lesson 4. |
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<td><strong>Close Reading</strong>&lt;br&gt;Have students complete independent reads of Lesson 4 as needed. Review skills mastered and the elements of drama. Introduce Lesson 6: Historical Nonfiction (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 First Read Practice the Skill, p. 132. Read aloud “The Rush for Gold” and have students complete Sequence of Events, p. 227. (50 min.)</td>
<td><strong>Close Reading</strong>&lt;br&gt;Lesson 6: Have small groups do the Second Read aloud and complete the top of p. 228. Discuss second read challenges and information. Guide the Third Read (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. (55 min.)</td>
<td><strong>Close Reading</strong>&lt;br&gt;Focus on Lesson 6 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. (55 min.)</td>
<td><strong>Close Reading</strong>&lt;br&gt;Introduce Lesson 2: Short Stories (pp. 33-54). Lead discussion on Strategies of Inference and Compare and Contrast (pp. 33-34). Do the First Read of “Danny, the New Boy,” pp. 36-40, as a read aloud, or with volunteer readers as well. Have students complete the orange sidebars and p. 209, reviewing what they know about inference strategy. Prepare for the Second Read with Practice the Skill, p. 35. Have students complete p. 210 (second read portion) and discuss the questions together. Students should follow the green sidebars to monitor the text. (60 min.)</td>
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<td><strong>Vocabulary</strong>&lt;br&gt;p. 41: Root words as clues. Have students look through the passage to find academic vocabulary with roots. (15 min.)</td>
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<td><strong>Closure</strong>&lt;br&gt;Have students list transition words used in sequence writing. (5 min.)</td>
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<td><strong>Closure</strong>&lt;br&gt;Have students choose three vocabulary words from the lesson and write sentences using them. (5 min.)</td>
<td><strong>Closure</strong>&lt;br&gt;Have students restate the skill they learned in their journal using their own words. (5 min.)</td>
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<td><strong>Close Reading</strong>&lt;br&gt;Continue Lesson 2 using “Danny, the New Boy,” reviewing the purpose of the second read and the skills learned thus far. For the Third Read (critical thinking), have students read with you and complete p. 210 using evidence from text. Remind students to review information from the <strong>green sidebars.</strong> Lead Practice the Skill (compare and contrast), p. 42. Then introduce the First Read of “Summer Danny,” pp. 44-49, having students complete p. 211. <em>(60 min.)</em></td>
<td><strong>Close Reading</strong>&lt;br&gt;Lesson 2: Start the Second Read 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 Third Read (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. <em>(60 min.)</em></td>
<td><strong>Close Reading</strong>&lt;br&gt;Lesson 2: Begin with the “Read On Your Own” independent passage, “Nina’s Big Day.” For the First Read, have students read and apply the skills they’ve learned (inference, using illustrations, and compare/contrast). Have students do a Third Read for critical thinking, completing pp. 53-54. You may wish for students to do this in pairs for discussion. <em>(60 min.)</em></td>
<td><strong>Close Reading</strong>&lt;br&gt;Lesson 2: Have students complete any remaining independent work. <strong>Lesson 8: Technical Texts</strong>&lt;br&gt;Model Practice the Skill, p. 174 and do the First Read of “Protecting our Food Supply,” pp. 173-175, with students. Have students discuss the orange sidebars and do the sequence chart on p. 235. Introduce the Second Read with Practice the Skill, p. 175. Have students focus on the green sidebars and complete p. 236. Discuss their answers. <em>(60 min.)</em></td>
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<td><strong>Vocabulary</strong>&lt;br&gt;p. 47: Real world connections using evidence from text <em>(20 min.)</em></td>
<td><strong>Writing</strong>&lt;br&gt;Have students write a paragraph using text that compares and contrasts. <em>(30 min.)</em></td>
<td><strong>Writing</strong>&lt;br&gt;Have students finish writing their paragraphs using comparing/contrastin text. <em>(30 min.)</em></td>
<td><strong>Vocabulary</strong>&lt;br&gt;p. 181: Technology terms <em>(20 min.)</em></td>
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| **Close Reading**  
Lesson 8: Lead a Third Read 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 First Read. Have students discuss the orange sidebars and complete p. 237.  
(60 min.) | **Close Reading**  
Lesson 8: To prepare for the Second Read, leads Practice the Skill on p. 183. Have students answer the questions on p. 238 and discuss as a class. For the Third Read (critical thinking), have students complete Respond to Text and work in pairs to skim and scan pp. 188-189.  
(55 min.) | **Close Reading**  
Lesson 8: Use Read On Your Own, pp. 190-196. Have students First Read “How the Mail Moves,” focusing on text features and details. Conclude by having students complete p. 195  
(55 min.) |
| **Vocabulary**  
p. 187: Roots for Unfamiliar Words  
(20 min.) | **Writing**  
Have students write a paragraph to summarize p. 188.  
(25 min.) | **Writing**  
Allow time for students to finish writing their paragraphs summarizing p. 188.  
(25 min.) | **Free Read**  
Have students select and read a new passage from another Lesson in the book.  
(20 min.) |
| **Assessment (optional)**  
Administer the quiz for Lesson 8. |