

GRADE 3 Journeys Weekly Pacing Guides

WEEK 1

Essential Question: *How is learning at home different from learning at school?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “A Fine, Fine School”	14-36	
	Informational Text: “One-Room Schoolhouses”	38-40	
Reader’s Notebook (workbook)	Short Vowels <i>a,e,i,o,u</i> / VCCV Pattern / Simple Sentences / Narrative Writing (Exact Words) / Context Clues / Capitalization and End Punctuation / Fragments	1-14	
Writing Handbook	Descriptive Paragraph	14-15	
Additional Resources	Close Reader (workbook)	2-5	
	Leveled Readers: Grade 3, Lesson 1		
	Write-In Reader (Tier 2 support workbook)	2-11B	
Target Vocabulary	principal, strolled, proud, worried, soared, announced, certainly, fine		
Weekly Test	VOCABULARY: Target Vocabulary, Context Clues	Lesson 1	
	COMPREHENSION: Story Structure, Analyze Illustrations, Anchor Text		
	PHONICS: Short Vowels <i>a,e,i,o,u</i> ; VCCV Pattern		
	GRAMMAR: Simple Sentences		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 2

Essential Question: *Why are courts an important part of our government?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Trial of Cardigan Jones”	50-72	
	Informational Text: “You Be the Jury”	74-76	
Reader’s Notebook (workbook)	Long Vowels <i>a,e,i,o,u</i> / Kinds of Sentences / VCe Pattern / Narrative Writing (Variety of Sentence Types) / Using a Dictionary/ Glossary / Subjects and Predicates	15-28	
Writing Handbook	Dialogue	16-17	
Additional Resources	Close Reader (workbook)	6-9	
	Leveled Readers: Grade 3, Lesson 2		
	Write-In Reader (Tier 2 Support workbook)	12-21B	
Target Vocabulary	trial, jury, convinced, guilty, pointed, honest, murmur, stand		
Weekly Test	VOCABULARY: Target Vocabulary, Dictionary/Glossary	Lesson 2	
	COMPREHENSION: Conclusions, Author’s Word Choice, Anchor Text		
	PHONICS: Long Vowels <i>a,e,i,o,u</i> ; VCe Pattern		
	GRAMMAR: Kinds of Sentences		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 3

Essential Question: *Why is volunteering good for a community and its people?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Destiny’s Gift”	86-112	
	Informational Text: “Kids Making a Difference”	114-116	
Reader’s Notebook (workbook)	Common Long <i>a</i> and Long <i>e</i> Spellings <i>ai, ay, ee, ea</i> / Narrative Writing (Development) / Cumulative Phonics Review / Compound Sentences (vs. Run-Ons and short choppy sentences) / Antonyms / Kinds of Sentences	29-42	
Writing Handbook	Personal Narrative	18-19	
Additional Resources	Close Reader (workbook)	10-13	
	Leveled Readers: Grade 3, Lesson 3		
	Write-In Reader (Tier 2 Support workbook)	22-31B	
Target Vocabulary	afford, customers, contacted, raise, earn, figure, block, spreading		
Weekly Test	VOCABULARY: Target Vocabulary, Antonyms	Lesson 3	
	COMPREHENSION: Understanding Characters, Story Message, Anchor Text		
	PHONICS: Vowel Pairs <i>ai, ay, ee, ea</i>		
	GRAMMAR: Compound Sentences		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 4

Essential Question: *Why is everyone’s role on a project important?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Pop’s Bridge”	126-152	
	Informational Text: “Bridges”	154-156	
Reader’s Notebook (workbook)	Long <i>o</i> spelled <i>oa, ow</i> / Nouns and Subjects / Common and Proper Nouns / Narrative Writing (Descriptive Details) / Cumulative Phonics Review / Word Families / Compound Sentences (Conjunctions) / Exact Nouns	43-56	
Writing Handbook	Personal Narrative: Prewriting	20-21	
Additional Resources	Close Reader (workbook)	14-17	
	Leveled Readers: Grade 3, Lesson 3		
	Write-In Reader (Tier 2 Support workbook)	32-41B	
Target Vocabulary	crew, tide, cling, balancing, foggy, glow, sold, window, coach		
Weekly Test	VOCABULARY: Target Vocabulary, Word Families	Lesson 4	
	COMPREHENSION: Compare and Contrast, Story Structure, Anchor Text		
	PHONICS: Long <i>o</i> spelled <i>oa, ow</i>		
	GRAMMAR: Common and Proper Nouns		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 5

Essential Question: *What are the traits of a hero?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Roberto Clemente: Pride of the Pittsburgh Pirates”	166-192	
	Poetry: “Baseball Poems”	194-196	
Reader’s Notebook (workbook)	Long <i>i</i> spelled <i>i, ie, igh</i> / Plural Nouns with <i>-s</i> and <i>-es</i> / Narrative Writing (Time-Order Words)/ Cumulative Phonics Review / Prefix <i>-mis</i> / Commas in Sentences	57-70	
Writing Handbook	Personal Narrative: Drafting/Revising	22-23	
Additional Resources	Close Reader (workbook)	18-19	
	Leveled Readers: Grade 3, Lesson 5		
	Write-In Reader (Tier 2 Support workbook)	42-51B	
Target Vocabulary	stands, fans, score, slammed, league, polish, style, pronounced		
Weekly Test	VOCABULARY: Target Vocabulary, Prefix <i>-mis</i>	Lesson 5	
	COMPREHENSION: Cause and Effect, Literal and Nonliteral Meanings, Anchor Text		
	PHONICS: Long <i>i</i> spelled <i>i, ie, igh</i>		
	GRAMMAR: Plural Nouns with <i>-s</i> and <i>-es</i>		
Benchmark Test	Grade 3, Unit 1 TEST Unit 1 Performance Task	Assigned online in Think Central by teacher	

GRADE 3 Journeys Weekly Pacing Guides

WEEK 6

Essential Question: *What makes bats interesting and useful?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Bat Loves the Night”	210-228	
	Poetry: “A Bat Is Born”	230-232	
Reader’s Notebook (workbook)	VCV Pattern / Short and Long Vowels / Verbs / Opinion Writing (Details and Examples) / Cumulative Phonics Review / Suffixes <i>-able, -ible</i> / Subjects and Predicates	71-84	
Writing Handbook	Response Paragraph	24-25	
Additional Resources	Close Reader (workbook)	22-25	
	Leveled Readers: Grade 3, Lesson 6		
	Write-In Reader (Tier 2 Support workbook)	52-61B	
Target Vocabulary	twitch, swoops, squeak, echoes, detail, slithers, dozes, snuggles		
Weekly Test	VOCABULARY: Target Vocabulary, Suffixes <i>-able, -ible</i>	Lesson 6	
	COMPREHENSION: Sequence, Domain-Specific Vocabulary, Anchor Text		
	PHONICS: VCV Pattern		
	GRAMMAR: What is a Verb?		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 7

Essential Question: *How do pictures help to tell a story?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “What Do Illustrators Do?”	242-264	
	Traditional Tale: “Jack Draws a Beanstalk”	266-268	
Reader’s Notebook (workbook)	Three Letter Clusters / Verb Tenses / Opinion Writing (Topic Sentence) / Cumulative Phonics Review / Synonyms / Kinds of Sentences	85-98	
Writing Handbook	Opinion Paragraph	26-27	
Additional Resources	Close Reader (workbook)	26-29	
	Leveled Readers: Grade 3, Lesson 7		
	Write-In Reader (Tier 2 Support workbook)	62-71B	
Target Vocabulary	imagine, tools, illustrate, scribbles, sketches, tracing, research, textures		
Weekly Test	VOCABULARY: Target Vocabulary, Synonyms	Lesson 7	
	COMPREHENSION: Text and Graphic Features, Sequence of Events		
	PHONICS: Three-Letter Clusters		
	GRAMMAR: Verb Tenses		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 8

Essential Question: *What do traditional tales tell readers about life?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Harvest Birds”	278-300	
	Folktale: “The Treasure”	302-304	
Reader’s Notebook (workbook)	Silent letters <i>kn, wr, tch</i> / Commas in a Series / Commas in Addresses / Opinion Writing (Linking Words) / Cumulative Phonics Review / Context Clues / Sentence Fragments	99-112	
Writing Handbook	Response Paragraph	28-29	
Additional Resources	Close Reader (workbook)	30-33	
	Leveled Readers: Grade 3, Lesson 8		
	Write-In Reader (Tier 2 Support workbook)	72-81B	
Target Vocabulary	harvest, separate, ashamed, borders, advice, borrow, patch, serious		
Weekly Test	VOCABULARY: Target Vocabulary, Context Clues	Lesson 8	
	COMPREHENSION: Conclusions, Literal and Nonliteral Meanings		
	PHONICS: Silent letters <i>kn, wr</i>		
	GRAMMAR: Using Commas		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 9

Essential Question: *How is a live performance different from other kinds of entertainment?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Kamishibai Man”	318-344	
	Informational Text: “The True Story of Kamishibai”	346-348	
Reader’s Notebook (workbook)	Vowel Diphthongs <i>ow, ou</i> / Abstract vs. Concrete Nouns / Opinion Writing: Organization / Cumulative Phonics Review / Using a Dictionary/Glossary / Spiral Grammar Review	113-126	
Writing Handbook	Response to Literature: Prewriting	30-31	
Additional Resources	Close Reader (workbook)	34-37	
	Leveled Readers: Grade 3, Lesson 9		
	Write-In Reader (Tier 2 Support workbook)	82-91B	
Target Vocabulary	familiar, applause, vacant, rickety, blurry, blasted, jerky, rude		
Weekly Test	VOCABULARY: Target Vocabulary, Dictionary/Glossary	Lesson 9	
	COMPREHENSION: Cause and Effect, Analyze Illustrations		
	PHONICS: Vowel Diphthongs <i>ow, ou</i>		
	GRAMMAR: Abstract Nouns		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 10

Essential Question: *What important traits must an inventor have?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Young Thomas Edison”	358-384	
	Informational Text: “Moving Pictures”	386-388	
Reader’s Notebook (workbook)	Vowel Sounds with <i>au, aw, al, o</i> / Subject and Object Pronouns / Opinion Writing (Avoiding Redundancy) / Cumulative Phonics Review / Pronoun-Antecedent Agreement / Shades of Meaning of Related Words /	127-140	
Writing Handbook	Response to Literature: Drafting/Revising	32-33	
Additional Resources	Close Reader (workbook)	38-41	
	Leveled Readers: Grade 3, Lesson 10		
	Write-In Reader (Tier 2 Support)	92-101B	
Target Vocabulary	invention, experiment, laboratory, genius, gadget, electric, signal, occasional		
Weekly Test	VOCABULARY: Target Vocabulary, Shades of Meaning	Lesson 10	
	COMPREHENSION: Main Ideas and Details, Sequence of Events		
	PHONICS: Words with <i>au, aw, al, o</i>		
	GRAMMAR: Pronouns and Antecedents		
Benchmark Test	Grade 3, Unit 2 BENCHMARK TEST	Take in Illuminate (teacher provides code and login info.)	

GRADE 3 Journeys Weekly Pacing Guides

WEEK 11

Essential Question: *How do inventions help athletes?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Technology Wins the Game”	402-416	
	Informational Text: “Science for Sports Fans”	418-420	
Reader’s Notebook (workbook)	Vowel Diphthongs <i>oi, oy</i> / Forming Plural Nouns / Informative Writing (Signal Words) / Cumulative Phonics Review / Suffixes <i>-less, -ful, -ous</i>	159-172	
Writing Handbook	Cause and Effect Paragraphs	34-35	
Additional Resources	Close Reader (workbook)	44-47	
	Leveled Readers: Grade 3, Lesson 11		
	Write-In Reader (Tier 2 Support workbook)	102-111B	
Target Vocabulary	contribute, athletes, improve, power, process, flexible, fraction, compete		
Weekly Test	VOCABULARY: Target Vocabulary, Suffixes <i>-less, -ful, -ous</i>	Lesson 11	
	COMPREHENSION: Sequence of Events, Text and Graphic Features		
	PHONICS: Vowel Diphthongs <i>oi, oy</i>		
	GRAMMAR: Plural Nouns		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 12

Essential Question: *Why is it important to grow food crops?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Tops and Bottoms”	430-456	
	Informational Text: “Goodness Grows in Gardens”	458-460	
Reader’s Notebook (workbook)	Homophones / Writing Quotations / Informative Writing (Details to Compare and Contrast) / Words Ending in <i>-er, -le</i> / Idioms / Spiral Grammar Review /	173-186	
Writing Handbook	Compare and Contrast Paragraphs	36-37	
Additional Resources	Close Reader (workbook)	48-51	
	Leveled Readers: Grade 3, Lesson 12		
	Write-In Reader (Tier 2 Support workbook)	112-121B	
Target Vocabulary	Risky, grunted, profit, crops, plucked, scowled, tugged, hollered		
Weekly Test	VOCABULARY: Target Vocabulary, Idioms	Lesson 12	
	COMPREHENSION: Theme, Point of View		
	PHONICS: Words Ending in <i>-er, -le</i>		
	GRAMMAR: Writing Quotations		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 13

Essential Question: *Why are stories from different cultures important?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Yonder Mountain: A Cherokee Legend”	470-490	
	Informational Text: “The Trail of Tears”	492-494	
Reader’s Notebook (workbook)	Contractions with <i>n’t</i> , <i>’d</i> , <i>’ve</i> / Subject-Verb Agreement / Informative Writing (Organization) / Cumulative Phonics Review / Subject-Verb Agreement / Homophones and Homographs / Spiral Grammar Review	187-200	
Writing Handbook	Informative Paragraph	38-39	
Additional Resources	Close Reader (workbook)	52-55	
	Leveled Readers: Grade 3, Lesson 13		
	Write-In Reader (Tier 2 Support workbook)	122-131B	
Target Vocabulary	examined, peak, fondly, steep, rugged, mist, pausing, pleaded		
Weekly Test	VOCABULARY: Target Vocabulary, Homophones/Homographs	Lesson 13	
	COMPREHENSION: Compare and Contrast, Story Message		
	PHONICS: Contractions with <i>n’t</i> , <i>’d</i> , <i>’ve</i>		
	GRAMMAR: Subject-Verb Agreement		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 14

Essential Question: *What are some benefits of dogs interacting with people?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Aero and Officer Mike”	504-524	
	Informational Text: “Kids and Critters: A Nature Newsletter”	526-528	
Reader’s Notebook (workbook)	Words with Vowel + /r/ Sounds / Pronoun-Verb Agreement / Informative Writing (Choosing a Topic) / Cumulative Phonics Review / Prefixes <i>in-</i> , <i>im-</i> / Spiral Grammar Review	201-214	
Writing Handbook	Explanatory Essay: Prewriting	40-41	
Additional Resources	Close Reader (workbook)	56-59	
	Leveled Readers: Grade 3, Lesson 14		
	Write-In Reader (Tier 2 Support workbook)	132-141B	
Target Vocabulary	lying, loyal, partners, shift, quiver, patrol, ability, snap		
Weekly Test	VOCABULARY: Target Vocabulary, Prefixes <i>in-</i> , <i>im-</i>	Lesson 14	
	COMPREHENSION: Author’s Purpose, Point of View		
	PHONICS: Words with <i>ar</i> , <i>or</i> , <i>ore</i>		
	GRAMMAR: Pronoun-Verb Agreement		

GRADE 3 Journeys Weekly Pacing Guides

WEEK 15

Essential Question: *Why are safety rules important?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Extra-good Sunday”	538-560	
	Informational Text: “Imagine a Recipe”	562-564	
Reader’s Notebook (workbook)	Vowel + /r/ Sound in <i>nurse</i> / Verb Tenses / Informative Writing (Using Formal Language) / Cumulative Phonics Review / Using a Thesaurus / Spiral Grammar Review	215-228	
Writing Handbook	Explanatory Essay: Drafting/Revising	42-43	
Additional Resources	Close Reader (workbook)	60-63	
	Leveled Readers: Grade 3, Lesson 15		
	Write-In Reader (Tier 2 Support workbook)	142-151B	
Target Vocabulary	festive, ingredients, degrees, recommend, anxiously, cross, remarked, tense		
Weekly Test	VOCABULARY: Target Vocabulary, Using a Thesaurus	Lesson 15	
	COMPREHENSION: Understanding Characters, Formal and Informal Language		
	PHONICS: Words with <i>er, ir, ur, or</i>		
	GRAMMAR: Verb Tenses		
Benchmark Test	Grade 3, Unit 3 TEST Unit 3 Performance Task	Assigned online in Think Central by teacher	