

St. Landry Parish
3rd Grade ELA Pacing Guide at a Glance
2022-2023

First Twelve Week Period
Louisiana Guidebook 2.0 Unit: Folktales – Cajun and Other Cultural Tales

Unit Goal	Culminating Writing Task
Students read literary and informational texts to learn how storytelling can be entertaining as well as educational. Students develop an understanding of American history and culture as well as character and theme development. Students express their understanding by writing stories modeled after the anchor and related texts using information gained throughout the unit.	Students write a multiparagraph essay in response to the question: Is a rabbit a good animal to play the role of a trickster?

Extension Task: Students work in small groups to write their own trickster tale incorporating elements of Louisiana culture.

Cold Read Task: Students read “How Brother Rabbit Fooled the Whale and the Elephant.” Students answer a combination of questions. Then students write a journal entry citing evidence from the story to support their written response.

Second Twelve Week Period
Louisiana Guidebook 2.0 Unit: Louisiana Purchase

Unit Goal	Culminating Writing Task
Students read literary and informational texts to learn about the Louisiana Purchase and the characteristics of pioneers during this time period. While exploring these texts, including quotes from primary source documents, students develop their understanding of narrative writing and make connections between sentences and paragraphs in a text. Students express their understanding of the Louisiana Purchase by explaining the events leading up to the acquisition of the territory and the results of those events.	Students write a multi-paragraph essay in response to the prompt: Select three events that led to the United States acquiring the Louisiana Territory. Describe each event, including explaining what led to the event and the results of the event.

Extension Task: Students write a narrative from Seaman’s point of view based on an entry from *How We Crossed the West: The Adventures of Lewis and Clark*.

Cold Read Task: Students read “Traveling with Lewis and Clark.” Students answer a combination of questions. Then students write a multi-paragraph essay to compare and contrast the challenges the explorers faced and how the challenges were described in the two texts. Students will use details from the passage to support their response.

Third Twelve Week Period
Louisiana Guidebook 2.0 Unit: Because of Winn-Dixie

Unit Goal	Culminating Writing Task
<p>Students read literary and informational texts to understand the value of companionship, the joy of finding friends in unexpected places, and the significance of building a community of different perspectives. Students express their understanding by explaining how characters change throughout <i>Because of Winn-Dixie</i> based on the relationships formed throughout the book. Students also engage in independent reading of texts based on similar themes to further develop their understanding.</p>	<p>Students write a multi-paragraph essay in response to the prompt: How do Opal and another character from <i>Because of Winn-Dixie</i> interact and change through the series of events in the novel? What central message or lesson can we learn by reading <i>Because of Winn-Dixie</i>?</p>
<p>Extension Task: Students read a related text, tracking their progress in a reading log or journal, and then complete a graphic organizer in preparation for a student-led literature circle discussion.</p> <p>Cold Read Task: Students read “My Life and Times, Autobiography of a Stray Cat” from EAGLE. Students answer a combination of questions. Then students write an extended response to explain how the narrator’s life changes from the beginning to the end of the story. Students will use details from the passage to support their response.</p>	