

School City of East Chicago

Grade 3 Quarter 1 ELA Curriculum Guide

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-4					
Constant Standards *Taught every quarter	<p>3.RF.4.6 Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not = won't</i>) and possessives (e.g., <i>children's, Dennis's</i>).</p> <p>3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p>3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.</p> <p>3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i>).</p>	<p>3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.</p> <p style="color: green;">3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>3.RV.2.1 Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words.</p> <p style="color: green;">3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.</p> <p>3.RV.2.5 Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases.</p> <p style="color: red;">3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.</p>	<p>3.W.2.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.</p> <p style="color: red;">3.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>). • Use technology to interact and collaborate with others to publish legible documents. <p style="color: red;">3.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p> <p style="color: red;">3.W.6.1a Nouns/Pronouns Writing sentences using abstract nouns (e.g., <i>hope, thought</i>).</p> <p style="color: red;">3.W.6.1b Verbs Writing sentences that use regular and irregular verbs and simple verb tenses to</p>	<p>3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p> <p style="color: red;">3.SL.3.1 Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., <i>charts and graphs</i>), and orally.</p> <p style="color: green;">3.SL.4.1 Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.</p> <p style="color: green;">3.ML.2.1 Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.</p>

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					<p>convey various times, sequences, states, and conditions.</p> <p>3.W.6.1c Adjectives/ Adverbs Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p> <p>3.W.6.1d <i>Standard begins at fourth grade.</i></p> <p>(4.W.6.1d Prepositions <i>Writing sentences that include prepositions, explaining their functions in a sentence.)</i></p> <p>3.W.6.1e Usage Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>and, for, but, or</i>).</p> <p>3.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>3.W.6.2a Capitalization Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p>	

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					<p>3.W.6.2b Punctuation Correctly using apostrophes to form contractions and singular and plural possessives. Using quotation marks to mark direct speech. Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., <i>a small, red bicycle</i>).</p> <p>3.W.6.2c Spelling Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs</i>) when writing.</p>	
Spiral Standards *Reviewed Quarterly	N/A	N/A	N/A	N/A	N/A	N/A

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<p>New (Focus) Standards</p> <p>*Introduced in a Quarter</p>	<p style="color: green;">3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.</p>	<p style="color: red;">3.RL.2.3 Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot.</p> <p style="color: red;">3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.</p>	<p style="color: green;">3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.</p> <p style="color: green;">3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>maps, illustrations, charts, font/format</i>).</p> <p style="color: green;">3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.</p>	<p style="color: green;">3.RV.2.2 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle, fire</i>).</p>	<p style="color: red;">3.W.3.3 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction (e.g., <i>situation, narrator, characters</i>). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending. 	

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Essential Skills	<p>3.RF.4.2 *Distinguish long and short vowels when reading regularly spelled one-syllable words *Know spelling-sound correspondences for additional common vowel teams *Decode regularly spelled two-syllable words with long vowels *Decode words with common prefixes and suffixes *Identify words with inconsistent but common spelling-sound correspondences *Recognize and read grade-appropriate irregularly spelled words 3.RF.4.6 *Understand that meaningful chunks can be added to words to change their meaning</p>	<p>3.RL.2.1 *Ask and answer questions (who, what, where, when, why) *Refer to text for answers *Synthesize information in order to answer questions about the text 3.RL.2.2 *Retell stories in sequential order *Distinguish different genres: fables, folktales, myths *Determine and explain the central message, lesson, or moral as conveyed through key details 3.RL.2.3 *Understand the sequence of events in a story *Identify major/minor characters *Describe characters by citing their traits, motivations, and emotions</p>	<p>3.RN.2.1 *Form and ask questions *Understand details in the text *Answer questions that demonstrate understanding such as who, what, when, where, and why *Refer to text for answers 3.RN.2.2 *Determine the main idea of informational text *Recount key details *Explain how the details support the main idea 3.RN.2.3 *Be able to describe relationships *Identify historical events and scientific ideas *Be able to sequence steps in a procedure *Use the language of time, such as <i>long ago, in this decade, century, in the future</i> *Use language of cause & effect *Understand a “series of events” and “steps in a</p>	<p>3.RV.2.1 *Understand context clues help provide clues to word or phrase meaning *Use sentence-level context as a clue to the meaning of a word or phrase *Use text features like maps, illustrations, charts, or glossaries to determine the meanings of unknown words 3.RV.2.2 *Understand that words can have multiple meanings *Understand the connections between words and their use *Understand synonyms, antonyms, homographs, and homonyms 3.RV.2.4 *Identify the most common Greek and Latin affixes and roots *Determine the meaning of a new word formed when a known affix is added to a known word</p>	<p>3.W.2.1 *Write legibly using print or cursive allowing margins and correct spacing between letters in a word and words in a sentence 3.W.3.3 *Know that a narrative tells a story *Understand who is telling the story *Know how to move from one event to another *Use character’s words to help explain what is happening in the story *Recognize transitional words *Understand story elements *Understand dialogue 3.W.4 *Know how to write in a sequential order *Understand why and for whom you are writing *Understand how the writing moves from beginning to end, or from introduction to conclusion *Understand writing purposes such as writing to persuade, inform, or entertain *Recognize and use organization structures such as chronological order, cause and effect, etc. *Use brainstorming, webs, or cluster maps to help generate ideas before writing *Understand and use grammar and spelling conventions</p>	<p>3.SL.2.1 *Work with a partner *Develop good study habits *Use rules for conversation *Recognize the ideas of others *Build upon the ideas of others *Ask questions to check for understanding *Offer comments or suggestions 3.SL.3.1 *Recognize the main ideas presented in text *Recognize supporting details *Understand visual, oral, and digital information formats *Recognize what information is being conveyed through diver media, such as graphs, videos, and digital resources 3.SL.4.1 *Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizers, or thinking maps *Understand organizational structure for presentation such as chronologically, problem/solution, cause/effect, before and after *Know that stories are organized with a beginning, middle, and end *Understand that text or presentations usually have a theme</p>

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	<ul style="list-style-type: none"> *Understand that prefixes are added to the beginning of the word *Know the meaning of common prefixes such as <i>re-</i>; <i>un-</i>; <i>dis-</i>; etc. *Understand that suffixes are added to the ending of a word *Recognize the derivational suffixes, <i>-ly</i>; <i>-ish-</i>; <i>-hood-</i>; <i>-ful</i>; <i>ness</i>; <i>ment</i>; etc., and how they change the meaning of a word *Recognize common Latin suffixes, such as <i>-ment</i>; <i>-ation</i>; <i>-ly</i>; <i>-able/ible</i>; etc. 3.RF.5 *Set a purpose for reading *Use expression when reading *Use strategies for self-correction *Recognize when they have become confused 	<ul style="list-style-type: none"> *Understand and explain how the characters' actions contribute to major and minor events in the story *Understand cause/effect 3.RL.3.1 *Understand differences between story, drama and poem and their parts (chapter, scene, stanza) *Use vocabulary particular to each genre when speaking or writing *Describe how each part builds on earlier sections when discussing or writing about story, drama, or poems 3.RL.4.1 *Understand character, plot, setting *Recognize how illustrations contribute to a story *Explain how illustrations contribute to what is conveyed in words in text to create mood and 	<ul style="list-style-type: none"> procedure" *Describe the impact an early event had on something that happened later in the text 3.RN.3.1 *Understand that informational text gives the where, when, why, and how events occur *Determine relevant information *Understand that key information can be found in graphics that accompany text *Understand maps and legends *Understand the importance of pictures and how they relate to text 3.RN.3.2 *Understand how a concept continues from one paragraph to another *Understand cause and effect *Understand comparisons *Understand the importance of sequencing 	<ul style="list-style-type: none"> *Use a known root word as a clue to the meaning of an unknown word with the same root 3.RV.2.5 * Access and use print or digital reference materials to determine the precise meaning of key words or phrases 3.RV.3.2 *Understand that words may have multiple meanings *Use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies *Understand that words may be used as figurative language *Use antonyms and synonyms as clues to find the meaning of grade level words 	<ul style="list-style-type: none"> *Edit for word usage and word choice to help strengthen details *Revise sentences and/or paragraphs for clarity *Have basic keyboarding skills *Have a system for saving and storing work until it is ready for publishing *Know and use Internet tools such as search engines like Google, online dictionaries and thesaurus, spelling and grammar check *Know how to work together 3.W.6.1 a-e *Know the rules that govern common grammar *Form and use regular and irregular plural nouns *Use abstract nouns *Form and use regular and irregular verbs *Form and use simple verb tenses *Understand subject/verb agreement *Understand comparative and superlative *Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is being modified *Recognize and write simple, compound, and complex sentences; declarative interrogative, imperative, and exclamatory sentences *Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> *Know that reports have an introduction, body with supporting details, and a conclusion *Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact 3.ML.2.1 *Know that media sources include both online, visual and print sources *Understand that media can be used to inform, entertain, persuade, interpret events, and transmit culture *Distinguish among the various purposes of media messages

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	or have lost meaning of the text *Know and fluently read regularly spelled words *Reread for fluency and comprehension	describe character or setting	*Understand problem/solution 3.RN.4.1 *Distinguish fact from opinion *Identify facts and details the author has cited as evidence to support his points 3.RN.4.2 *Identify the points an author is trying to make *Identify key details presented *Use note-taking to help keep track of key details and important points in a text *Compare and contrast the points made in two different texts		3.W.6.2 a-c *Understand the use of capital letters at the beginning of a sentence, titles, and proper names *Uses apostrophes to form contractions or possessives *Use commas in direct addresses *Understand the use of commas in dialogue *Understand the use of quotation marks to denote that someone is speaking or quoting from text *Use conventional spelling for high frequency and other studied words and for adding suffixes to base words *Use spelling patterns and generalizations, syllable patterns, and ending rules in writing words	
Instructional Strategies & Resources	Colorin Colorado ❖ Reading 101 for ELLs http://www.colorincolorado.org/article/reading-101-english-language-learners John Hattie ❖ Top 10 High Impact Instructional Strategies http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/			Edutopia ❖ Techniques for Teaching Vocabulary to Elementary Students https://www.edutopia.org/blog/teaching-vocabulary-	Colorin Colorado ❖ Writing Instruction for ELLs http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells	Colorin Colorado ❖ Oral Language Development and ELLS: 5 Challenges and Solutions http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions

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	<p>LD Online</p> <ul style="list-style-type: none"> ❖ Educator’s Guide to Learning Disabilities and ADHD http://www.ldonline.org/ <p>LD Online</p> <ul style="list-style-type: none"> ❖ Effective Reading Interventions for Kids with Learning Disabilities http://www.ldonline.org/article/33084/ <p>Reading Horizons</p> <p>http://www.readinghorizons.com/reading-strategies/teaching-reading-strategies/</p> <p>Reading Rockets</p> <p>http://www.readingrockets.org/article/foundations-reading</p> <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Strategies that Promote Comprehension http://www.readingrockets.org/article/strategies-promote-comprehension <p>Robert Marzano</p> <ul style="list-style-type: none"> ❖ 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/ <p>U.S Department of Education</p> <ul style="list-style-type: none"> ❖ Foundation Skills to Support Reading for Understanding in K-3rd Grade https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf <p>WIDA</p> <p>https://www.wida.us/</p>	<p>elementary-gaetan-pappalardo</p> <p>Flocabulary</p> <ul style="list-style-type: none"> ❖ Build core content literacy through songs and video https://www.flocabulary.com/ <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary 	<p>Education World</p> <ul style="list-style-type: none"> ❖ Fun Grammar Activities http://www.educationworld.com/a_lesson/lesson/lesson334.shtml <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Elementary School Students to Be Effective Writers http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Writing to Students with LD http://www.readingrockets.org/article/teaching-writing-students-ld <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Implementing the Writing Process http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html <p>Teaching Ideas</p> <p>http://www.teachingideas.co.uk/</p>	<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Speaking & Listening Skills for ELLs http://www.colorincolorado.org/speaking-listening-skills-ells <p>The Teaching Channel</p> <ul style="list-style-type: none"> ❖ Let’s Talk! Five Strategies for Hitting the Speaking and Listening Standards https://www.teachingchannel.org/blog/2015/06/23/lets-talk-five-strategies-for-hitting-the-speaking-and-listening-standards/ 		

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Question Stems	<p>3.RF.4.2 *How many parts do you hear in that word? *Are there any patterns you can use to help you write that word? *Are there any chunks you know that can help you figure out what this word says?</p> <p>3.RF.4.6 *Can you point to the root word? *Are there any chunks you know that can help you determine what the word means? *Does the word have any prefixes or suffixes that you recognize? *How many parts do you hear in the word?</p> <p>3.RF.5 *Why did you choose this selection? *What can you do when the story/text doesn't make sense? *What strategies can you use when you don't</p>	<p>3.RL.2.1 *Who were the major/minor characters? *What were the major/minor events? *What in the text leads you to that answer? *Where in the text did you find ____? 3.RL.2.2 *Can you retell the story? *What is the central message, lesson or moral of the story? *How do you know what the moral to the story is? *Explain how the author uses details to convey the message, lesson or moral of the story. *How do you know this is a myth? A folktale? A fable? 3.RL.2.3 *Describe major/minor characters *How do the character's traits contribute to the story? *What were the</p>	<p>3.RN.2.1 *Who or what is this text about? *What in the text leads you to that answer? 3.RN.2.2 *What is the main idea? *What information or key details does the author use to support the main idea? *How do the details of the text support the main idea? *What was the strongest detail the author used to support his/her main idea? 3.RN.2.3 *How are ____ and ____ related? *What was the result of ____'s idea? *What is the first thing you would do to complete this procedure? *What would you expect the result to be at the end? *Create a time line or flow map that shows the sequence of events 3.RN.3.1 *What is the text about?</p>	<p>3.RV.2.1 *What strategies have you used to help you figure out what the word means? *Have you read the sentences around the word to help you determine what the word means? 3.RV.2.2 *How are these sets of words related? 3.RV.2.4 *Is there a part of the word that you recognize? (affix or root) *What new meaning is created when these word parts are combined? 3.RV.2.5 *Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word? *Can you go online and search for the meaning of the word? 3.RV.3.2 *What strategies did you use to find the meaning of this word?</p>	<p>3.W.3.3 *Who is your story about? *Where does your story take place? *Why was the setting important to your story? *From what point of view will your story be told? *Which words will you use to indicate the point of view? *Do you have major and minor characters? *What problem will the main character face? *Does the problem change the character's acts or thoughts? *How did the main character solve his problem? *Have you used details that will help your readers see and know characters? *What events will lead up to your conclusion? *Where can you add more descriptive words and information to make your story more exciting? 3.W.4 *What is the purpose for this writing piece and why are you writing? *Who will be reading your writing? *How will you organize your writing? *Can you create a graphic organizer/thinking map to help you sequence your ideas?</p>	<p style="background-color: yellow;">WE WILL NOT BE INCLUDING QUESTION STEMS FOR SPEAKING & LISTENING STANDARDS</p>

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	<p>understand the text? *Can you read this text fluently and with expression?</p>	<p>characters motivations in finding a resolution to the problem? *How do the character’s actions help move the plot forward?</p> <p>3.RL.3.1 *How do stories, poems, and plays differ from one another? *In a play, book, or poem, what is the importance of having scenes, chapters, or stanzas? *How do stage directions help the reader? *In an earlier scene, chapter or stanza, we learned.... *How does what the writer said in an earlier scene, chapter, or stanza help us understand what is happening now?</p> <p>3.RL.4.1 *What mood does the illustration portray? Did it help you understand the</p>	<p>*How do headings and sub-headings help determine relevant information? *How does the font style contribute to meaning? (use of bold print to emphasize key ideas) *Looking at the illustration or photograph, how does it relate to the text? Why is it important to help you understand? *What information can you obtain from the map? *Why is the map key or legend important?</p> <p>3.RN.3.2 *How does the author connect the ideas in each paragraph to the topic of the text? *What organizational pattern was used to write this text? (comparison/contrast; cause/effect; problem/solution; chronological)</p> <p>3.RN.4.1 *What is the author’s</p>	<p>*Are there any parts of the word you already know? *What does the word _____ mean in this sentence? *What does the phrase _____ mean?</p>	<p>*What information will you need to add to help your reader understand? *What is your topic sentence? *Where can you add more information to help your reader? *Can you rewrite this so that the ideas/details are clearer? *Have you used your editing/proofreading checklist to help you make any changes? *Where will you save your work until you are ready to print? *What online resources can you use to help write your paper?</p> <p style="background-color: yellow;">WE WILL NOT BE INCLUDING QUESTION STEMS FOR GRAMMAR STANDARDS</p>	

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		text? *What do the illustrations tell you about what the character is like? *How do the illustrations help you understand what is happening in the story?	message or claim? *What details or facts support the author’s message or claim? *Why did the author write this piece? 3.RN.4.2 *How will you keep track of the points the authors are making in each text? *What is the text about? *What key details does the author use to support his point? *Is there information in this text that was not included in the other text? *How are the ideas similar or different in both texts?			
Academic Vocabulary	DOE K-12 English/Language Arts Glossary http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf ISTEP+ Standards and Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary					
District Assessments	*Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA					