

# 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	<b>Pearson Reading Street Unit 1, weeks 1-4</b>					
Constant Standards  *Taught every quarter	<p><b>3.RF.4.6</b> 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><b>3.RF.5</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p><b>3.RL.2.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.RL.2.2</b> Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.</p> <p><b>3.RL.4.1</b> 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><b>3.RN.2.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.RN.2.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>3.RN.4.1</b> 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;"><b>3.RN.4.2</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>3.RV.2.1</b> 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;"><b>3.RV.2.4</b> 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><b>3.RV.2.5</b> 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;"><b>3.RV.3.2</b> 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><b>3.W.2.1</b> 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;"><b>3.W.4</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• 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>).</li> <li>• Use technology to interact and collaborate with others to publish legible documents.</li> </ul> <p style="color: red;"><b>3.W.6.1</b> Demonstrate command of English grammar and usage, focusing on:</p> <p style="color: red;"><b>3.W.6.1a Nouns/Pronouns</b> Writing sentences using abstract nouns (e.g., <i>hope, thought</i>).</p> <p style="color: red;"><b>3.W.6.1b Verbs</b> Writing sentences that use regular and irregular verbs and simple verb tenses to</p>	<p><b>3.SL.2.1</b> 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;"><b>3.SL.3.1</b> 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;"><b>3.SL.4.1</b> 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;"><b>3.ML.2.1</b> 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><b>3.W.6.1c Adjectives/ Adverbs</b> 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><b>3.W.6.1d</b> <i>Standard begins at fourth grade.</i></p> <p><b>(4.W.6.1d Prepositions</b> <i>Writing sentences that include prepositions, explaining their functions in a sentence.)</i></p> <p><b>3.W.6.1e Usage</b> 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><b>3.W.6.2</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p><b>3.W.6.2a Capitalization</b> Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p>	

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					<p><b>3.W.6.2b Punctuation</b>            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><b>3.W.6.2c Spelling</b>            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><b>New (Focus) Standards</b></p> <p><b>*Introduced in a Quarter</b></p>	<p style="color: green;"><b>3.RF.4.2</b> Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.</p>	<p style="color: red;"><b>3.RL.2.3</b> 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;"><b>3.RL.3.1</b> 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;"><b>3.RN.2.3</b> 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;"><b>3.RN.3.1</b> 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;"><b>3.RN.3.2</b> 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;"><b>3.RV.2.2</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle, fire</i>).</p>	<p style="color: red;"><b>3.W.3.3</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Establish an introduction (e.g., <i>situation, narrator, characters</i>).</li> <li>• Include specific descriptive details and clear event sequences.</li> <li>• Include dialogue.</li> <li>• Connect ideas and events using introduction and transition words.</li> <li>• Provide an ending.</li> </ul>	

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Essential Skills	<p><b>3.RF.4.2</b></p> <ul style="list-style-type: none"> <li>*Distinguish long and short vowels when reading regularly spelled one-syllable words</li> <li>*Know spelling-sound correspondences for additional common vowel teams</li> <li>*Decode regularly spelled two-syllable words with long vowels</li> <li>*Decode words with common prefixes and suffixes</li> <li>*Identify words with inconsistent but common spelling-sound correspondences</li> <li>*Recognize and read grade-appropriate irregularly spelled words</li> </ul> <p><b>3.RF.4.6</b></p> <ul style="list-style-type: none"> <li>*Understand that meaningful chunks can be added to words to change their meaning</li> </ul>	<p><b>3.RL.2.1</b></p> <ul style="list-style-type: none"> <li>*Ask and answer questions (who, what, where, when, why)</li> <li>*Refer to text for answers</li> <li>*Synthesize information in order to answer questions about the text</li> </ul> <p><b>3.RL.2.2</b></p> <ul style="list-style-type: none"> <li>*Retell stories in sequential order</li> <li>*Distinguish different genres: fables, folktales, myths</li> <li>*Determine and explain the central message, lesson, or moral as conveyed through key details</li> </ul> <p><b>3.RL.2.3</b></p> <ul style="list-style-type: none"> <li>*Understand the sequence of events in a story</li> <li>*Identify major/minor characters</li> <li>*Describe characters by citing their traits, motivations, and emotions</li> </ul>	<p><b>3.RN.2.1</b></p> <ul style="list-style-type: none"> <li>*Form and ask questions</li> <li>*Understand details in the text</li> <li>*Answer questions that demonstrate understanding such as who, what, when, where, and why</li> <li>*Refer to text for answers</li> </ul> <p><b>3.RN.2.2</b></p> <ul style="list-style-type: none"> <li>*Determine the main idea of informational text</li> <li>*Recount key details</li> <li>*Explain how the details support the main idea</li> </ul> <p><b>3.RN.2.3</b></p> <ul style="list-style-type: none"> <li>*Be able to describe relationships</li> <li>*Identify historical events and scientific ideas</li> <li>*Be able to sequence steps in a procedure</li> <li>*Use the language of time, such as <i>long ago</i>, <i>in this decade</i>, <i>century</i>, <i>in the future</i></li> <li>*Use language of cause &amp; effect</li> <li>*Understand a “series of events” and “steps in a</li> </ul>	<p><b>3.RV.2.1</b></p> <ul style="list-style-type: none"> <li>*Understand context clues help provide clues to word or phrase meaning</li> <li>*Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>*Use text features like maps, illustrations, charts, or glossaries to determine the meanings of unknown words</li> </ul> <p><b>3.RV.2.2</b></p> <ul style="list-style-type: none"> <li>*Understand that words can have multiple meanings</li> <li>*Understand the connections between words and their use</li> <li>*Understand synonyms, antonyms, homographs, and homonyms</li> </ul> <p><b>3.RV.2.4</b></p> <ul style="list-style-type: none"> <li>*Identify the most common Greek and Latin affixes and roots</li> <li>*Determine the meaning of a new word formed when a known affix is added to a known word</li> </ul>	<p><b>3.W.2.1</b></p> <ul style="list-style-type: none"> <li>*Write legibly using print or cursive allowing margins and correct spacing between letters in a word and words in a sentence</li> </ul> <p><b>3.W.3.3</b></p> <ul style="list-style-type: none"> <li>*Know that a narrative tells a story</li> <li>*Understand who is telling the story</li> <li>*Know how to move from one event to another</li> <li>*Use character’s words to help explain what is happening in the story</li> <li>*Recognize transitional words</li> <li>*Understand story elements</li> <li>*Understand dialogue</li> </ul> <p><b>3.W.4</b></p> <ul style="list-style-type: none"> <li>*Know how to write in a sequential order</li> <li>*Understand why and for whom you are writing</li> <li>*Understand how the writing moves from beginning to end, or from introduction to conclusion</li> <li>*Understand writing purposes such as writing to persuade, inform, or entertain</li> <li>*Recognize and use organization structures such as chronological order, cause and effect, etc.</li> <li>*Use brainstorming, webs, or cluster maps to help generate ideas before writing</li> <li>*Understand and use grammar and spelling conventions</li> </ul>	<p><b>3.SL.2.1</b></p> <ul style="list-style-type: none"> <li>*Work with a partner</li> <li>*Develop good study habits</li> <li>*Use rules for conversation</li> <li>*Recognize the ideas of others</li> <li>*Build upon the ideas of others</li> <li>*Ask questions to check for understanding</li> <li>*Offer comments or suggestions</li> </ul> <p><b>3.SL.3.1</b></p> <ul style="list-style-type: none"> <li>*Recognize the main ideas presented in text</li> <li>*Recognize supporting details</li> <li>*Understand visual, oral, and digital information formats</li> <li>*Recognize what information is being conveyed through diver media, such as graphs, videos, and digital resources</li> </ul> <p><b>3.SL.4.1</b></p> <ul style="list-style-type: none"> <li>*Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizers, or thinking maps</li> <li>*Understand organizational structure for presentation such as chronologically, problem/solution, cause/effect, before and after</li> <li>*Know that stories are organized with a beginning, middle, and end</li> <li>*Understand that text or presentations usually have a theme</li> </ul>

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

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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 <b>3.RN.4.1</b> *Distinguish fact from opinion *Identify facts and details the author has cited as evidence to support his points <b>3.RN.4.2</b> *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		<b>3.W.6.2 a-c</b> *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	<b>Colorin Colorado</b> ❖ Reading 101 for ELLs <a href="http://www.colorincolorado.org/article/reading-101-english-language-learners">http://www.colorincolorado.org/article/reading-101-english-language-learners</a>  <b>John Hattie</b> ❖ Top 10 High Impact Instructional Strategies <a href="http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/">http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/</a>			<b>Edutopia</b> ❖ Techniques for Teaching Vocabulary to Elementary Students <a href="https://www.edutopia.org/blog/teaching-vocabulary-">https://www.edutopia.org/blog/teaching-vocabulary-</a>	<b>Colorin Colorado</b> ❖ Writing Instruction for ELLs <a href="http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells">http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells</a>	<b>Colorin Colorado</b> ❖ Oral Language Development and ELLS: 5 Challenges and Solutions <a href="http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions">http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions</a>

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



## 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	<b>Pearson Reading Street Unit 1, weeks 1-4</b>					
Question Stems	<p><b>3.RF.4.2</b> *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><b>3.RF.4.6</b> *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><b>3.RF.5</b> *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><b>3.RL.2.1</b> *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 ____? <b>3.RL.2.2</b> *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? <b>3.RL.2.3</b> *Describe major/minor characters *How do the character's traits contribute to the story? *What were the</p>	<p><b>3.RN.2.1</b> *Who or what is this text about? *What in the text leads you to that answer? <b>3.RN.2.2</b> *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? <b>3.RN.2.3</b> *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 <b>3.RN.3.1</b> *What is the text about?</p>	<p><b>3.RV.2.1</b> *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? <b>3.RV.2.2</b> *How are these sets of words related? <b>3.RV.2.4</b> *Is there a part of the word that you recognize? (affix or root) *What new meaning is created when these word parts are combined? <b>3.RV.2.5</b> *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? <b>3.RV.3.2</b> *What strategies did you use to find the meaning of this word?</p>	<p><b>3.W.3.3</b> *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? <b>3.W.4</b> *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;"><b>WE WILL NOT BE INCLUDING QUESTION STEMS FOR SPEAKING &amp; LISTENING STANDARDS</b></p>

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Suggested Pacing	<b>Pearson Reading Street Unit 1, weeks 1-4</b>					
	<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><b>3.RL.3.1</b> *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><b>3.RL.4.1</b> *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><b>3.RN.3.2</b> *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><b>3.RN.4.1</b> *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;"><b>WE WILL NOT BE INCLUDING QUESTION STEMS FOR GRAMMAR STANDARDS</b></p>	

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Suggested Pacing	<b>Pearson Reading Street Unit 1, weeks 1-4</b>					
		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? <b>3.RN.4.2</b> *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 <a href="http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf">http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf</a>  ISTEP+ Standards and Assessment Vocabulary <a href="http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary">http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary</a>					
District Assessments	*Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA					