

School City of East Chicago

Grade 3 Quarter 4 ELA Curriculum Map

Red =Critical

Green=Important

Black=Additional

| Quarter 4 | Foundations | Literature | Nonfiction | Vocabulary | Writing | Speaking/Listening & Media Literacy |
|---|--|---|--|---|--|--|
| Suggested Pacing | <i>Pearson Reading Street Unit 3, weeks 3-5 through Unit 4, week 1 (potentially complete year with chapter books)</i> | | | | | |
| 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>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>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>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>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>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>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>3.W.6.1b Verbs Writing sentences that use regular and irregular verbs and simple verb tenses to 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 Standard begins at fourth grade.</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 | <p>3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.</p> <p>3.RF.4.4 Read grade-appropriate words that have blends (e.g., <i>walk, play</i>) and</p> | <p>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>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>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>3.RV.3.1 Determine how the author uses words and phrases to</p> | <p>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. | N/A |

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| | <p>common spelling patterns (e.g., <i>qu-</i>; doubling the consonant and adding <i>-ing</i>, such as <i>cut/cutting</i>; changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural).</p> <p style="color: green;">3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>).</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.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters.</p> <p style="color: green;">3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., <i>in books from a series</i>).</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.RN.3.3 Distinguish one’s own perspective from that of the author of the text.</p> | <p>provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i>).</p> <p style="color: red;">3.RV.3.3 Recognize the meanings of idioms in context.</p> | <ul style="list-style-type: none"> • Provide an ending. | |

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| New (Focus) Standards *Introduced in a Quarter | N/A | N/A | N/A | N/A | N/A | N/A |
| 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</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</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,</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</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</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,</p> |

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| | <p>3.RF.4.4 *Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multi-syllabic words</p> <p>3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>)</p> <p>3.RF.4.6 *Understand that meaningful chunks can be added to words to change their meaning *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</p> | <p>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 *Understand and explain how the characters' actions contribute to major and minor events in the story *Understand cause/effect</p> <p>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</p> | <p>such as <i>long ago</i>, <i>in this decade</i>, <i>century</i>, <i>in the future</i> *Use language of cause & effect *Understand a "series of events" and "steps in a procedure" *Describe the impact an early event had on something that happened later in the text</p> <p>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</p> <p>3.RN.3.2 *Understand how a concept continues from one paragraph to another</p> | <p>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 *Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>3.RV.2.5 * Access and use print or digital reference materials to determine the precise meaning of key words or phrases</p> <p>3.RV.3.1 *Distinguish between words, phrases, and sentences *Determine word and phrase meaning through context *Distinguish between literal and non-literal language</p> | <p>*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 *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</p> <p>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</p> | <p>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 *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</p> <p>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</p> |

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| | <p>change the meaning of a word</p> <p>*Recognize common Latin suffixes, such as –<i>ment</i>; –<i>ation</i>; –<i>ly</i>; –<i>able/ible</i>; etc.</p> <p>3.RF.5</p> <p>*Set a purpose for reading</p> <p>*Use expression when reading</p> <p>*Use strategies for self-correction</p> <p>*Recognize when they have become confused or have lost meaning of the text</p> <p>*Know and fluently read regularly spelled words</p> <p>*Reread for fluency and comprehension</p> | <p>*Describe how each part builds on earlier sections when discussing or writing about story, drama, or poems</p> <p>3.RL.3.2</p> <p>*Understand point of view</p> <p>*Know what is meant by “first person” or “third person”</p> <p>*Distinguish between one’s own point of view/perspective and that of another’s</p> <p>3.RL.4.1</p> <p>*Understand character, plot, setting</p> <p>*Recognize how illustrations contribute to a story</p> <p>*Explain how illustrations contribute to what is conveyed in words in text to create mood and describe character or setting</p> | <p>*Understand cause and effect</p> <p>*Understand comparisons</p> <p>*Understand the importance of sequencing</p> <p>*Understand problem/solution</p> <p>3.RN.3.3</p> <p>*Demonstrate understanding of author’s intent</p> <p>*Locate language or ideas expressing what the author believes about the information he is presenting</p> <p>*Understand who is speaking in the text</p> <p>*Express personal thoughts about information that has been read</p> <p>3.RN.4.1</p> <p>*Distinguish fact from opinion</p> <p>*Identify facts and details the author has cited as evidence to support his points</p> | <p>*Understand how an author’s word choice provides meaning to text</p> <p>3.RV.3.2</p> <p>*Understand that words may have multiple meanings</p> <p>*Use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies</p> <p>*Understand that words may be used as figurative language</p> <p>*Use antonyms and synonyms as clues to find the meaning of grade level words</p> <p>3.RV.3.3</p> <p>*Understand that words have literal and non-literal meanings</p> <p>*Recognize and understand common idioms</p> | <p>*Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is being modified</p> <p>*Recognize and write simple, compound, and complex sentences; declarative, interrogative, imperative, and exclamatory sentences</p> <p>*Use coordinating and subordinating conjunctions</p> <p>3.W.6.2 a-c</p> <p>*Understand the use of capital letters at the beginning of a sentence, titles, and proper names</p> <p>*Uses apostrophes to form contractions or possessives</p> <p>*Use commas in direct addresses</p> <p>*Understand the use of commas in dialogue</p> <p>*Understand the use of quotation marks to denote that someone is speaking or quoting from text</p> <p>*Use conventional spelling for high frequency and other studied words and for adding suffixes to base words</p> <p>*Use spelling patterns and generalizations, syllable patterns, and ending rules in writing words</p> | |

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| | | 3.RL.4.2 *Able to compare and contrast *Understand plot, setting, and theme *Recognize how a character remains the same or changes in different stories or books by the same author *Compare/contrast plot, setting, and themes | 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 | | | |
| 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/ LD Online ❖ Educator’s Guide to Learning Disabilities and ADHD http://www.ldonline.org/ LD Online ❖ Effective Reading Interventions for Kids with Learning Disabilities http://www.ldonline.org/article/33084/ | | | Edutopia ❖ Techniques for Teaching Vocabulary to Elementary Students https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo | Colorin Colorado ❖ Writing Instruction for ELLs http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells Education World ❖ Fun Grammar Activities http://www.educationworld.com/a_lesson/esson/lesson334.shtml | 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 Colorin Colorado ❖ Speaking & Listening Skills for ELLs http://www.colorincolorado.org/speaking-listening-skills-ells |

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| | <p>Reading Horizons http://www.readinghorizons.com/reading-strategies/teaching-reading-strategies/</p> <p>Reading Rockets http://www.readingrockets.org/article/foundations-reading</p> <p>Reading Rockets ❖ Strategies that Promote Comprehension http://www.readingrockets.org/article/strategies-promote-comprehension</p> <p>Robert Marzano ❖ 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/</p> <p>U.S Department of Education ❖ Foundation Skills to Support Reading for Understanding in K-3rd Grade https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf</p> <p>WIDA https://www.wida.us/</p> | | | <p>Flocabulary ❖ Build core content literacy through songs and video https://www.flocabulary.com/</p> <p>Reading Rockets ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary</p> | | <p>Reading Rockets ❖ Teaching Elementary School Students to Be Effective Writers http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers</p> <p>Reading Rockets ❖ Teaching Writing to Students with LD http://www.readingrockets.org/article/teaching-writing-students-ld</p> <p>ReadWriteThink ❖ Implementing the Writing Process http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html</p> <p>Teaching Ideas http://www.teachingideas.co.uk/</p> | | <p>The Teaching Channel ❖ 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/</p> |
| 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</p> | <p>3.RL.2.1 *Who were the major/minor characters? *What were the major/minor events? *What in the text</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</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</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?</p> | <p>WE WILL NOT BE INCLUDING QUESTION STEMS FOR SPEAKING & LISTENING STANDARDS</p> | | |

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| | <p>you know that can help you figure out what this word says?</p> <p>3.RF.4.4</p> <p>*What common syllable patterns can you use to help decode multi-syllabic words?</p> <p>3.RF.4.5</p> <p>*Are there any chunks you know that can help you figure out what this word says?</p> <p>3.RF.4.6</p> <p>*Can you point to the root word?</p> <p>*Are there any chunks you know that can help you determine what the word means?</p> <p>*Does the word have any prefixes or suffixes that you recognize?</p> <p>*How many parts do you hear in the word?</p> | <p>leads you to that answer?</p> <p>*Where in the text did you find ____?</p> <p>3.RL.2.2</p> <p>*Can you retell the story?</p> <p>*What is the central message, lesson or moral of the story?</p> <p>*How do you know what the moral to the story is?</p> <p>*Explain how the author uses details to convey the message, lesson or moral of the story.</p> <p>*How do you know this is a myth? A folktale? A fable?</p> <p>3.RL.2.3</p> <p>*Describe major/minor characters</p> <p>*How do the character’s traits contribute to the story?</p> | <p>*What is the main idea?</p> <p>*What information or key details does the author use to support the main idea?</p> <p>*How do the details of the text support the main idea?</p> <p>*What was the strongest detail the author used to support his/her main idea?</p> <p>3.RN.2.3</p> <p>*How are ____ and ____ related?</p> <p>*What was the result of ____’s idea?</p> <p>*What is the first thing you would do to complete this procedure?</p> <p>*What would you expect the result to be at the end?</p> <p>*Create a timeline or flow map that shows the sequence of events</p> <p>3.RN.3.1</p> <p>*What is the text about?</p> <p>*How do headings and sub-headings help determine relevant information?</p> <p>*How does the font style contribute to meaning? (use</p> | <p>to help you determine what the word means?</p> <p>3.RV.2.2</p> <p>*How are these sets of words related?</p> <p>3.RV.2.4</p> <p>*Is there a part of the word that you recognize? (affix or root)</p> <p>*What new meaning is created when these word parts are combined?</p> <p>3.RV.2.5</p> <p>*Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?</p> <p>*Can you go online and search for the meaning of the word?</p> <p>3.RV.3.1</p> <p>*What do you think the author is trying to say when he/she uses that word or phrase?</p> <p>*What clues can you find in the sentence, paragraph that can help you figure out the meaning of that word or</p> | <p>*Which words will you use to indicate the point of view?</p> <p>*Do you have major and minor characters?</p> <p>*What problem will the main character face?</p> <p>*Does the problem change the character’s acts or thoughts?</p> <p>*How did the main character solve his problem?</p> <p>*Have you used details that will help your readers see and know characters?</p> <p>*What events will lead up to your conclusion?</p> <p>*Where can you add more descriptive words and information to make your story more exciting?</p> <p>3.W.4</p> <p>*What is the purpose for this writing piece and why are you writing?</p> <p>*Who will be reading your writing?</p> <p>*How will you organize your writing?</p> <p>*Can you create a graphic organizer/thinking map to help you sequence your ideas?</p> <p>*What information will you need to add to help your reader understand?</p> <p>*What is your topic sentence?</p> <p>*Where can you add more information to help your reader?</p> <p>*Can you re-write this so that the</p> | |

School City of East Chicago

Grade 3 Quarter 4 ELA Curriculum Map

Red =Critical

Green=Important

Black=Additional

| Quarter 4 | Foundations | Literature | Nonfiction | Vocabulary | Writing | Speaking/Listening & Media Literacy |
|------------------|---|---|--|--|--|-------------------------------------|
| Suggested Pacing | Pearson Reading Street Unit 3, weeks 3-5 through Unit 4, week 1 (potentially complete year with chapter books) | | | | | |
| | <p>3.RF.5</p> <ul style="list-style-type: none"> *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 understand the text? *Can you read this text fluently and with expression? | <ul style="list-style-type: none"> *What were the character's motivations in finding a resolution to the problem? *How do the character's actions help move the plot forward? <p>3.RL.3.1</p> <ul style="list-style-type: none"> *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 | <p>of bold print to emphasize key ideas)</p> <ul style="list-style-type: none"> *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>3.RN.3.2</p> <ul style="list-style-type: none"> *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>3.RN.3.3</p> <ul style="list-style-type: none"> *Who is providing the information? *What is the author's point of view or perspective? *Is the author relating information, or is he trying to | <p>phrase?</p> <p>3.RV.3.2</p> <ul style="list-style-type: none"> *What strategies did you use to find the meaning of this word? *Are there any parts of the word you already know? *What does the word _____ mean in this sentence? *What does the phrase _____ mean? <p>3.RV.3.3</p> <ul style="list-style-type: none"> *What is the literal meaning of this sentence? *What is the purpose of writing with non-literal words? | <p>ideas/details are clearer?</p> <ul style="list-style-type: none"> *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 style="background-color: yellow;">WE WILL NOT BE INCLUDING QUESTION STEMS FOR GRAMMAR STANDARDS</p> | |

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|------------------|--|---|---|------------|---------|-------------------------------------|
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| | | <p>understand what is happening now? 3.RL.3.2 *Who is the narrator? *From what point of view is this written? (first, third) What words give you clues? *What’s your opinion about what’s happened so far? *Do you agree with the author’s message so far? Why/why not? *How would you feel if this was you? Would you feel the same or differently? 3.RL.4.1 *What mood does the illustration portray? Did it help you understand the text? *What do the illustrations tell you about what the character is like? *How do the illustrations help you</p> | <p>convince you of an idea? *Can you explain your thoughts about what you read? Do you agree with the author? *Which information do you feel is most valid? 3.RN.4.1 *What is the author’s 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?</p> | | | |

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| | | understand what is happening in the story? 3.RL.4.2 *What is similar or different in Book A and Book B? (character, plot, setting) *How does the setting effect the character's actions? Do the character's actions remain the same or change because of the setting? | | | | |
| 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 Hybride *NWEA | | | | | |