

ELA Curriculum Map Based on the 2023 Indiana Academic Standards

IREAD Quarter Notes Framework Evidence Statement Vocabulary Clarification Statement Looking Back Looking Ahead

IREAD3 and ILEARN Correlation

IREAD-3-Item-Specifications-2023.pdf

IREAD Released Items Repository

Reading Foundations

Learning Outcome: Students read grade-level text independently and fluently.

3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)		Multiple	https://docs.google.com/document/d/12DGVolBuEPdGWUXjqulfqmT5HpW0ozqg01pylZm5i5g/edit?usp=sharing https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.RF.1	<p>In Which Lesson Will You Teach Students To:</p> <p>Apply knowledge of the six major syllable patterns to decode words.</p> <p>Vocabulary Sets 1-4 Phonics Review Worksheets - Long Vowels, Blends, Digraphs (supplemental) Short Vowel CVC Word Activities Mixed Short Vowels Practice with Blends and Digraphs (supplemental) Lit Kit Volume 1 - Sorting Open/Closed Syllables (p. 33) Lit Kit Volume 1 - Open/Closed Syllables NB pages (p. 77, 78)</p> <p>Language Arts IXL - Indiana Third-Grade</p>	Decode Syllable	<p>Syllable Division Patterns: Patterns for dividing words into syllables. There are four major syllable division patterns in English: VCCV, VCV, VCCCV, VV.</p> <p>Syllable Types: There are six syllable types in the English language represented by the acronym CLOVER: Closed, Consonant-le, Open, Vowel Team, Silent-E, and R-Controlled (Vowel-R).</p> <p>Word lists, decodable sentences, and short decodable texts can provide opportunities for students to practice recently learned spelling patterns. Teachers should encourage students to identify syllable patterns in word lists and texts.</p> <p>The incorporation of nonsense words in phonics instruction is supported by current research and serves different purposes. One purpose is that it ensures application of the rule or pattern.</p> <p>Provide explicit, systematic approaches to instruction focusing on the easier to more complex syllable types.</p> <p>Use skills in context and in isolation.</p>	2.RF.1: Use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (E)	
3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).		Multiple	https://amylemons.com/rooted-in-reading-the-breakdown/ https://docs.google.com/document/d/1FH0noH5LXTP9U0AI6zGULQij4ahzUBMrgEZgM-TQrZA/edit?usp=sharing https://docs.google.com/document/d/12DGVolBuEPdGWUXjqulfqmT5HpW0ozqg01pylZm5i5g/edit?usp=sharing https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.RF.2	<p>In Which Lesson Will You Teach Students To:</p> <p>Recognize and know the meaning of the most common prefixes and suffixes.</p> <p>Grammar Unit 4 - Prefixes Grammar Unit 4 - Suffixes Language Arts IXL - Indiana Third-Grade Rooted in Reading: March - I Dissent - Prefixes (supplemental) Rooted in Reading: March - The House that Jane Built - Suffixes (supplemental)</p> <p>Read grade appropriate words that do not follow normal spelling patterns.</p> <p>Vocabulary Sets 1-4 Word Family Spiders (supplemental)</p> <p>Use decoding (phonics) skills and word meaning in context to read new words in a text, including words with more than one syllable.</p> <p>Vocabulary Sets 1-4 Lit Kit Volume 2 - Breaking Apart Multi-Syllabic Words (p. 50) Lit Kit Volume 2 - Multi-Syllabic VCE Words NB page (p. 72) Reading Comprehension Passages - Word Families and Blends</p> <p>Language Arts IXL - Indiana Third-Grade</p>	Blends Spelling patterns	<p>Students should be able to decode words using phonics and word analysis skills.</p> <p>Word lists, decodable sentences, and short decodable texts can provide opportunities for students to practice recently learned spelling patterns. Teachers should encourage students to identify spelling patterns in word lists and texts.</p>	Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (E)	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).		Multiple	https://docs.google.com/document/d/12DGVolBuEPdGWUXjqulfqmT5HpW0ozqg01pylZm5i5g/edit?usp=sharing https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.RF.3	<p>Decode words with more difficult word families. Read words with more difficult word families.</p> <p>Vocabulary Sets 1-4 Word Families: Onset and Rime Cards CVC (supplemental) CVCe Word Families Worksheets (supplemental) Word Families Cut and Paste (supplemental)</p> <p>Language Arts IXL - Indiana Third-Grade</p>	Word family	<p>Students should be able to decode words using phonics and word analysis skills.</p> <p>Word lists, decodable sentences, and decodable texts can provide opportunities for students to practice recently learned spelling patterns.</p> <p>Teachers should encourage students to identify spelling patterns in word lists and texts.</p>	Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (E)	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.

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		IREAD	Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
3.RF.4	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)		Multiple	https://docs.google.com/document/d/12DGVolBuEPdGWUxjqifgmT5HpW0ozqg01pvlZm5i5g/edit?tab=t.0 https://docs.google.com/document/d/1FH0noH5LXTP9U0AI6zGULOij4ahzUBMrgEZgM-TQrZA/edit?tab=t.0 https://amylemons.com/rooted-in-reading-the-breakdown/	3.RF.4	Decode and read words with more than one syllable using phonics and word analysis skills. Use knowledge of morphology to read common roots and related prefixes and suffixes. Base Words and Affixes Packet - Daily Review Vocabulary Sets 1-4 Affix Board Game Lit Kit Volume 3 - Affix Sort (prefix or suffix) (p. 36) Grammar Unit 4: Prefixes Lit Kit Volume 1 - Prefix Draw - Identify Meaning (p. 40) Grammar Unit 4: Suffixes Lit Kit Volume 2 - Suffix Draw - Identify Meaning (p. 33) Rooted in Reading: March - I Dissent - Prefixes (supplemental) Rooted in Reading: March - The House that Jane Built - Suffixes (supplemental) Language Arts IXL - Indiana Third-Grade Word Wisdom Unit 1-9: Lesson 2	Multisyllabic words Root Affix Prefix Suffix Irregular contractions Possessive	Students should be able to decode words using phonics and word analysis skills. Provide explicit, systematic approaches to instruction focusing on the easier to more complex affixes.	Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. (E)	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context. (E)

Reading Comprehension

Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.

3.RC.1	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)	IREAD 4-8 QUESTIONS	Multiple	Rooted in Reading Framework	3.RC.1	In Which Lesson Will You Teach Students To: Ask and answer questions about the text to demonstrate understanding. Rooted in Reading Curriculum IREAD Comprehension Prep Ask and answer questions about what is read to clarify meaning. Rooted in Reading Curriculum IREAD Comprehension Prep Ask and answer questions to predict what will happen next. Rooted in Reading Curriculum IREAD Comprehension Prep Understand that some questions are answered directly in the text. Rooted in Reading Curriculum IREAD Comprehension Prep Language Arts IXL - Indiana Third-Grade	Explicit textual evidence	Students ask and answer questions to show they understand the text. They use specific details in the text to support their answer. Students should use quotes from the text to support their ideas. Knowing how and when to ask for help allows students to more actively participate in their own learning.	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)	
3.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)		IREAD 0-2 QUESTIONS	Qtr. 1	Rooted in Reading Framework	3.RC.2	In Which Lesson Will You Teach Students To: Use text evidence to explain the central message, lesson, or moral of a text. Rooted in Reading: December - The Legend of Old Befana - Recount Events of a Folktale Language Arts IXL - Indiana Third-Grade Explain how key details in a text work together to convey the central message, lesson, or moral of a text. Rooted in Reading: November - The Girl Who Loved Wild Horses - Central Message Language Arts IXL - Indiana Third-Grade Understanding the basic lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures. Rooted in Reading: September - Princess Hyacinth - Recount Details of a Fairytale Language Arts IXL - Indiana Third-Grade	Theme Recount Fable Folktales Tall tale Diverse cultures Identify	Determining the theme gives the reader a more complete picture of a text. Students recount stories including fables, folktales, and myths from diverse cultures. Students establish the central message, lesson, or moral and explain how the important details helped communicate those ideas. Students should use quotes from the text to support their ideas. Theme is the message conveyed by a text that applies to multiple other texts. It is not just the important idea a text is about. Recount is to give an account of an event or an experience in chronological order (a skill between retelling and summarizing).	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
3.RC.3	Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.		IREAD 3-6 QUESTIONS	Qtr. 1	Rooted in Reading Framework	3.RC.3	In Which Lesson Will You Teach Students To: Answer questions referring explicitly to the text as the basis for answers. Use text evidence to describe the characters in a story, including their traits, motivations, or feelings. Rooted in Reading: August - Crow Boy - Describing Characters, Character Feelings Explain how the actions, thoughts, and words of characters contribute to the plot. Rooted in Reading: November - Turkey Bowl - Character Feelings and How They Contribute to Events Apply knowledge of characterization by describing a character's attributes (traits, motivations, or feelings). Rooted in Reading: August - Pinduli - Describing Characters, Character Traits, and Emotions Using evidence from the text to support generalizations about the character. Rooted in Reading: September - The Raft - How Characters Change Language Arts IXL - Indiana Third-Grade	Character Traits Motivation Feeling Contribute Plot	Describe how characters in a story respond to major events and how characters affect the plot.	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

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		IREAD	Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
3.RC.4	Distinguish personal point of view from that of the narrator or those of the characters.		Qtr. 1	Rooted in Reading Framework	3.RC.4	<p>In Which Lesson Will You Teach Students To:</p> <p>Answer questions referring explicitly to the text as the basis for answers. Rooted in Reading: August - Crow Boy - Describing Characters, Character Feelings Use text evidence to describe the characters in a story, including their traits, motivations, or feelings. Rooted in Reading: November - Turkey Bowl - Character Feelings and How They Contribute to Events</p> <p>Explain how the actions, thoughts, and words of characters contribute to the plot. Rooted in Reading: August - Pinduli - Describing Characters, Character Traits, and Emotions</p> <p>Apply knowledge of characterization by describing a character's attributes (traits, motivations, or feelings). Rooted in Reading: August - Pinduli - Describing Characters, Character Traits, and Emotions</p> <p>Using evidence from the text to support generalizations about the character. Rooted in Reading: September - The Raft - How Characters Change</p> <p>Language Arts IXL - Indiana Third-Grade</p>	Point of view Narrator Character	<p>Students describe characters in a story by including their traits, motivations, and feelings.</p> <p>Students explain how the characters' actions add to the plot and influence the events in the story.</p> <p>Select and employ specific strategies before, during, and after text reading, as appropriate to the text and the stated purposes for reading.</p>	Describe how characters in a story respond to major events and how characters affect the plot.	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
3.RC.5	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	IREAD 1-4 QUESTIONS	Qtr. 2	Rooted in Reading Framework https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.RC.5	<p>In Which Lesson Will You Teach Students To:</p> <p>Identify the point of view of:</p> <p>various characters the narrator the reader (student) Point of View Powerpoint and Interactive Activities Lit Kit Volume 7 - Third Person POV NB page Point of View Matching Game</p> <p>Compare these points of view to their own. Rooted in Reading: October - Two Bad Ants - Point of View Rooted in Reading: March - On a Beam of Light - Nonfiction Text: Identify Audience Point of View</p> <p>Language Arts IXL - Indiana Third-Grade</p>	Point of view Narrator Character	<p>Students determine the point of view of the narrator or character in a story and recognize how it is similar or different from their own point of view.</p> <p>Point of view impacts the text because the narrator provides or withholds information.</p>	Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
3.RC.6	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.	IREAD 2-3 QUESTIONS	Qtr. 3	Rooted in Reading Framework https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.RC.6	<p>In Which Lesson Will You Teach Students To:</p> <p>Make connections between a series of historical events, scientific ideas, or concepts, or steps in a technical procedure. Language Arts IXL - Indiana Third-Grade</p> <p>Use language to support an understanding of time, sequence, comparison, and problem/solution to describe these connections/relationships. Rooted in Reading: March - NF Text: Fact vs. Opinion Sequencing Steps in a Procedure</p> <p>Language Arts IXL - Indiana Third-Grade</p>	Historical events Series Scientific ideas or concepts Processes or procedures	<p>Students explain the relationship within a series of historical events, scientific ideas or concepts, or steps in a process.</p> <p>Students use words that are relevant to time, sequence, comparison, and problem/solution.</p>	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
3.RC.7	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	IREAD 1-2 QUESTIONS	Qtr. 3	Rooted in Reading Framework https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.RC.7	<p>In Which Lesson Will You Teach Students To:</p> <p>Use text features to quickly locate key information in a text. Rooted in Reading: January - I Wonder Why Penguins Can't Fly - Nonfiction Text Features</p> <p>Identify new information gained from reading. Interpreting Text Features Task Cards supplemental</p> <p>Understand that text features can be used to set a purpose for reading. Lit Kit Volume 8 - Text Feature Match-Up (supplemental) I Spy Text Feature Activity (supplemental)</p> <p>Language Arts IXL - Indiana Third-Grade</p>	Text features	<p>Students use text features to help them find information specific to a topic quickly and easily.</p> <p>The intent of this standard is that students make connections between a text and how the information they gather from its text features defines its purpose.</p> <p>This standard builds on the expectation that students move beyond simply identifying the graphic features to actually using them to help them understand the intention of the text.</p>	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).
3.RC.8	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	IREAD 0-2 QUESTIONS	Qtr. 3	ELA/Reading Framework	3.RC.8	<p>In Which Lesson Will You Teach Students To:</p> <p>Understand the characteristics and purposes of different types of text structures (chronological or problem/solution). Text Structure Introduction Posters</p> <p>Locate topic sentences, signal words, and context clues that help identify the text structure. Text Structure Activity - Drag, Drop, and Prove</p> <p>Identify the structure of a text Natural Disasters Text Structure Passages Text Structure Boom Cards</p> <p>Language Arts IXL - Indiana Third-Grade</p>	Nonfiction text Problem and solution Chronological order	<p>Text structure refers to the way an author organizes their text.</p> <p>Identifying the text structure at the beginning encourages the reader to question how subsequent sections of the text fit into the identified text structure. This process enables the reader to monitor their comprehension.</p>	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

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3.RC.9	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.		Qtr. 3	https://amylemons.com/rooted-in-reading-the-breakdown/ https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.RC.9	In Which Lesson Will You Teach Students To: Describe the difference between fact and opinion in a text. Fact and Opinion Google Slides Sort (supplemental) Identify signal words that distinguish a fact or opinion in a text. Fact and Opinion BOOM Cards (supplemental) Determine fact from opinion in a text. Rooted in Reading: March - Hoop Genius - NF Text: Fact vs. Opinion Drawing Conclusions Language Arts IXL - Indiana Third-Grade	Fact Opinion Reason	Fact Signal Words: dates, times, places, numbers. Opinion Signal Words: think, believe, best/worst, feel, should, right/wrong, better, too much, always/never, none. During an oral reading of text, detect and provide appropriate feedback to students' confusions in comprehension.	Describe how an author uses facts to support specific points in a text.	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
3.RC.10	Compare and contrast the most important points and key details presented in two texts on the same topic.		Qtr. 4	https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.RC.10	In Which Lesson Will You Teach Students To: Identify the most important points and key details presented in two texts on the same topic. Compare and contrast the most important points and key details across two texts. Rooted in Reading: January - My Rotten Redheaded Older Brother and Rotten Richie and the Ultimate Dare - Compare and Contrast Two Texts by the Same Author Paired Text St. Patrick's Day Basketball Paired Text - March Madness Reading Comprehension Paired Texts Read-its: Fiction and Nonfiction Paired Passages Language Arts IXL - Indiana Third-Grade	Compare Contrast Key details Topic	Students explain the similarities and differences of the key points and details provided in two texts on the same topic.	Compare and contrast the most important points presented by two texts on the same topic.	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
3.RC.11	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	IREAD 2-4 QUESTIONS	Qtr. 1		3.RC.11	In Which Lesson Will You Teach Students To: Use sentence-level context clues to determine the meaning of a word or phrase. Vocabulary Curriculum: Word Relationships (weekly activity) Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable). Vocabulary Curriculum: Word Relationships (weekly activity) Use known root words to determine the meaning of unknown words (e.g., company, companion). Vocabulary Curriculum: Word Relationships (weekly activity) Use context clues to determine the meaning of words. Vocabulary Curriculum: Word Relationships (weekly activity) Use context clues to distinguish among multiple-meaning words. Vocabulary Curriculum: Word Relationships (weekly activity) Language Arts IXL - Indiana Third-Grade Context Clues Word Wisdom Unit 1 - 9: Lesson 1	Context clues Text features Phrase(s) Sentence level	Different types of context clues that help determine and clarify meanings of unknown words may include: definitions or explanation synonyms or restatement antonyms or contrast examples word parts or using root words and affixes Context clues may appear within the same sentence or other parts of the text, such as a preceding or preceding sentence, word parts, sentence structure, the overall tone of the passage, or an outside reference material. Sentence level clues require examination of the ways in which clauses are combined or how clauses relate to each other.	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	Apply context clues (e.g., word, phrase, sentence, and paragraph context) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.
3.RC.12	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)		IREAD 4-5 QUESTIONS	Qtr. 2	https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing https://docs.google.com/document/d/1FH0noH5LXTP9U0Al6zGULOij4ahzUBMrqEZgM-TQrZA/edit?usp=sharing	3.RC.12	In Which Lesson Will You Teach Students To: Name and sort words into categories. Identify synonyms and antonyms. Weekly Vocabulary Curriculum Synonym/Antonym Web (supplemental) Identify the relationship between synonyms and antonyms. Weekly Vocabulary Curriculum Synonym/Antonym Star Color (supplemental) Identify homophones (e.g., flour: the ingredient made from wheat or grain and flower: a plant). Grammar Unit Four Lesson 5 Multiple-Meaning Words Identify homographs (e.g., blue: the color, blue: a sad feeling). Grammar Unit Four Lesson 5 Multiple-Meaning Words Language Arts IXL - Indiana Third-Grade Synonyms and Antonyms Word Wisdom Unit 1-9: Lesson 1	Synonym Antonym Homonyms Homographs Multiple-meaning words	The intent of this standard is for students to experience the process of inferring and to apply the skill of making reasonable assumptions by closely examining how words are related to each other (based on synonyms, antonyms, or multiple-meanings) for the purpose of vocabulary development. Recognize the shortcomings of building vocabulary through activities that require students to find words in a dictionary and write a sentence using the word.	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).

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3.RC.13	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.		Qtr. 4	Routed in Reading Framework	3.RC.13	<p>In Which Lesson Will You Teach Students To:</p> <p>Use affixes to determine the meaning of known words. Routed in Reading: March - I Dissent - Prefixes (grammar supplement) Routed in Reading: March - The House That Jane Built - Suffixes (grammar supplement) Grammar Unit 4: Prefixes Grammar Unit 4: Suffixes</p> <p>Use known root words to determine the meaning of known words. Vocabulary Sets 1-4</p> <p>Define the meaning of new words using word parts. Vocabulary Sets 1-4</p> <p>Language Arts IXL - Indiana Third-Grade</p> <p>Word Wisdom Unit 1-9: Lesson 2 Word Wisdom Unit 1-9: Lesson 3 Word Wisdom Unit 1-9: Lesson 4</p>	Affix Root word	<p>The intent of this standard is to focus on how affixes contribute to the meaning of a base word, not just to memorize a list of prefixes, suffixes, and root words.</p> <p>Apply basic morphological knowledge to understand unknown words.</p>	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

Writing

Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.

3.W.2	Write persuasive compositions in a variety of forms that: a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. (E)		Multiple	Routed in Reading Framework	3.W.2	<p>In Which Lesson Will You Teach Students To:</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Opinion Free Writes - Google Slides Routed in Reading: March - Hoop Genius - opinion Persuasive Writing Worksheet - Writing Breakdown Opinion Free Writes</p> <p>Use text evidence or other supporting evidence to support opinion and point of view on topics or texts. Persuasive Writing Worksheet - Essay Breakdown Opinion Free Writes</p> <p>Organize supporting evidence into a structured list of reasons using linking words and phrases with the evidence that supports it. Persuasive Writing Worksheet - Essay Breakdown Writing Graphic Organizers</p> <p>Wrap up with a conclusion that restates and emphasizes point of view. Persuasive Writing Worksheet - Essay Breakdown Opinion Free Writes</p> <p>Language Arts IXL - Indiana Third-Grade</p>	persuasive writing/persuasion opinion introduction reasons phrases conclusion	<p>Persuasive writing is important because it equips students in their critical thinking skills and research abilities. To be successful with this standard, students must understand the difference between fact and opinion.</p> <p>Persuasive writing is a form of discourse whose function is to convince an audience or to prove or refute a point of view of an issue.</p> <p>Persuasive writing is not to be confused with opinion or argumentative writing. Argumentative writing is used to support claims in an analysis of a topic (argument writing differs by including counterclaims).</p> <p>Opinion writing clearly states a view or judgment about a topic, supported by examples, and offering reasons for assertions and/or explaining cause and effect.</p>	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed	Write persuasive compositions in a variety of forms that – In an introductory statement, clearly state an opinion to a particular audience. Support the opinion with facts and details from various sources, including texts. Use an organizational structure to group related ideas that support the purpose. Connect opinion and reasons using words and phrases. Provide a concluding statement or section related to the position presented. (E)
3.W.3	Write informative compositions on a variety of topics that: a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E)		Multiple	Routed in Reading Framework	3.W.3	<p>In Which Lesson Will You Teach Students To:</p> <p>Identify information that is relevant to the topic to incorporate as details. Informational Free Writes Writing Prompts - Informative Writing Graphic Organizer</p> <p>Introduce and develop the topic with clear information supported by facts and details. Informational Free Writes Writing Prompts - Informative Writing Graphic Organizer</p> <p>Organize and structure the text by using words and phrases to connect ideas. Writing Graphic Organizer Writing Process Gameboard</p> <p>Make sure to incorporate facts and details appropriate to the topic and define any important terms. Writing Graphic Organizer Writing Process Gameboard</p> <p>Add text features to the writing when appropriate to help with comprehension. Text Features Sort - Informational Analysis</p> <p>Write a concluding statement that wraps up and summarizes information. Writing Graphic Organizer</p> <p>Language Arts IXL - Indiana Third-Grade</p>	informative writing topic/main idea introductory paragraph details fact text features conclusion	<p>The main goal of informational writing is to increase knowledge by providing straightforward information on a topic.</p> <p>The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood.</p>	Write informative/explanatory pieces on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	Write informative compositions on a variety of topics that – Provide an introductory paragraph with a clear main idea. Provide supporting paragraphs with topic and summary sentences. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. Connect ideas using words and phrases. Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension. Use language and vocabulary appropriate to the audience and topic. Provide a concluding statement or section. (E)

ELA Curriculum Map Based on the 2023 Indiana Academic Standards

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		IREAD	Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
3.W.4	Write narrative compositions in a variety of forms that: a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending. (E)		Multiple	Rooted in Reading Framework https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.W.4	In Which Lesson Will You Teach Students To: Create narratives with clear sequences of events using transition words and phrases. Narrative Free writes Google Slides Writing Graphic Organizer Develop narratives with a narrator and/or characters using dialogue and descriptions of actions, thoughts, and feelings. Writing Graphic Organizer Double Scoop of Writing - Narrative Writing Teaching Create a beginning, middle, and ending of a narrative with a sense of closure. Writing Graphic Organizer Develop characters by showing their response to situations in the narrative. Writing Graphic Organizer Character Traits, Feelings, and Reactions Google Slides Language Arts IXL - Indiana Third-Grade	narrative writing introduction situation narrator characters descriptive details event sequence dialogue transition words	What happens to this main character is called the plot, which includes a beginning, middle, and ending. The teacher supports the development of being able to write a narrative using real or imagined experiences, descriptive details, and a clear sequence of events. The students must create characters that use dialogue.	Write informative/explanatory pieces on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement. (E)	Write narrative compositions in a variety of forms that – Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. Provide an ending that follows the narrated experiences or events.
3.W.5	Apply the writing process to – a. 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., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.		Multiple	Rooted in Reading Framework https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.W.5	In Which Lesson Will You Teach Students To: Engage in all steps of the writing process, including planning, revising, editing, rewriting. Writing Graphic Organizer Writing Process Gameboard Plan for writing by organizing ideas that are relevant to the topic. Writing Graphic Organizer Generate an initial draft. Writing Graphic Organizer Routinely use a recursive process to publish final drafts. Writing Graphic Organizer Writing Rubrics Revise drafts to improve clarity, coherence, and organization. Writing Rubrics Revise to ensure that elements such as logical order and transitions are evident in the writing. Writing Rubrics Edit writing aligned to standards. Writing Rubrics Grammar Units 1-4 Publish drafts for an authentic audience. Google Docs or Google Slides Publishing - presentation to class Publish in a variety of formats (e.g., reading aloud, posting on a blog, displays, entering contests). Google Docs or Google Slides Publishing - presentation to class Language Arts IXL - Indiana Third-Grade Use available technology to produce and publish legible documents Word Wisdom Unit 1-9: Lesson 3	draft format revision/revise editing publish technology/digital tools legible	Model the writing process in order to help students understand the structure of writing. This begins by helping students identify an appropriate topic for writing. The teacher works with students to facilitate the use of graphic organizers to help students organize their thoughts or the information collected. The teacher guides students' writing so it is organized to meet the intended outcomes. Students then revise and edit their writing to ensure it meets expectations for writing conventions, and correct grammar and spelling. Peer review and editing are important parts of this process. The teacher can conduct writing conferences with students during the drafting and revising processes to support students with writing pieces. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include "Do I identify my topic?" and "Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?" Recursive: moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. Teachers provide criteria to consider when revising drafts (e.g., organization, clarity of ideas, and coherence).	Apply the writing process to – Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. Use available technology to produce and publish legible documents.	Apply the writing process to – 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., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). Use technology to interact and collaborate with others to produce and publish legible documents.

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3.W.6	<p>Conduct research on a topic.</p> <p>a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).</p> <p>b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others.</p> <p>d. Record relevant information in their own words.</p> <p>e. Present the information, choosing from a variety of formats. (E)</p>		Multiple	https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.W.6	<p>In Which Lesson Will You Teach Students To:</p> <p>Select appropriate sources (e.g., text, articles, encyclopedias, atlas, search engines, databases) to obtain information to support the student's idea, topic or task. National Parks Reserach Report or Presidential Research Report</p> <p>Formulate their own questions to discover facts on a certain topic. National Parks Reserach Report or Presidential Research Report Writing Graphic Organizer</p> <p>Use their questions to find information on the topic. Reserach Reports - Planning Pages</p> <p>Take notes to record and summarize information about the topic being researched. Google Docs/Google Slides - Information Organization</p> <p>Analyze gathered information for relevance (i.e., Will it support the topic?) and determine whether the information should be included in the writing. Google Docs/Google Slides - Information Organization</p> <p>Use graphic organizers to move information into a structure used when writing a research report. Writing Graphic Organizer Research Report Planning Pages</p> <p>Reference sources of information if citing text evidence. Research Reports</p> <p>Language Arts IXL - Indiana Third-Grade</p> <p>Word Wisdom Unit 1-9: Lesson 3</p>	<p>research topic</p> <p>reference text</p> <p>interview source</p> <p>relevant reliable format</p>	<p>Students investigate a specific topic and complete a short research project to build knowledge about that topic.</p>	<p>With support, conduct research on a topic. Find information on a topic of interest (e.g., cardinals). Identify various visual and text reference sources. Organize, summarize, and present the information, choosing from a variety of formats.</p>	<p>: Conduct research on a topic. Identify a specific question to address (e.g., What is the history of the Indy 500?). Use organizational features of print and digital sources to efficiently locate further information. Determine the reliability of the sources. Summarize and organize information in their own words, giving credit to the source. Present the research information, choosing from a variety of formats.</p>
3.W.7	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p> <p>c. Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.</p> <p>d. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)</p>		Multiple	https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing https://amylemons.com/rooted-in-reading-the-breakdown/	3.W.7	<p>In Which Lesson Will You Teach Students To:</p> <p>Understand and use abstract nouns. Grammar Unit 2 - Concrete and Abstract Nouns</p> <p>Understand that adjectives answer: What kind? How many? How much? Which one? Grammar Unit 1 - Adjectives</p> <p>Recognize adjectives in text (sentence or full text). Grammar Unit 1 - Adjectives</p> <p>Understand that articles (a, an, the) are always article adjectives. Grammar Unit 1 - Adjectives</p> <p>Understand that adverbs tell when, where, how, how often, how much, and to what extent. Grammar Unit 1 - Adverbs</p> <p>Recognize that common adverbs end in -ly and be able to locate them in text (sentence or full text). Grammar Unit 1 - Adverbs</p> <p>Compose simple declarative, interrogative, imperative, and exclamatory sentences. Lit Kit 2 - Types of Sentences Notebook Page Lit Kit 2 - Types of Sentences Poster Lit Kit 2 - Analyzing Types of Sentences</p> <p>Compose compound declarative, interrogative, imperative, and exclamatory sentences. Lit Kit 2 - Analyzing Types of Sentences</p> <p>Identify and correct fragments in their writing. Identifyig Complete Sentences Grammar Task Cards Scoot - Sentences/Fragments</p> <p>Language Arts IXL - Indiana Third-Grade</p>	<p>noun</p> <p>pronoun</p> <p>verb</p> <p>irregular verb</p> <p>verb tense</p> <p>adjective</p> <p>comparative</p> <p>superlative</p> <p>adverb</p> <p>modify</p> <p>abstract noun</p> <p>simple sentence</p> <p>compound sentence</p> <p>complex declarative sentence</p> <p>interrogative sentence</p> <p>imperative sentence</p> <p>exclamatory sentence</p> <p>coordinating conjunction</p> <p>subordinating conjunction</p>	<p>Adjectives tell what kind, how many, how much and which one.</p> <p>Adverbs tell when, where, how, how often, how much, to what extent.</p> <p>The teacher needs to model the writing syntax in order to help students understand the structure of writing.</p> <p>Articles (a, an, and the) are always adjectives.</p> <p>Some words are used both as adjectives and as adverbs. The words fast, long, and hard are examples of words that can be used both as an adjective and as an adverb.</p>	<p>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</p> <p>Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> <p>Verbs – Using sentences that use the past tense of frequently occurring irregular verbs.</p> <p>Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p> <p>c. Adjectives/ Adverbs – Using sentences that use adjectives and adverbs.</p> <p>d. Usage – Using correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.</p> <p>Verbs – Writing sentences that use the progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense.</p> <p>Using modal auxiliaries (e.g., can, may, must).</p> <p>Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</p> <p>Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</p> <p>Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).</p>

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3.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. b. Punctuation – I. Correctly using apostrophes to form contractions and singular and plural possessives. II. Using quotation marks to mark direct speech. III. Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle). c. Spelling – I. Using correct spelling for irregularly spelled words (e.g., said, does, gone) and other studied words and for adding affixes to base words. II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing. (E)		Multiple	https://amylemons.com/rooted-in-reading-the-breakdown/ https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing https://docs.google.com/document/d/1FH0noH5LXTP9U0A16zGULQj4ahzUBMrgEZgM-TQrZA/edit?usp=sharing	3.W.8	In Which Lesson Will You Teach Students To: Use correct capitalization for appropriate words in titles, historical periods, company names, product names, and special events. Grammar Unit 4 - Capitalizing Titles Lit Kit 7 - Analyzing Capitalization Lit Kit 7 - Capitalization Practice Use apostrophes for the purpose of: showing possession. forming contractions. Grammar Unit 2 - Possessive Nouns Lit Kit 7 - Examining/Forming Contractions Lit Kit 7 - Contractions Notebook Page Rooted in Reading: September - Princess Hyacinth Use quotation marks for the purpose of: punctuating various forms of dialogue correctly. adding dialogue to writing. Grammar Unit 4 - Quotation Marks Rooted in Reading - October - Substitute Creacher Use commas in sentences for the purpose of: separating direct speech from the surrounding text. separating coordinating adjectives. separating locations, dates, and addresses. Grammar Unit 4 - Commas in Addresses Rooted in Reading: February - When Marian Sang Use knowledge of learned syllable types and patterns when spelling regular words. Minecraft-Themed Phonics - CVC, Blends, Magic E Lit Kit Volume 2 - Multi-Syllabic VCE Words NB Page Lit Kit Volume 1 Use knowledge of learned syllable types and patterns when spelling irregular words. Lit Kit Volume 1 Language Arts IXL - Indiana Third-Grade	capitalization punctuation apostrophe contractions singular possessive plural possessive quotation marks comma affix base word contraction coordinating adjectives spelling patterns and generalizations	Students are expected to correctly use all of the spelling patterns they have studied. Be sure that reading and spelling are taught together. They are mutually beneficial, so this will create more opportunities for students to practice applying common patterns.	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence. Using an apostrophe to form contractions and singular possessive nouns. Using commas in greetings and closings of letters, dates, and to separate items in a series. Encoding – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone).	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate. Punctuation – Correctly using apostrophes to form possessives and contractions. Correctly using quotation marks and commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence. Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

Communication and Collaboration

Learning Outcome: Students participate and engage in collaborative discussions and paraphrase information provided in grade-level texts and presentations.

3.CC.4	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., charts and graphs), and orally. (E)		Multiple	https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing https://amylemons.com/rooted-in-reading-the-breakdown/	3.CC.4	In Which Lesson Will You Teach Students To: Identify the main idea of a text read aloud, video, or other media. Circleround Podcasts - interactive activities Explain using text evidence and their own words which details led them to identify the main idea. Circleround Podcasts - interactive activities Use information from charts, graphs, illustrations, or other media to add to their explanation of the main idea. Circleround Podcasts - interactive activities Language Arts IXL - Indiana Third-Grade	main idea(s)/topic quantitatively supporting detail paraphrase retelling	Students determine the main idea(s) from a text that is read aloud or information presented in various ways and forms such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos). Students establish which details support one or more main ideas.	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.CC.5	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		Multiple	https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.CC.5	In Which Lesson Will You Teach Students To: Identify what the speaker is trying to say and the reasons the author gives to support their argument. Circleround Podcasts - interactive activities Infer messages that the speaker implies. Circleround Podcasts - interactive activities Ask questions in order to get clarification on questions about the topic or text being discussed. Circleround Podcasts - interactive activities Explain meaning, thinking, or understanding of what is being presented on the topic or text being discussed through questioning. Circleround Podcasts - interactive activities Language Arts IXL - Indiana Third-Grade	detail elaboration	Students ask questions about the information a speaker has provided. They also answer questions about the information presented using details.	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	Identify and use evidence a speaker provides to support particular points.
3.CC.8	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. (E)		Qtr. 2	https://docs.google.com/document/d/1vKFqUqWYANQbDNdTNsYvR6pFDu4yCn9Plixh5tECaDM/edit?usp=sharing	3.CC.8	In Which Lesson Will You Teach Students To: Ask questions to better understand the purpose and media presented. Language Arts IXL - Indiana Third-Grade Gain new information through the topic and media presented. Language Arts IXL - Indiana Third-Grade	media literacy purpose information entertainment persuasion interpretation transmit / transmission culture	The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media. Media literacy: the ability to understand, analyze, and evaluate media (electronic or digital means and print or artistic visuals used to transmit messages).	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.

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