**3rd Grade**

THIRD QUARTER LEARNING PRIORITIES

**SET MATH PROGRESS PRIORITIES**

*List math content to* ***revisit*** *each week based on NWEA and PARCC*

*while you develop new math competencies and students apply the* ***Math Practice Standards****.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit |
| February 6th |  |  |
| February  13th |  |  |
| February  20th |  |  |
| February 27th |  |  |
| March 6th |  |  |
| March 13th |  |  |
| March 20th |  |  |
| March 27th |  |  |
| April 3rd |  |  |

Spring Break is the week of April 10th—Students should take high interest math activities home. The next pages include resources for any week and spring break.

Strategic Problem Solvers Apply the

Common Core Math Practice Standards

It’s about thinking clearly.

Two of the standards are essential every time students solve any problem, so they are

outside the boxes. The standards in the boxes are important, but students need to move into the standards progressively, making one standard a continuing habit and then gaining fluency with another.

**MAKE SENSE OF PROBLEMS**

**AND PERSEVERE IN SOLVING THEM** (1)

|  |
| --- |
| **Think Clearly**   * Reason abstractly and quantitatively (2) * Construct viable arguments and critique the reasoning of others (3) |
| **Use Models and Tools Strategically**   * Model with mathematics (4) * Use appropriate tools strategically (5) |
| **Recognize and Use Patterns and Structure**   * Look for and make use of structure (7) * Look for and express regularity in repeated reasoning. (8) |

**ATTEND TO PRECISION** (6)

*This diagram by the Center for Urban Education is based on “Grouping the SMPs” (McCallum 2011), Supporting Student Success, the Indiana Department of Education.*

**MATH PROBLEM SOLVERS THINK STRATEGICALLY -Response**

*Here are some strategies to solve a math problem.*

*These strategies begin with Math Practice Standard 1:*

***Make sense of problems and persevere in solving them.***

**They all start with read the problem carefully to figure out what it asks.**

1. Read each sentence carefully to make sure you comprehend it.
2. Decide what the problem includes that you need to use to solve it.
3. Notice any numbers written as words—be sure you include them in your problem solution.
4. Look for context--kinds of numbers—money, time, size.
5. Then use a strategy you know to figure out the answer.
6. Start by estimating what the size of the answer will be.

**Here are some strategies you can use.**

* List information you need to use.
* Use a model.
* Use a rule you know.
* Make a table.
* Make a diagram.
* See if it will take just one step to solve it or more steps.
* Choose an operation to start.
* Guess, check, then correct if I need to.
* Look for a pattern.
* Draw a picture so I see what the problem includes.
* Figure out what information I need.
* Underline the information I need and cross out the things I don’t need.
* Make a graph.
* Make a list of operations—the steps to take.
* Make a table or chart.
* Work “backwards”.
* Think of two different ways to solve it, then choose the one you think will work better.
* Write it as a number sentence.

**Most important: Think carefully and clearly.**

Work with precision—make sure you know what the words in the problem mean.

Make sure you are careful to check your work.

*That is Math Practice Standard 6. Attend to precision.*

**Collaborate to Solve Math Problems to Learn More!**

**You can do this first part by yourself and then pair and compare your strategy with another student’s.**

**Then work together to solve the problem using the strategy you both think will work best.**

|  |  |
| --- | --- |
| What is the question asking me to figure out? |  |
| How will I solve it? |  |
| What information do I need to solve it? |  |

*Work with another student to solve the problem.*

**MATH PROBLEM SOLVING GUIDE**

*Common Core Math Practice Standard: Make sense of the problem, then solve it persistently!*

|  |  |
| --- | --- |
| 1. **What will you**  **figure out?** |  |
| 2. **How** will you solve  the problem? What strategy will you use? |  |
| 3. What **information**  will you use? |  |

4. Solve it here. If you need more space use the back of the page.

My answer is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What rule or pattern did you use when you solved it?

(*Practice standard 2—think abstractly and quantitatively)*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Strategic Math Problem Solver

CCSS Math Practice Standard 1. Make sense of problems and persevere in solving them.

Read a Word Problem. Figure out ways to solve it.

|  |  |
| --- | --- |
| What is the question asking me to figure out? |  |

**Figure out two ways to solve it.**

|  |  |
| --- | --- |
| **A. One Strategy** | **B. Another Strategy** |
| I can … | I can… |

**Which way is better?** \_\_A \_\_B

**Why do you think that strategy is better?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You can pair and compare your answers with another student’s strategies.

*Then you can solve the problem yourself or work with another student.*

**Use the strategy you think is the best way to solve it.**

**My Own Math Homework Guide**

*Complete this guide at school.*

*List the steps to solve a problem with this week’s skill. Then put an example.*

*Take it home and follow your steps to solve more problems.*

This Week’s Math: How to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **List the Steps to Solve this Kind of Problem** | **Here is my example!** |
|  |  |

**EMPHASIZED READING COMPETENCIES**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 1. Ask and answer questions to **demonstrate understanding** of a text, referring explicitly to the text as the basis for the answers. | 1. Ask and answer questions to **demonstrate understanding** of a text, referring explicitly to the text as the basis for the answers. |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures; **determine** the **central message**, **lesson**, or **moral** and **explain** how it is **conveyed** through **key details** in the text. | 2. **Determine** the **main idea** of a text; recount the **key details** and **explain** how they **support** the **main idea**. |
| 3. **Describe** **characters** in a story (e.g., their **traits**, motivations, or feelings) and **explain** how their actions contribute to the sequence of **events**. | 3. **Describe** the **relationship** between a series of historical **events**, scientific **ideas** or **concepts**, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect |
| ***CRAFT AND STRUCTURE*** | ***CRAFT AND STRUCTURE*** |
| 4. **Determine** the **meaning** of **words and phrases** as they are used in a text, distinguishing literal from **nonliteral** language. | 4. **Determine** the **meaning** of general academic and **domain-specific words and phrases** in a text relevant to a grade 3 **topic** or subject area. |
| 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |

Integrated Standards: Standard 1--Ask and answer questions to **demonstrate understanding** of a text, referring explicitly to the text as the basis for the answers. is part of accomplishing each competence. Progress in each standard is the basis for standard 10 progress—by the end of the year, read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**Readings, Timelines, and Activity Resources for learning about Chicago are available at** [**http://teacher.depaul.edu**](http://teacher.depaul.edu) **.**

**PARCC Constructed Response resources including rubrics are at**

[*http://teacher.depaul.edu/PARCCGuides.html*](http://teacher.depaul.edu/PARCCGuides.html) *.*

**Writing: Balance evidence-based expository, narrative, and persuasive writing--**

Supporting analysis or opinion with reasons and examples. Model writing based on reading “mentor texts”.

SOURCE of Common Core Standards cited in this guide: [*http://www.corestandards.org*](http://www.corestandards.org)

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**LANGUAGE Third Grade**

**These lists are set up with lines so that you can set your students’ learning priorities for this quarter. Students also can use these lists to set and record progress.**

|  |
| --- |
| ***CONVENTIONS IN WRITING AND SPEAKING*** |
| * 1. Observe conventions of grammar and usage.   \_\_a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.  \_\_b. Form and use the simple (e.g., *I walked*, *I walk*, *I will walk*) verb tenses.  \_\_c. Ensure subject-verb and pronoun-antecedent agreement.\*  \_\_d. Produce simple, compound, and complex sentences. |
| * 2. Observe conventions of capitalization, punctuation, and spelling.   \_\_a. Use correct capitalization.  \_\_b. Use quotation marks in dialogue.  \_\_c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).  \_\_d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  \_\_e. Consult reference materials, including dictionaries, as needed to check and correct spellings. |
| * 3. Make effective language choices.   \_\_a. Use words for effect.\* |
| ***VOCABULARY ACQUISITION AND USE*** |
| * 4. Determine word meanings (*based on grade 3 reading*).   \_\_a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word’s sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.  \_\_b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).  \_\_c. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable*/*disagreeable*, *comfortable*/*uncomfortable*, *care*/*careless*, *heat*/*preheat*).  \_\_d. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). |
| * 5. Understand word relationships.   \_\_a. Build real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).  \_\_b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). |
| * 6. Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts. |

\* Conventions standards noted with an asterisk (\*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.

**Analyze Craft and Structure**

**CCSSR5 (writer’s choices) and CCSSR6 (purpose)**

Students should be able to interpret the writer’s use of these techniques to communicate the theme of a story or central idea of nonfiction.

|  |  |  |  |
| --- | --- | --- | --- |
| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action  colloquialism  descriptive details  dialogue  figurative language  flashback  foreshadowing  hyperbole  idiom  imagery  irony  metaphor  mood  narrator   * first person * second person * third person * omniscient   onomatopoeia  plot twist  point of view  repetition  satire  sensory detail  simile  story within a story  suspense  symbolism  narration  tone  visual detail  voice | alliteration  figurative language  hyperbole  imagery  irony  metaphor  meter  mood  narrator  onomatopoeia  paradox  personification  point of view  repetition  rhyme  rhythm  satire  sensory detail  simile  symbolism  tone  visual detail  voice | allusion  analogy  anecdote  argument  boldface  captions  compare  contrast  data  debate  description  details  dialogue  examples  figurative language  graph  headings  humor  illustrations  imagery  narrative  point of view  quotations  sarcasm  satire  sequence  text structure:   * cause-effect * compare/contrast * description * problem-solution * sequence   table  timeline  titles and subtitles  tone  transition  voice | *A biographer may use many of the nonfiction writer’s techniques as well as techniques of the story writer. Usually, these techniques are part of a biography.*   * challenges * commentary * conflict * conflict resolution * context details * dialogue * mood * quotations * perspectives * tone |

**Relevant Reading Resources:** [**http://teacher.depaul.edu**](http://teacher.depaul.edu)

Connect Reading and Writing to Learn More.

***Each week integrates writing in response to fiction and nonfiction.***

***PARCC emphasizes writing about reading so that students read thoughtfully.***

[PARCC-Based Constructed Response Challenges—The PCR](http://teacher.depaul.edu/PARCCBasedConstructedResponse.html)

[**NONFICTION** Prose Constructed Response Organizers](http://teacher.depaul.edu/NonfictionPCROrganizers.html)

[Prose Constructed Response Guides](http://teacher.depaul.edu/Documents/PARCC-ProseConstructedResponses.pdf)  (The PCR)

[**NONFICTION** Prose Constructed Response Organizers](http://teacher.depaul.edu/NonfictionPCROrganizers.html)

[**FICTION and Poetry**Prose Constructed Response Organizers](http://teacher.depaul.edu/Fiction_Poetry_PCROrganizers.html)

### PARCC rubrics for Prose Constructed Responses    [grade 3](http://teacher.depaul.edu/Documents/Grade3July29RubricFinal.pdf)

For the rubric for PARCC Constructed Response go to

[***http://parcc.pearson.com/resources/practice-tests/english/Grade4-5-ELA-LiteracyScoringRubric-July2015.pdf***](http://parcc.pearson.com/resources/practice-tests/english/Grade4-5-ELA-LiteracyScoringRubric-July2015.pdf)

Go to this link to see examples of PARCC Question sets,

Student constructed responses: <https://prc.parcconline.org>

The writing tasks included this quarter require students to read at the comprehensive and thoughtful levels required by PARCC, so they increase their Common Core competence and increase their ability to respond correctly to NWEA questions.

**Third Grade: THIRD QUARTER Learning Priorities Weeks 21-22**

**LITERATURE**

|  | **Week of February 6** | **Week of February 13** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Comprehensive—includes standards 1 (read closely), 2 (summarize and figure out **ideas), 3 (**analyze relationships and character development),  5) analyze the writer’s choice of words, characters, events to communicate a theme and accomplish purpose (6) | How do you read a history or biography?  What strategies do you use to:   * Figure out author’s purpose and analyze techniques the writer uses to accomplish it * Analyze causes and effects, problem + solution * Infer feelings, traits, predictions * Figure out the theme * Enrich: [Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm) | How do you read a history or biography?  What strategies do you use to:   * Figure out author’s purpose and choices and analyze techniques the writer uses to accomplish it * Analyze causes and effects, problem + solution * Infer feelings, traits, predictions * Figure out the theme * Enrich:   [Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm) |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * How do you infer the meaning of a word from context—give examples. | * How do you infer the meaning of a word from context—give examples. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  **Opinion**  narrative | * Write constructed response—which events are most important in a history or biography you read—and why. * Construct a short synopsis of a history or biography, including important events. | * Write constructed response—which events are most important in a history or biography you read—and why. * Construct a short synopsis of a history or biography, including important events. |

**PARCC/NWEA Guiding Questions** for [fiction](http://teacher.depaul.edu/Documents/FictionQuestions.pdf)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)  [**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)  [**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html)  [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides  [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)  [**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)  [**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)  [**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)  [**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)  [**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**NONFICTION PRIORITIES ARE ON THE NEXT PAGE**

**Third Grade: THIRD QUARTER Learning Priorities Weeks 21-22**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

Preview the text and graphics.

FOCUS on a BIG question.

Identify IDEAS through examples.

▶Answer the BIG question!

[**Black History Literacy Resources**](http://teacher.depaul.edu/BlackHistoryLiteracyResources.htm)

|  | **Week of February 6** | **Week of February 13** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI3.2 summarize/analyze ideas  CCSSRI3.3—use structure of the text to identify ideas and their relationship to the central idea | * *Use strategies to analyze a nonfiction text. Focus on text features, including table, diagram, graph, contents, glossary, illustration, other features* * *Identify and support central idea and other ideas in a text.* | * *Use strategies to analyze a nonfiction text. Focus on text features, including table, diagram, graph, contents, glossary, illustration, other features* * *Identify and support central idea and other ideas in a text.* |

**RESOURCES**

[One-Page **Nonfiction** Readings to Apply Strategies and Assess Competence](http://teacher.depaul.edu/Reading_Passages_NONFICTION.html)

[Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)    [Guides Integrating Concise Constructed Responses](http://teacher.depaul.edu/NonfictionGuidesIntegratingConciseConstructedResponse.htm)

[Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)     [Posters](http://teacher.depaul.edu/NonfictionPosters.html)     [Lesson Plans](http://teacher.depaul.edu/NonfictionLessonPlans.html)   [Vocabulary](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)

[Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx)

Skill-focused **multiple choice questions** and **graphic organizers**

with [**Nonfiction and Fiction One-Page Readings**](http://teacher.depaul.edu/Nonfiction_Reading_Resources.html)

Student Checklist for PARCC Prose Constructed Response—Nonfiction Learning  
      [Grade 3](http://teacher.depaul.edu/Documents/Student-Checklist-for-Research-Simulation-Prose-Constructed-Responses--GRADE-3.pdf)       **Third Grade: THIRD QUARTER Learning Priorities Weeks 23-24**

**LITERATURE**

|  | **Week of February 20** | **Week of February 27** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| **Reading different genres—what are the strategies?** | **How do you read a poem?**   * How does the writer help you understand the idea? (includes metaphor, simile, images as well as theme/message) | **How do you read a poem?**   * How does the writer help you understand the idea? (includes metaphor, simile, images as well as theme/message) |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * **Figurative language**  |  |  | | --- | --- | | Word | What It Means in this Context | |  |  | |  |  | | * **Figurative language**  |  |  | | --- | --- | | Word | What It Means in this Context | |  |  | |  |  | |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Opinion  Narrative | * Write to tell about your favorite poem and what you like about it. * Make sequence chart based on a mentor text to write the narrative of an event or science experiment. | * Write to tell about your favorite poem and what you like about it. * Make sequence chart based on a mentor text to write the narrative of an event or science experiment. |

**PARCC/NWEA Guiding Questions** for [fiction](http://teacher.depaul.edu/Documents/FictionQuestions.pdf)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)  [**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)  [**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html)  [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides  [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)  [**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)  [**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)  [**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)  [**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)  [**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**NONFICTION priorities are on the next page.**

**Third Grade: THIRD QUARTER Learning Priorities Weeks 23-24**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

[**Black History Literacy Resources**](http://teacher.depaul.edu/BlackHistoryLiteracyResources.htm)

Preview the text and graphics.

FOCUS on a BIG question.

Identify IDEAS through examples.

▶Answer the BIG question!

|  | **Week of February 20** | **Week of February 27** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI3.2 summarize/analyze ideas  CCSSRI3.3—use structure of the text to identify ideas and their relationship to the central idea | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Answer a BIG question with information from two different sources—may be a text and a video or two texts.* * *Make glossary; use glossary (if text has it)* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Answer a BIG question with information from two different sources—may be a text and a video or two texts.* * *Make glossary; use glossary (if text has it)* |

Nonfiction  [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)

[One-Page **Nonfiction** Readings to Apply Strategies and Assess Competence](http://teacher.depaul.edu/Reading_Passages_NONFICTION.html)

[Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)    [Guides Integrating Concise Constructed Responses](http://teacher.depaul.edu/NonfictionGuidesIntegratingConciseConstructedResponse.htm) [Vocabulary](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)

[Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx)

Skill-focused **multiple choice questions** and **graphic organizers**

with [**Nonfiction and Fiction One-Page Readings**](http://teacher.depaul.edu/Nonfiction_Reading_Resources.html)

Student Checklist for PARCC Prose Constructed Response—Nonfiction Learning  
      [Grade 3](http://teacher.depaul.edu/Documents/Student-Checklist-for-Research-Simulation-Prose-Constructed-Responses--GRADE-3.pdf)

**Third Grade: THIRD QUARTER Learning Priorities Weeks 25-26**

**LITERATURE**

|  | **Week of March 6** | **Week of March 13** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL.3.1  **Infer with evidence**  **3.3 analyze character, plot**  **Author’s Craft and Strategies (3.5 and 3.6)** | * How do you figure out the author’s purpose—it’s much more than entertain, inform, or persuade. * Read a short text and figure out what the writer wanted you to understand or feel because of what the writer included and how the writer presented the idea. | **Analyze clearly**   * Decide what the lesson or moral is of a story.  (Remind students about fables.) * Tell how the author communicates it—uses characters and events to make it clear. * Explain with examples. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * Prefixes | * Suffixes |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Opinion  Narrative based on mentor text | * Write your opinion about your favorite story—explain what makes it a good story. * Prepare a sequence chart for the next part of a story. | * Compare a fable and a realistic story. Support your opinion about which kind will help people learn more about how to be a good person. * Write the next part of the story you charted last week. |

**PARCC/NWEA Guiding Questions** for [fiction](http://teacher.depaul.edu/Documents/FictionQuestions.pdf)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)  [**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)  [**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html)  [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides  [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)  [**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)  [**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)  [**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)  [**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)  [**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**NONFICTION priorities and resource links are on the next page.**

**Third Grade: THIRD QUARTER Learning Priorities Weeks 25-26**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of March 6** | **Week of March 13** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  **Craft and Structure—how do you use the features of nonfiction to comprehend it and learn?** | * *How do you figure out which information and ideas are important when you read nonfiction?* * Draw a conclusion: what is the **purpose** of the passage? Explain how you figured that out. Illustrate what you learned. Write a four-sentence summary. | * *How do you figure out which information and ideas are important when you read nonfiction?* * Draw a conclusion: what is the **purpose** of the passage? Explain how you figured that out. Illustrate what you learned. Write a four-sentence summary. |

Nonfiction  [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)

[One-Page **Nonfiction** Readings to Apply Strategies and Assess Competence](http://teacher.depaul.edu/Reading_Passages_NONFICTION.html)

[Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)    [Guides Integrating Concise Constructed Responses](http://teacher.depaul.edu/NonfictionGuidesIntegratingConciseConstructedResponse.htm) [Vocabulary](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)

[Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx)

Skill-focused **multiple choice questions** and **graphic organizers**

with [**Nonfiction and Fiction One-Page Readings**](http://teacher.depaul.edu/Nonfiction_Reading_Resources.html)

Student Checklist for PARCC Prose Constructed Response—Nonfiction Learning  
      [Grade 3](http://teacher.depaul.edu/Documents/Student-Checklist-for-Research-Simulation-Prose-Constructed-Responses--GRADE-3.pdf)

**Third Grade: THIRD QUARTER Learning Priorities Weeks 27-28**

**LITERATURE**

|  | **Week of March 20** | **Week of March 27** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Author’s Craft and purpose. (CCSSR5, 6) | * Make a chart of the parts of fiction and then analyze a story – choose a genre to analyze. Then tell how the writer uses techniques to communicate the lesson or theme. | * Make a chart of the parts of fiction and then analyze a story – choose a different genre to analyze. Then tell how the writer uses techniques to communicate the lesson or theme. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * Identify/use multi-meaning words. | * Identify/use compound words. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *opinion*  Narrative | * Write about something you did that was difficult but you succeeded—explain how it shows a great trait you have. * Write the narrative of the action you took. | * Write about a person you admire. Tell why you have that positive opinion. * Write the narrative of an action that person took that you admire. |

**PARCC/NWEA Guiding Questions** for [fiction](http://teacher.depaul.edu/Documents/FictionQuestions.pdf)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)  [**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)  [**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html)  [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides  [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)  [**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)  [**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)  [**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)  [**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)  [**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

NONFICTION Priorities and Resources are on the next page

**Third Grade: THIRD QUARTER Learning Priorities Weeks 27-28**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of March 20** | **Week of March 27** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  Ideas and information (CCSSRI1, 2, 3);  structure of text (CCSSR5) | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Use text features to organize the Answer to the BIG question with ideas and important supporting facts.* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Use text features to organize the Answer a BIG question with ideas and important supporting facts.* |

Nonfiction  [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)

[One-Page **Nonfiction** Readings to Apply Strategies and Assess Competence](http://teacher.depaul.edu/Reading_Passages_NONFICTION.html)

[Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)    [Guides Integrating Concise Constructed Responses](http://teacher.depaul.edu/NonfictionGuidesIntegratingConciseConstructedResponse.htm) [Vocabulary](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)

[Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx)

Skill-focused **multiple choice questions** and **graphic organizers**

with [**Nonfiction and Fiction One-Page Readings**](http://teacher.depaul.edu/Nonfiction_Reading_Resources.html)

Student Checklist for PARCC Prose Constructed Response—Nonfiction Learning  
      [Grade 3](http://teacher.depaul.edu/Documents/Student-Checklist-for-Research-Simulation-Prose-Constructed-Responses--GRADE-3.pdf)

**Third Grade: THIRD QUARTER Learning Priorities Week 29**

**LITERATURE**

|  | **Week of April 3—COMPREHENSIVE ASSESSMENT** |
| --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  **Analyze craft and structure to clarify the text.** | Write with examples about  genres of fiction   * how they are alike * how they are different * Explain how to use structures and features to comprehend nonfiction. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.3.4  Analyze word patterns  Infer from context | Give examples of words:   * contractions * possessives * compound |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  opinion | Students make writer’s guide: How to Write to support an opinion. |

**PARCC/NWEA Guiding Questions** for [fiction](http://teacher.depaul.edu/Documents/FictionQuestions.pdf)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)  [**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)  [**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html)  [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides  [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)  [**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)  [**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)  [**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)  [**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)  [**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

NONFICTION Priorities and Resources are on the next page

**Third Grade: THIRD QUARTER Learning Priorities Week 29**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of April 3—COMPREHENSIVE ASSESSMENT** |
| --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI.3.2  **Analyze ideas** | * Make a poster or booklet that tells/shows what you have learned about one Topic and BIG Question: why it is important to know. |

Nonfiction  [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)

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