**3rd Grade**

FOURTH QUARTER LEARNING PRIORITIES

**NWEA Resources**

* [***NWEA PROGRESS GUIDES***](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* [*Math and Reading Comprehensive Guide*](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* Make Strategic Use of [Online NWEA Resources](http://teacher.depaul.edu/Documents/MakeStrategicUseOfOnlineResourcesupdatedMarch2.pdf)
* [**Multiple Choice Item Analyzer**](http://teacher.depaul.edu/Documents/MultipleChoiceItemAnalyzer.pdf)

Sample Test Items from NWEA <http://warmup.nwea.org/warmup_start_educators_map.html>

Rochester School District Links to Khan Academy

<http://www.rochester.k12.mn.us/common/pages/DisplayFile.aspx?itemId=5588106>

Sample Questions from an Online Source for Math and Reading all Grades <http://www.prepdog.org/>

Minnesota School District Resource for grades 3-5 <http://www.ahschools.us/Page/17389>

**READING** [**Reading Skills, Strategies, Vocabulary**](http://teacher.depaul.edu/Documents/NWEAguide2017.pdf)

* [**NWEA Grammar Points**](http://teacher.depaul.edu/html/documents/NWEAGrammarandWordStructureVocabulary.pdf)
* [**My Good Grammar Examples**](http://teacher.depaul.edu/html/documents/MyOwnGrammarExamples.pdf)
* **Literature**[**Vocabulary**](http://teacher.depaul.edu/Documents/LiteratureInterpretationVocabulary-3.docx)**based on NWEA skills**
* **Nonfiction**[**Vocabulary**](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)**based on NWEA**
* [**Reference Sources and Tools**](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx)**based on NWEA**
* **Poetry**[**Techniques**](http://teacher.depaul.edu/Documents/TechniquesofPoetry.pdf)**based on NWEA**
* [**NWEA Genres**](http://teacher.depaul.edu/Documents/NWEAReadingGenres.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) |

**Enrichment Resources—For After NWEA!**

**SEL/Literacy--Plan a Fable that Teaches a Lesson**[**Spanish**](http://teacher.depaul.edu/Documents/FablePlannerESP.pdf)[**English**](http://teacher.depaul.edu/Documents/FablePlanner.pdf)

**Learning Guides in Spanish and English**

[**Math**](http://teacher.depaul.edu/BilingualMathResources.htm)**Guides**[**Reading**](http://teacher.depaul.edu/BilingualReadingResources.htm)**Guides**

***Readings--*Texts*in Spanish and English***

[**Fiction**](http://teacher.depaul.edu/BilingualResources-FictionReadings.html)[**Poetry**](http://teacher.depaul.edu/BilingualReading-Poems-Songs.htm)[**Nonfiction**](http://teacher.depaul.edu/BilingualResources-NonFictionReadings.html)

**Connect Learning to Chicago**

**[](http://teacher.depaul.edu/chicago.html)**  [**Chicago Literacies--**](http://teacher.depaul.edu/Documents/ChicagoLearningResources.pdf)

             Activities and Texts to Learn about past and plan the future

             --Organized for the Chicago History Museum

[**Read/THINK\Write Chicago**](http://teacher.depaul.edu/ChicagoConnectedReadingWritingThinking.htm)

**Engaging activities so students strengthen skills and learn about their city**

**THE ART PLUS. Visual Representation**[**Expands Learning**](http://teacher.depaul.edu/html/IllustratetoAssess.htm)

"Art is the representation, science the explanation, of the same reality."

       --Herbert Read

[**Illustrated Preamble to the Constitution**](http://teacher.depaul.edu/Documents/GraySchoolStudentsIllustratethePreamble.pdf)

**Common Core Literacy Standards Emphasized this Quarter**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 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 **event**s, scientific **idea**s or **concept**s, 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. |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | 9. Compare and contrast the most important points and key details presented in two texts on the same topic. |

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.

**Writing:** The following writing standards are integrated into nonfiction reading to learn.

|  |
| --- |
| * 7. Perform short, focused research tasks that build knowledge about a topic. |
| * 8. Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories. |

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

They also will be developed as students make culminating presentations.

**Comprehension and Collaboration**

* [SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

[\_\_SL.3.1a](http://www.corestandards.org/ELA-Literacy/SL/3/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[\_\_SL.3.1b](http://www.corestandards.org/ELA-Literacy/SL/3/1/b/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[\_\_SL.3.1c](http://www.corestandards.org/ELA-Literacy/SL/3/1/c/) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

[\_\_SL.3.1d](http://www.corestandards.org/ELA-Literacy/SL/3/1/d/) Explain their own ideas and understanding in light of the discussion.

* [SL.3.2](http://www.corestandards.org/ELA-Literacy/SL/3/2/) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* [SL.3.3](http://www.corestandards.org/ELA-Literacy/SL/3/3/) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Presentation of Knowledge and Ideas**

* [SL.3.4](http://www.corestandards.org/ELA-Literacy/SL/3/4/) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
* [SL.3.5](http://www.corestandards.org/ELA-Literacy/SL/3/5/) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
* [SL.3.6](http://www.corestandards.org/ELA-Literacy/SL/3/6/) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SOURCE of Common Core Standards cited in this guide: <http://www.corestandards.org>

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**FOURTH QUARTER MATH PROGRESS PRIORITIES**

During fourth quarter, in addition to the new math that students learn, it’s **important to** revisit math they mastered in the past but have not used recently. Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is included to organize planning for fourth quarter of new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; integration into science and social science topic analysis.

Math Practice Standards should be Emphasized this Quarter—particularly

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

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

|  |  |  |
| --- | --- | --- |
| Week of | **New Math** | **Math “Mix”—What to Revisit** |
| 16 April |  |  |
| 23 April |  |  |
| 30 April |  |  |
| 7 May |  |  |
| 14 May |  |  |
| 21 May |  |  |
| 28 May |  |  |
| 4 June |  |  |
| 11 June |  |  |

**NWEA Genres**

List compiled by the Center for Urban Education (teacher.depaul.edu) based on DesCartes statements. This list is provided not as “test prep” but because students should read a variety of genres so they can develop the abilities to learn across the genres—and appreciate the diversity of literature. Recommended: Students should write as well as read in these genres to develop greater reading and writing competence.

These lists are set up as a chart so that you can check the genres that your students know how to read and identify genres to expand their reading experience.

The NWEA RIT levels are included to indicate levels at which NWEA will require students to respond to questions about texts in the genres.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **NWEA INFORMATIONAL TEXT GENRES** |  | **NWEA LITERATURE GENRES** |
|  | reference material 221-230 |  | narrative 221-230 |
|  | persuasive 211-220 |  | autobiography 211-220 |
|  | true story 211-220 |  | *biography 211-220\** |
|  | book review 211-220 |  | folk tale 211-220 |
|  | journals and specialized periodicals 211-220 |  | poems 201-210 |
|  | persuasive 211-220 |  | folk tale 201-210 |
|  | personal writing 211-220 |  | fables 201-210 |
|  | advertisements 211-220 |  | myths 201-210 |
|  | textbook 211-220 |  | tall tale 201-210 |
|  | encyclopedia 201-210 |  | historical fiction 201-210 |
|  | thesaurus 201-210 |  | fantasy 191-200 |
|  | informational magazines 191-200 |  | story 191-200 |
|  | atlas 191-200 |  | poems 191-200 |
|  | encyclopedia 191-200 |  | fable 191-200 |
|  | weather reports 191-200 |  | memoir 191-200 |
|  | advertisements 191-200 |  | play 191-200 |
|  | informational magazines 181-190 |  | play 191-200 |
|  | dictionaries 181-190 |  | stories as "make-believe" 181-190 |
|  | informal notes 181-190 |  | story 181-190 |
|  | letters 181-190 |  | poems 181-190 |
|  | journal entry 181-190 |  | fairy tale 181-190 |
|  | lists 181-190 |  | fairy tale 171-180 |
|  | newspaper 171-180 |  | stories as "make-believe" 171-180 |
|  | dictionary 171-180 |  | stories that could happen 171-180 |
|  | lists 171-180 |  |  |
|  | thank you notes 161-170 and 171-180 |  |  |
|  | dictionary 161-170 |  |  |
|  | short informational passage describing events 161-170 |  |  |

Genre is only one part of text complexity.

As your students complete fourth quarter, emphasize the independent ability to analyze and respond to texts with increasing text complexity in terms of vocabulary, concept load, structure, and author’s techniques.

**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  descriptive details  detail  dialogue  figurative language  humor  hyperbole  illustration  imagery  mood  narrator  point of view  problem and  solution  sequence  symbolism  tone  visual detail | adjectives  alliteration  detail  figurative language  humor  hyperbole  image  metaphor  mood  onomatopoeia  point of view  repetition  rhyme  rhythm  simile  symbol  tone  visual detail | boldface  captions  compare  contrast  description  details  dialogue  examples  graph  headings  humor  illustrations  image  map  narrative  point of view  quotations  sequence  text structure:   * cause-effect * compare/contrast * description * problem-solution * sequence   table  timeline  titles and subtitles  transition | *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 * dialogue * illustrations * photographs * quotations |

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  | **Week of April 16** | **Week of April 23** |
| --- | --- | --- |
| **Literature genre** | Poem  [Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)  [Children’s Poems](https://www.poetryfoundation.org/resources/children) | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Distinguish literal from nonliteral language (CCSSRL3.4)  Analyze craft and structure—CCSSR3.5 | * Explain and illustrate the central message of a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm). * Refer to parts of poems such as stanza to describe how each part builds on earlier parts * Explain how the writer helps you “get” the message. | * Fiction Genre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Figure out the message and tell how the writer communicates it |
| **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**  CCSSRI.3.2 **Determine** the **main idea** of a text; recount the **key details** and **explain** how they **support** the **main idea**.  CCSSRI3.5. Use **text features** and search tools to **locate** information relevant to a given **topic** efficiently.  NWEA Nonfiction [Vocabulary](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx) | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***  *How do you learn from reading nonfiction?*   * *Use text features to locate information that supports ideas.* * *what are the main ideas?* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***  *How do you learn from reading nonfiction?*  *Link to Online Resource:*   * *analyze the text—what are the main ideas?* * *Use text features to locate information that supports ideas* |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * Figurative language | * Figurative language |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW3.5. With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing. | * Organize and write a poem * Use techniques to enhance its communication of the idea. | * Plan a story—including the structure of a text and the techniques you will use, such as having a narrator who is part of the story (first person) |

[***NWEA PROGRESS GUIDES***](http://teacher.depaul.edu/Documents/nweaguide.pdf)

* [*Math and Reading Comprehensive Guide*](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* Make Strategic Use of [Online NWEA Resources](http://teacher.depaul.edu/Documents/MakeStrategicUseOfOnlineResourcesupdatedMarch2.pdf)
* [**Multiple Choice Item Analyzer**](http://teacher.depaul.edu/Documents/MultipleChoiceItemAnalyzer.pdf)
* [**reading skills**](http://teacher.depaul.edu/ReadingSkills.html)

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  | **Week of April 30** | **Week of May 7** |
| --- | --- | --- |
| **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 |
| **LITERATURE**  **Analyze different genres with an emphasis on theme and writer’s craft and structure.** | Fiction Genre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Figure out the message and tell how the writer communicates it with techniques. | Fiction Genre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Figure out the message and tell how the writer communicates it |
| **Nonfiction Sources**  **NWEA** [Vocabulary](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)  [Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | \_ 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**  CCSSRI3.5. Use **text features** and search tools to **locate** information relevant to a given **topic** efficiently.  RI3.9. **Compare** and **contrast** the most important points and **key details** presented in two texts on the same **topic**. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***  *How do you learn from reading nonfiction?*   * *analyze the text—what are the main ideas?* * *Use text features to locate information that supports ideas.* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***  *How do you learn from reading nonfiction?*   * *analyze the text—what are the main ideas?* * *Use text features to locate information that supports ideas* |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * Analyze the use of adjectives. * Classify kinds of adjectives—characteristics of persons, places, objects | * Analyze how suffixes affect the meaning of a word |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW3.8. gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | * Organize a \_\_poem \_\_story \_\_history \_\_fable   that communicates a theme. Recommended: students choose the genre to write.   * Recommended: Students work in pairs. | * Organize a report—can be collaborative—on a topic you learn about from nonfiction sources—science or social science. |

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  | **Week of May 14** | **Week of May 21** |
| --- | --- | --- |
| **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)  compare two stories (CCSSRL 3.9) | * Write a comparison of one story to another—that also develops the same theme. Compare the parts of each story. | * Write a comparison of one story to another—that also develops the same theme. CCSSRL3.9 * Analyze techniques -- comparison of the stories. |
| **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**  CCSSRI3.5. Use **text features** and search tools to **locate** information relevant to a given **topic** efficiently.  CCSSRI3.9. **Compare** and **contrast** the most important points and **key details** presented in two texts on the same **topic**. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * **Compare** and **contrast** the most important points and **key details** presented in two texts on the same **topic**. * Analyze the two writers’ purpose and the techniques they use to communicate. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * **Compare** and **contrast** the most important points and **key details** presented in two texts on the same **topic**. * Analyze the two writers’ purpose and the techniques they use to communicate. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * Make a Compound word list. * Construct compound words from separate words. | * Make a Synonym chart. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | * Continue to organize the report started in previous week. | * Illustrate and edit the report—turn it into a booklet. * Include graphic organizers |

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  | **Week of May 29** | **Week of June 4** |
| --- | --- | --- |
| **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)  Compare and contrast two texts on the same topic or theme.  CCSSRL3.9 | * Compare historical fiction and a history about the same event—how are they alike; how is each different because of its genre?   History and historical fiction about Chicago are posted at this link—  [Reading](http://teacher.depaul.edu/Reading%20Chicago.html) Chicago | Compare a story and another story with the same theme. How do the writers use the parts of the story—the events, the central character’s choices, to communicate the same theme? |
| **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. **Determine** the **main idea** of a text; recount the **key details** and **explain** how they **support** the **main idea**. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Identify an important idea stated in the text. Explain how the writer helped you realize it is important.* * *Make a graphic organizer (web or other diagram) showing how the information supports that idea.* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Identify an important idea stated in the text. Explain how the writer helped you realize it is important.* * *Make a graphic organizer (web or other diagram) showing how the information supports that idea.* |
| [**Word Knowledge**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * Give examples/explanations of literacy terms -- these NWEA word lists are a resource: | * Give examples/explanations of literacy terms -- these NWEA word lists are a resource: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *CCSSW3.5*  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | * Start to work on a booklet or exhibit about what you have learned about literature or nonfiction. | * Students can work collaboratively in pairs and also can start as a pair and then work with other students to construct the booklet or exhibit that demonstrates their learning. |

**Third Grade: FOURTH QUARTER Learning Priorities Week 38**

|  | **Week of June 11** |
| --- | --- |
| **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) | **Recognize Progress**   * My favorite story or poem--students select their favorite, explain how the writer’s craft is part of why they like it.   **Recognize Progress**   * Book exchange—students choose a book/story they recommend, compare them, identifying similarities and differences. |
| **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  **synthesize** | * [My career in \_\_\_\_\_\_](http://teacher.depaul.edu/Documents/Yourethe__.pdf) students write about a career they want to have based on science learning this year. * The future: Students write/draw/diagram/map a kind of progress they want for Chicago in the future.   Chicago’s future—students decide what they foresee the city’s future should be.  This activity can integrate science and social science. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * Words about change—list them, then use them to write about change—in your biography. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *Apply writing skills to communicate ideas.* | * My biography—progress I have made this year. |