**3rd Grade**

SECOND QUARTER

LEARNING PRIORITIES

TO DEVELOP CORE COMPETENCIES



**For resources to support learning progress, go to**

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

**Links to specific resources are embedded in the following pages.**

**Polk Bros. Foundation Center for Urban Education**

**at DePaul University**

**Learning Guides in Spanish and English**

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

[**Science**](http://teacher.depaul.edu/BilingualScienceResources.htm)**Guides**[**Social Studies**](http://teacher.depaul.edu/BilingualSocialStudiesResources.htm)**Guides**

[**Vocabulary**](http://teacher.depaul.edu/BilingualVocabularyResources.htm)**Guides**[**Writing**](http://teacher.depaul.edu/BilingualWritingResources.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)[**Nonfiction featuring Chicago**](http://teacher.depaul.edu/Bilingual-NonfictionChicago.htm)

**Use Graphic Organizers to Demonstrate,**

**Guide and *Assess to Advance***

**Students can work independently, then**

**pair to compare and adjust to learn more.**

[**math**](http://teacher.depaul.edu/html/MathGraphicThinkers.htm)

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

[**social studies**](http://teacher.depaul.edu/Social_Studies.html)[**academic vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)

[**reading skills**](http://teacher.depaul.edu/ReadingSkills.html)

[**Assessment Guides**](http://teacher.depaul.edu/Assess_Developmentally.html)

**Activities to Develop Comprehensive   
Reading/Thinking\Writing Competence**

* **Expand**[**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)
* [**Writing Guides**](http://teacher.depaul.edu/html/Writing1.htm)
* [**Primary Guides**](http://teacher.depaul.edu/PrimaryLiteracyResources.html)
* [**Common Core Standards**](http://teacher.depaul.edu/CommonCoreStandards.html)**Charts**
* [**Common Core Posters**](http://teacher.depaul.edu/CommonCorePosters.html)
* [**Nonfiction Learning Guide**](http://teacher.depaul.edu/Documents/NonfictionLearningGuide.pdf)

**Reading Texts and Guides**

* [**Fiction**](http://teacher.depaul.edu/Fiction.html)
* [**Nonfiction**](http://teacher.depaul.edu/Nonfiction.html)
* [**Poetry and Proverbs, Speeches and Songs**](http://teacher.depaul.edu/PoetrySpeechesSongs.html)

[Parent Literacy Resources--English and Spanish](file:///Macintosh%20HD/Users/barbararadner/Desktop/PARENT%20LITERACY%20GUIDE%20AND%20READINGS%2017%20FEBRUARY%202018.pdf)

* **Connect Learning to Chicago**
* **[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**

**MATH MIX: New and Continuing PRIORITIES**

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 designed to organize planning for new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; science; social science--*Integrating math into science and social science makes math more meaningful.*

***The two-day Weeks of November are an ideal time for a comprehensive math mixer—students participate in a “math bowl” or make and exchange math problems or make their own math posters to clarify the math they have learned—as a thank you to their teacher!***

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Emphasize learning math facts through counting games and other kinds of practice.

**Daily kinds of assessment:**

\_\_glossary \_\_journal \_\_my own example \_\_change the problem, solve it

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

**Weekly kinds of assessment:**

\_\_write math page—fact booklets \_\_make my own “anchor chart”

\_\_complete a problem that the teacher starts

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

Connect Reading and Writing

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

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

***Nonfiction reading competencies*** *are developed each week in* ***science and social science****.*

***These Common Core Writing Standards for Third Grade apply directly to learning science and social science.***

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| **Research to Build Knowledge** |
| 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. |

**Readings, Timelines, and Activity Resources for learning about Chicago are available at**

**http://teacher.depaul.edu/ChicagoContexts-SocialScience.html**

**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  idiom  imagery  irony  metaphor  mood  narrator  point of view  sensory detail  simile  suspense symbolism  narration  tone  visual detail  voice | alliteration  figurative language  hyperbole  imagery  irony  metaphor  mood  narrator  onomatopoeia  point of view  repetition  rhyme  rhythm  sensory detail  simile  symbolism  tone  visual detail  voice | anecdote  argument  boldface  captions  compare  contrast  description  details  dialogue  examples  graph  headings  illustrations  narrative  point of view  quotations  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 * conflict * conflict resolution * context details * dialogue * mood * quotations * tone |

*Literature vocabulary listed for each two-week sequence should be incorporated in demonstrations and guided reading. Writing is integrated into reading so that students revisit texts to respond to questions and tasks.*

**EMPHASIZED READING COMPETENCIES**

Standard 1 is part of every reading--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—“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.”

|  |  |  |
| --- | --- | --- |
| **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 **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. | |
| 6. Distinguish their own **point of view** from that of the **narrator** or those of the **characters**. | | 6. Distinguish their own **point of view** from that of the **author** of a text. |
| **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. | 7. Use **information gained from illustrations** (e.g., maps, photographs) **and the words** in a text to demonstrate understanding of the text | |

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

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**The Speaking and Listening Standards are LEARNING practices.**

**You can use these standards as a checklist for students’ communication,**

**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.

***Integrate the Conventions in Writing and Speaking (see the next page).***

**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.

**Third Grade: Second Quarter, Weeks 10-12 Learning Priorities**

**LITERATURE**

*Weeks 11-12 are combined—each week includes few instructional days.*

|  | **Week of November 5** | **Weeks of November 12-22** |
| --- | --- | --- |
| **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)  **CCSSRL3.2 infer theme**  **CCSSRL3.3 analyze character, plot**  **How did the writer help you understand that CCSSRL3.5** | * Infer with evidence: * How characters feel about each other * What the motives are for actions * What the effects are of the action inferred   Explain how you draw those conclusions.   |  |  |  | | --- | --- | --- | | Question | Answer | evidence | |  |  |  |  * Analyze: How did the writer help you understand that? * Analyze: How did the writer “build” the story with parts of the plot? | Analyze a story or poem relating to values—can relate to Thanksgiving. |
| **Literature Terms (**CCSCSR4) | author, plot, character, evidence, motive, feelings | * values, feelings, emotions |
| Integrate [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Narrative (CCSSW3) | * Write the journal of a character explaining feelings about an event in a story. | * Act out a scene from the story—first write the theme, then the dialogue.   Or Write a poem or song that communicates a value--or add a stanza to a poem or song. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  This week’s focus: adjectives | *Identify adjectives in reading.*  *Check status of prefix and suffix knowledge—then schedule “prefix of the week” or “suffix of the week” during the quarter. –in* -mis- re- in- dis tri – pre- il- re- un-  --ist -less -ness –er -ful –y | * Identify adjectives in the story or poem.   Make your own prefix-suffix example list |
| Writing conventions | *Improve the journal entry by adding adjectives.* | Improve the dialogue or poem/song you write by adding adjectives. |

**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) |

**Third Grade: Second Quarter, Weeks 10-12 Learning Priorities**

**NONFICTION LITERACY IN**

**SCIENCE AND**

**SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

*Weeks 11-12 are combined—each week includes few instructional days.*

|  | **Week of November 6-17** | **Weeks of November 12-22** |
| --- | --- | --- |
| **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**  **READ TO LEARN/**  **LEARN TO READ**  CCSSRI3.2 summarize/analyze ideas  CCSSRI3.3—use structure of the text to identify ideas and their relationship to the central idea | ***Teacher sets FOCUS question.***  ***Students***   * *Read a text—each week a different text on same topic.* * *Use text features to identify important ideas.* * *For each idea cite one supporting detail/example from the text.* * *Figure out the central idea of the text—the idea that the main ideas support.* | *Students choose a topic they have learned about.*  *Students present the topic—information and BIG idea—with illustrations and written explanations.* |
| Academic Vocabulary (CCSSR4) | * Students make glossary of important content words about the topic. * Students use these terms to discuss the text.   Topic  Main ideas  Examples  Details  Text Feature | Students make glossary for the topic they present. |
| Respond in [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 and 4  explanatory  Constructed Response | * List ideas and information you will include in a response to the Focus Question. * Write your response | Students write to communicate the topic—with captions and summary. |

*Writing is integrated into reading so that students revisit texts to respond to questions and tasks.*

Skills Guides to use in demonstrations (“I do = I demonstrate), guiding groups, independent work and assessments.

[**Nonfiction** Graphic Organizers](http://teacher.depaul.edu/NonfictionPARCCBasedGraphicOrganizers.html)

[**Graphic Organizer** Assessment **Rubric**](http://teacher.depaul.edu/Documents/GraphicOrganizerAssessmentRubric.pdf)

**Third Grade: Second Quarter, Weeks 13-14 Learning Priorities**

**LITERATURE**

**The next page is**

|  | **Week of November 26** | **Week of December 3** |
| --- | --- | --- |
| **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)  CCSSR6. Distinguish their own **point of view** from that of the **narrator** or those of the **characters**. | Analyze the role of the narrator.   * **Identify the narrator** * Infer the narrator’s point of view. * Compare and contrast the narrator’s point of view with that of a character. | Analyze the role of the narrator.   * **Identify the narrator** * Infer the narrator’s point of view.   Compare and contrast the narrator’s point of view with that of a character. |
| **Literature Terms** (CCSCSR4) | narrator, point of view | * narrator, point of view |
| **Integrate** [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  **Analytic —CCSSW2** | * Constructed response: How is the narrator’s point of view different from or like your own point of view about the story? | Constructed response: How is the narrator’s point of view different from or like the point of view of the central character? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  **focus: pronouns** | * Identify several pronouns used in the text. * Identify the antecedent for each one. | * Identify several pronouns used in the text. * Identify the antecedent for each one. |
| **Writing conventions** | Write two sentences about characters the story. In the first sentence, use the character’s name. In the second sentence, use a pronoun. | Write two sentences about characters the story. In the first sentence, use the character’s name. In the second sentence, use a pronoun. |

**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) |

**Third Grade: Second Quarter, Weeks 13-14 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

|  | **Week of November 26** | **Week of December 3** |
| --- | --- | --- |
| **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  READ TO LEARN/  LEARN TO READ  CCSSRI3.2 summarize/analyze ideas  CCSSRI3.3—use structure of the text to identify ideas and their relationship to the central idea | **Teacher sets FOCUS question.**  **Students**   * Read a text * Use text features to identify important ideas. * For each idea cite one supporting detail/example from the text. * Figure out the central idea of the text—the idea that the main ideas support. | Teacher continues FOCUS question.  Students   * Read a different source—can be a video or another source. * Identify important ideas. * Figure out the central idea. * Make a diagram based on the source.   Central Idea  Supporting Ideas  fact fact fact |
| Academic Vocabulary (CCSSR4) | * Students make glossary of important content words about the topic. * Students use these terms to discuss the text.   Topic  Main ideas  Examples  Details  Text Feature | * Students make glossary of important content words about the topic. * Students use these terms to discuss the topic and sources.   Topic  Central idea  Main ideas  Examples  Details |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 and 4  explanatory  Constructed Response | * List ideas and information you will include in a response to the Focus Question. | Compare and contrast the two sources.  How is the information they include different or alike? |

Skills Guides to use in demonstrations (“I do = I demonstrate), guiding groups, independent work and assessments.

[**Nonfiction** Graphic Organizers](http://teacher.depaul.edu/NonfictionPARCCBasedGraphicOrganizers.html)

[**Graphic Organizer** Assessment **Rubric**](http://teacher.depaul.edu/Documents/GraphicOrganizerAssessmentRubric.pdf)

**Third Grade: Second Quarter, Weeks 15-16 Learning Priorities**

**LITERATURE**

|  | **Weeks of December 10-22**  **Include assessment of weeks 10-14 and response to identified needs.** |
| --- | --- |
| **Literature Genre** | poem |
| [Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Analyze writer’s choice of words. (CCSSR4 and 5) | Analyze the words the writer uses to communicate feelings, create mood, and emphasize ideas.   * Students choose a poem that they like from the previous readings or from a collection of poetry and songs you introduce this week. * Students analyze the choices of words the author uses to communicate feelings and ideas—including imagery, similes, metaphors, other kinds of techniques. * Students write the next stanza of a poem or their own poem based on the mentor text, using the techniques the author used. |
| Literature Terms (CCSCSR4) | Image, figurative language, communicate, emphasis, poetry, rhyme, rhythm, alliteration, stanza |
| Integrate [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW1  opinion | * Student writes to explain opinion about the poems selected—can comment on the one selected by the student and on texts recommended by other students. Basis for opinion should include the author’s choice of words to communicate feelings, create mood, other effects of the choice of words. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  focus: adjectives | Identify adjectives used in the selected texts.  Explain the ways they help the reader understand the ideas and  feelings. |
| Writing conventions | Use punctuation to increase the effectiveness of the stanza or poem they write. |

**Third Grade: Second Quarter, Weeks 15 - 16 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

|  | **Weeks of December 10-22**  **Include assessment of weeks 10-14 and response to identified needs.** |
| --- | --- |
| **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)  READ TO LEARN/  LEARN TO READ  CCSSRI3.7 integrate information and ideas from different sources | Students collaborate to synthesize ideas and information about a topic.   * Choose a topic you think is important from the first semester. * Collect ideas and information from the texts you read. * Organize the information for a presentation or booklet or display. Use one of these structures:   description sequence  Use a “mentor text” that has that structure to see how the writer uses it and the kinds of text features the writer uses. |
| Academic Vocabulary (CCSSR4) | structure of a text, sequence, description, title, heading, sub-heading |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 explanatory  or CCSSW3 narrative and  4--organize | Write the booklet or construct the display. |

Skills Guides to use in demonstrations (“I do = I demonstrate), guiding groups, independent work and assessments.

[**Nonfiction** Graphic Organizers](http://teacher.depaul.edu/NonfictionPARCCBasedGraphicOrganizers.html)

[**Graphic Organizer** Assessment **Rubric**](http://teacher.depaul.edu/Documents/GraphicOrganizerAssessmentRubric.pdf)

**Third Grade: Second Quarter, Weeks 17-18 Learning Priorities**

**LITERATURE**

|  | **Week of January 7** | **Week of January 14** |
| --- | --- | --- |
| **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 **themes,** 3 (analyze relationships and character development), | **Analyze STORY ELEMENTS to infer the theme.**   * [“***Map” story***](http://teacher.depaul.edu/html/documents/StoryHistoryReader.pdf): main **characters**, their traits and actions, problem and solution.   **INFER THEME/MESSAGE**   * Analyze how the author communicates it—citing the parts of the story, particularly the plot structure. | **Analyze story elements to infer the theme.**   * [“***Map” story***](http://teacher.depaul.edu/html/documents/StoryHistoryReader.pdf): main **characters**, their traits and actions, problem and solution.   **INFER THEME/MESSAGE**   * Analyze how the author communicates it—citing the parts of the story, particularly the plot structure. |
| Literature Terms (CCSCSR4) | character, trait, main characters, action, problem and solution, plot structure | character, trait, main characters, action, problem and solution, plot structure |
| Integrate [Writing](http://teacher.depaul.edu/html/Writing1.htm)  Narrative —CCSSW3 | * Constructed response—write a narrative or part of a narrative based on a story or a history—example--Historical Fiction: write the diary of a person who participated in a historic event. | Constructed response—improve the narrative you wrote in the previous week—identify areas to emphasize in making improvements. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  focus: possessives | * Identify possessives in reading.   Write sentences with possessives | * Identify possessives in reading.   Write sentences with possessives |
| Writing conventions | Write two sentences about characters the story. In the first sentence, use the character’s name. In the second sentence, use a pronoun. | Write two sentences about characters the story. In the first sentence, use the character’s name. In the second sentence, use a pronoun. |

**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) |

**Third Grade: Second Quarter, Weeks 17-18 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

|  | **Week of January 7** | **Week of January 14** |
| --- | --- | --- |
| **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)  **READ to LEARN/**  **LEARN to READ**  CCSSRI3.2 summarize/analyze ideas  CCSSRI3.3—use structure of the text to identify ideas and their relationship to the central idea | *Teacher sets FOCUS question.*  *Students analyze a text to locate relevant ideas and information to include in a response.*  ***Central Idea****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   * Supporting Ideas * Explain how the writer develops the idea with the sequence of events (history) or relationships (science). | ***Focus question continues as students analyze another source,***  ***A second text or a VIDEO***  ***Central Idea****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   * Supporting Ideas   *Compare and contrast the two sources.*  *How is the information they include different or alike?*  *Which ideas are in both sources? Which ideas are only in one source?* |
| Academic Vocabulary (CCSSR4) | * *Students make glossary of important content words about the topic.* * *Students use these terms to discuss the text.*   *Central Idea*  *Main Ideas*  *Important Details*  *Text Features* | * ***Students make glossary of important content words about the topic.*** |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 and 4  Analytic/explanatory  Constructed Response | * *List ideas and information that you will include in a response to the Focus Question.* | *Use information and ideas from both sources to respond to the FOCUS question.* |

Skills Guides to use in demonstrations (“I do = I demonstrate), guiding groups, independent work and assessments.

[**Nonfiction** Graphic Organizers](http://teacher.depaul.edu/NonfictionPARCCBasedGraphicOrganizers.html)

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**Third Grade: Second Quarter, Weeks 19-20 Learning Priorities**

**LITERATURE**

|  | **Week of January 21** | **Week of January 28 COMPREHENSIVE ASSESSMENT** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | Students analyze an unfamiliar text to determine:  Theme  Identify techniques and structure the writer used to develop it. |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Comprehensive—includes standards 1 (read closely), analyze author’s choices (CCSSR5) | Technique analysis continues. Can include poetry or song relating to Dr. Martin Luther King, Jr. For poetry techniques, students can use this online guide:   |  | | --- | |  | |  |  |  |  | | --- | | [**Poem** Analyzer-Writer's **Techniques**](http://teacher.depaul.edu/Documents/PoemAnalyzerTechniques.pdf) | | * Students write **constructed response.**   Students exchange and improve each other’s **constructed responses.** |
| Literature Terms (CCSCSR4) | Technique, author, genre, purpose, effect, plus technique terms | * Give examples of the grammar rules learned this semester.   Also give examples of errors in grammar and how to correct them. |
| Integrate [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW4 | Improve the text you wrote in the previous week. | * Students make chart of   Writing Rules Examples |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  focus: contractions | Identify contractions in readings.  Make a contractions chart:   |  |  | | --- | --- | | Contraction | Meaning | |  |  | | Students analyze an unfamiliar text to determine:  Theme  Identify techniques and structure the writer used to develop it. |
| Writing conventions | Write sentences with contractions. | * Students write **constructed response.**   Students exchange and improve each other’s **constructed responses.** |

**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) |

**Third Grade: Second Quarter, Weeks 19-20 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

|  | **Week of January 21** | **Week of January 28 COMPREHENSIVE ASSESSMENT** |
| --- | --- | --- |
| **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)  **READ to LEARN/**  **LEARN to READ**  CCSSRI3.2 summarize/analyze ideas  CCSSRI3.3—use structure of the text to identify ideas and their relationship to the central idea | *Teacher sets FOCUS question.*  *Students analyze a text to locate relevant ideas and information to include in a response.*  ***Central Idea****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   * Supporting Ideas   Explain how the writer develops the idea with the sequence of events (history) or relationships (science). | Students Collaborate:  Choose a topic you have learned about this quarter.  Select a central idea about the topic.  Then select main ideas that support that idea.  For example: Central idea: Animals survive in different ways.  Main Ideas:  Animals’ structures help them move.  Animals’ features help them avoid predators.  Animals’ behaviors help them stay alive.  Then choose one example that supports each main idea. |
| Academic Vocabulary (CCSSR4) | * *Students make glossary of important content words about the topic.* * *Students use these terms to discuss the text.*   *Central Idea*  *Main Ideas*  *Important Details*  *Text Features* | Make a glossary of the text features and techniques you have learned and used this semester. For each feature or technique, give an example. |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 and 4  Analytic/explanatory  Constructed Response | * *List ideas and information that you will include in a response to the Focus Question.* | Make a display or write a booklet that communicates the ideas you identified about the topic. |

Skills Guides to use in demonstrations (“I do = I demonstrate), guiding groups, independent work and assessments. [**Nonfiction** Graphic Organizers](http://teacher.depaul.edu/NonfictionPARCCBasedGraphicOrganizers.html)

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