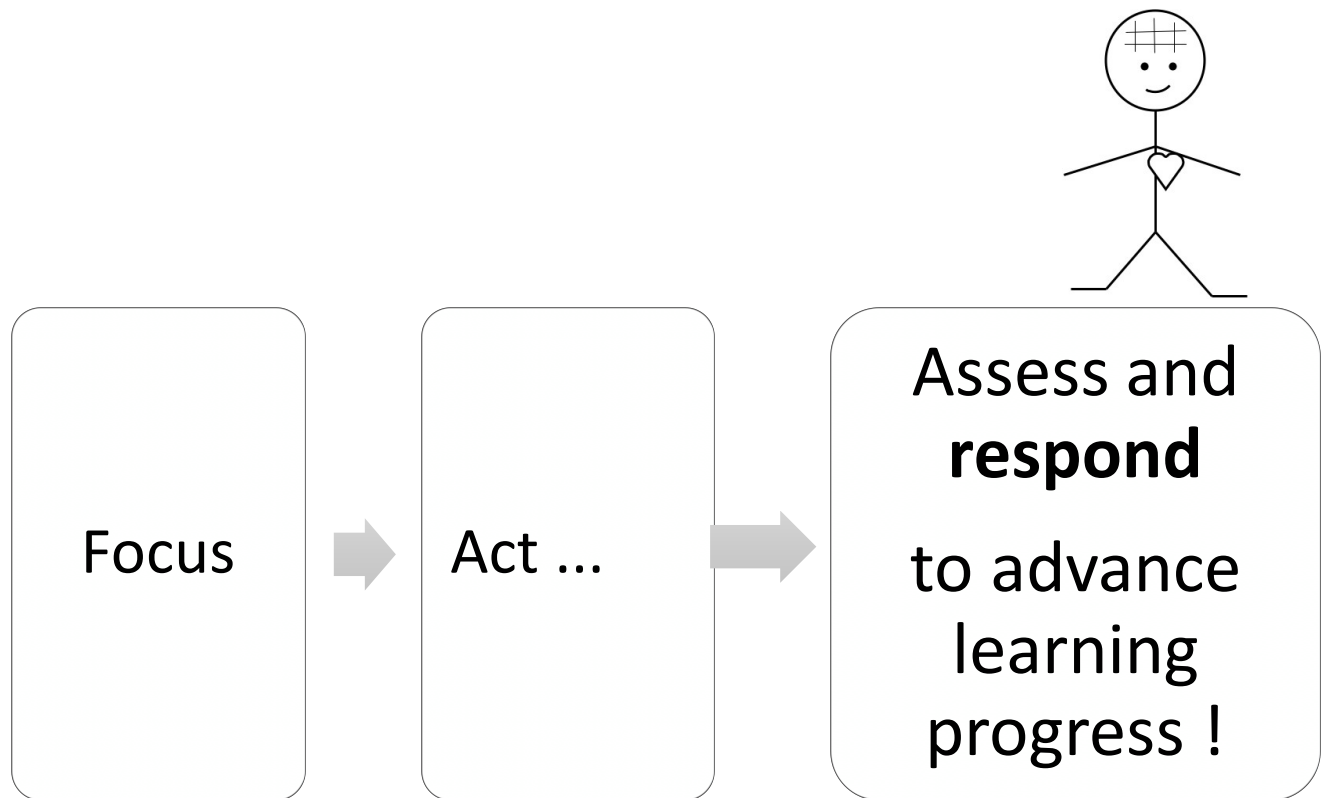


3rd Grade

SECOND QUARTER LEARNING PRIORITIES TO DEVELOP CORE COMPETENCIES



For resources to support learning progress, go to
<http://teacher.depaul.edu>.
Links to specific resources are embedded in the following pages.

Polk Bros. Foundation Center for Urban Education
at DePaul University

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 week of November 20th is 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!

Week of	New Math	Math “Mix”—Content to Revisit

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.

For the rubric for third grade and explanation and guides to PARCC assessments, go to

<http://teacher.depaul.edu/Documents/Grade 3 July 29 Rubric Final.pdf>

Go to this link to see examples of PARCC spring 2015 Question sets including Student constructed responses: <http://parcc-assessment.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.

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.

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: <ul style="list-style-type: none"> • cause-effect • compare/contrast • description • problem-solution • sequence table timeline titles and subtitles tone transition voice	<i>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.</i> <ul style="list-style-type: none"> • 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. Go to this link to see examples of PARCC Question sets, including student constructed responses: <http://parcc-assessment.org>.

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>

The standards have been issued with a public license that allows them to be republished for any purpose that supports the standards initiative. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

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 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 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 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 Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - ___ SL.3.1d Explain their own ideas and understanding in light of the discussion.
- ☐ 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 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- ☐ 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 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 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	
<input type="checkbox"/> 1. Observe conventions of grammar and usage.	<ul style="list-style-type: none">___ 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>I walked, I walk, I will walk</i>) verb tenses.___ c. Ensure subject-verb and pronoun-antecedent agreement.*___ d. Produce simple, compound, and complex sentences.
<input type="checkbox"/> 2. Observe conventions of capitalization, punctuation, and spelling.	<ul style="list-style-type: none">___ 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., <i>sitting, smiled, cries, happiness</i>).___ 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.
<input type="checkbox"/> 3. Make effective language choices.	<ul style="list-style-type: none">___ a. Use words for effect.*
VOCABULARY ACQUISITION AND USE	
<input type="checkbox"/> 4. Determine word meanings (<i>based on grade 3 reading</i>).	<ul style="list-style-type: none">___ 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., <i>company, companion</i>).___ c. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).___ d. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).
<input type="checkbox"/> 5. Understand word relationships.	<ul style="list-style-type: none">___ a. Build real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).___ b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
<input type="checkbox"/> 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 10-11 are combined—increase text complexity in week 11 so students apply same skills to more complex text. Week 12 includes 2 days
--use it for synthesis and appreciation of literature learning.

	Weeks of November 6-17	Week of November 20						
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 CCSSRL3.2 infer theme CCSSRL3.3 analyze character, plot How did the writer help you understand that CCSSRL3.5	<input type="checkbox"/> 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. <table border="1"> <tr> <td>Question</td><td>Answer</td><td>evidence</td></tr> <tr> <td> </td><td> </td><td> </td></tr> </table> <input type="checkbox"/> Analyze: How did the writer help you understand that? <input type="checkbox"/> Analyze: How did the writer “build” the story with parts of the plot?	Question	Answer	evidence				Analyze a story or poem relating to values—can relate to Thanksgiving.
Question	Answer	evidence						
Literature Terms (CCSCSR4)	author, plot, character, evidence, motive, feelings	<input type="checkbox"/> values, feelings, emotions						
Integrate Writing Narrative (CCSSW3)	<input type="checkbox"/> Write the journal of a character explaining feelings about an event in a story. (Based on PARCC sample PCR.)	<input type="checkbox"/> 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 This week’s focus: adjectives	<i>Identify adjectives in reading.</i> <i>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</i>	<input type="checkbox"/> Identify adjectives in the story or poem. Make your own prefix-suffix example list						
Writing conventions	<i>Improve the journal entry by adding adjectives.</i>	Improve the dialogue or poem/song you write by adding adjectives.						

Skills Development Guides for Small Group and Independent Work

Analyze relationships author's purpose and techniques cause-effect relations character traits Classify Compare and contrast Comprehensive story reading guides inference	Infer the meaning of a word from context main idea or theme motive parts of a story sequence Summarize
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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 10-11 are combined so students can learn about one topic through reading and writing. Week 12 is a week to synthesize—based on what students have learned, they explain a topic.

	Week of November 6-17	Week of November 20
Nonfiction Sources	__ topic/trade book __ biography __ history __ article __ video __ textbook __ museum exhibit	__ topic/trade book __ biography __ history __ article __ video __ textbook __ museum exhibit
<u>Science and Social Science</u> 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 <ul style="list-style-type: none"> <input type="checkbox"/> Read a text—each week a different text on same topic. <input type="checkbox"/> Use text features to identify important ideas. <input type="checkbox"/> For each idea cite one supporting detail/example from the text. <input type="checkbox"/> Figure out the central idea of the text—the idea that the main ideas support. 	<i>Students choose a topic they have learned about. Students present the topic—information and BIG idea—with illustrations and written explanations.</i>
Academic Vocabulary (CCSSR4)	<input type="checkbox"/> Students make glossary of important content words about the topic. <input type="checkbox"/> 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 <u>Writing</u> CCSSW2 and 4 explanatory Constructed Response	<input type="checkbox"/> List ideas and information you will include in a response to the Focus Question. <input type="checkbox"/> 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. Go to this link to see examples of PARCC Question sets, including student constructed responses: <http://parcc-assessment.org>

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

[Nonfiction Graphic Organizers](#)
[Graphic Organizer Assessment Rubric](#)

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

LITERATURE

	Week of November 27	Week of December 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
<u>Reading Literature</u> 6. Distinguish their own point of view from that of the narrator or those of the characters .	Analyze the role of the narrator. <input type="checkbox"/> Identify the narrator <input type="checkbox"/> Infer the narrator's point of view. <input type="checkbox"/> Compare and contrast the narrator's point of view with that of a character.	Analyze the role of the narrator. <input type="checkbox"/> Identify the narrator <input type="checkbox"/> 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	<input type="checkbox"/> narrator, point of view
Integrate <u>Writing</u> Analytic PCR—CCSSW2	<input type="checkbox"/> 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?
<u>Word Patterns and Grammar</u> focus: pronouns	<input type="checkbox"/> Identify several pronouns used in the text. <input type="checkbox"/> Identify the antecedent for each one.	<input type="checkbox"/> Identify several pronouns used in the text. <input type="checkbox"/> 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

<u>Analyze relationships</u> <u>author's purpose and techniques</u> <u>cause-effect relations</u> <u>character traits</u> <u>Classify</u> <u>Compare and contrast</u> <u>Comprehensive</u> story reading guides <u>inference</u>	<u>Infer the meaning of a word from context</u> <u>main idea or theme</u> <u>motive</u> <u>parts of a story</u> <u>sequence</u> <u>Summarize</u>
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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 27	Week of December 4
Nonfiction Sources	__ topic/trade book __ biography __ history __ article __ video __ textbook __ museum exhibit	__ topic/trade book __ biography __ history __ article __ video __ textbook __ museum exhibit
<u>Science and Social Science</u> 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 <ul style="list-style-type: none"> <input type="checkbox"/> Read a text <input type="checkbox"/> Use text features to identify important ideas. <input type="checkbox"/> For each idea cite one supporting detail/example from the text. <input type="checkbox"/> Figure out the central idea of the text—the idea that the main ideas support. 	Teacher continues FOCUS question. Students <ul style="list-style-type: none"> <input type="checkbox"/> Read a different source—can be a video or another source. <input type="checkbox"/> Identify important ideas. <input type="checkbox"/> Figure out the central idea. <input type="checkbox"/> Make a diagram based on the source. <div style="text-align: center;"> <p>Central Idea</p> <p>Supporting Ideas</p> <p>fact fact fact</p> </div>
Academic Vocabulary (CCSSR4)	<ul style="list-style-type: none"> <input type="checkbox"/> Students make glossary of important content words about the topic. <input type="checkbox"/> Students use these terms to discuss the text. <p>Topic Main ideas Examples Details Text Feature</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students make glossary of important content words about the topic. <input type="checkbox"/> Students use these terms to discuss the topic and sources. <p>Topic Central idea Main ideas Examples Details</p>
Respond in <u>Writing</u> CCSSW2 and 4 explanatory Constructed Response	<ul style="list-style-type: none"> <input type="checkbox"/> 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?

Go to this link to see examples of PARCC spring 2015 Question sets, including student constructed responses: <http://parcc-assessment.org>

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

[Nonfiction Graphic Organizers](#)

[Graphic Organizer Assessment Rubric](#)

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

LITERATURE

	Weeks of December 11-22 Include assessment of weeks 10-14 and response to identified needs.
Literature Genre	poem
Reading Literature Analyze writer's choice of words. (CCSSR4 and 5)	Analyze the words the writer uses to communicate feelings, create mood, and emphasize ideas. <ul style="list-style-type: none"> 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 (CCSSR4)	Image, figurative language, communicate, emphasis, poetry, rhyme, rhythm, alliteration, stanza
Integrate Writing CCSSW1 opinion	<input type="checkbox"/> 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 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 11-22 Include assessment of weeks 10-14 and response to identified needs.
Nonfiction Sources	__ topic/trade book __ biography __ history __ article __ video __ textbook __ museum exhibit
<u>Science and Social Science</u> 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. <input type="checkbox"/> Choose a topic you think is important from the first semester. <input type="checkbox"/> Collect ideas and information from the texts you read. <input type="checkbox"/> 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 <u>Writing</u> CCSSW2 explanatory or CCSSW3 narrative and 4--organize	Write the booklet or construct the display.

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

[Nonfiction Graphic Organizers](#)

[Graphic Organizer Assessment Rubric](#)

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

LITERATURE

	Week of January 8	Week of January 15
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
<u>Reading Literature</u> 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. <input type="checkbox"/> <u>“Map” story</u> : main characters, their traits and actions, problem and solution. INFER THEME/MESSAGE <input type="checkbox"/> Analyze how the author communicates it—citing the parts of the story, particularly the plot structure.	Analyze story elements to infer the theme. <input type="checkbox"/> <u>“Map” story</u> : main characters, their traits and actions, problem and solution. INFER THEME/MESSAGE <input type="checkbox"/> 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 <u>Writing</u> Narrative PCR— CCSSW3	<input type="checkbox"/> 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—use the PARCC rubric to identify areas to emphasize in making improvements.
<u>Word Patterns and Grammar</u> focus: possessives	<input type="checkbox"/> Identify possessives in reading. Write sentences with possessives	<input type="checkbox"/> 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

<u>Analyze relationships</u> author's purpose and techniques <u>cause-effect relations</u> <u>character traits</u> <u>Classify</u> <u>Compare and contrast</u> <u>Comprehensive</u> story reading guides <u>inference</u>	<u>Infer the meaning of a word from context</u> <u>main idea or theme</u> <u>motive</u> <u>parts of a story</u> <u>sequence</u> <u>Summarize</u>
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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 8	Week of January 15
Nonfiction Sources	__ topic/trade book __ biography __ history __ article __ video __ textbook __ museum exhibit	__ topic/trade book __ biography __ history __ article __ video __ textbook __ museum exhibit
<u>Science and Social Science</u> 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	<i>Teacher sets FOCUS question.</i> <i>Students analyze a text to locate relevant ideas and information to include in a response.</i> Central Idea: _____ <input checked="" type="checkbox"/> Supporting Ideas <input type="checkbox"/> 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: _____ <input checked="" type="checkbox"/> Supporting Ideas <i>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?</i>
Academic Vocabulary (CCSSR4)	<input type="checkbox"/> Students make glossary of important content words about the topic. <input type="checkbox"/> Students use these terms to discuss the text. <i>Central Idea Main Ideas Important Details Text Features</i>	<input type="checkbox"/> Students make glossary of important content words about the topic.
Respond in <u>Writing</u> CCSSW2 and 4 Analytic/explanatory Constructed Response	<input type="checkbox"/> List ideas and information that you will include in a response to the Focus Question.	<i>Use information and ideas from both sources to respond to the FOCUS question.</i>

Go to this link to see examples of PARCC Question sets, including student constructed responses: <http://parcc-assessment.org>
 Skills Guides to use in demonstrations (“I do), guiding groups, independent work and assessments.

[Nonfiction Graphic Organizers](#)

[Graphic Organizer Assessment Rubric](#)

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

LITERATURE

	Week of January 22	Week of January 29 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.				
<u>Reading Literature</u> 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: <u>Poem Analyzer-Writer's Techniques</u>	<input type="checkbox"/> Students write constructed response based on a PARCC sample . Students exchange and improve each other’s constructed responses, using the PARCC rubric for criteria .				
Literature Terms (CCSCSR4)	Technique, author, genre, purpose, effect, plus technique terms	<input type="checkbox"/> Give examples of the grammar rules learned this semester. Also give examples of errors in grammar and how to correct them.				
Integrate <u>Writing</u> CCSSW4	Improve the text you wrote in the previous week—use the PARCC rubric to identify areas to emphasize in making improvements. <input type="checkbox"/>	<input type="checkbox"/> Students make chart of Writing Rules Examples				
<u>Word Patterns and Grammar</u> focus: contractions	Identify contractions in readings. Make a contractions chart: <table><tr><td>Contraction</td><td>Meaning</td></tr><tr><td></td><td></td></tr></table>	Contraction	Meaning			Students analyze an unfamiliar text to determine: Theme Identify techniques and structure the writer used to develop it.
Contraction	Meaning					
Writing conventions	Write sentences with contractions.	<input type="checkbox"/> Students write constructed response based on a PARCC sample . Students exchange and improve each other’s constructed responses, using the PARCC rubric for criteria .				

Skills Development Guides for Small Group and Independent Work

<u>Analyze relationships</u> <u>author's purpose and techniques</u> <u>cause-effect relations</u> <u>character traits</u> <u>Classify</u> <u>Compare and contrast</u> <u>Comprehensive</u> story reading guides <u>inference</u>	<u>Infer the meaning of a word from context</u> <u>main idea or theme</u> <u>motive</u> <u>parts of a story</u> <u>sequence</u> <u>Summarize</u>
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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 22	Week of January 29 COMPREHENSIVE ASSESSMENT
Nonfiction Sources	__ topic/trade book __ biography __ history __ article __ video __ textbook __ museum exhibit	__ topic/trade book __ biography __ history __ article __ video __ textbook __ museum exhibit
<u>Science and Social Science</u> 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	<i>Teacher sets FOCUS question.</i> <i>Students analyze a text to locate relevant ideas and information to include in a response.</i> 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)	<input type="checkbox"/> <i>Students make glossary of important content words about the topic.</i> <input type="checkbox"/> <i>Students use these terms to discuss the text.</i> <i>Central Idea</i> <i>Main Ideas</i> <i>Important Details</i> <i>Text Features</i>	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 <u>Writing</u> CCSSW2 and 4 Analytic/explanatory Constructed Response	<input type="checkbox"/> <i>List ideas and information that you will include in a response to the Focus Question.</i>	Make a display or write a booklet that communicates the ideas you identified about the topic.

Skills Guides to use in demonstrations ("I do), guiding groups, independent work and assessments. [Nonfiction Graphic Organizers](#)
[Graphic Organizer Assessment Rubric](#)