**3rd Grade**

THIRD QUARTER LEARNING PRIORITIES

**EMPHASIZED READING COMPETENCIES**

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

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

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

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

<http://teacher.depaul.edu/PARCCGuides.html>

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

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**MATH PROGRESS PRIORITIES CALENDAR**

*List math content to* ***revisit*** *each week while you continue to develop new math competence.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit  |
| 5February |  |  |
| 12 February |  |  |
| 19February  |  |  |
| 26 February |  |  |
| 5 March |  |  |
| 12 March |  |  |
| 19 March |  |  |
| 26 March | Spring Break! | *Students should take high-interest math activities home.*  |
| 2 April |  |  |
| 9 April |  |  |

**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 detailsdialoguefigurative languagehumoridiomimageryironymetaphormoodnarrator* first person
* second person
* third person

point of viewrepetitionsimilesuspensesymbolnarrativetonevisual detail voice  | alliterationfigurative languagehyperboleimageryironymetaphormetermoodnarrator onomatopoeiaparadoxpoint of viewrepetitionrhymerhythmsimilesymboltonevisual detail voice | argumentboldface captionscomparecontrast debate description detailsexamplesfigurative languagegraphheadingsillustrations imagerynarrative point of viewquotationssequence text structure: * cause-effect
* compare/contrast
* description
* problem-solution
* sequence

tabletimelinetitles and subtitlestonetransitionvoice | *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
* details
* dialogue
* mood
* quotations
* tone
 |

**Third Quarter READING VOCABULARY**

Select “technique” of the week for literature to feature as students locate in reading and also create examples.

Choose a Nonfiction text feature to highlight each week—ask students to write their own explanations of how the text feature helps readers comprehend a nonfiction text.

|  |  |  |
| --- | --- | --- |
| Week of | LITERATURE TECHNIQUES | NONFICTION TEXT FEATURES |
| 5February |  |  |
| 12 February |  |  |
| 19February  |  |  |
| 26 February |  |  |
| 5 March |  |  |
| 12 March |  |  |
| 19 March |  |  |
| 26 March | Spring Break! | *Spring Break!* |
| 2 April |  |  |
| 9 April |  |  |

**NONFICTION WRITERS USE TEXT FEATURES TO COMMUNICATE IDEAS**

|  |  |  |
| --- | --- | --- |
| Diagrams | Charts | Graphs |
| Maps | Glossary | Bibliography |
| Author’s Biography | Index/Table of Contents | Label  |
| Schedule  | Guide Words | Headings and subheadings |
| Title | Caption | Boldface |
| Primary source | Secondary Source  |  |

A nonfiction author teaches ideas about a topic.

List text features in the left column.

Then in the right column tell how a reader would use each one.

|  |  |
| --- | --- |
| **Text Feature** | **How Readers Use this Feature to Learn from Nonfiction** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**You can turn this into a matching game.**

Cut out the techniques and explanations, and then mix them up.

Then ask other students to match the feature with the way readers use it.

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

**LITERATURE**

|  | **Week of February 5**  | **Week of February 12** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)Comprehensive—includes standards 1 (read closely), 2 (summarize and figure out **ideas), 3 (**analyze relationships and character development), 5) analyze the writer’s choice of words, characters, events to communicate a theme and accomplish purpose (6)  | How do you read a history or biography? What strategies do you use to:* Figure out author’s purpose and choices and analyze techniques the writer uses to accomplish it
* Analyze causes and effects, problem + solution
* Infer feelings, traits, predictions
* Figure out the theme
 | How do you read a history or biography? What strategies do you use to:* Figure out author’s purpose and choices and analyze techniques the writer uses to accomplish it
* Analyze causes and effects, problem + solution
* Infer feelings, traits, predictions
* Figure out the theme
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR.3.4 | * How do you infer the meaning of a word from context—give examples.
 | * How do you infer the meaning of a word from context—give examples.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)**Opinion**narrative | * Write constructed response—which events are most important in a history or biography you read—and why.
* Construct a short synopsis of a history or biography, including important events.
 | * Write constructed response—which events are most important in a history or biography you read—and why.
* Construct a short synopsis of a history or biography, including important events.
 |

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

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

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

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

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

Preview the text and graphics.

FOCUS on a BIG question.

Identify IDEAS through examples.

▶Answer the BIG question!

|  | **Week of February 5**  | **Week of February 12** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI3.2 summarize/analyze ideasCCSSRI3.3—use structure of the text to identify ideas and their relationship to the central idea  | * *Use strategies to analyze a nonfiction text. Focus on text features, including table, diagram, graph, contents, glossary, illustration, other features*
* *Identify and support central idea and other ideas in a text.*
 | * *Use strategies to analyze a nonfiction text. Focus on text features, including table, diagram, graph, contents, glossary, illustration, other features*
* *Identify and support central idea and other ideas in a text.*
 |

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

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

**Common Core Constructed Response Organizer**

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

**LITERATURE**

|  | **Week of February 19** | **Week of February 26** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| **Reading different genres—what are the strategies?**  | **How do you read a poem?*** How does the writer help you understand the idea? (includes metaphor, simile, images as well as theme/message)
 | **How do you read a poem?*** How does the writer help you understand the idea? (includes metaphor, simile, images as well as theme/message)
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR.3.4 | * **Figurative language**

|  |  |
| --- | --- |
| Word | What It Means in this Context |
|  |  |
|  |  |

 | * **Figurative language**

|  |  |
| --- | --- |
| Word | What It Means in this Context |
|  |  |
|  |  |

 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)OpinionNarrative  | * Write to tell about your favorite poem and what you like about it.
* Make sequence chart based on a mentor text to write the narrative of an event or science experiment.
 | * Write to tell about your favorite poem and what you like about it.
* Make sequence chart based on a mentor text to write the narrative of an event or science experiment.
 |

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

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

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

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

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

Preview the text and graphics.

FOCUS on a BIG question.

Identify IDEAS through examples.

▶Answer the BIG question!

|  | **Week of February 19** | **Week of February 26** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI3.2 summarize/analyze ideasCCSSRI3.3—use structure of the text to identify ideas and their relationship to the central idea  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Answer a BIG question with information from two different sources—may be a text and a video or two texts.*
* *Make glossary; use glossary (if text has it)*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Answer a BIG question with information from two different sources—may be a text and a video or two texts.*
* *Make glossary; use glossary (if text has it)*
 |

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

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

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

**LITERATURE**

|  | **Week of March 5** | **Week of March 12** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.3.1**Infer with evidence****3.3 analyze character, plot****Author’s Craft and Strategies (3.5 and 3.6)** | * How do you figure out the author’s purpose—it’s much more than entertain, inform, or persuade.
* Read a short text and figure out what the writer wanted you to understand or feel because of what the writer included and how the writer presented the idea.
 | **Analyze clearly*** Decide what the lesson or moral is of a story. (Remind students about fables.)
* Tell how the author communicates it—uses characters and events to make it clear.
* Explain with examples.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR.3.4 | * Prefixes
 | * Suffixes
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)OpinionNarrative based on mentor text | * Write your opinion about your favorite story—explain what makes it a good story.
* Prepare a sequence chart for the next part of a story.
 | * Compare a fable and a realistic story. Support your opinion about which kind will help people learn more about how to be a good person.
* Write the next part of the story you charted last week.
 |

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

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

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

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

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of March 5** | **Week of March 12** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY****Craft and Structure—how do you use the features of nonfiction to comprehend it and learn?** | * *How do you figure out which information and ideas are important when you read nonfiction?*
* Draw a conclusion: what is the **purpose** of the passage? Explain how you figured that out. Illustrate what you learned. Write a four-sentence summary.
 | * *How do you figure out which information and ideas are important when you read nonfiction?*
* Draw a conclusion: what is the **purpose** of the passage? Explain how you figured that out. Illustrate what you learned. Write a four-sentence summary.
 |

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

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)  **Third Grade: THIRD QUARTER Learning Priorities Weeks 27-28**

**LITERATURE**

|  | **Week of March 19** | **Week of April 2** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)Author’s Craft and purpose. (CCSSR5, 6) | * Make a chart of the parts of fiction and then analyze a story – choose a genre to analyze. Then tell how the writer uses techniques to communicate the lesson or theme.
 | * Make a chart of the parts of fiction and then analyze a story – choose a different genre to analyze. Then tell how the writer uses techniques to communicate the lesson or theme.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR.3.4 | * Identify/use multi-meaning words.
 | * Identify/use compound words.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*opinion* Narrative  | * Write about something you did that was difficult but you succeeded—explain how it shows a great trait you have.
* Write the narrative of the action you took.
 | * Write about a person you admire. Tell why you have that positive opinion.
* Write the narrative of an action that person took that you admire.
 |

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

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

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

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

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of March 19** | **Week of April 2** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**Ideas and information (CCSSRI1, 2, 3);structure of text (CCSSR5) | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features to organize the Answer to the BIG question with ideas and important supporting facts.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features to organize the Answer a BIG question with ideas and important supporting facts.*
 |

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

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

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

**LITERATURE**

|  | **Week of April 9—COMPREHENSIVE ASSESSMENT**  |
| --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)**Analyze craft and structure to clarify the text.** | Write with examples aboutgenres of fiction* how they are alike
* how they are different
* Explain how to use structures and features to comprehend nonfiction.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.3.4Analyze word patternsInfer from context | Give examples of words: * contractions
* possessives
* compound
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)opinion  | Students make writer’s guide: How to Write to support an opinion. |

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

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

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

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

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of April 9—COMPREHENSIVE ASSESSMENT**  |
| --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.3.2**Analyze ideas** | * Make a poster or booklet that tells/shows what you have learned about one Topic and BIG Question: why it is important to know.
 |

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

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