**3rd Grade**

FIRST QUARTER

CORE COMPETENCE DEVELOPMENT

 

**For resources to support first quarter progress, go to**

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

**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, art, science, social science--*Integrating math into science and social science makes math more meaningful.*

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Students need to take home an example of how to solve problems—that *they prepare* so they can practice correctly. Encourage math games—matching, problem solving, measurement tasks, and math projects.

**Daily kinds of assessment:**

 \_\_glossary \_\_journal \_\_my own example \_\_solve a problem

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**Weekly kinds of assessment:**

\_\_solve problem, explain patterns and strategies \_\_write math booklet

\_\_make my own “anchor chart” \_\_make “math path”—steps to solution

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

**READING COMPETENCIES**

Standard 1 is part of accomplishing each competence: read closely--carefully
and completely--to respond to questions with text-based evidence/examples.

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| **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. |
| **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  |

*All the reading competence development is designed to reach standard 10:*

|  |  |
| --- | --- |
| By the end of the year, **read and comprehend** literature, including **stories**, **dramas**, and **poetry**, at the high end of the grades 2–3 text complexity band **independently** and **proficiently**. | By the end of the year, **read and comprehend** informational texts, including **history/social studies**, **science**, and **technical texts**, at the high end of the grades 2–3 text complexity band **independently** and **proficiently**. |

***Nonfiction reading competencies*** *are developed each week in* ***science or social science****—ideally students work on only one nonfiction subject for five weeks so that students learn that content and learn how to read nonfiction.*

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

**The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum—including SEL. Check the standards you will emphasize during “collaborative conversations” and presentations.**

**Comprehension and Collaboration**

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

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

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

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

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

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

**Presentation of Knowledge and Ideas**

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

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

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

**Writing Competencies**

**Note: The emphasis of writing this quarter is on the PCR—the prose constructed response because that kind of writing increases reading competence.**

**PCR** Prose Constructed Response

A **task** that requires students to write a response to a question that may focus on one reading or may require students to analyze two readings or two readings and a video. If the task requires students to respond to two texts or to two texts and a video the student first completes responses to questions about each reading or video.

**“**The **Narrative Task** broadens the way in which students may use this type of writing. Narrative writing can be used to convey experiences or events, real or imaginary. In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.” (Source: PARCConline.org)

*The following two PCRs from PARCC samples are responses to stories.*

PCR based on one story.

* This story tells about Derrick’s first camping trip. Write Derrick’s journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal.

This PCR asks students to add to a narrative. Students can do similar tasks to increase understanding of a story—

 Write a letter from a character reporting on the main event

 Write a journal of one of the characters

 Write an additional part of the story—the sequel.

PCR based on two stories.

* Old Mother West Wind and the Sandwitch both try to teach important lessons to characters in the stories. Write an essay that explains how Old Mother West Wind’s and the Sandwitch’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

*This PCR is a* ***Literature Task*** *in which students compose an analytic essay.*

*During first quarter, students should complete analyses of individual stories so that they develop competence to write such an essay.*

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

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**NWEA Literature Interpretation Terms** CCSSR4—expand academic vocabulary.

*The following terms are included in NWEA questions from grades 3-8.*

*The following week-to-week plans include literacy terms that should be applied by students as they analyze texts during the two-weeks for which they are listed. Many will be repeated during subsequent quarters since they are transferrable across texts.*

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| alliteration  | analogy | anecdote |
| anthology | antithesis | aphorism |
| archetype | assonance | author’s purpose |
| characteristics | characterization | cliché |
| climax | colloquialism | conclusion |
| conflict | connotation | consonance |
| context | detail | dialogue  |
| diary | drama | emotion |
| entertain | evaluate | event  |
| evidence | exaggeration | example |
| excerpt | exposition (fiction) | fable |
| falling action | fantasy | feeling |
| fiction | fictional  | figurative language |
| figure of speech | first person  | flashback  |
| folk tale | foreshadowing | genre |
| historical fiction | humor  | hyperbole |
| iambic pentameter | idiom  | illustration  |
| image | imagery | irony |
| legend | literary device  | literary element |
| literature | main character | metaphor  |
| meter | minor detail | mood |
| moral | myth | narrate |
| narrative  | narrator  | novel |
| omniscient  | onomatopoeia  | order of events |
| oxymoron | parable | paradox |
| paragraph  | parallelism | passage  |
| pathetic fallacy | phrase | play |
| plot  | poem | poet |
| poetry | point of view | predict |
| problem and solution | pun | qualities |
| repetition | resolution  | resolve |
| rhyme  | rhythm | riddle |
| rising action | satire | scansion |
| scene | second person | selection  |
| sensory detail (senses) | sequence | setting  |
| short story  | simile | sonnet |
| stanza | structure | summarize |
| summary  | support  | suspense |
| symbol | symbolism | symbolize |
| synecdoche | tale | tall tale |
| theme | third person | third person objective |
| third person omniscient | title | title page |
| tone | trait | viewpoint |
| voice | word play | world literature |

**Third Grade: First Quarter, Weeks 1-2 Learning Priorities**

|  | **Week of September 4** | **Week of September 11** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL3:3 analyze characters [Infer the meaning of a word in **context**](http://teacher.depaul.edu/files/documents/Icaninferthemeaningofawordfromcontext.pdf)**CCSSR4—ongoing—include weekly.**literary terms: character, action, trait; context; evidence | * Take [reading interest survey](http://teacher.depaul.edu/Documents/LiteracySurvey.pdf).

**What do you like about reading stories?****RELATE CHARACTER ACTIONS TO TRAITS** (relates to organizing a collaborative classroom—see next page.)[**character traits**](http://teacher.depaul.edu/files/documents/Icanidentifyandinfercharactertraits.pdf)* **Draw** characters, showing traits.

**Character Trait\_Evidence\_** * INTEGRATE WRITING: **Descriptive sentences.** *Describe a character, person, or place so clearly another student can identify*
 | **How does a writer tell you a character’s traits?****RELATE CHARACTER TRAITS AND ACTIONS** and MOTIVES* Describe and analyze [**character, motives**](http://teacher.depaul.edu/files/documents/ICanIdentify-InferMotive.pdf)**, plot**

**Who Does What Why**INTEGRATE WRITING: **JOURNAL—start the reader’s journal, telling what you liked and learned about literature this week.** |
| **Nonfiction Sources** | \_\_topic book \_\_video \_\_museum exhibit \_\_dictionary \_\_map\_\_online reference tool \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_topic book \_\_video \_\_museum exhibit \_\_dictionary \_\_map\_\_online reference tool \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)CCSSRI.3.2**Identify important information** | Science Interest Survey:* What do you like about science?
* What is your favorite science topic?
* Write and draw to explain it.
 | How do people learn science?* Learn about a topic by reading, observing, then.
* List what you think the most important facts are that you see in the pictures or diagrams.
* Make **glossary** of words you think are important.
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.3.2**Classify and evaluate information** | Take knowledge and interest survey:* What do you like about the city of Chicago?
* Places
* People
* Transportation
* Natural environment
* Write sentences about the part you like most.
 | Read/think--How has Chicago changed?* List changes.
* Then illustrate one you think is most important.

Online Links to…[Chicago Readings](http://teacher.depaul.edu/Reading%20Chicago.html)[Chicago Timeline](http://teacher.depaul.edu/Documents/Chicago%20History%20Timeline%201800-2008%20updated%204-12-12.pdf) |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Conventions | * **Assess writing abilities:**Write sentences to narrate an action—including sequence words.
 | * *Assess writing abilities: outline and then write a paragraph about any topic you’re interested in.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR.3.4**Classify vocabulary** | * Assess student phonics needs.
 | * Assess grammar knowledge: Identify **parts of speech** in sentences—

**Underline nouns, circle verbs.** |

**What character traits are most important to our classroom community?**

***Example--You can set up a display—choose traits and ask students to illustrate them.***

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| **cooperative** | **careful** |  |
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**What character traits are most important to our classroom community?**

***Example--You can set up a display—choose traits and ask students to illustrate them.***

|  |  |  |
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| **careful** | **helpful** | **cooperative** |
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**Personalize learning from the beginning:**

**Make a Literacy Survey to Learn What Your Students Like.**

You can complete this survey in a few different ways. Students can write their answers and then cut out the rectangles and make a bar graph. Students can interview each other. Students can fill in the boxes and give you the page to keep now and then take the same survey in a few months to see how their ideas change. PreK-1st grade students can give their responses orally or draw pictures.

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| 1. What is your favorite kind of book to read?
 | 1. What is your favorite story?
 |
| 1. What is your favorite TV show?
 | 1. What do you like about that TV show?
 |
| 1. What do you like to write?
 | 1. What do you want to learn more about?

animals, countries, famous people, music, sports, or another topic? |

**Third Grade: First Quarter, Weeks 3-4 Learning Priorities**

|  | **Week of September 18** | **Week of September 25** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.3.3Analyze plot—problem and solution**literacy terms:** **plot; problem; solution; summary; lesson; sequence**  | * Analyze plot of a story
* **Identify words the writer uses to help explain the sequence of events.**
* Identify **information** about **problem and solution** in a story.
* Then write summary of the plot.
* INTEGRATE WRITING: CONSTRUCTED RESPONSE--How does the writer use the plot to tell you a message or teach a lesson? (theme)
 | * Analyze plot of a story
* Increase **complexity** of text as students apply same strategies from previous week.
* **Identify words the writer uses to help explain the sequence of events.**
* Identify **information** about **problem and solution** in a story.
* Then write summary of the plot.
* INTEGRATE WRITING: CONSTRUCTED RESPONSE--How does the writer use the plot to tell you a message or teach a lesson? (theme)
 |
| **Nonfiction Sources** | \_\_topic book \_\_video \_\_museum exhibit \_\_dictionary \_\_map\_\_online reference tool \_\_\_\_\_\_\_\_\_\_\_ | \_\_topic book \_\_video \_\_museum exhibit \_\_dictionary \_\_map\_\_online reference tool \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.3.2Locate important information using structure of the text.*literacy terms: paragraph; main idea; supporting information; summary; struture of text*  | * Describe the structure of the text—how it is organized
* List**:** [**Main Idea of each paragraph**](http://teacher.depaul.edu/files/documents/ParagraphReader.pdf) **in a passage.**
* For each idea, list one fact that supports it.
* [Make glossary.](http://teacher.depaul.edu/files/documents/TopicGlossary.pdf)

Use dictionaryINTEGRATE WRITING: WRITE A SUMMARY PARAGRAPH; EXPLAIN WHAT YOU LEARNED.Analyze “mentor” paragraph—how does the writer keep focus and provide support? Then write your own. Online resource: [**Paragraph with focus, support**](http://teacher.depaul.edu/Documents/FocusSupportOrganizeWriting.pdf)**.** | * Describe the structure of the text—how it is organized
* List**:** [**Main Idea of each paragraph**](http://teacher.depaul.edu/files/documents/ParagraphReader.pdf) **in a passage.**
* For each idea, list one fact that supports it.
* [Make glossary.](http://teacher.depaul.edu/files/documents/TopicGlossary.pdf)

Use dictionaryINTEGRATE WRITING: WRITE A SUMMARY PARAGRAPH; EXPLAIN WHAT YOU LEARNED.Analyze “mentor” paragraph—how does the writer keep focus and provide support? Then write your own. Online resource: [**Paragraph with focus, support**](http://teacher.depaul.edu/Documents/FocusSupportOrganizeWriting.pdf)**.** |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)Analyze word patterns | Identify * **singular and plural** nouns.
* **List five singular nouns from passage.**
* **List three plural nouns.**
 | * Classify **singular and plural** nouns from this week’s reading.

 **singular**  **plural** |

**Third Grade: First Quarter, Weeks 5-6 Learning Priorities**

|  | **Week of October 2**  | **Week of October 10** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.**Develops 3—relationships; and 5—author’s choices that communicate about events and characters****literature terms: author; plot; cause; effect; analyze; infer; evidence; predict**  | **ANALYZE CAUSES AND EFFECTS*** [Analyze and infer **causes and effects.**](http://teacher.depaul.edu/files/documents/IcanAnalyzeandInferCausesandEffectsQuestionCard.pdf)
* Infer the traits that the characters’ choices tell about them.
* Infer the values that are important to the characters based on the kinds of responses they make to other characters.
* Identify ways the writer helps you understand the characters’ actions and reasons for them.

**INTEGRATE WRITING:*** **Write short constructed response to a story or history.** *Example: Write journal of a character or letter from one character to another character.*
 | **Mid-Quarter Assessment****ANALYZE CAUSES AND EFFECTS,** **then predict** **Online resources—graphic organizers you can use to guide or assess:** * [Analyze and infer **causes and effects.**](http://teacher.depaul.edu/files/documents/IcanAnalyzeandInferCausesandEffectsQuestionCard.pdf)
* [**Predict** with evidence from story](http://teacher.depaul.edu/files/documents/ICanPredictwithEvidencefromaStory.pdf)—**What will happen? Why?**

**INTEGRATE WRITING:*** **Write short constructed response to a story. Explain how the writer helps you understand the plot.**
 |
| **Nonfiction Sources** | \_\_topic book \_\_video \_\_museum exhibit \_\_dictionary \_\_map\_\_online reference tool \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_topic book \_\_video \_\_museum exhibit \_\_dictionary \_\_map\_\_online reference tool \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.3.3—trace relationshipsLITERACY TERMS:TEXT FEATURES; RELATIONSHIPS; CAUSES AND EFFECTS; SEQUENCE; HEADINGS  | **Trace relationships—sequence and cause-effect in science or social science situation.*** Online resource: [Analyze and infer **causes and effects.**](http://teacher.depaul.edu/files/documents/IcanAnalyzeandInferCausesandEffectsQuestionCard.pdf)
* Make glossary and use dictionary (ongoing)

INTEGRATE WRITING: CONSTRUCTED RESPONSE—How does the writer help you understand relationships—what words or headings or other text features does the writer use to help you understand them? | **Trace relationships—sequence and cause-effect in science or social science situation.*** [Analyze and infer **causes and effects.**](http://teacher.depaul.edu/files/documents/IcanAnalyzeandInferCausesandEffectsQuestionCard.pdf)
* Make glossary and use dictionary (ongoing)

MIDQUARTER ASSESSMENT: How do you learn when you read nonfiction? What text features help you learn?  |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)**Analyze and use word patterns** | * Identify **verb tense**
* Make chart of verbs from a passage:

 **past present future** | * Adjust verb tense.

**√**Choose verbs from passage. Then make them past-present-future **past present future** |

**Third Grade: First Quarter, Weeks 7-8 Learning Priorities**

|  | **Week of October 17** | **Week of October 24** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.3.2 Analyze story structure to determine theme. And 5—how the writer communicates it.LITERACY TERMS: Theme; main character; problem and solution; plot structure | **STORY ELEMENTS** * [“***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.

**INTEGRATE WRITING: dramatize the story—write a scene.** | **STORY ELEMENTS – continue to focus on structure of story, increase complexity of text.** * [“***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 plot structure.

INTEGRATE WRITING: act out the drama you wrote—with expression. |
| **Nonfiction Sources** | \_\_topic book \_\_video \_\_museum exhibit \_\_dictionary \_\_map\_\_online reference tool \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_topic book \_\_video \_\_museum exhibit \_\_dictionary \_\_map\_\_online reference tool \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.3.2**Organize information to support ideas****CCSSRI3.5—use of text features** *LITERACY TERMS: essay; outline; response; evidence* | * Locate information to answer a BIG question or support a big idea.
* From the passage
* From the illustrations/diagrams/map/….
* Identify ways the writer uses text features to teach you about the topic.

INTEGRATE WRITING: outline a response to the BIG question. Then draft it as an essay. In the outline, note the evidence that you will use to support each idea. * [Make glossary.](http://teacher.depaul.edu/files/documents/TopicGlossary.pdf)

Use **dictionary** | * Locate information to answer a BIG question or support a big idea.
* From the passage
* From the illustrations/

diagrams/map/…* Identify ways the writer uses text features to teach you about the topic.

INTEGRATE WRITING: WRITE THE RESPONSE YOU OUTLINED LAST WEEK.* [Make glossary.](http://teacher.depaul.edu/files/documents/TopicGlossary.pdf)

Use **dictionary** |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)Analyze word patternsInfer from context | * [Identify **root words**](http://teacher.depaul.edu/files/documents/ICanIdentifyRootWords.pdf)

√ Make root word chartsRoot Two Words with Root | * [Identify and use **suffixes.**](http://teacher.depaul.edu/files/documents/ICanIdentifyandUseSuffixes.pdf)
* Make suffix chart:

Suffix:\_\_\_\_\_\_\_\_\_\_\_\_Word + Suffix = Meaning Combine with the root words charts—make your own word analysis guides. |

**Third Grade: First Quarter, Week 9 Learning Priorities**

|  | **Week of October 30****Comprehensive Assessment** |
| --- | --- |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.3.2Summarize and infer theme**Literacy Terms:****Mentor text; narrative; sequel; journal**  | Comprehensive AssessmentAnalyze author’s use of details and techniques to:* Show character traits
* Explain motives
* Make the theme or moral clear

INTEGRATE WRITING:√ Explain with examples how the author does each of those.  |
| **Nonfiction Sources** | \_\_topic book \_\_video \_\_museum exhibit \_\_dictionary \_\_map\_\_online reference tool \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.3.2**Support ideas with evidence** CCSSR7—integrate information from different sources. | Comprehensive Assessment * How do you learn when you read nonfiction?
* Show how you start with a question, then locate information, then organize it to respond.
* Identify two different ideas about a topic from two different sources—one can be a video.
* Support each idea with information from the text.
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| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)Analyze word patternsInfer from context | Comprehensive Assessment* Locate words in reading with prefixes and suffixes.
* Explain how the prefix or suffix affects meaning.
* Complete verb tense chart—past, present, future
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