**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) **.**

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

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Learning Guides in Spanish and English

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

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

[**Vocabulary**](http://teacher.depaul.edu/BilingualVocabularyResources.htm)**Guides**[**Writing**](http://teacher.depaul.edu/BilingualWritingResources.htm)**Guides**

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

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

**Use Graphic Organizers to Demonstrate,**

**Guide and *Assess to Advance***

**Students can work independently, then**

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

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

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

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

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

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

**Readings and Activities are available at**

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

**Scholastic Teachables**

[https://teachables.scholastic.com/teachables/guesthomepage.html](file:///Users/barbararadner/Dropbox%20%28CUE%29/__third%20quarter%201-27/https%3A/teachables.scholastic.com/teachables/guesthomepage.html)

**(first month is free!)**

**MATH PROGRESS PRIORITIES CALENDAR**

Polk Bros. Foundation Center for Urban Education

*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  |
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**During spring break, students should take home:**

* List of links to online math activities.
* Math games they make and take home to play.
* Activity pages you provide to parents in a parent “pickup” session before spring vacation.

**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.

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| --- | --- | --- | --- |
| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action  descriptive detailsdialoguefigurative languagehumoridiomimageryironymetaphormoodnarrator* first person
* second person
* third person

point of viewsimilesuspensesymbolnarrativetonevisual 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
 |

**This quarter includes nonfiction text features each week.**

Use this table to pre-assess and then post-assess at the end of the quarter.

|  |  |  |
| --- | --- | --- |
| 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 to comprehend a nonfiction text.

|  |  |
| --- | --- |
| **Text Feature** | **How Readers Use this Feature to Learn from Nonfiction** |
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**Third Grade: THIRD QUARTER Learning Priorities Weeks 21-22**

**LITERATURE. Literary terms to emphasize are highlighted in boldface.**

**For readings and skills developers, go to** [**http://teacher.depaul.edu**](http://teacher.depaul.edu)

**and Scholastic Teachables *first month of Teachables is free!* at**

[https://teachables.scholastic.com/teachables/guesthomepage.html](file:///Users/barbararadner/Dropbox%20%28CUE%29/__third%20quarter%201-27/2-1/https%3A/teachables.scholastic.com/teachables/guesthomepage.html)

|  |  |  |
| --- | --- | --- |
| **Literature Genre** | \_\_history \_\_biography\_\_historical fiction | \_\_history \_\_biography\_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)Comprehensive—includes standards CCSSR3.1 (read closely), 3.1 (summarize, identify theme), 3.2 (analyze relationships and character development), 3.5) analyze the writer’s choice of words, characters, events to communicate a theme and (3.6) accomplish purpose  | How do you read a history or biography? **Comprehensively.** * **Analyze** **causes** and **effects, problem** and **solution**
* **Infer** feelings, **traits** based on characters’ **actions**
* Figure out the **theme** based on **events** and choices of characters/persons
* **Infer** **author’s purpose**
* **identify techniques** the author uses
 | How do you read a history or biography? **Comprehensively.*** **Analyze** **causes** and **effects, problem** and **solution**
* **Infer** feelings, **traits** based on characters’ actions
* Figure out the **theme** based on events and choices of characters/persons
* Figure out **author’s purpose**
* Identify **techniques** the author uses
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR3.1 | * **Infer** **word meaning** from context
* Make examples of **multi-meaning** words in different **contexts**
 | * **Infer** **word meaning** from context
* Make examples of **multi-meaning** words in different **contexts**
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Summary (CCSSW3.4) | * Construct a short **summary** of a history or biography, including important events.
* Edit for use of commas.
 | * Write constructed response—which **event**s are most important in a history or biography you read—and why.
* Edit for verb tense.
 |

**NWEA/Common Core 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**

For one-page nonfiction passages go to <http://teacher.depaul.edu> and to https://teachables.scholastic.com/teachables/guesthomepage.html

 (First month of Scholastic Teachables is free!)

***EXPLORE EXAMINE EXPLAIN***

Students Learn about a Topic and improve nonfiction reading skills as they

**READ COMPREHENSIVELY:**

* Preview the text and graphics.
* Focus on a BIG Question, then use text features to comprehend.
* Identify IDEAS through examples.
* ▶Respond to the BIG question!

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| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| STRATEGY | ***Preview*** *a passage.* | *Establish a* ***purpose*** *for reading.* |
| [**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 ideasCCSSRI3.2—use structure of the text to identify ideas and their relationship to the central idea  | *Teacher asks a BIG question and uses a graphic organizer to demonstrate how to locate, collect, and analyze information to respond.****History:*** *Students identify challenges, choices, actions, effects of actions.**Expository texts (including science): Students identify main ideas and supporting information.** *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features*
* *Students identify and support central idea and related ideas in a text.*
* *Students identify the* ***structure of the text****—*

*sequence, compare/contrast; cause-effect; description; problem-solution* | *Teacher asks a BIG question and uses a graphic organizer to demonstrate how to locate, collect, and analyze information to respond.**History: Students identify challenges, choices, actions, effects of actions.**Expository texts: Students identify main ideas and supporting information.** *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features*
* *Students identify and support central idea and related ideas in a text.*
* *Students identify the structure of the text—*

*sequence, compare/contrast; cause-effect; description; problem-solution* |
| **Text Feature** | *Graphic—illustration, bar graph, other visual* | *Caption* |

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

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

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

**LITERATURE**

**For spirituals and poems, go to** [**http://teacher.depaul.edu**](http://teacher.depaul.edu) **and**

[https://www.poetryfoundation.org/](file:///Users/barbararadner/Dropbox%20%28CUE%29/https%3A/www.poetryfoundation.org/)

**For poems and activities, including poems relating to Dr. Martin Luther King, go to**

<https://teachables.scholastic.com/teachables/guesthomepage.html>

**(first month is free!)**

|  |  |  |
| --- | --- | --- |
| **Literature Genre** |  \_poem (May include African American Spiritual) | \_\_poem (may include African American Spiritual) |
| Interpret PoemsCCSSR3.5, CCSSR3.2 | **How do you read a poem?*** **What techniques does the poet use? metaphor, simile, image, figurative language, repetition, detail, alliteration**
* What is the poem’s message/theme? Which lines help you understand that theme?
 | **How do you read a poem?*** **What techniques does the poet use?** metaphor, simile, image, figurative language, repetition, detail, alliteration, onomatopoeia, symbol
* What is the poem’s message/theme? Which lines communicate it?
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSR.3.4 | * Identify **Figurative language**
* Give examples of **multi-meaning** words used in appropriate contexts.

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

 | * Identify Figurative language
* Give examples of multi-meaning words used in appropriate contexts.

|  |  |
| --- | --- |
| Word | What It Means in this Context |
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 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)OpinionNarrative  | * Write to tell about your favorite poem and what you like about it.
* Write your own poem
* Edit for commas, exclamation marks.
 | * Improve your poem—add techniques such as alliteration, onomatopoeia
* Edit your poem for subject-verb agreement
 |

**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***

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 (First month of Scholastic Teachables is free!)

Students Learn about a Topic and improve nonfiction reading skills as they

**READ COMPREHENSIVELY:**

* Preview the text and graphics.
* Focus on a BIG Question, then use text features to comprehend.
* Identify IDEAS through examples.
* ▶Respond to the BIG question!

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| Strategy | *Skim a text to see how the pages are organized to preview what you will learn.* | *Adjust rate of reading to text difficulty—stop and think after each part—what did I learn?* |
| **Text Feature** | *Headings and subheadings* | *Guide words or boldfaced words* |
| [**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 ideasCCSSRI3.2—use structure of the text to identify ideas and their relationship to the central idea  | *Teacher asks a BIG question and uses a graphic organizer to demonstrate how to locate, collect, and analyze information to respond.**History: Students identify challenges, choices, actions, effects of actions.**Expository texts: Students identify main ideas and supporting information.** *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features*
* *Students identify and support central idea and related ideas in a text.*
* *Students identify the structure of the text—*
* *sequence, compare/contrast; cause-effect; description; problem-solution*
 | *Teacher asks a BIG question and uses graphic organizer to demonstrate how to locate, collect, and analyze information to respond.**History: Students identify challenges, choices, actions, effects of actions.**Expository texts: Students identify main ideas and supporting information.** *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features*
* *Students identify and support central idea and related ideas in a text.*
* *Students identify the structure of the text—*

*sequence, compare/contrast; cause-effect; description; problem-solution* |
| **Vocabulary** CCSSR4 | *Identify Latin root words used in texts.* | *Identify Latin root words used in texts.* |

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

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

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

**LITERATURE**

|  |  |  |
| --- | --- | --- |
| **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****3.2 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 communicated the theme/message—techniques used, content included.
 | **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.
* Edit for verb tense.
* Edit for subject-verb agreement.
* Prepare a sequence chart for the next part of a story.
 | * Contrast 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.
* Edit for verb tense, prounoun use.
 |

**Activity Guides or Assessments (if done independently)**

|  |  |
| --- | --- |
| [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) |

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

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

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

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Students Learn about a Topic and improve nonfiction reading skills as they

**READ COMPREHENSIVELY:**

* Preview the text and graphics.
* Focus on a BIG Question, then use text features to comprehend.
* Identify IDEAS through examples.
* ▶Respond to the BIG question!

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| **Strategy** | *Use headings to locate information related to question, topic, or idea.* | *Use graphics and captions to locate information related to question, topic, or idea.* |
| **Text Feature** | *Title and sub-title* | *Graphics and captions* |
| [**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 ideasCCSSRI3.2—use structure of the text to identify ideas and their relationship to the central idea  | *Teacher asks a BIG question and uses a graphic organizer to demonstrate how to locate, collect, and analyze information to respond.**History: Students identify challenges, choices, actions, effects of actions.**Expository texts: Students identify main ideas and supporting information.** *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features*
* *Students identify and support central idea and related ideas in a text.*
* *Students identify the structure of the text—*
* *sequence, compare/contrast; cause-effect; description; problem-solution*
 | *Teacher asks a BIG question and uses graphic organizer to demonstrate how to locate, collect, and analyze information to respond.**History: Students identify challenges, choices, actions, effects of actions.**Expository texts: Students identify main ideas and supporting information.** *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features*
* *Students identify and support central idea and related ideas in a text.*
* *Students identify the structure of the text—*

*sequence, compare/contrast; cause-effect; description; problem-solution* |
| **Vocabulary** CCSSR4 | *Identify Greek root words used in texts.**Make a glossary for a text you read.* | *Identify Greek root words used in texts.**Make a glossary for a text you read.* |

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

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

**Third Grade: 3rd QUARTER Learning Priorities Weeks 27-28**

**LITERATURE**

|  |  |  |
| --- | --- | --- |
| **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) | * Read Comprehensively

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.  | * Read Comprehensively

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 contractions in sentences.
 | * Identify, use possessives and pronouns in sentences.
 |
| [**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.
* Edit for complete sentences (no fragments).
 | * 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.
* Add a quotation (with quotation marks).
 |

**NWEA/Common Core 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**

***EXPLORE EXAMINE EXPLAIN***

Students Learn about a Topic and improve nonfiction reading skills as they

**READ COMPREHENSIVELY:**

* Preview the text and graphics.
* Focus on a BIG Question, then use text features to comprehend.
* Identify IDEAS through examples.
* ▶Respond to the BIG question!

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| **Strategy** | *Re-read to clarify ideas, confirm information.* | *Infer word meaning from context; confirm by re-reading with your definition.* |
| **Text Feature** | *Table of contents*  | *Glossary (make one if you don’t find one with this week’s reading)* |
| [**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 (CCSSRI3., 2, 3);structure of text (CCSSR3.5) | ***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)

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

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

**LITERATURE**

|  | **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 text 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 words
* pronouns
* Greek and Latin Roots
* Prefixes and suffixes
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm) | Students make writer’s guide: How to use punctuation, verb tense, pronouns, subject verb agreement correctly. |

**NWEA/Common Core 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**

|  | **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 booklet that explains ideas you learned about one Topic and BIG Question: why it is important to know.
* Use nonfiction writer’s techniques in your booklet—headings, captions, illustrations, glossary.
 |
| **Strategies** | * Demonstrate or make a guide to using the nonfiction strategies you focused on this quarter to comprehend nonfiction.
 |
| **Text Features** | * Explain how readers us text readers to comprehend a nonfiction passage.
 |
| **Author’s Techniques** | * List with example techniques used by nonfiction authors.
 |

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

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