

STRUCTURE PROGRESS—ORGANIZE TIME— COMPREHENSIVE STRUCTURE TO ADVANCE LEARNING, IDENTIFY PROBLEMS, ADDRESS LEARNING NEEDS.

CHOOSE Curriculum Priorities

The Common Core emphasizes important learning

> Thinking > Core Content and Skills

<i>First Quarter Core</i>	<i>Second Quarter Core</i>	<i>Third Quarter Core</i>	<i>Fourth Quarter Core</i>
<input type="checkbox"/> Content <input type="checkbox"/> Skills <input type="checkbox"/> Strategies	<input type="checkbox"/> Content <input type="checkbox"/> Skills <input type="checkbox"/> Strategies	<input type="checkbox"/> Content <input type="checkbox"/> Skills <input type="checkbox"/> Strategies	<input type="checkbox"/> Content <input type="checkbox"/> Skills <input type="checkbox"/> Strategies

CHUNK: Focus on Core Priorities each week.

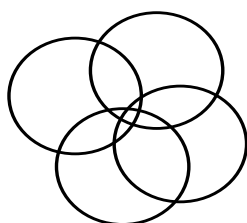
week 1	week 2	week 3	week 4	week 5
CORE: Content Skills Strategies	CORE: Content Skills Strategies	CORE: Content Skills Strategies	CORE: Content Skills Strategies	CORE: Content Skills Strategies

ORGANIZE: Structure Teaching/Guide Learning

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Preview Orient Inspire	Guide Develop	Guide Expand	Assess Clarify	Fix Finish Inspire



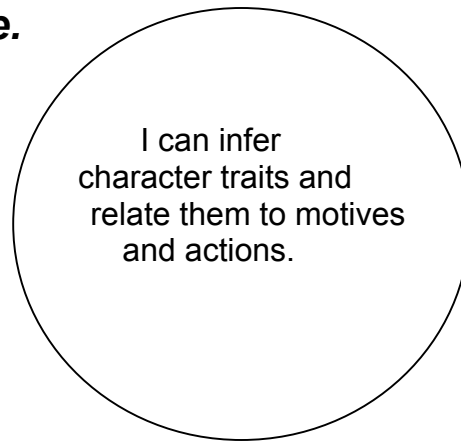
CONNECT: Teachers, Parents, Extended Day, Community Resources



Use a layered curriculum approach:

- ✓ Set an essential learning outcome for all students.
- ✓ Provide opportunities for all students to learn even more.

Focus on the core.



**Work Developmentally—Monday through Friday
so all students learn more.**

Structure Progressive Lessons

WORK ACROSS THE WEEK

Take the Gradual Release Across the Week

The Teaching/Learning Path



This sequence can structure a learning week.

<i>Monday</i> Preview Model Interest	<i>Tuesday</i> Model and GUIDE	<i>Wednesday</i> GUIDE and go farther	<i>Thursday</i> ASSESS and Clarify	<i>Friday</i> Fix Go Deeper Finish well
<i>Teacher Models</i> <i>Students begin.</i>	<i>Teacher Leads</i> <i>Students go farther.</i>	<i>Teacher guides</i> <i>Students get clearer</i>	<i>Students demonstrate/apply</i> <i>Teacher clarifies and extends</i>	<i>Students complete with independence.</i> <i>Teacher guides students needing additional development.</i>

Structure Progress toward Greater Abilities

Outcome: What will students know better/do better?

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
(Common Core 3rd grade literature standard 3)

Outcome: *I can infer character traits and relate them to actions.*

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well																						
T: Read part of passage aloud. S: Draw 1 character, give picture to another student. S: Infer who is pictured and tell a trait the picture shows.	T: Tells how traits relate to actions—with examples. S: Read passage, choose person, chart trait and evidence—what action shows trait. Person: <table><tr><th>Trait</th><th>Action</th></tr><tr><td></td><td></td></tr></table>	Trait	Action			T: Explain that motive is a reason—relates to traits—with example from real life. S: Read more, make chart for a person— Person: <table><tr><th>Trait</th><th>Action</th><th>motive</th></tr><tr><td></td><td></td><td></td></tr></table>	Trait	Action	motive				S: Read new part of passage or another passage. S: Make chart: Person Traits Actions Motives. T: Check and clarify, extend	S: Chart then write a story with 3 characters. <table><tr><th>Person and trait</th><th>Act</th><th>motive</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> Give to another student. Ask that student to make chart based on story. <i>T: Students needing assistance: revisit the passage, use graphic organizer to show what person did and what traits that showed.</i>	Person and trait	Act	motive									
Trait	Action																									
Trait	Action	motive																								
Person and trait	Act	motive																								

The Gradual Release of Responsibility across the week: How to interpret a poem.

Outcome: *I can infer the theme of a poem and explain how the poet communicates the theme.*

(Common Core 4th Grade Standard: Determine a theme of a story, drama, or poem from details in the text; summarize the text. . Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.)

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well
<p>T: What was the theme of last week's story? Read first part of poem aloud. What do you think the theme is so far?</p> <p>S: Reads rest of poem. Draws a picture of what is "says". Note what I think the theme is. Share with other student.</p> <p>T: Think out loud—how writers use words and images to communicate a theme.</p>	<p>T: Reads aloud another poem. Models how to figure out the theme of a poem.</p> <p>S: Read another poem and infer theme, list evidence for that theme.</p>	<p>T: Asks students to demonstrate how to infer the theme of a poem.</p> <p>S: Add a stanza or part to a poem that communicates the theme. Pair and compare.</p>	<p>S: independently read poem. Identify theme. List ways the writer has communicated it.</p> <p>T: Debrief class then ask what they figured out about poetry this week.</p>	<p>S: Write a poem that communicates a theme.</p> <p><i>Students needing assistance: Read a new poem, use graphic organizer to show how the parts communicate a theme.</i></p>

MAKE CONTENT LEARNING AN OPPORTUNITY TO READ/WRITE\THINK TO LEARN MORE

Connect Ideas and Facts with BIG Questions

We recommend that you ask a “big question” as you start each unit.

The following chart provides examples of very big questions that could be adapted to organize units that will give students opportunity to develop thinking abilities as well as expand knowledge.

Use BIG questions to help students learn social studies content.

Geography: People and Places <ul style="list-style-type: none">• Who lives where, why, how?• How and why have people changed the environment?	Culture: People, Places, Values <ul style="list-style-type: none">• How do people live in a culture?• What is important to that culture?
Government: Rules, Leaders, Progress <ul style="list-style-type: none">• How does government work?• How does government affect people?• How has government changed?• What should citizens do to bring about more progress?	Economics: Choices and Changes <ul style="list-style-type: none">• How do people use what they have to get what they need and want?• How has the economy changed?

***History** is embedded in each of those content areas—history can help students understand each of those parts of social studies, so it is not a separate discipline in this approach.*

You may decide to combine the content areas as you study one place.

Here is an example.

Place: _____

Geography: What is here now? What has changed?

Culture: How do people live? What are their values?

Economy: How do get what they need to live?

Government: How does the government work?

PQROST – a strategy to ensure learning and expand literacy

P Q R O S T to make sure students learn more.

P Teacher **previews** the learning—sets a **purpose** for reading/listening **doing**.

Q Teacher asks a **big question** that the students will answer by reading, researching, thinking.

R and **O** Students **read/research** to find information relating to the BIG question, locating and collecting information,

information that they **organize** using a graphic organizer.

S Students **summarize** and **synthesize** their learning.
Recommended for K-2: Teacher guides summary
Recommended for 3-4: Students summarize, teacher guides synthesis.
Recommended for 5-8: Students summarize then synthesize.

T Students **tell/teach** what they have learned.
They may **pair and share**.
They may make a booklet or exhibit to “show and tell” what they learned.

EXAMPLE: CULTURE TOPICS AND QUESTIONS

Big question for culture: What is important in the culture of _____?
Why?

K	Listen, read, draw: What's important to families? 18 A	Listen, read, draw: How and what do families celebrate? 18 A	Listen, read, draw How do families work together? 18 A c	How do families live together? 18 A
1	How do people live in our neighborhood? 18A, 5A	How do people show they value each other. 18A,5A good help hope	What do people value in our neighborhood 16AB and how do they show it? 18A	What do people celebrate in our neighborhood? 18A
2	How did people meet needs in our community in the past? 16A	What values did people in people in our community have the past? 16A	How do people in our community and others meet needs today? 18A	How do people in communities show values today. 18A
3	How did people live in Chicago long ago? 16A	How, where, and why did people travel in Chicago long ago? 16A, 5A	What was important to people in Chicago in the past? 16A	What values of Chicago stayed the same or changed and how that affects us today? 18A
4	How did people live in Illinois in the past? 16A	How, where, and why did people travel in Illinois in the past? 16A	How and why have people changed Illinois? 16A	What values of people have stayed the same and what values have changed? 18A
5	How did people live in the US in the past? 16A, D	How, where, and why did people travel in the US in the past? 6A,D	How have communication and technology changed—and how does that affect the US today? 16A,D,	What values of the U.S. have stayed the same; what values have changed? 18A,C, 5A
6	Who lives where why? 16A,D, 18A	Who lives how—why? 16A,,D, 18A	Values—how are they different/alike for different cultures? 16A,D, 18A	How do values influence traditions and history; how does a Culture 16AB change? 18A,C
7	US Choices--Where and how have people chosen to live? 16A,D, 18A	US choices—where and how have people chosen to move? 16A,D, 18A	US Choices—what is important now? 16A,D, 18A	What choices from the past are important to the US today? 16AB 18A D
8	US Choices—what choices have people made about how to work? 16A,D, 18A	US Choices—what choices have people made about how to live? 16A,D, 18A	US Changes—what changes have people made that changed the US? 16A,D, 18A	What values still are important to the US today? 16AB 18AC

ONE WEEK'S CONTENT LITERACY LEARNING PLAN

Focus/Big Question: _____

Important Vocabulary:

What will students read?

What will they write?

Monday Make It Clear	Tuesday Get It	Wednesday Make It Clear	Thursday Check and Clarify	Friday Fix and Finish
<p>T: Introduce the week's BIG question Preview key words, connect to prior knowledge.</p> <p>Read aloud about topic</p> <p>S: List or draw facts. Start glossary.</p> <p>HW: Write with vocabulary.</p>	<p>T: Model fact collecting.</p> <p>S: Read to locate and collect important facts.</p> <p>HW: Write about facts.</p>	<p>S: Collect more facts, use graphic organizer to organize information, add more.</p> <p>HW: Write about the organizer.</p>	<p>S: Write about this week's topic using this week's words— --letter --paragraph --_____</p> <p>HW: Complete glossary.</p>	<p>S: Answer the BIG question--write summary of what you learned this week.</p>

EXAMPLE OF A COMPREHENSIVE CORE-ALIGNED QUARTER PLAN

FIRST QUARTER LEARNING PRIORITIES

3rd Grade

FIRST QUARTER LEARNING PRIORITIES TRACK E

Based on the Common Core Standards and Illinois Learning Standards.

DEVELOP CLEAR THINKING

Each week has a thinking “focus” that applies across the curriculum.

WEEK	FOCUS
1	Relate Character Traits and Actions
2	Relate Character Traits, Actions, Motives
3	Analyze Causes and Effects
4	Predict
5	Classify
6	Compare and Contrast
7	Infer Main Idea/Theme
8	Main Idea and Summary
9	Analyze Purpose
10	Analyze Patterns and Structure

MAKE CHOICES TO STRENGTHEN THE CURRICULUM

Each week includes **recommended activities** for reading, social emotional development, word knowledge, content, and writing.

Reading recommendations **complement the reading program** you use—incorporate in your ongoing instruction.

The **math** “row” is open for you to input the math priority for each week.

The **content** “row” is open for you to input the **science or social studies** topic for each week.

Writing expands learning: students should write about reading, content, and math.

Set Your First Quarter CPS Mathematics Learning Targets —THIRD GRADE

By the end of Grade 3, students will:

Number Sense

- ☐ Use place value understanding of the base-ten number system to create multiple representation of numbers up to 100,000
- ☐ Identify, locate, order, and compare whole numbers, fractions, and decimals using monetary units
- ☐ Represent and use equivalent forms of simple fractions
- ☐ Compute using whole numbers and decimals (e.g. money)
- ☐ Understand relationships between addition and subtraction; multiplication and division
- ☐ Estimate using whole numbers and decimals
- ☐ Solve application problems using whole numbers and decimals (e.g., money - \$10.00 or less)
- ☐ Use arithmetic properties of identity

Measurement

- ☐ Use *Measurement* units and tools appropriately to measure length, mass/weight, capacity/volume, and elapsed time
- ☐ Solve problems involving length, time and elapsed time, money, perimeter, area, volume/capacity, and mass/weight

Algebra

- ☐ Solve problems involving patterns
- ☐ Solve problems using equations and number sentences
- ☐ Solve comparison problems

Geometry

- ☐ Identify characteristics and properties of 2-dimensional and 3-dimensional shapes
- ☐ Solve problems using 2-dimensional and 3-dimensional shapes and properties
- ☐ Solve problems using the coordinate system
- ☐ Identify and sketch lines of symmetry
- ☐ Solve problems with reflection/flips, translations/slides, and rotations/turns

Data Analysis and Probability

- ☐ Represent and analyze data using charts, tables, graphs, and Venn diagrams
- ☐ Find median and mode
- ☐ Use probability and counting principles in problem-solving situations

Choose Your First Quarter CPS Science Learning Targets

By the end of Grade 3, students will:

Scientific Inquiry and Technological Design

- ☐ Conduct inquiry investigations over time with the support of an adult
- ☐ Make multiple observations over time during their investigations
- ☐ Collect and record their observations from investigations
- ☐ Discuss and **compare** their observations
- ☐ Organize, analyze, and display their observations in charts and graphs
- ☐ Generate multiple ideas for how to solve problems
- ☐ Discuss the strengths and weaknesses of the proposed solutions
- ☐ Build and test a solution to a problem
- ☐ Record and explain what happened during the test of the solution
- ☐ Use correct science vocabulary in their explanations

Function, Adaptation, and Change of Living Things

- ☐ **Compare** and **contrast** individual members from the same group of plants and animals
- ☐ **Compare** the ways living things have adapted to live in various places
- ☐ Construct a model habitat for living things considering their adaptations

Interaction of Living Things with Each Other and the Environment

- ☐ Identify the parts of living things that help them survive
- ☐ Explain how living things depend on each other for survival
- ☐ Read about and **compare** animals of the past and present

Matter and Energy

- ☐ Identify sources of water
- ☐ Read about water as a source of energy
- ☐ Observe, identify, and describe the changes water undergoes as it moves from solid to liquid to gas
- ☐ Explore the energy of sound
- ☐ Demonstrate the movement of sound energy through various materials

Force and Motion

- ☐ Talk about what affects the speed at which things move
- ☐ Research simple machines they use in their lives

Earth and Its Resources

- ☐ Observe how temperature affects the rate of evaporation of water
- ☐ Test what materials absorb or do not absorb water
- ☐ Test rocks and minerals to find their properties
- ☐ Sort rocks and minerals by their properties
- ☐ Observe the patterns and shapes of crystals

Composition and Structure of the Universe

- ☐ Use models of the universe to show positions of known objects in the sky
- ☐ Explain how Earth rotates on its axis, causing day and night
- ☐ Demonstrate how Earth orbits the sun in the solar system
- ☐ Model the path the sun takes in the sky as the seasons change
- ☐ Draw the changes in the appearance of the moon as it moves through its phases

Science, Technology, and Society

- ☐ Collect and write information correctly
- ☐ Read and talk about the inventions of scientists of the past
- ☐ Talk about science and technology in the world around them
- ☐ Plan healthy living activities

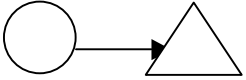
**The following first quarter plan aligns with
Common Core Literacy Standards for 3rd Grade**

READING LITERATURE	READING NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
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
<i>CRAFT AND STRUCTURE</i>	<i>CRAFT AND STRUCTURE</i>
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Distinguish their own point of view from that of the author of a text.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. (Not applicable to literature)	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the most important points and key details presented in two texts on the same topic.
<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>	<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>
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.	10. 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.

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

	Week 1	Week 2												
Think Clearly	RELATE CHARACTER TRAITS AND ACTIONS	RELATE TRAITS/ACTIONS/MOTIVES												
Basal or Balanced Literacy Lesson														
<u>Reading Literature</u> <i>Read with Purpose</i> <i>Answer questions with evidence, including extended response.</i>	Assess student abilities and interests. <u>character traits</u> ; relate to <u>motives</u> and actions. Draw characters, showing traits. <u>Make chart:</u> <table border="1"> <thead> <tr> <th>Character</th> <th>Trait</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> Take reading interest survey.	Character	Trait	Evidence				Describe and analyze <u>character</u> , <u>motives</u> , plot -- <u>Make Chart:</u> <table border="1"> <thead> <tr> <th>Who</th> <th>Does What</th> <th>Why</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Who	Does What	Why			
Character	Trait	Evidence												
Who	Does What	Why												
<u>Fluency</u> ILS1B, 4AB	This week's read aloud:	This week's read aloud:												
<u>Word Knowledge</u> 1A	Assess student phonics and sight word knowledge and needs.	Identify parts of speech in sentences— <u>Underline nouns, circle verbs.</u>												
<u>Writing</u> Goals 3, 4 <i>Model with mentor texts.</i>	Assess writing abilities Expository sentences. <u>Describe character so clearly another student can identify.</u>	Write <u>paragraph</u> about an action in real life or a story.												
READ/WRITE TO LEARN Click for NONFICTION Topics and Learning Guides <u>Science</u> <u>Social Studies</u> <u>Chicago Literacy activities</u>	TOPIC: <u>Read Nonfiction:</u> <u>Write sentences</u> about topic. <u>Write caption for illustration in text.</u>	TOPIC: <u>Read Nonfiction:</u> Make <u>glossary</u> . <u>Illustrate</u> topic.												
<u>MATH</u> Emphasize solving problems with persistence--a Common Core learning habit.	This week's focus: Survey students about the math they know, like, and how they learn best. Math Journal Short response	This week's focus: Math Journal Short Response												

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

	Week 3	Week 4
Think Clearly	ANALYZE CAUSES AND EFFECTS	PREDICT
Basal or Balanced Literacy Lesson		
<u>Reading Literature</u> <i>Read with Purpose</i> <i>Answer questions with evidence, including extended response.</i>	<u>Analyze and infer causes and effects.</u> Relate to problem and solution in fiction. <u>Diagram: cause and effect.</u> 	<u>"Map" story:</u> main characters, their traits and actions, problem and solution. <u>Predict with evidence from story—</u> <u>What will happen? Why?</u>
<u>Fluency</u> ILS1B, 4AB	This week's read aloud:	This week's read aloud:
<u>Word Knowledge</u> 1A	Identify singular and plural nouns. List five singular nouns from passage. List three plural nouns.	Identify verb tense : Make chart of verbs from passage: <u>past present future</u> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 30px;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 30px;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 30px;"></div> </div>
<u>Writing</u> Goals 3, 4 <i>Model with mentor texts.</i>	<u>Paragraph with focus, support.</u> Explain an event (fiction or nonfiction)	Write summary of <u>story</u> <u>nonfiction reading</u>
READ/WRITE TO LEARN Click for NONFICTION Topics and Learning Guides <u>Science</u> <u>Social Studies</u> <u>Chicago Literacy activities</u>	TOPIC: <u>Read Nonfiction:</u> or science: analyze causes and effects of changes. <u>Make timeline showing sequence, label cause-effect.</u>	TOPIC: <u>Read Nonfiction:</u> <u>Identify problem and possible solutions</u> —in science or social studies . Predict effects of the solution.
<u>MATH</u> Emphasize solving problems with persistence--a Common Core learning habit.	This week's focus: Math Journal Extended Response	This week's focus: Math Journal Short Response

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

	Week 5	Week 6				
Think Clearly	CLASSIFY	COMPARE AND CONTRAST				
Basal or Balanced Literacy Lesson						
<u>Reading Literature</u> <i>Read with Purpose</i> <i>Answer questions with evidence, including extended response.</i>	<u>Infer the meaning of a word in context</u> Collect and list information about problem and solution in a story or history. Problem: _____ Solution: _____	Use chart or <u>Venn diagram</u> to compare and contrast a story with another story or an experience. Write extended response based on the chart/diagram.				
<u>Fluency</u> ILS1B, 4AB	This week's read aloud:	This week's read aloud:				
<u>Word Knowledge</u> 1A	Classify singular and plural nouns <table><tr><td>singular</td><td>plural</td></tr><tr><td></td><td></td></tr></table>	singular	plural			Use dictionary and alphabetize to 3 rd letter
singular	plural					
<u>Writing</u> Goals 3, 4 <i>Model with mentor texts.</i>	<u>Paragraph with focus, support.</u> <u>Write about this week's content topic</u>	<u>Outline essay</u> about nonfiction topic. Write first <u>paragraph</u>.				
READ/WRITE TO LEARN Click for NONFICTION Topics and Learning Guides <u>Science</u> <u>Social Studies</u> <u>Chicago Literacy activities</u>	TOPIC: <u>Read Nonfiction:</u> <u>Make glossary.</u> <u>Chart what you learn</u> from the text <table><tr><td>Facts about</td><td>Facts about</td></tr><tr><td></td><td></td></tr></table>	Facts about	Facts about			TOPIC: <u>Read Nonfiction:</u> Use chart or <u>Venn diagram</u> to compare and contrast. Write to explain what your chart or diagram shows.
Facts about	Facts about					
<u>MATH</u> Emphasize solving problems with persistence--a Common Core learning habit.	This week's focus: Math Journal Extended Response	This week's focus: Math Journal Extended Response				

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

	Week 7	Week 8
Think Clearly	INFER MAIN IDEA/THEME	MAIN IDEA AND SUMMARY
Basal or Balanced Literacy Lesson		
<u>Reading Literature</u> <i>Read with Purpose</i> <i>Answer questions with evidence, including extended response.</i>	<u>Infer the main idea and identify supporting examples in a passage.</u> Use diagram or outline based on text to show idea and support.	<u>Infer the main idea and identify supporting examples</u> Write <u>summary</u> including main idea and important examples.
<u>Fluency</u> ILS1B, 4AB	This week's read aloud:	This week's read aloud:
<u>Word Knowledge</u> 1A	List, illustrate, and use descriptive words from readings. Write sentences that describe a person or place so clearly another student can draw the person or place.	<u>Identify root words</u> Make root word chart: <div style="display: flex; align-items: center;"> <div style="border-right: 1px solid black; padding-right: 10px; text-align: center;">Root</div> <div style="padding-left: 10px; text-align: center;">Two Words with Root</div> </div>
<u>Writing</u> Goals 3, 4 <i>Model with mentor texts.</i>	Make outline: Main ideas and related information I have learned about _____ (topic from science or social studies).	<u>Outline and write essay</u> emphasizing main idea and supporting examples for each paragraph.
READ/WRITE TO LEARN Click for NONFICTION Topics and Learning Guides <u>Science</u> <u>Social Studies</u> <u>Chicago Literacy activities</u>	TOPIC: <u>Read Nonfiction:</u> List: <u>Main Idea of each paragraph</u> in a passage. Write statement that tells main idea of the passage based on the paragraphs.	TOPIC: <u>Read Nonfiction:</u> Use <u>outline</u> to show the main topic and main idea and key details of each paragraph in a text
<u>MATH</u> Emphasize solving problems with persistence--a Common Core learning habit.	This week's focus: Book It: Make 7 Week Math Digest including examples of problems you have solved with steps to solve them.	This week's focus: Math Journal Short response

Third Grade: First Quarter, Weeks 9-10 Learning Priorities

	INTER-SESSION	Week 9	Week 10								
Think Clearly	<i>What activities will you suggest?</i>	Analyze PURPOSE	Analyze Patterns and Structure								
Basal or Balanced Literacy Lesson											
Reading Literature <i>Read with Purpose Answer questions with evidence, including extended response.</i>		Analyze author's use of details to: <input type="checkbox"/> Show character traits <input type="checkbox"/> Explain motives <input type="checkbox"/> Make the main lesson or moral clear Write list of how the author does each of those.	Analyze author's use of events to <input type="checkbox"/> Start a story with interest <input type="checkbox"/> Develop problem-solution and/or teach a lesson Write extended response about how the author uses events to tell the story.								
Fluency ILS1B, 4AB		This week's read aloud:	This week's read aloud:								
Word Knowledge 1A		Identify and use suffixes. Make suffix chart: <table><tr><td><u>Suffix</u></td><td>3 Words with</td></tr><tr><td><u>Suffix</u></td><td></td></tr></table>	<u>Suffix</u>	3 Words with	<u>Suffix</u>		Identify and use prefixes. Make prefix chart: <table><tr><td>Prefix</td><td>3 Words with</td></tr><tr><td></td><td>Prefix</td></tr></table>	Prefix	3 Words with		Prefix
<u>Suffix</u>	3 Words with										
<u>Suffix</u>											
Prefix	3 Words with										
	Prefix										
Writing Goals 3, 4 <i>Model with mentor texts.</i>		<u>Revise essay for focus and support.</u>	Outline and write essay about content topic.								
READ/WRITE TO LEARN Click for NONFICTION Topics and Learning Guides Science Social Studies Chicago Literacy activities		TOPIC: <u>Read Nonfiction:</u> Use <u>outline</u> to show the main topic, main ideas, and key details of a text <u>Write summary.</u>	TOPIC: <u>Read Nonfiction:</u> Outline and write about topic—use textbook as “mentor” text—follow its structure.								
MATH Emphasize solving problems with persistence--a Common Core learning habit.		This week's focus: Math Journal Short Response	This week's focus: Extended Response Write a booklet about this quarter's math learning.								