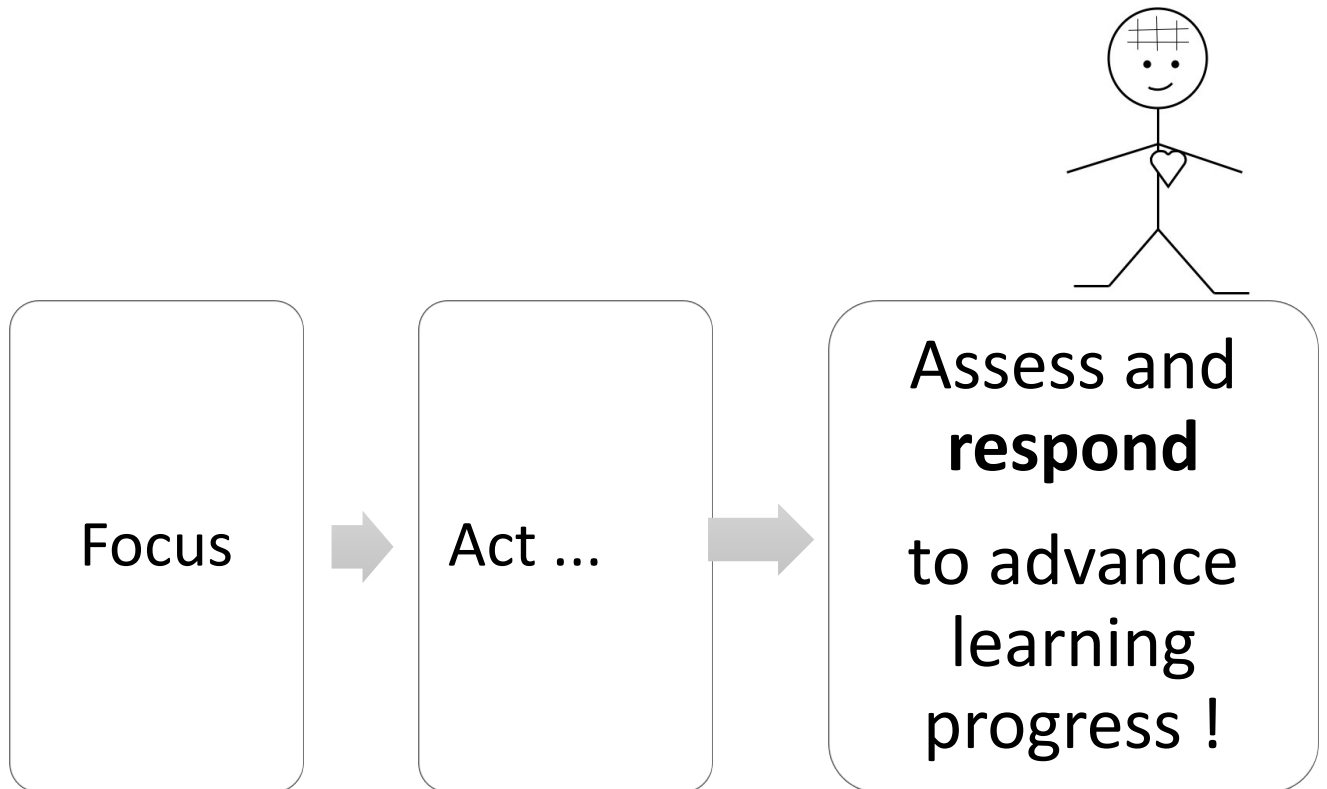


# 3<sup>rd</sup> Grade

## FIRST QUARTER CORE COMPETENCE DEVELOPMENT



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

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

**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

\_\_\_\_\_

**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.

READING LITERATURE	READING NONFICTION
<b>KEY IDEAS AND DETAILS</b>	<b>KEY IDEAS AND DETAILS</b>
2. Recount stories, including fables, folktales, and myths from diverse cultures; <b>determine the central message, lesson, or moral</b> and <b>explain</b> how it is <b>conveyed</b> through <b>key details</b> in the text.	2. <b>Determine</b> the <b>main idea</b> of a text; recount the <b>key details</b> and <b>explain</b> how they <b>support</b> the <b>main idea</b> .
3. <b>Describe characters</b> in a story (e.g., their <b>traits</b> , motivations, or feelings) and <b>explain</b> how their actions contribute to the sequence of <b>events</b> .	3. <b>Describe</b> the <b>relationship</b> between a series of historical <b>events</b> , scientific <b>ideas</b> or <b>concepts</b> , or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>CRAFT AND STRUCTURE</b>	<b>CRAFT AND STRUCTURE</b>
4. <b>Determine</b> the <b>meaning of words and phrases</b> as used in a text, distinguishing literal from <b>nonliteral</b> language.	4. <b>Determine</b> the <b>meaning</b> of general academic and <b>domain-specific words and phrases</b> in a text relevant to a grade 3 <b>topic</b> or subject area.
5. <b>Refer to</b> parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; <b>describe</b> how each successive part builds on earlier sections.	5. Use <b>text features</b> and search tools (e.g., key words, sidebars, hyperlinks) to <b>locate</b> information relevant to a given <b>topic</b> efficiently.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
7. Explain how <b>specific aspects of a text's illustrations</b> contribute to what is <b>conveyed by the words</b> in a story.	7. Use <b>information gained from illustrations</b> (e.g., maps, photographs) <b>and words</b> in a text to demonstrate understanding of the text

*The reading competence development is designed to reach Standard 10: By the end of the year...*

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

**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:**

<http://teacher.depaul.edu> and  
the Chicago History Museum <https://www.chicagohistory.org>

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

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## **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 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.
  - SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### **Presentation of Knowledge and Ideas**

- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

***Integrate the Conventions in Writing and Speaking.***

**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.*

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 3	Week of September 10									
<b>Literature Genre</b>	__ fairy tale __ folk tale __ realistic fiction __ fable	__ fairy tale __ folk tale __ realistic fiction __ fable									
<p><b>Reading Literature</b>            CCSSRL3:3 analyze characters</p> <p><u>Infer the meaning of a word in context</u>  <b>CCSSR4—ongoing—include weekly.</b></p> <p>literary terms:            character, action, trait; context; evidence</p>	<p><input type="checkbox"/> Take <a href="#">reading interest survey</a>.  <b>What do you like about reading stories?</b>  <b>RELATE CHARACTER ACTIONS TO TRAITS</b> (relates to organizing a collaborative classroom—see next page.)  <u><b>character traits</b></u>  <input type="checkbox"/> <b>Draw</b> characters, showing traits.  <u><b>Character Trait Evidence</b></u></p> <table border="1" style="margin-left: 20px; width: 150px; height: 40px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table> <p><input type="checkbox"/> <b>INTEGRATE WRITING: Descriptive sentences.</b>  <i>Describe a character, person, or place so clearly another student can identify.</i></p>				<p><b>How does a writer tell you a character's traits?</b>  <b>RELATE CHARACTER TRAITS AND ACTIONS and MOTIVES</b>  <input type="checkbox"/> Describe and analyze <u><b>character, motives, plot</b></u></p> <table border="1" style="margin-left: 20px; width: 150px; height: 40px;"> <tr> <td style="width: 33%;"><b>Who</b></td> <td style="width: 33%;"><b>Does What</b></td> <td style="width: 33%;"><b>Why</b></td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </table> <p><b>INTEGRATE WRITING: JOURNAL—start the reader's journal, telling what you liked and learned about literature this week.</b></p>	<b>Who</b>	<b>Does What</b>	<b>Why</b>			
<b>Who</b>	<b>Does What</b>	<b>Why</b>									
<b>Nonfiction Sources</b>	__ topic book __ video __ museum exhibit __ dictionary __ map __ online reference tool	__ topic book __ video __ museum exhibit __ dictionary __ map __ online reference tool _____									
<p><b>Science</b>            CCSSRI.3.2  <b>Identify important information</b></p>	<p>Science Interest Survey:  <input type="checkbox"/> What do you like about science?  <input type="checkbox"/> What is your favorite science topic?  <input type="checkbox"/> Write and draw to explain it.</p>	<p><b>How do people learn science?</b>  <input type="checkbox"/> Learn about a topic by reading, observing, then.  <input type="checkbox"/> List what you think the most important facts are that you see in the pictures or diagrams.  <input type="checkbox"/> Make <b>glossary</b> of words you think are important.</p>									
<p><b>Social Science</b>            CCSSRI.3.2  <b>Classify and evaluate information</b></p>	<p>Take knowledge and interest survey:  <input type="checkbox"/> What do you like about the city of Chicago?  <ul style="list-style-type: none"> <li>• Places</li> <li>• People</li> <li>• Transportation</li> <li>• Natural environment</li> </ul> <input type="checkbox"/> Write sentences about the part you like most.</p>	<p><b>Read/think--How has Chicago changed?</b>  <input type="checkbox"/> List changes.  <input type="checkbox"/> Then illustrate one you think is most important.            Online Links to...  <a href="#">Chicago Readings</a>  <a href="#">Chicago Timeline</a></p>									
<p><b>Writing</b>            Conventions</p>	<p><input type="checkbox"/> <b>Assess writing abilities:</b> Write sentences to narrate an action—including sequence words.</p>	<p><input type="checkbox"/> <i>Assess writing abilities: outline and then write a paragraph about any topic you're interested in.</i></p>									
<p><b>Word Patterns and Grammar</b>            CCSSR.3.4  <b>Classify vocabulary</b></p>	<p><input type="checkbox"/> Assess student phonics needs.</p>	<p><input type="checkbox"/> Assess grammar knowledge: Identify <b>parts of speech</b> in sentences—  <u><b>Underline nouns, circle verbs.</b></u></p>									

**SEL Connects: literature, history, science, math—  
learning—life—SEL is everywhere!**

*Example--You can set up a display—choose traits that students illustrate with their own examples.*

**What character traits are most important to our classroom community? Here are three. Add yours!**

careful	helpful	cooperative

# 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-1<sup>st</sup> grade students can give their responses orally or draw pictures.*

1. What is your favorite kind of book to read?	2. What is your favorite story?
3. What is your favorite TV show?	4. What do you like about that TV show?
5. What do you like to write?	6. 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 17	Week of September 24				
<b>Literature Genre</b>	__fairy tale __folk tale __realistic fiction __fable __ _____	__fairy tale __folk tale __realistic fiction __fable __ _____				
<p><b><u>Reading Literature</u></b>            CCSSRL.3.3            Analyze plot—problem and solution</p> <p><b>literacy terms:</b>  <b>plot; problem; solution; summary; lesson; sequence</b></p>	<p><input type="checkbox"/> Analyze plot of a story</p> <p><input type="checkbox"/> <b>Identify words the writer uses to help explain the sequence of events.</b></p> <p><input type="checkbox"/> Identify <b>information</b> about <b>problem and solution</b> in a story.</p> <p><input type="checkbox"/> Then write summary of the plot.</p> <p>✓ INTEGRATE WRITING: CONSTRUCTED RESPONSE--How does the writer use the plot to tell you a message or teach a lesson? (theme)</p>	<p>✓ Analyze plot of a story</p> <p>✓ Increase <b>complexity</b> of text as students apply same strategies from previous week.</p> <p>✓ <b>Identify words the writer uses to help explain the sequence of events.</b></p> <p>✓ Identify <b>information</b> about <b>problem and solution</b> in a story.</p> <p>✓ Then write summary of the plot.</p> <p>✓ INTEGRATE WRITING: CONSTRUCTED RESPONSE--How does the writer use the plot to tell you a message or teach a lesson? (theme)</p>				
<b>Nonfiction Sources</b>	__topic book __video __museum exhibit __dictionary __map online reference tool	__topic book __video __museum exhibit __dictionary __map online reference tool				
<p><b><u>Science or Social Science</u></b>            CCSSRI.3.2            Locate important information using structure of the text.</p> <p><i>literacy terms:</i>  <i>paragraph; main idea; supporting information; summary; structure of text</i></p>	<p><input type="checkbox"/> Describe the structure of the text—how it is organized</p> <p><input type="checkbox"/> List: <b>Main Idea of each paragraph in a passage.</b></p> <p><input type="checkbox"/> For each idea, list one fact that supports it.</p> <p><input type="checkbox"/> <b>Make glossary.</b>            Use dictionary</p> <p>INTEGRATE 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: <a href="#">Paragraph with focus, support.</a></p>	<p><input type="checkbox"/> Describe the structure of the text—how it is organized</p> <p><input type="checkbox"/> List: <b>Main Idea of each paragraph in a passage.</b></p> <p><input type="checkbox"/> For each idea, list one fact that supports it.</p> <p><input type="checkbox"/> <b>Make glossary.</b>            Use dictionary</p> <p>INTEGRATE 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: <a href="#">Paragraph with focus, support.</a></p>				
<p><b><u>Word Patterns and Grammar</u></b>            Analyze word patterns</p>	<p>Identify</p> <p><input type="checkbox"/> <b>singular and plural nouns.</b></p> <p><input type="checkbox"/> <b>List five singular nouns from passage.</b></p> <p><input type="checkbox"/> <b>List three plural nouns.</b></p>	<p><input type="checkbox"/> Classify <b>singular and plural nouns</b> from this week’s reading.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;"><b>singular</b></td> <td style="padding: 2px;"><b>plural</b></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	<b>singular</b>	<b>plural</b>		
<b>singular</b>	<b>plural</b>					

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

	Week of October 1	Week of October 8
<b>Literature Genre</b>	___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____	___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____
<p><b><u>Reading Literature</u></b>            CCSSRL.  <b>Develops 3—relationships; and 5—author’s choices that communicate about events and characters</b></p> <p><b>literature terms:</b>  <b>author; plot; cause; effect; analyze; infer; evidence; predict</b></p>	<p><b>ANALYZE CAUSES AND EFFECTS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Analyze and infer causes and effects.</a></li> <li><input type="checkbox"/> Infer the traits that the characters’ choices tell about them.</li> <li><input type="checkbox"/> Infer the values that are important to the characters based on the kinds of responses they make to other characters.</li> <li><input type="checkbox"/> Identify ways the writer helps you understand the characters’ actions and reasons for them.</li> </ul> <p><b>INTEGRATE WRITING:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Write short constructed response to a story or history.</b>  <i>Example: Write journal of a character or letter from one character to another character.</i></li> </ul>	<p><b>Mid-Quarter Assessment</b></p> <p><b>ANALYZE CAUSES AND EFFECTS, then predict</b>  <b>Online resources—graphic organizers you can use to guide or assess:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Analyze and infer causes and effects.</a></li> <li><input type="checkbox"/> <a href="#">Predict with evidence from story—What will happen? Why?</a></li> </ul> <p><b>INTEGRATE WRITING:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Write short constructed response to a story. Explain how the writer helps you understand the plot.</b></li> </ul>
<b>Nonfiction Sources</b>	___ topic book ___ video ___ museum exhibit ___ dictionary ___ map ___ online reference tool _____	___ topic book ___ video ___ museum exhibit ___ dictionary ___ map ___ online reference tool _____
<p><b><u>Science or Social Science</u></b>            CCSSRI.3.3—trace relationships</p> <p><b>LITERACY TERMS:</b>  <b>TEXT FEATURES;</b>  <b>RELATIONSHIPS;</b>  <b>CAUSES AND EFFECTS;</b>  <b>SEQUENCE;</b>  <b>HEADINGS</b></p>	<p><b>Trace relationships—sequence and cause-effect in science or social science situation.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Online resource: <a href="#">Analyze and infer causes and effects.</a></li> <li><input type="checkbox"/> Make glossary and use dictionary (ongoing)</li> </ul> <p><b>INTEGRATE WRITING:</b>  <b>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?</b></p>	<p><b>Trace relationships—sequence and cause-effect in science or social science situation.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Analyze and infer causes and effects.</a></li> <li><input type="checkbox"/> Make glossary and use dictionary (ongoing)</li> </ul> <p><b>MIDQUARTER ASSESSMENT: How do you learn when you read nonfiction? What text features help you learn?</b></p>
<p><b><u>Word Patterns and Grammar</u></b>  <b>Analyze and use word patterns</b></p>	<p><b>Identify verb tense</b></p> <ul style="list-style-type: none"> <li>✓ Make chart of verbs from a passage:  <u>past present future</u>            _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust verb tense.</li> </ul> <p>✓ Choose verbs from passage. Then make them past-present-future  <u>past present future</u>            _____</p>

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

	Week of October 15	Week of October 22				
<b>Literature Genre</b>	__ fairy tale __ folk tale __ realistic fiction __ fable	__ fairy tale __ folk tale __ realistic fiction __ fable				
<p><b>Reading Literature</b>            CCSSRL.3.2            Analyze story structure to determine theme. And 5—how the writer communicates it.</p> <p>LITERACY TERMS:            Theme; main character; problem and solution; plot structure</p>	<p><b>STORY ELEMENTS</b></p> <p><input type="checkbox"/> <b>“Map” story:</b> main characters, their traits and actions, problem and solution.</p> <p><b>INFER THEME/MESSAGE</b></p> <p><input type="checkbox"/> Analyze how the author communicates it—citing the parts of the story, particularly the plot structure.</p> <p><b>INTEGRATE WRITING: dramatize the story—write a scene.</b></p>	<p><b>STORY ELEMENTS – continue to focus on structure of story, increase complexity of text.</b></p> <p><input type="checkbox"/> <b>“Map” story:</b> main characters, their traits and actions, problem and solution.</p> <p><b>INFER THEME/MESSAGE</b></p> <p><input type="checkbox"/> Analyze how the author communicates it—citing the parts of the story, particularly plot structure.</p> <p><b>INTEGRATE WRITING:</b> act out the drama you wrote—with expression.</p>				
<b>Nonfiction Sources</b>	__ topic book __ video __ museum exhibit __ dictionary __ map __ online reference tool	__ topic book __ video __ museum exhibit __ dictionary __ map __ online reference tool				
<p><b>Science or Social Science</b>            CCSSRI.3.2  <b>Organize information to support ideas</b>  <b>CCSSRI3.5—use of text features</b></p> <p>LITERACY TERMS:  <i>essay; outline; response; evidence</i></p>	<p><input type="checkbox"/> Locate information to answer a BIG question or support a big idea.</p> <ul style="list-style-type: none"> <li>✓ From the passage</li> <li>✓ From the illustrations/diagrams/map/...</li> <li>✓ Identify ways the writer uses text features to teach you about the topic.</li> </ul> <p><b>INTEGRATE WRITING:</b> 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.</p> <p><input type="checkbox"/> <a href="#">Make glossary.</a>            Use <b>dictionary</b></p>	<p><input type="checkbox"/> Locate information to answer a BIG question or support a big idea.</p> <ul style="list-style-type: none"> <li>✓ From the passage</li> <li>✓ From the illustrations/diagrams/map/...</li> <li>✓ Identify ways the writer uses text features to teach you about the topic.</li> </ul> <p><b>INTEGRATE WRITING: WRITE THE RESPONSE YOU OUTLINED LAST WEEK.</b></p> <p><input type="checkbox"/> <a href="#">Make glossary.</a>            Use <b>dictionary</b></p>				
<p><b>Word Patterns and Grammar</b>            Analyze word patterns            Infer from context</p>	<p><input type="checkbox"/> <b>Identify root words</b></p> <p>✓ Make root word charts</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">Root</td> <td style="padding: 5px;">Two Words with Root</td> </tr> </table>	Root	Two Words with Root	<p><input type="checkbox"/> <b>Identify and use suffixes.</b></p> <p>✓ Make suffix chart:</p> <p>Suffix: _____</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">Word</td> <td style="padding: 5px;">+ Suffix = Meaning</td> </tr> </table> <p>Combine with the root words charts—make your own word analysis guides.</p>	Word	+ Suffix = Meaning
Root	Two Words with Root					
Word	+ Suffix = Meaning					

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

<b>Week of October 29 Comprehensive Assessment</b>	
<p><b><u>Reading Literature</u></b> CCSSRL.3.2 Summarize and infer theme</p> <p><b>Literacy Terms: Mentor text; narrative; sequel; journal</b></p>	<p>Comprehensive Assessment</p> <p>Analyze author's use of details and techniques to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show character traits</li> <li><input type="checkbox"/> Explain motives</li> <li><input type="checkbox"/> Make the theme or moral clear</li> </ul> <p>INTEGRATE WRITING: √ Explain with examples how the author does each of those.</p>
<b>Nonfiction Sources</b>	<p>__topic book __video __museum exhibit __dictionary __map __online reference tool</p>
<p><b><u>Science</u></b> or <b><u>Social Science</u></b> CCSSRI.3.2 <b>Support ideas with evidence</b> CCSSR7—integrate information from different sources.</p>	<p>Comprehensive Assessment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do you learn when you read nonfiction?</li> <li><input type="checkbox"/> Show how you start with a question, then locate information, then organize it to respond.</li> <li><input type="checkbox"/> Identify two different ideas about a topic from two different sources—one can be a video.</li> <li><input type="checkbox"/> Support each idea with information from the text.</li> </ul>
<p><b><u>Word Patterns and Grammar</u></b> Analyze word patterns Infer from context</p>	<p>Comprehensive Assessment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate words in reading with prefixes and suffixes.</li> <li><input type="checkbox"/> Explain how the prefix or suffix affects meaning.</li> <li><input type="checkbox"/> Complete verb tense chart—past, present, future</li> </ul>