

THIRD GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter

Learning Skills: Listen ↔ Follow Directions ↔ Collaborate ↔ Write Learning Reports ↔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
READING 1B Skills and Strategies 1C Comprehend diverse texts	<input type="checkbox"/> Use illustrations to interpret character, setting, plot <input type="checkbox"/> Identify sequence , relate to cause-effect <input type="checkbox"/> Describe traits, motives, feelings of characters and how they relate to events <input type="checkbox"/> Ask/answer questions with evidence from text <input type="checkbox"/> Identify main idea/theme and supporting details <input type="checkbox"/> Compare/contrast <input type="checkbox"/> Predict <input type="checkbox"/> Read with purpose	<input type="checkbox"/> Use key details in stories, fables, folktales to identify lesson or moral <input type="checkbox"/> Analyze features of legends, myths, folktales (e.g. heroes and villains; quests) <input type="checkbox"/> Infer traits, motives, feelings of characters , relate to actions <input type="checkbox"/> Distinguish literal and figurative language <input type="checkbox"/> Predict <input type="checkbox"/> Infer word meaning from context <input type="checkbox"/> Read with purpose <input type="checkbox"/> Summarize	<input type="checkbox"/> Identify words and phrases that supply rhythm and meaning <input type="checkbox"/> Explain central message or lesson of a story <input type="checkbox"/> Compare/contrast fact/opinion <input type="checkbox"/> Distinguish own point of view from that of characters in story <input type="checkbox"/> Predict <input type="checkbox"/> Summarize <input type="checkbox"/> Infer word meaning from context <input type="checkbox"/> Read with purpose	<input type="checkbox"/> Explain central message or lesson of a story <input type="checkbox"/> Identify characters, settings, key events <input type="checkbox"/> Infer motives, feelings <input type="checkbox"/> Classify <input type="checkbox"/> Compare/contrast characters or events from different stories addressing similar themes or by the same author <input type="checkbox"/> Predict <input type="checkbox"/> Summarize <input type="checkbox"/> Read with purpose
GENRES ILS1C Distinguish and comprehend different text types 2ABC Interpret literature of different cultures	Fiction/Literature: _ story _ folk tale __ fable _ fantasy _poem Non-Fiction: _topic/trade books _biographies _ histories _ videos	Fiction/Literature: _ story _ folk tale __myth __ fable _ fantasy _poem Non-Fiction: _topic/trade books _biographies _ histories _ videos	Fiction/Literature: _ story _ folk tale __myth __ fable _ fantasy _poem Non-Fiction: _topic/trade books _biographies _ histories _ videos	Fiction/Literature: _ story _ folk tale __myth __ fable _ fantasy _poem Non-Fiction: _topic/trade books, _biographies _ histories _ videos
Fluency ILS1B 4AB	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension

THIRD GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter

	1st quarter	2nd quarter	3rd quarter	4th quarter
<p>WORD KNOWLEDGE IL1A Apply phonics, sight words, and vocabulary skills to reading and writing.</p>	<input type="checkbox"/> Use phonics and word analysis skills in decoding words <input type="checkbox"/> sight words <input type="checkbox"/> adjectives <input type="checkbox"/> plurals <input type="checkbox"/> homonyms <input type="checkbox"/> use dictionary and glossary <input type="checkbox"/> Use academic vocabulary	<input type="checkbox"/> pronouns <input type="checkbox"/> root words <input type="checkbox"/> prefixes <input type="checkbox"/> synonyms <input type="checkbox"/> literal and non-literal words and phrases <input type="checkbox"/> Use academic vocabulary	<input type="checkbox"/> compound words <input type="checkbox"/> suffixes <input type="checkbox"/> antonyms <input type="checkbox"/> multi-meaning words <input type="checkbox"/> Use academic vocabulary	<input type="checkbox"/> compound words <input type="checkbox"/> antonyms <input type="checkbox"/> multi-meaning words <input type="checkbox"/> Use academic vocabulary
<p>LEARNING TO WRITE WRITING TO LEARN Connect to content and reading 3A precision 3B clarity 3C vary formats</p>	<input type="checkbox"/> Write and expand a variety of kinds of sentences with appropriate subject-verb agreement <input type="checkbox"/> Use appropriate verb tenses <input type="checkbox"/> Organize and write paragraph to explain an idea with examples <input type="checkbox"/> Use essential punctuation <input type="checkbox"/> Journal	<input type="checkbox"/> Outline and write expository essay <input type="checkbox"/> Improve essay <input type="checkbox"/> Use quotation marks <input type="checkbox"/> Align pronoun and antecedent	<input type="checkbox"/> Outline, write, and edit expository essay <input type="checkbox"/> Gather information from experiences or texts to answer a specific question	<input type="checkbox"/> Participate in shared research and writing projects <input type="checkbox"/> Gather information from experiences or texts to answer a specific question <input type="checkbox"/> Organize and write narrative <input type="checkbox"/> Write and support opinion about a topic with reasons, using words such as “because” to link opinions and reasons
<p>Art and Music Connect to math, reading, writing, and social studies.</p>	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation

THIRD GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter

Learning Skills: Listen ↔ Follow Directions ↔ Collaborate ↔ Write Learning Reports ↔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
SCIENCE > observe/read > do > list/draw > graph/chart > diagram > write > present	Topic: <input type="checkbox"/> Locate information <input type="checkbox"/> Collect data <input type="checkbox"/> Classify <input type="checkbox"/> Compare/contrast <input type="checkbox"/> Sequence <input type="checkbox"/> Gather information to answer a question <input type="checkbox"/> Make and interpret graphs	Topic: <input type="checkbox"/> Locate information <input type="checkbox"/> Collect and organize data <input type="checkbox"/> Sequence <input type="checkbox"/> Gather information to answer a question <input type="checkbox"/> Make and interpret graphs <input type="checkbox"/> Report	Topic: <input type="checkbox"/> Collect and organize data <input type="checkbox"/> Sequence <input type="checkbox"/> Interpret data/observations <input type="checkbox"/> Report <input type="checkbox"/> Use and make glossary <input type="checkbox"/> Make and interpret graphs <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Report	Topic: <input type="checkbox"/> Collect and organize data <input type="checkbox"/> Sequence <input type="checkbox"/> Interpret data/observations <input type="checkbox"/> Report <input type="checkbox"/> Use and make glossary <input type="checkbox"/> Make and interpret graphs <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Report
SOCIAL STUDIES > read/listen/do > list/draw > graph/chart > diagram > write > present	Chicago Begins Nonfiction Reading <input type="checkbox"/> Read with purpose <input type="checkbox"/> Identify the main topic, main ideas, and key details of a text <input type="checkbox"/> Ask and answer questions about key information and events in text. <input type="checkbox"/> Use illustrations to clarify a text <input type="checkbox"/> Interpret maps, timelines, graphs <input type="checkbox"/> Use text features to locate information <input type="checkbox"/> Classify information <input type="checkbox"/> Use academic words and phrases	Chicago Grows Nonfiction Reading <input type="checkbox"/> Read with purpose <input type="checkbox"/> Identify the main focus of a text and paragraphs within it <input type="checkbox"/> Analyze and infer cause-effect relations <input type="checkbox"/> Identify the main purpose of a text <input type="checkbox"/> Explain how and why a text is organized <input type="checkbox"/> Describe logical connections between paragraphs and between sentences <input type="checkbox"/> Interpret maps, timelines, graphs, diagrams <input type="checkbox"/> Use academic words and phrases	Chicago Today Nonfiction Reading <input type="checkbox"/> Read with purpose <input type="checkbox"/> Collect information to answer a question <input type="checkbox"/> Identify the main topic, main ideas, and key details of a text <input type="checkbox"/> Summarize <input type="checkbox"/> Use and make glossary <input type="checkbox"/> Describe how events or ideas in a text relate <input type="checkbox"/> Interpret and make maps, timelines, graphs, diagrams <input type="checkbox"/> Use academic words and phrases	A World of Cities Nonfiction Reading <input type="checkbox"/> Read with purpose <input type="checkbox"/> Compare and contrast two texts on same topic <input type="checkbox"/> Summarize <input type="checkbox"/> Interpret and make maps, timelines, graphs, and diagrams <input type="checkbox"/> Use academic words and phrases

THIRD GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter

Learning Skills: Listen ↔ Follow Directions ↔ Collaborate ↔ Write Learning Reports ↔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
MATH				
Math Vocabulary				

THIRD GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter

MATH CONTENT 3rd GRADE *This chart lists terms from the Illinois Learning Standards and the ISAT sample.*

<p>Operations/Problem Solving</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>all</td><td>amount</td></tr> <tr><td>certain</td><td>compare</td></tr> <tr><td>difference</td><td>digit</td></tr> <tr><td>divide, divisible</td><td>division</td></tr> <tr><td>each</td><td>estimate</td></tr> <tr><td>factors</td><td>fewer</td></tr> <tr><td>label</td><td>likely</td></tr> <tr><td>multiply</td><td>number line numerals</td></tr> <tr><td>operation sign</td><td>order, ordered pairs</td></tr> <tr><td>place value</td><td>product</td></tr> <tr><td>solve</td><td>subtract, subtraction</td></tr> <tr><td>sum</td><td>total</td></tr> <tr><td>unit</td><td>value</td></tr> </table>	all	amount	certain	compare	difference	digit	divide, divisible	division	each	estimate	factors	fewer	label	likely	multiply	number line numerals	operation sign	order, ordered pairs	place value	product	solve	subtract, subtraction	sum	total	unit	value	<p>Fractions</p> <p>denominator fraction greater than > half, halves less than < numerator decimal decimal point equal equal to equivalent fraction bar</p>						
all	amount																																
certain	compare																																
difference	digit																																
divide, divisible	division																																
each	estimate																																
factors	fewer																																
label	likely																																
multiply	number line numerals																																
operation sign	order, ordered pairs																																
place value	product																																
solve	subtract, subtraction																																
sum	total																																
unit	value																																
<p>Analyzing Graphs and Data</p> <p>average bar graph chart circle graph data graph line graph mode pattern pictograph pie graph table tally, tally chart</p>	<p>Geometry</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>cone</td><td>congruent</td></tr> <tr><td>cylinder</td><td>cube, cubic</td></tr> <tr><td>cup</td><td>diameter</td></tr> <tr><td>figure</td><td>hexagon</td></tr> <tr><td>line</td><td>line of symmetry</td></tr> <tr><td>parallel, parallel lines</td><td>parallelogram</td></tr> <tr><td>plane figure</td><td>polygon</td></tr> <tr><td>prism</td><td>ray</td></tr> <tr><td>rectangle, rectangular</td><td>shape</td></tr> <tr><td>sphere</td><td>two-dimensional</td></tr> <tr><td>vertex</td><td>vertical</td></tr> <tr><td>vertices</td><td>volume</td></tr> </table>	cone	congruent	cylinder	cube, cubic	cup	diameter	figure	hexagon	line	line of symmetry	parallel, parallel lines	parallelogram	plane figure	polygon	prism	ray	rectangle, rectangular	shape	sphere	two-dimensional	vertex	vertical	vertices	volume								
cone	congruent																																
cylinder	cube, cubic																																
cup	diameter																																
figure	hexagon																																
line	line of symmetry																																
parallel, parallel lines	parallelogram																																
plane figure	polygon																																
prism	ray																																
rectangle, rectangular	shape																																
sphere	two-dimensional																																
vertex	vertical																																
vertices	volume																																
<p>Measurement</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>exactly</td><td>farthest</td><td>size</td><td>temperature</td></tr> <tr><td>height</td><td>inch</td><td>estimate</td><td>weight</td></tr> <tr><td>gallon</td><td>gram</td><td>yard</td><td>degrees, Celsius, Fahrenheit</td></tr> <tr><td>kilogram</td><td>kilometer</td><td>non-standard unit</td><td>ounce</td></tr> <tr><td>mass</td><td>measure</td><td>pound</td><td>scale</td></tr> <tr><td>perimeter</td><td>mile</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>		exactly	farthest	size	temperature	height	inch	estimate	weight	gallon	gram	yard	degrees, Celsius, Fahrenheit	kilogram	kilometer	non-standard unit	ounce	mass	measure	pound	scale	perimeter	mile										
exactly	farthest	size	temperature																														
height	inch	estimate	weight																														
gallon	gram	yard	degrees, Celsius, Fahrenheit																														
kilogram	kilometer	non-standard unit	ounce																														
mass	measure	pound	scale																														
perimeter	mile																																

THIRD GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter

ISAT - Student Writing Checklist (ISBE.net) Expository, Grade 3-5

Focus

- I have an interesting beginning to my composition that clearly explains what I am going to write about.
- My composition is about the subject or topic.
- If I use previewing, I remember to write about **each** point.
- I write a closing that successfully ties my ideas together.

Support

- I use specific examples and details to explain **each** of my points.
- I use the same amount of support and detail for each of the points I make.
- I use the same *voice** throughout my composition.
- I use a variety of specific and descriptive words to make my composition more interesting for the reader.
- I use words correctly and purposefully.

Organization

- My composition is organized so that it makes sense.
- I use paragraphing to help organize my thoughts.
- I use transition words to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
- My sentences begin in different ways.
- My sentences are different lengths to make my composition more interesting.
- I avoid using the same words over and over again.

Conventions

- I use complete sentences.
- I spell familiar words correctly.
- I spell higher-level words the way they sound.
- I use capitalization and punctuation correctly.
- I make sure that the subject of my sentence agrees with the verb.
- I use the same verb tense throughout my composition.

****Voice***

The reader has the feeling that the writer is talking directly to him or her.