**3rd Grade**

FOURTH QUARTER LEARNING PRIORITIES

**NWEA Resources**

* [***NWEA PROGRESS GUIDES***](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* [*Math and Reading Comprehensive Guide*](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* Make Strategic Use of [Online NWEA Resources](http://teacher.depaul.edu/Documents/MakeStrategicUseOfOnlineResourcesupdatedMarch2.pdf)
* [**Multiple Choice Item Analyzer**](http://teacher.depaul.edu/Documents/MultipleChoiceItemAnalyzer.pdf)

**READING** [**Reading Skills, Strategies, Vocabulary**](http://teacher.depaul.edu/Documents/NWEAguide2017.pdf)

* [**NWEA Grammar Points**](http://teacher.depaul.edu/html/documents/NWEAGrammarandWordStructureVocabulary.pdf)
* [**My Good Grammar Examples**](http://teacher.depaul.edu/html/documents/MyOwnGrammarExamples.pdf)
* **Literature**[**Vocabulary**](http://teacher.depaul.edu/Documents/LiteratureInterpretationVocabulary-3.docx)**based on NWEA skills**
* **Nonfiction**[**Vocabulary**](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)**based on NWEA**
* [**Reference Sources and Tools**](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx)**based on NWEA**
* **Poetry**[**Techniques**](http://teacher.depaul.edu/Documents/TechniquesofPoetry.pdf)**based on NWEA**
* [**NWEA Genres**](http://teacher.depaul.edu/Documents/NWEAReadingGenres.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) |

**Enrichment Resources—For After NWEA!**

**SEL/Literacy--Plan a Fable that Teaches a Lesson**[**Spanish**](http://teacher.depaul.edu/Documents/FablePlannerESP.pdf)[**English**](http://teacher.depaul.edu/Documents/FablePlanner.pdf)

**Learning Guides in Spanish and English**

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

**Connect Learning to Chicago**

**[](http://teacher.depaul.edu/chicago.html)**  [**Chicago Literacies--**](http://teacher.depaul.edu/Documents/ChicagoLearningResources.pdf)

             Activities and Texts to Learn about past and plan the future

             --Organized for the Chicago History Museum

[**Read/THINK\Write Chicago**](http://teacher.depaul.edu/ChicagoConnectedReadingWritingThinking.htm)

**Engaging activities so students strengthen skills and learn about their city**

**THE ART PLUS. Visual Representation**[**Expands Learning**](http://teacher.depaul.edu/html/IllustratetoAssess.htm)

"Art is the representation, science the explanation, of the same reality."

       --Herbert Read

[**Illustrated Preamble to the Constitution**](http://teacher.depaul.edu/Documents/GraySchoolStudentsIllustratethePreamble.pdf)

**Common Core Literacy Standards Emphasized this Quarter**

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

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.

**Writing:** The following writing standards are integrated into nonfiction reading to learn.

|  |
| --- |
| * 7. Perform short, focused research tasks that build knowledge about a topic. |
| * 8. Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories. |

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

They also will be developed as students make culminating presentations.

**Comprehension and Collaboration**

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

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

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

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

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

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

**Presentation of Knowledge and Ideas**

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

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

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**FOURTH QUARTER MATH PROGRESS PRIORITIES**

During fourth quarter, in addition to the new math that students learn, it’s **important to** revisit math they mastered in the past but have not used recently. 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 included to organize planning for fourth quarter of new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; integration into science and social science topic analysis.

Math Practice Standards should be Emphasized this Quarter—particularly

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

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| --- | --- | --- |
| Week of | **New Math** | **Math “Mix”—What to Revisit** |
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**Use the lists on the next pages to identify skills and knowledge your students need to complete**

**NWEA progress—**

**and next Grade Prep.**

**NWEA Math Priorities**

NWEA asks students to use a wide range of math skills.

**Determines probability** of an occurrence based on a simple experiment or frequency table—probability problems increase in complexity of data included in the analysis

**Geometry:** NWEA starts with basics

—identification of **shapes**, classification of **angles**

—then advances to problems of **size, including radius, diameter, area, and volume**, and problems that require them to

**compare and contrast geometric shapes**.

Students use coordinate geometry to figure out **distances.**

**Measurement** starts with basic kinds of measures such as elapsed time and moves to more complex levels, including conversion.

**Proportion** starts with simple fractions and moves to percentages, decimals, and conversion and use of fractions to solve problems.

**PROBLEM SOLVING**

**Solves real-world problems—complexity of the problem increases, including the number of steps required and the level of abstractness**

* Length, Distance, other spatial measures; Weight and mass
* Capacity
* Time
* Data from tables and graphs
* Proportion
* Measurement
* Data Analysis

**NWEA Genres**

List compiled by the Center for Urban Education (teacher.depaul.edu) based on DesCartes statements. This list is provided not as “test prep” but because students should read a variety of genres so they can develop the abilities to learn across the genres—and appreciate the diversity of literature. Recommended: Students should write as well as read in these genres to develop greater reading and writing competence.

These lists are set up as a chart so that you can check the genres that your students know how to read and identify genres to expand their reading experience.

The NWEA RIT levels are included to indicate levels at which NWEA will require students to respond to questions about texts in the genres.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **NWEA INFORMATIONAL TEXT GENRES** |  | **NWEA LITERATURE GENRES** |
|  | reference material 221-230 |  | narrative 221-230 |
|  | persuasive 211-220 |  | autobiography 211-220 |
|  | true story 211-220 |  | *biography 211-220\** |
|  | book review 211-220 |  | folk tale 211-220 |
|  | journals and specialized periodicals 211-220 |  | poems 201-210 |
|  | persuasive 211-220 |  | folk tale 201-210 |
|  | personal writing 211-220 |  | fables 201-210 |
|  | advertisements 211-220 |  | myths 201-210 |
|  | textbook 211-220 |  | tall tale 201-210 |
|  | encyclopedia 201-210 |  | historical fiction 201-210 |
|  | thesaurus 201-210 |  | fantasy 191-200 |
|  | informational magazines 191-200 |  | story 191-200 |
|  | atlas 191-200 |  | poems 191-200 |
|  | encyclopedia 191-200 |  | fable 191-200 |
|  | weather reports 191-200 |  | memoir 191-200 |
|  | advertisements 191-200 |  | play 191-200 |
|  | informational magazines 181-190 |  | play 191-200 |
|  | dictionaries 181-190 |  | stories as "make-believe" 181-190 |
|  | informal notes 181-190 |  | story 181-190 |
|  | letters 181-190 |  | poems 181-190 |
|  | journal entry 181-190 |  | fairy tale 181-190 |
|  | lists 181-190 |  | fairy tale 171-180 |
|  | newspaper 171-180 |  | stories as "make-believe" 171-180 |
|  | dictionary 171-180 |  | stories that could happen 171-180 |
|  | lists 171-180 |  |  |
|  | thank you notes 161-170 and 171-180 |  |  |
|  | dictionary 161-170 |  |  |
|  | short informational passage describing events 161-170 |  |  |

Genre is only one part of text complexity.

As your students complete fourth quarter, emphasize the independent ability to analyze and respond to texts with increasing text complexity in terms of vocabulary, concept load, structure, and author’s techniques.

**Check these punctuation and grammar points.**

Review them to ensure that students are ready for NWEA and the next grade.

* comma
* contraction
* exclamation mark
* sentence fragment
* apostrophe
* past tense
* possessive
* Chooses the correct prefix (re-)
* Chooses the correct prefix (un-)
* Chooses the correct suffix based on context (-er)
* Chooses the correct suffix based on context (-ful)
* Chooses the correct suffix based on context (-less)
* Chooses the correct suffix based on context (-y)
* compound
* hyphen
* plural
* quotation mark
* run-on sentence
* semicolon
* subject verb agreement
* verb tense
* verb phrase

**Students can explain how to use reference sources not only to prepare for NWEA but to prepare for more independent research.**

*This list is based on NWEA skills items. Adjust it to match your learning priorities.*

| **Reference Source or Tool** | **How You Use It** |
| --- | --- |
| atlas |  |
| author’s biography |  |
| bibliography |  |
| catalog |  |
| dictionary |  |
| encyclopedia |  |
| manual |  |
| recipe |  |
| schedule |  |
| thesaurus |  |

**Nonfiction Text Features to Review to Prepare for NWEA and the Next Grade**

|  |  |
| --- | --- |
| **Text Features** | **How do readers use it to learn about the topic?** |
| Title  Introduction | They help you figure out the topic. |
| Subtitles—headings  Table of Contents | They help you figure out the ideas of the parts.  They help you figure out the structure of the text. |
| Boldface words  Italicized words | They help you identify vocabulary important to understand the topic. |
| Graphs and Tables | They help you understand information about the topic. |
| Pictures and Captions | They help you understand information about the topic. |
| Index | It helps you find information in the text. |
| footnote | They provide an explanation of something in the text. |
| bibliography | The bibliography tells you what the author used to prepare the text. |
| guide words | They help the reader see what is important. |
| Map | Shows where places are, what is there. |
| Glossary | Explains words that are important to understand the text. |

**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 details  detail  dialogue  figurative language  humor  hyperbole  illustration  imagery  mood  narrator  point of view  problem and  solution  sequence  symbolism  tone  visual detail | adjectives  alliteration  detail  figurative language  humor  hyperbole  image  metaphor  mood  onomatopoeia  point of view  repetition  rhyme  rhythm  simile  symbol  tone  visual detail | boldface  captions  compare  contrast  description  details  dialogue  examples  graph  headings  humor  illustrations  image  map  narrative  point of view  quotations  sequence  text structure:   * cause-effect * compare/contrast * description * problem-solution * sequence   table  timeline  titles and subtitles  transition | *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 * dialogue * illustrations * photographs * quotations |

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  |  |  |
| --- | --- | --- |
| **Literature genre** | Poem  [Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)  [Children’s Poems](https://www.poetryfoundation.org/resources/children) | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Distinguish literal from nonliteral language (CCSSRL3.4)  Analyze craft and structure—CCSSR3.5 | * Explain and illustrate the central message of a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm). * Refer to parts of poems such as stanza to describe how each part builds on earlier parts * Explain how the writer helps you “get” the message. | * Fiction Genre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * What is the setting, plot, and main characters. * How do characters change? * What is the theme? * What techniques did the author use? |
| **Nonfiction Sources** | \_topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ 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 **Determine** the **main idea** of a text; recount the **key details** and **explain** how they **support** the **main idea**.  CCSSRI3.5. Use **text features** and search tools to **locate** information relevant to a given **topic** efficiently.  NWEA Nonfiction [Vocabulary](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx) | *How do you learn from reading nonfiction?*   * *Use* ***text features*** *to locate information that supports ideas.* * *what are the main ideas?* | *How do you learn from reading nonfiction?*   * *analyze the text—what are the main ideas?* * *What is the central idea?* * *Use text features to locate information that supports ideas* * What is the structure of the text?   What is a reference source and how do people use it to find things out? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * Figurative language | * Make prefix, suffix, root word lists. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW3.5. With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing. | * Organize and write a poem * Use techniques to enhance its communication of the idea. | * Plan a story—including the structure of a text and the techniques you will use, such as having a narrator who is part of the story (first person) |

[***NWEA PROGRESS GUIDES***](http://teacher.depaul.edu/Documents/nweaguide.pdf)

* [*Math and Reading Comprehensive Guide*](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* Make Strategic Use of [Online NWEA Resources](http://teacher.depaul.edu/Documents/MakeStrategicUseOfOnlineResourcesupdatedMarch2.pdf)
* [**Multiple Choice Item Analyzer**](http://teacher.depaul.edu/Documents/MultipleChoiceItemAnalyzer.pdf)
* [**reading skills**](http://teacher.depaul.edu/ReadingSkills.html)

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  |  |  |
| --- | --- | --- |
| **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 |
| **LITERATURE**  **Analyze different genres with an emphasis on theme and writer’s craft and structure.** | * Read comprehensively:   Characters’ actions and traits they show; plot; setting; dialogue; narrator’s point of view.   * What is the theme? * What techniques does the author use? | * Read comprehensively:   Characters’ actions and traits they show; plot; setting; dialogue; narrator’s point of view.   * What is the theme? * What techniques does the author use? |
| **Nonfiction Sources**  **NWEA** [Vocabulary](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)  [Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_\_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 **Determine** the **main idea** of a text; recount the **key details** and **explain** how they **support** the **main idea**.  CCSSRI3.5. Use **text features** and search tools to **locate** information relevant to a given **topic** efficiently. | *How do you learn from reading nonfiction?*  *Adjust rate of reading to text complexity.*   * *analyze the text—what are the main ideas?* * *What is the structure of the text?* * *Use text features to locate information that supports ideas* * *What reference works do people use to learn about a topic?* | *How do you learn from reading nonfiction?*  *Adjust rate of reading to text difficulty.*   * *analyze the text—what are the main ideas?* * *What is the structure of the text?* * *Use text features to locate information that supports ideas* * *What reference works do people use to learn about a topic?* |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | Use the NWEA punctuation and grammar list in front pages to make a list of examples. | Use the NWEA punctuation and grammar list in front pages to make a list of examples. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Grammar Rules | * Give examples/explanations of fiction literacy terms -- the NWEA technique list is a resource | * Give examples/explanations of fiction literacy terms -- the NWEA technique list is a resource |

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  |  |  |
| --- | --- | --- |
| **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)  Analyze story structure (CCSSR3)  compare two stories (CCSSRL 3.9) | * Read comprehensively:   Characters’ actions and traits they show; plot; setting; dialogue; narrator’s point of view.   * What is the theme? * What techniques does the author use? | * Write a comparison of one story to another—that also develops the same theme. CCSSRL3.9 * Analyze techniques -- comparison of the stories. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ 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 **Determine** the **main idea** of a text; recount the **key details** and **explain** how they **support** the **main idea**.  CCSSRI3.5. Use **text features** and search tools to **locate** information relevant to a given **topic** efficiently. | *How do you learn from reading nonfiction?*  *Adjust rate of reading to text complexity.*   * *analyze the text—what are the main ideas?* * *What is the structure of the text?* * *Use text features to locate information that supports ideas*   *What reference works do people use to learn about a topic?* | *How do you learn from reading nonfiction?*  *Adjust rate of reading to text complexity.*   * *analyze the text—what are the main ideas?* * *What is the structure of the text?* * *Use text features to locate information that supports ideas*   *What reference works do people use to learn about a topic?* |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * Continue to review the punctuation and grammar rules | * Continue to review the punctuation and grammar rules |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | * Make a glossary of techniques a writer uses to write nonfiction—the list at the beginning of this guide is a resource. | * Make a glossary of techniques a writer uses to write nonfiction—the list at the beginning of this guide is a resource. |

**Third Grade: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  |  |  |
| --- | --- | --- |
| **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)  Compare and contrast two texts on the same topic or theme.  CCSSRL3.9 | * Compare historical fiction and a history about the same event—how are they alike; how is each different because of its genre?   History and historical fiction about Chicago are posted at this link—  [Reading](http://teacher.depaul.edu/Reading%20Chicago.html) Chicago | Compare a story and another story with the same theme. How do the writers use the parts of the story—the events, the central character’s choices, to communicate the same theme? |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ 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**  CCSSRI3.2. **Determine** the **main idea** of a text; recount the **key details** and **explain** how they **support** the **main idea**. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Identify an important idea stated in the text. Explain how the writer helped you realize it is important.* * *Make a graphic organizer (web or other diagram) showing how the information supports that idea.* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Identify an important idea stated in the text. Explain how the writer helped you realize it is important.* * *Make a graphic organizer (web or other diagram) showing how the information supports that idea.* |
| [**Word Knowledge**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * Give examples/explanations of literacy terms -- the NWEA technique list is a resource: | * Give examples/explanations of literacy terms -- the NWEA technique list is a resource: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *CCSSW3.5*  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | * Start to work on a booklet or exhibit about what you have learned about literature or nonfiction. | * Students can work collaboratively in pairs and also can start as a pair and then work with other students to construct the booklet or exhibit that demonstrates their learning. |

**Third Grade: FOURTH QUARTER Learning Priorities Week 38**

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| **[Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)** | **Recognize Progress**   * My favorite story or poem--students select their favorite, explain how the writer’s craft is part of why they like it.   **Recognize Progress**   * Book exchange—students choose a book/story they recommend, compare them, identifying similarities and differences. |
| [**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  **synthesize** | * [My career in \_\_\_\_\_\_](http://teacher.depaul.edu/Documents/Yourethe__.pdf) students write about a career they want to have based on science learning this year. * The future: Students write/draw/diagram/map a kind of progress they want for Chicago in the future.   Chicago’s future—students decide what they foresee the city’s future should be.  This activity can integrate science and social science. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.3.4 | * Words about change—list them, then use them to write about change—in your biography. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *Apply writing skills to communicate ideas.* | * My biography—progress I have made this year. |