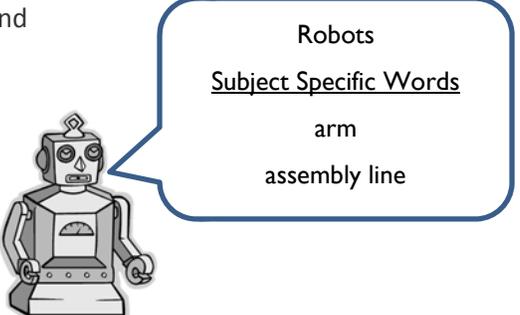


# Third Grade Reading Newsletter

Marking Period 4, Part 2

MT	<b>Learning Goals by Measurement Topic (MT)</b> <u>Students will be able to . . .</u>				
<b>Informational Text</b>	<ul style="list-style-type: none"> <li>identify the key details and main idea of the text.</li> <li>ask and answer questions about key details in an informational text.</li> <li>compare and contrast key details presented in two texts on the same topic.</li> <li>compare the author's <b>point of view</b> with a personal <b>point of view</b> on the same topic.</li> <li>describe the connection between sentences, paragraphs, and headings in a text.</li> <li>use information gained from details in illustrations and the words in a text to demonstrate understanding of the text.</li> </ul>				
<b>Language: Vocabulary</b>	<ul style="list-style-type: none"> <li>determine the meaning of subject specific words and phrases in a text.</li> <li>distinguish shades of meaning among related words.</li> </ul> <div style="text-align: center;"> <p><b>Shades of Meaning</b></p> <table border="1" style="margin: auto;"> <tr><td style="background-color: #e0e0e0;">pretty</td></tr> <tr><td style="background-color: #c0c0c0;">beautiful</td></tr> <tr><td style="background-color: #a0a0a0;">gorgeous</td></tr> </table> </div>	pretty	beautiful	gorgeous	
pretty					
beautiful					
gorgeous					

<b>Thinking and Academic Success Skills (TASS)</b>		
	<u>It is:</u>	<u>In reading, students will . . .</u>
<b>Elaboration</b>	adding details that expand, enrich, or embellish.	<ul style="list-style-type: none"> <li>further explain ideas and understandings that are relevant to collaborative discussions.</li> <li>ask and respond to probing questions.</li> <li>use several direct quotes, examples or research to prove a point.</li> </ul> <div style="text-align: right;">  </div>
<b>Effort/Motivation/Persistence</b>	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.	<ul style="list-style-type: none"> <li>recognize and reflect on the actions a writer takes to complete a task or achieve a goal.</li> <li>determine and use ways an individual can be motivated to achieve a goal.</li> <li>identify and use strategies to overcome stresses and frustrations when working to achieve a goal.</li> </ul> <p><u>Example:</u> "I know I can reread a text if I am confused."            "I will use resources to find the meanings of unknown words."</p> <div style="text-align: right;">  </div>

# Third Grade Reading Newsletter

Marking Period 4, Part 2

Learning Experiences by Measurement Topic (MT)		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Informational Text	<ul style="list-style-type: none"> <li>ask and answer questions to enhance understanding of a text. <u>Example:</u> “Why did the author choose to include certain information in his or her <b>autobiography</b>?”</li> <li>use key details to determine the main idea of personal narratives and <b>autobiographies</b>.</li> <li>identify ways illustrations help to provide more information when reading an informational text.</li> <li>compare key details found in different types of personal writing by the same author (blog, journal entry, <b>autobiography</b>).</li> <li>turn a heading into a question. Use it to determine the main idea of that section of text. “How are <i>the arts</i> shown in cities?” → </li> </ul>	<ul style="list-style-type: none"> <li>read every night.</li> <li>pretend to be something found at home. Write an <b>autobiography</b> from its <b>point of view</b> (lamp, toothbrush, family dog).</li> <li>cut out a newspaper or magazine article and cover the words. Use the photographs or illustrations to predict what the article will be about.</li> <li>read an autobiography about an interesting individual. Create an “All About Me” poster for that person. <u>Keep going:</u> Think of a problem. How would that person solve the problem?</li> <li>choose a partner. Have partner one say a statement. Partner two must change the statement into a question. Set a timer and see how many you can do! <u>Example:</u> partner one—“A volcano has lava.” partner two—“Why does a volcano have lava?”</li> </ul>
Language: Vocabulary	<ul style="list-style-type: none"> <li>use language that pertains to time, sequence, and cause and effect to describe an author’s writing process.</li> <li>identify important vocabulary when taking notes on a topic.</li> <li>identify examples of an words authors use when describing a character’s state of mind (mood, feeling, or outlook).</li> </ul>	<ul style="list-style-type: none"> <li>pick two related events from a book, movie or comic strip. Use time, sequence, and cause and effect words to describe the events. ○ First __, next __, finally __.      ○ __ happened because __.</li> <li>play a state of mind vocabulary game. Go through the alphabet and brainstorm a state of mind word that begins with each letter. <u>Example:</u> A-anxious, B-bothered, C-curious</li> </ul>
Glossary	<b>autobiography:</b> an account of important events throughout the life of the individual writing the piece	<b>point of view:</b> perspective from which the story is told or viewpoint from which information is written