

# Third Grade Reading Newsletter



Marking Period 3, Part 2

MT	Learning Goals by Measurement Topic (MT)	
	<u>Students will be able to . . .</u>	
Literature	<ul style="list-style-type: none"> <li>identify how story elements contribute to the theme in <b>historical fiction</b> stories.</li> <li>distinguish the characters' <b>point of view</b> from their own.</li> <li>compare the themes, settings, and plots of similar stories or stories by the same author.</li> </ul>	<pre> graph TD     A[Literary Non-fiction] --&gt; B[What are the characteristics of literary non-fiction?]     B --&gt; C[Characters]     B --&gt; D[Setting]     B --&gt; E[Problem]     B --&gt; F[Solution]     B --&gt; G[Theme]     C --&gt; C1[real people from the present or historical times(e.g. Milton Daub from Snow Walker)]     D --&gt; D1[a real place: a specific city, town, state, or country; a specific time]     E --&gt; E1[an event or situation that actually occurred]     F --&gt; F1[includes the author's point of view of how the characters solved the problem]     G --&gt; G1[a message the author wants you to understand about a topic]           </pre>
Informational Text	<ul style="list-style-type: none"> <li>ask and answer questions to demonstrate understanding of a <b>literary nonfiction</b> text. </li> <li>use text features and illustrations to gain a deeper understanding of the text.</li> <li>compare two or more texts on the same topic.</li> </ul>	
Language: Vocabulary	<ul style="list-style-type: none"> <li>locate and use words and phrases that signal <b>spatial</b> (on, above, next to) and <b>temporal</b> (first, before, finally) relationships.</li> <li>determine the meaning of unknown words in a text using a variety of strategies, including root words and figurative language.</li> </ul>	

Thinking and Academic Success Skills (TASS)		
	<u>It is:</u>	<u>In reading, students will . . .</u>
Originality	creating ideas and solutions that are novel or unique to the individual, group, or situation.	<ul style="list-style-type: none"> <li>create new ways characters could solve problems in a text.</li> <li>design new illustrations to highlight important parts of the text while reading historical fiction or literary non-fiction.</li> <li>know and use elements of fiction to create an original picture book.</li> </ul>
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	<ul style="list-style-type: none"> <li>share notes about text and adapt ideas based on class discussion and teacher feedback.</li> <li>ask questions and seek answers to better understand historical events.</li> <li>challenge themselves and attempt new reading strategies to improve learners.</li> </ul>

# Third Grade Reading Newsletter

Marking Period 3, Part 2

Learning Experiences by Measurement Topic (MT)																													
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>																											
Literature	<ul style="list-style-type: none"><li>use a <b>graphic organizer</b> to analyze the elements of a story to determine the main idea and theme.</li></ul> <div><table border="1"><tr><td colspan="3">Title:</td></tr><tr><td colspan="3">Big Ideas:</td></tr><tr><td>Event:</td><td>Event:</td><td>Event:</td></tr><tr><td colspan="3">Theme:</td></tr></table><table border="1"><tr><td colspan="3">Story Map</td></tr><tr><td colspan="3">Characters:</td></tr><tr><td colspan="3">Setting:</td></tr><tr><td colspan="3">Main Events:</td></tr><tr><td>1.</td><td>2.</td><td>3.</td></tr></table></div> <ul style="list-style-type: none"><li>determine the points of view of characters and compare them to his or her own.</li></ul>	Title:			Big Ideas:			Event:	Event:	Event:	Theme:			Story Map			Characters:			Setting:			Main Events:			1.	2.	3.	<ul style="list-style-type: none"><li>read every night.</li><li>visit <a href="http://gws.ala.org/category/history-biography">http://gws.ala.org/category/history-biography</a> to explore important events in America’s past. Compare the information on the website to the events in a <b>historical fiction</b> text.</li></ul>
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Informational Text	<ul style="list-style-type: none"><li>work in collaborative groups to brainstorm key historical details.</li><li>relate illustrations to events in literary non-fiction texts.</li><li>compare a historical fiction and a literary non-fiction story written about the same event.</li></ul>	<ul style="list-style-type: none"><li>pick a headline from the newspaper. Turn it into a question. Read the article with your child to see if it was answered.</li><li>sequence pictures from a family event. Tell a factual story (literary non-fiction) about the event using details from the pictures.</li></ul>																											
Language: Vocabulary	<ul style="list-style-type: none"><li>record temporal (first, before, finally) and spatial (on, above, next to) words found in text.</li><li>generate a list of words that share the same root word.</li><li>use background knowledge and information in the text to predict the meaning of unknown words and phrases such as idioms.</li></ul> <p><u>Example:</u> <i>It was “piece of cake” means “it was easy.”</i></p>	<ul style="list-style-type: none"><li>select an idiom and act it out or draw it for a family member to guess.</li></ul> <p><u>Examples:</u> <i>raining cats and dogs, all in the same boat, a bed of roses</i></p> <ul style="list-style-type: none"><li>play <i>I Spy</i> using spatial words. <u>Example:</u> I spy something on top of...</li><li>use temporal words to describe a favorite weekend activity.</li></ul> <p><u>Examples:</u> <i>First we... Then we...</i></p>																											