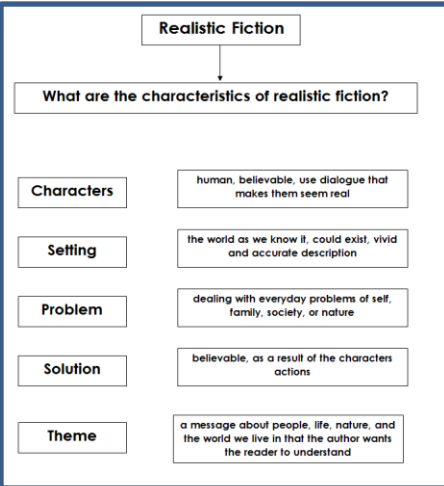
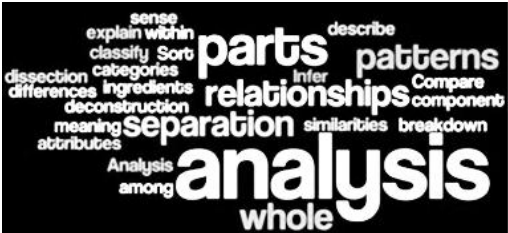



Third Grade Reading Newsletter




Marking Period 1, Part 1

| MT | Learning Goals by Measurement Topic (MT) | |
|----------------------|---|--|
| | <u>Students will be able to . . .</u> | |
| Literature | <ul style="list-style-type: none"> identify characteristics of realistic fiction and find examples of those characteristics. explain how the character's actions affect the sequence of events. identify different points of view. make connections between story events to determine central message. determine the meaning of non-literal language within text. |  <pre> graph TD A[Realistic Fiction] --> B[What are the characteristics of realistic fiction?] B --> C[Characters] B --> D[Setting] B --> E[Problem] B --> F[Solution] B --> G[Theme] C --> C1[human, believable, use dialogue that makes them seem real] D --> D1[the world as we know it, could exist, vivid and accurate description] E --> E1[dealing with everyday problems of self, family, society, or nature] F --> F1[believable, as a result of the characters actions] G --> G1[a message about people, life, nature, and the world we live in that the author wants the reader to understand] </pre> |
| Language: Vocabulary | <ul style="list-style-type: none"> participate in collaborative discussions. understand an unknown word based on a known root word. determine the meaning of a new word formed when a prefix or suffix is added. | |

| Thinking and Academic Success Skills (TASS) | | | | | | |
|---|--|--|----------|------------|-----------------------|---|
| | <u>It is:</u> | <u>In reading, students will . . .</u> | | | | |
| Analysis | breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood. | <div><ul style="list-style-type: none">identify and examine parts of a story to determine if the story is an example of realistic fiction.determine character traits based on a character’s words, thoughts, and actions.determine whether words or phrases are examples of non-literal language.</div> <div></div> <table><tr><th>oxymoron</th><th>definition</th></tr><tr><td>clearly misunderstood</td><td>the meaning of something is obviously unknown</td></tr></table> | oxymoron | definition | clearly misunderstood | the meaning of something is obviously unknown |
| oxymoron | definition | | | | | |
| clearly misunderstood | the meaning of something is obviously unknown | | | | | |
| Collaboration | working effectively and respectfully to reach a group goal. | <div><ul style="list-style-type: none">create and follow rules for respectful group discussions.participate in group discussions by coming prepared, supporting personal ideas, and asking questions of others.</div> <div></div> | | | | |

Third Grade Reading Newsletter

Marking Period 1, Part 1

| 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"> complete graphic organizers to describe characteristics of realistic fiction. explain how a character's actions influence the sequence of events. identify and explain a personal point of view after reading or listening to a text using key details from the story. use key details from a text to predict the central message and determine a character's point of view. | <ul style="list-style-type: none"> read every night. choose a realistic fiction story and act it out. <u>Keep going:</u> Change the age of the main character and act the story out again. What would be different? explain how a decision made during the day influenced the sequence of events of his or her day. <u>Example:</u> "If I fight with my friend before school then at recess..." compare family members' points of view relating to the same topic. <div data-bbox="1115 721 1902 889">  </div> |
| Language: Vocabulary | <ul style="list-style-type: none"> link comments to the remarks of others and stay on topic. revise personal ideas or opinions after participating in collaborative discussions. add prefixes or suffixes to root words to create new words. <u>Example:</u> pre + heat= preheat | <ul style="list-style-type: none"> select an overused word (such as "nice"). Set a timer and see who can come up with other words to replace it (such as "kind" or "friendly"). participate in family discussions in a meaningful way using complete sentences. determine the meaning of unknown words read in a text or heard in a conversation ("You said _____. I think _____ means _____ because..."). |

| | | | | | |
|----------|---|---|--|--|---|
| Glossary | central message: the lesson or message the writer wants to get across in his/her story | key details: details that support the message or topic in the text | literal language: words that do not deviate from the common or dictionary usage | non-literal language: words that alter the usual meaning of words in order to achieve special effect or meaning | point of view: perspective from which the story is told or viewpoint from which information is written |
|----------|---|---|--|--|---|