




Third Grade Reading Newsletter




Marking Period 1, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Informational Text	<ul style="list-style-type: none"> identify the key details and the main idea. gather information from illustrations in text. describe the relationship between a series of scientific ideas, concepts, or steps in a procedure. ask and answer questions to demonstrate understanding of a text. use text features, both digital and print, to find information and apply knowledge in new ways.
Language: Vocabulary	<ul style="list-style-type: none"> participate in collaborative discussions. determine the meaning of subject specific words using print and digital dictionaries. determine the main idea of information presented orally or visually. distinguish between multiple meanings of words. <div data-bbox="451 722 1266 997">  <div> <div><u>bill</u>: part of a duck</div> <div><u>bill</u>: a proposed law</div> <div><u>bill</u>: paper money</div> </div> </div>

	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.	<ul style="list-style-type: none"> reread parts of the text to clarify and build deeper understanding. use text features to identify key details which support the main ideas. identify relationships between ideas to determine cause and effect. compare various definitions of a word and related words. <div data-bbox="938 1239 1477 1480">  </div>
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> follow agreed upon roles for respectful group discussion. participate in discussions by coming prepared, supporting personal ideas, and asking questions of others. work in groups to analyze the meaning of new words. <div data-bbox="966 1596 1469 1869">  </div>

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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"> ask and answer questions before, during, and after reading. read a social studies or science text. Identify cause and effect relationships. use graphic organizers to record key details and infer main ideas. analyze photographs in a text to learn information about a topic. use print and digital text features to search for information. <div>  <p>Source Citation: http://kids.nationalgeographic.com/kids/inplaces/find/ghana/</p> </div>			<ul style="list-style-type: none"> read every night. collect a variety of photographs and illustrations from advertisements, magazines, and newspapers, to create a collage based on a main idea. take photographs or draw pictures related to a favorite hobby. Use these illustrations to create an informational book that includes text features. discuss websites used to learn information about a specific topic. <p><u>Possible Questions:</u></p> <p>“Who wrote this site?” “What is the site trying to tell us (main idea)?” “Is there a search feature on the website?” “How can you use the search feature to help you find information?”</p>	
	<p>Language: Vocabulary</p> <ul style="list-style-type: none"> work with classmates to share ideas. use print and online dictionaries to clarify the meaning of words in all subject areas. discuss key details and infer the main idea about a video or a text read aloud. explore related groups of words to determine how they are alike and different. 			<ul style="list-style-type: none"> discuss how some words have more than one meaning. Draw an illustration to show each meaning. For example, a “bill” can be part of a duck, money owed, or paper money. play word association games. <u>Example:</u> Parent: “When I say, <i>movement</i>, what words do you think of?” Child: “slide, jump” establish rules and guidelines for sharing ideas at family meetings. For example, don’t interrupt, make eye contact, and listen attentively. 	
Glossary		infer: to draw conclusions based on background knowledge and textual evidence	key details: details that support the message or topic in the text	main idea: in informational text, the central point the author wants the reader to know	text: refers to print and digital text such as books, websites, videos, menus, magazine, posters, signs, etc. text features: parts of a text that help the reader find and understand information, such as: heading, table of contents, glossary, electronic menus, icons, bold print, labels, photographs, captions, etc.