









# Third Grade Reading Newsletter



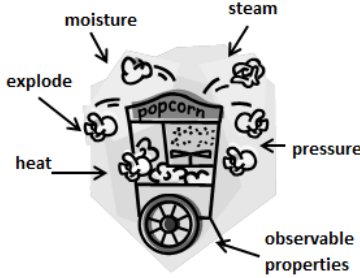
Marking Period 2, Part 2

MT	Learning Goals by Measurement Topic (MT)			
Students will be able to . . .				
Informational Text	<ul style="list-style-type: none"><li>describe the cause and effect relationships found in a non-fiction text.</li><li>use <b>key details</b> to determine the main idea of a text.</li><li>compare <b>key details</b> from multiple texts on the same topic.</li><li>ask and answer questions to demonstrate understanding of a text.</li><li>use <b>text features</b> to clarify information related to a topic.</li></ul>	Text Features		
		<div>Chart</div> 	<div>Map</div> 	<div>Illustration</div> 
		<div>Photograph</div> 	<div>Table of Contents</div> <p>The great plant contest.....4 Stretching for sunshine.....7 Struggling in the shade .....10</p>	<div>Glossary</div> <p><b>Prey:</b> An animal that is hunted by a predator.</p> <p><b>Venom:</b> The poison that a snake injects when it bites and animal with its fangs</p>
		<div>Index</div> <p>Animals 4, 8, 9 Athletes 4, 18 Bones 6, 10 Dairy foods 6, 14 Lunch 14, 17</p>	<div>Diagram</div> 	<div>Labels</div> 
Language: Vocabulary	<ul style="list-style-type: none"><li>participate in collaborative discussions.</li><li>clarify the meaning of unknown words.</li><li>learn and use subject specific words and phrases.</li></ul>			

Thinking and Academic Success Skills (TASS)								
	<u>It is . . .</u>	<u>In reading, students will . . .</u>						
Evaluation	weighing evidence, examining claims, and questioning facts to make judgments based upon criteria.	<ul style="list-style-type: none"><li>gather evidence from multiple texts in order to determine the most important information about a topic.</li><li>examine and explain how <b>text features</b> help determine the usefulness of a resource.</li></ul> 						
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"><li>ask questions to guide thinking related to new information.</li><li>evaluate whether a personal idea is relevant in a collaborative discussion.</li></ul>  <table border="1" data-bbox="704 1745 1299 1921"><tr><th colspan="2">Discussion Topic: How Ice Cream Is Made</th></tr><tr><th>Relevant Idea</th><th>Non-relevant Idea</th></tr><tr><td>Milk and cream are used to make ice cream.</td><td>Chocolate is my favorite flavor.</td></tr></table>	Discussion Topic: How Ice Cream Is Made		Relevant Idea	Non-relevant Idea	Milk and cream are used to make ice cream.	Chocolate is my favorite flavor.
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Relevant Idea	Non-relevant Idea							
Milk and cream are used to make ice cream.	Chocolate is my favorite flavor.							

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Marking Period 2, Part 2

Learning Experiences by Measurement Topic (MT)				
MT	 In school, your child will . . .	 At home, your child can . . .		
Informational Text	<ul style="list-style-type: none"> <li>ask and answer questions about an informational book before, during, and after reading.</li> <li>make connections between ideas presented in scientific texts.</li> <li>read a non-fiction text and identify cause and effect relationships. <u>Example:</u> The pier in New Jersey fell into the Atlantic Ocean (effect) because of Hurricane Sandy (cause).</li> <li>use graphic organizers to record <b>key details</b> and <b>infer</b> the main idea of an informational text.</li> </ul>	<ul style="list-style-type: none"> <li>read every night.</li> <li>ask and answer questions about non-fiction texts related to a technology (tools created to help solve problems).</li> <li>describe the steps in a process (setting the table, making the bed).</li> <li>pretend to be an engineer. Find and read a manual that describes a technical process. Identify <b>text features</b> in the manual. Are the <b>text features</b> helpful when completing the process? <u>Keep going:</u> rewrite the manual using different <b>text features</b>. <u>Examples of manuals:</u> how to program favorites on a television, use the dishwasher or oven, set up a gaming system, etc.</li> </ul>		
Language: Vocabulary	<ul style="list-style-type: none"> <li>work in small groups to share ideas during collaborative discussions.</li> <li>utilize a glossary to identify the meanings of unknown words found in texts.</li> <li>use subject specific vocabulary when discussing scientific concepts.</li> </ul> 	<ul style="list-style-type: none"> <li>practice using context clues to determine the meaning of unknown words. <u>steps to follow:</u> <ol style="list-style-type: none"> <li>Identify an unknown word in a text.</li> <li>Reread the paragraph in which the word is located.</li> <li>Use what you know about the paragraph to make a guess about the word's meaning.</li> <li>Ask: What else could the word mean?</li> <li>Select the meaning for the word that makes the most sense.</li> <li>Use a resource to check the meaning of the word.</li> </ol> </li> </ul>		
Glossary	<b>infer:</b> to draw conclusions based on background knowledge and textual evidence	<b>key details:</b> details that support the message or topic in the text	<b>main idea:</b> in informational text, the central point the author wants the reader to know	<b>text features:</b> 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.