

# Third Grade Reading Newsletter

Marking Period 2, Part 1

MT	<b>Learning Goals by Measurement Topic (MT)</b> <u>Students will be able to . . .</u>									
<b>Literature</b>	<ul style="list-style-type: none"> <li>refer to parts of stories, plays, or poems using key terms.</li> <li>describe how parts of a play or poem work together to express a story or idea.</li> <li>identify and compare <b>themes</b>, settings, and <b>plots</b> of plays and poems using key details.</li> </ul>	<table border="1"> <thead> <tr> <th><u>Plays</u></th> <th><u>Poetry</u></th> </tr> </thead> <tbody> <tr> <td>scene</td> <td>stanza</td> </tr> <tr> <td>act</td> <td>repetition</td> </tr> <tr> <td>stage direction</td> <td>lines</td> </tr> </tbody> </table>	<u>Plays</u>	<u>Poetry</u>	scene	stanza	act	repetition	stage direction	lines
<u>Plays</u>	<u>Poetry</u>									
scene	stanza									
act	repetition									
stage direction	lines									
<b>Language: Vocabulary</b>	<ul style="list-style-type: none"> <li>participate in collaborative discussions.</li> <li>identify how the meaning of a prefix or suffix changes the meaning of an unknown word.</li> <li>identify and create examples of similes (comparisons using <i>like</i> or <i>as</i>) and metaphors (comparisons without using <i>like</i> or <i>as</i>).</li> </ul>									

<b>Thinking and Academic Success Skills (TASS)</b>		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
<b>Evaluation</b>	weighing evidence, examining claims, and questioning facts to make judgments based upon criteria.	<ul style="list-style-type: none"> <li>distinguish between narrative poems, stories, and plays.</li> <li>use <b>criteria</b> to identify parts of poems, such as lines and stanzas.</li> <li>justify choice of <b>theme</b> using evidence from the text.</li> <li>develop and justify <b>criteria</b> in order to select words and phrases used to develop <b>theme</b>.</li> </ul>
<b>Metacognition</b>	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>explain thinking process when determining the <b>theme</b> of a poem or play.</li> <li>self-monitor their thinking process by stopping and asking questions during reading.</li> <li>consider strategies writers use to engage readers; reflect on ways to incorporate these strategies in personal writing.</li> <li>monitor reading to identify characteristics of poems and plays.</li> </ul>

# Third Grade Reading Newsletter

Marking Period 2, 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"> <li>create <b>criteria</b> to distinguish narrative stories from poems.</li> <li>read poems and record words or phrases used to develop the <b>theme</b>.</li> <li>explain how to decide which information is useful when <b>inferring</b> a theme.</li> <li>ask and answer questions about poems and plays using appropriate terms.</li> <li>compare themes, settings, and plots of plays.</li> <li>read plays and describe how characters' actions contribute to the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>read every night. Try to read a variety of texts, including poems and plays, with expression.</li> <li>listen to favorite songs and discuss the <b>theme</b>.</li> <li>see a play in a professional or local theater. Following the performance, discuss the play. <u>Possible questions:</u> "What is the theme? How do I know?" "What was I thinking as I watched?" "What are some questions I have for the playwright?" <u>Theater suggestions:</u> Local high school; Imagination Stage in Bethesda; Olney Theater for the Arts in Olney; The Puppet Company in Glen Echo, etc.</li> </ul>																	
	<ul style="list-style-type: none"> <li>work with classmates to ask and answer questions related to plays and poems.</li> <li>brainstorm ideas to create metaphors and similes.</li> <li>use clues within sentences to define meaning of unknown words.</li> <li>identify the meanings of prefixes and suffixes in context.</li> </ul> <table border="1" data-bbox="844 906 1012 1140"> <thead> <tr> <th>Prefix</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>pre-</td> <td>before</td> </tr> <tr> <td>trans-</td> <td>across</td> </tr> <tr> <th>Suffix</th> <th>Meaning</th> </tr> <tr> <td>-ful</td> <td>full of</td> </tr> <tr> <td>-less</td> <td>without</td> </tr> </tbody> </table>	Prefix	Meaning	pre-	before	trans-	across	Suffix	Meaning	-ful	full of	-less	without	<ul style="list-style-type: none"> <li>locate unknown words in newspapers or magazines. Use both print and digital dictionaries to find the meanings of unknown words. Website to support learning: <a href="http://unabridged.merriam-webster.com">http://unabridged.merriam-webster.com</a></li> <li>illustrate pictures and write matching sentences that show a root word with a prefix or a suffix added.</li> </ul> <table border="1" data-bbox="1465 1036 1978 1247"> <thead> <tr> <th>Word</th> <th>Picture</th> <th>Sentence</th> </tr> </thead> <tbody> <tr> <td>pre + heat = preheat</td> <td></td> <td>Yvonne will <u>preheat</u> the oven <u>before</u> baking.</td> </tr> </tbody> </table>	Word	Picture	Sentence	pre + heat = preheat	
Prefix	Meaning																		
pre-	before																		
trans-	across																		
Suffix	Meaning																		
-ful	full of																		
-less	without																		
Word	Picture	Sentence																	
pre + heat = preheat		Yvonne will <u>preheat</u> the oven <u>before</u> baking.																	

<b>Glossary</b>	<b>criteria:</b> a standard on which a decision or judgment may be based	<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>plot:</b> organized pattern or sequence of events, problems, and solutions that make up a story	<b>theme:</b> central or underlying message of the text
-----------------	--	--	---	--	---