

Third Grade Reading Newsletter

Marking Period 4, Part 1

| MT | Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u> | | | | | |
|---|---|--|---|---|--|--|
| Literature | <ul style="list-style-type: none"> ask and answer questions to identify characteristics of traditional stories. recount key details to explain the theme of traditional stories. describe how characters' actions contributes to the sequence of events. compare main ideas, themes, and characters in stories written by the same author. explain how illustrations create mood and emphasize story elements. <div data-bbox="467 533 1214 758" style="text-align: center; border: 1px solid black; padding: 5px;"> <p>Types of Traditional Stories</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">Folktale </td> <td style="width: 25%;">Myth </td> <td style="width: 25%;">Legend </td> <td style="width: 25%;">Fable </td> </tr> </table> </div> | | Folktale  | Myth  | Legend  | Fable  |
| Folktale  | Myth  | Legend  | Fable  | | | |
| Language: Vocabulary | <ul style="list-style-type: none"> use context clues to determine the meaning of a word or phrase. distinguish literal from nonliteral words and phrases. determine the meaning of a new word when a prefix or suffix is added to a root word. explain ideas and understandings relevant to collaborative discussions. <table border="1" data-bbox="324 961 846 1081" style="width: 100%; text-align: center;"> <thead> <tr> <th>Literal Phrase</th> <th>Non-Literal Phrase</th> </tr> </thead> <tbody> <tr> <td>He is tall. She is smart.</td> <td>He is a giant. She is an encyclopedia of knowledge.</td> </tr> </tbody> </table> | | Literal Phrase | Non-Literal Phrase | He is tall. She is smart. | He is a giant. She is an encyclopedia of knowledge. |
| Literal Phrase | Non-Literal Phrase | | | | | |
| He is tall. She is smart. | He is a giant. She is an encyclopedia of knowledge. | | | | | |

| Thinking and Academic Success Skills (TASS) | | |
|---|---|--|
| | <u>It is:</u> | <u>In reading, students will . . .</u> |
| Elaboration | adding details that expand, enrich, or embellish. | <ul style="list-style-type: none"> clearly communicate information about a text by expanding and adjusting ideas. use several direct quotes, examples, or details from the text to prove a point. <div data-bbox="1015 1318 1461 1522" style="text-align: right;">  <p>Elaboration</p> </div> |
| Effort/Motivation/ Persistence | working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures. | <ul style="list-style-type: none"> identify what you need to know to set an achievable and challenging reading goal. demonstrate effort, motivation, and persistence by reading challenging texts. recognize and reflect on how different characters show effort, motivation, and persistence to achieve a goal in a story. <div data-bbox="1071 1591 1469 1837" style="text-align: right;">  <p>Motivation Persistence Effort</p> </div> |

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Marking Period 4, 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"> • read a variety of traditional stories and identify the characteristics and key details. • compare and contrast themes, settings, characters, and plots of stories written by the same author. • analyze illustrations and explain how they create mood and emphasize story elements. • show how characters' actions affect the events in stories. | <ul style="list-style-type: none"> • read every night. • read a traditional story; write down the events on index cards, mix them up, and put them back in order; act out the events. <u>Keep going:</u> Mix up the usual sequence on purpose, and see if the new order would be possible. • read traditional stories and draw new illustrations. • brainstorm favorite traditional stories; visit the library and find alternate versions. Read and talk together about how the story elements are the same or different than the known version. <u>Examples:</u> <i>Cinderella (European)</i>, <i>Mufaro's Beautiful Daughter: An African Tale</i>, <i>Yeh-Shen: A Cinderella Story From China</i>. | | | | | | | | | |
| Language: Vocabulary | <ul style="list-style-type: none"> • record examples of metaphors found in traditional stories. • participate in collaborative discussions related to stories. • find clues in the text to clarify the meanings of words and phrases. • use prefixes and suffixes to change the meaning of words. <table border="1" data-bbox="436 1133 940 1237"> <thead> <tr> <th>Root Word</th> <th>_____+ly</th> <th>New Meaning</th> </tr> </thead> <tbody> <tr> <td>clear</td> <td>clearly</td> <td>in a clear way</td> </tr> <tr> <td>quick</td> <td>quickly</td> <td>in a quick way</td> </tr> </tbody> </table> | Root Word | _____+ly | New Meaning | clear | clearly | in a clear way | quick | quickly | in a quick way | <ul style="list-style-type: none"> • create and illustrate silly metaphors that describe objects around the house. <u>Example:</u> "The trashcan is a wide-mouthed frog, swallowing our garbage whole!" • play a metaphor game with you. <u>Directions:</u> parent names an object; child uses the object to create a metaphor. Parent: "tree". Child: "A tree is an umbrella, hanging over the house to shade us." • think of an adjective (describing word), add the suffix "ly" and act out the meaning of the new word. <u>Example:</u> <i>slow + ly = slowly</i> |
| Root Word | _____+ly | New Meaning | | | | | | | | | |
| clear | clearly | in a clear way | | | | | | | | | |
| quick | quickly | in a quick way | | | | | | | | | |

| | | | |
|----------|--|--|---|
| Glossary | mood: the feeling the author creates for the reader | story elements: parts of a story; such as: characters, problems, solution, and major events | theme: central or underlying message of the text |
|----------|--|--|---|