

Third Grade Reading Newsletter

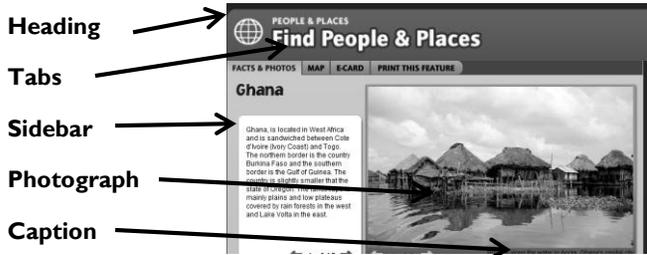
Marking Period 1, Part 2

MT	<h2 style="text-align: center;">Learning Goals by Measurement Topic (MT)</h2> <p style="text-align: center;"><u>Students will be able to . . .</u></p>
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 style="border: 1px solid black; padding: 10px; text-align: center; margin-top: 20px;">  <p style="display: flex; justify-content: space-around;"> <u>bill</u>: part of a duck <u>bill</u>: a proposed law <u>bill</u>: paper money </p> </div>

<h2 style="text-align: center;">Thinking and Academic Success Skills (TASS)</h2>		
	<u>It is:</u>	<u>In reading, students will . . .</u>
Analysis	<p>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.</p>	<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 style="text-align: center; margin-top: 10px;">  </div>
Collaboration	<p>working effectively and respectfully to reach a group goal.</p>	<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 style="text-align: center; margin-top: 10px;">  </div>

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Marking Period 1, Part 2

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. 		<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>Source Citation: http://kids.nationalgeographic.com/kids/places/find/ghana/</p>		<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>		
Language: Vocabulary	<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.