

# March Goals for Third Grade 2017

## Unit Title: Test Preparation Reading and Writing

### CCSS/LS Standards Addressed in This Unit

We will be working on the following skills during Reading Workshop Reading:

CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

#### CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### CCSS.ELA-LITERACY.RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

#### CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Craft and Structure:

#### CCSS.ELA-LITERACY.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

#### CCSS.ELA-LITERACY.RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

#### CCSS.ELA-LITERACY.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### CCSS.ELA-LITERACY.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

#### CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### CCSS.ELA-LITERACY.RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic

Some questions students will likely encounter on the test:

- What is the central message of this text?
- What is a theme of this text?
- How does the setting help us understand the message or lesson the author is teaching us?
- Which piece of dialogue supports the story's main theme
- Which sentence best describes a theme of this text?
- What is this story MOSTLY about?

- Which sentence BEST tells what the story is about?
- Which could be another title for this story?
- Which statement is best supported by the selection?
- According to the author, what is paragraph \_\_\_ mainly about?
- What is the MOST important lesson the character learns?
- Which detail BEST shows the theme of this passage? efficiently.
- In paragraph \_\_\_\_, the author most likely uses the word (Vocabulary Word) instead of (Word/Phrase) to emphasize \_\_\_\_.
- A (Word/Phrase) is like a \_\_\_\_.
- \_\_\_\_\_ means \_\_\_\_.

We will be working on the following skills during Writing Workshop:

- Write to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together aiding comprehension.
- Develop responses with details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.
- Students will learn to determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. Mini lessons, conferences and small group work will provide students with support to develop and strengthen their work
- Students will think more deeply about using specific words to convey meaning and distinguish between literal and non-literal language.
- Partnerships will be used to help organize and strengthen their writing through planning, revision and editing.

We will be working on the following skills in Math Workshop

#### Unit 8: Understand Fractions

Students will learn to:

- Identify equal parts of a whole.
- Divide models to make equal shares.
- Use a fraction to name one part of a whole that is divided into equal parts.
- Read, write, and model fractions that represent more than one part of a whole.
- Represent and locate fractions on a number line.
- Relate fractions and whole numbers.
- Model, read, and write fractional parts of a group.
- Find fractional parts of a group.
- Use a strategy to solve fraction problems.

#### Unit 9: Compare Fractions

Students will learn to:

- Compare fractions: How can you use the strategy act it out to solve comparison problems?
- Compare fractions with the same denominator: How can you compare fractions with the same denominator?
- Compare fractions with the same numerator: How can you compare fractions with the same numerator?
- Compare fractions: What strategies can you use to compare fractions?
- Compare and order fractions: How can you compare and order fractions?
- Model equivalent fractions: How can you use models to find equivalent fractions?
- Equivalent fractions: How can you use models to name equivalent fractions?