Third Grade Language Arts – Reading 4ᵗʰ 6 Weeks Curriculum Corner

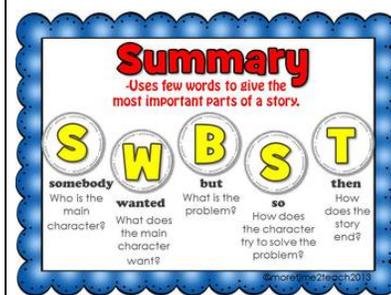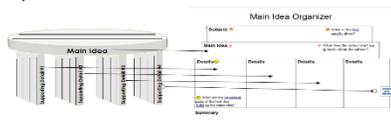|	1	2	3	4	5	6
Genre	Humorous fiction	Fantasy	Mystery	Informational	Informational	Fiction
Big Idea	Summarize	Infer	Infer	Summarize	Summarize	Infer
Target Skill	Author's Purpose	Cause & Effect	Conclusions	Text and Graphic Features	Main Idea and Details	Story Structure
Word Work	Vowels + r sounds Sounds in air and fear	Vowel Sound (spoon/wood)	Words with /j/ and /s/	Words with /k/ and /kw/	Compound Words	Words with –ed and -ing
Vocabulary Skills	Context Clues	Prefixes (pre, re, bi)	Suffix –ly	Categorize and Classify	Dictionary/Glossary	Base Words and Prefix (non)
Vocabulary Words	Recycle, project, dripping, carton, complicated, global, rubbish, hardly, shade, pollution	Fiery, within, scientific, ancient, mysterious, emergency, panicking, horrifying, prehistoric, immediately	Clues, remains, evidence, prove, fossils, skeletons, uncovering, buried, fierce, location	Pollen, store, clumps, passages, absorb, throughout, coverings, spines, tropical dissolve	Shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colony	Scout, narrow, surrounded, underground, puzzling, glassy, violently, liquid, soggy, unaware

Fun Ways to Practice at Home

Use Main Ideas and Details to Summarize Nonfiction! The **main idea** of a text is the most important, over-arching idea or thought in the text. That means that it is actually a sentence, not a single word or phrase **(topic/subject)**. **Supporting details**, are sentences that all refer back to the main idea. Some main ideas are **directly stated** in a text, but many others are implied. If the main idea is **implied**, then the reader must **infer**, or read between the lines, to develop their own main idea.

How can you help your student summarize nonfiction by finding the main ideas and supporting details in text?

- Sometimes it is helpful to use a table organizer to help students understand the concept of main ideas and supporting details. Once they understand that, then they will be able to transfer that knowledge to the most common main idea graphic organizer used in 3rd grade.
- Note: Interesting information is not always a supporting detail. Help your child determine what is important by asking, "Does this help explain the main idea, or is it just interesting? Use this info to help students summarize nonfiction.

Main Idea Organizer

Summarizing Fiction: It is important to know that we summarize fiction and nonfiction differently. Students have been working on summarizing fiction since kindergarten if not before, but it gets a little more sophisticated in 3rd grade. Not only is it an important skill that we use all the time in real life, but it is also a tested skill.

How can help your student summarize fiction? One way we teach students to summarize stories is by using an acronym called SWBTS, **S**omeone-**W**anted-**B**ut-**T**hen-**S**o. Try this at home, too!

Someone: Who (or what) is the main character

Wanted: What did the main character want or need?

But: What was the problem?

So: How does the main character try to solve the problem?

Then: How was the problem resolved, or how did the story end?

Context Clues: As we read, we always come across unfamiliar words. Sometimes we can "sound it out" to figure out how to say the word, but often that leaves us without a clue about its meaning. If the word carries a lot of meaning, then it could be the key to understanding what the author is trying to say. That means that in order to figure out what the word means, we need to act like detectives and look for clues in the text! Once we find the clues and add them to what we might already know, then we are able to infer the meaning of the word. We have been practicing making inferences all year, but now we need to use them to figure out the meanings of unknown words. You can easily draw a quick chart like the one below to help show your thinking about the mystery word. Be sure to read a few sentences before the word as well as a few sentences after it as part of your search for context clues!

Word	Background Knowledge	Clues in Text	Inferred word meaning

Conversation starters: Look at this picture. What questions come to mind? What did you read today? Tell me one important detail and one interesting detail. Use two homographs in sentences.

Enduring Understanding (The Big Idea): Students apply process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.

Essential Vocabulary			
Algorithm algoritmo	Associative Property Propiedad asociativa	Combining Combinando	Commutative Property Propiedad conmutativa
Comparing Comparando	Compatible Numbers Números compatibles	Equation/Expression Ecuación/ expresión	Estimate Estimar

Enduring Understanding (The Big Idea): Students represent and generate fractions in order to quantify, compare, and order fractional amounts using models, tools, and number sense. Students apply the process standards to represent and explain fractional units.

Essential Vocabulary			
Denominator denominador	Equivalent Fractions fracciones equivalentes	Fraction fracciones	Fraction Strip/Bars Tiras/barras de fracción
Fractional Parts partes fraccionarias	Numerator numerador	Unit Fraction fracción unitaria	Whole Number número entero

Ways to Practice at Home

How can you help your student apply process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement?

- **The student is expected** to determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.
  1. Use concrete or pictorial models of square units to represent the number of rows and the number of unit squares in each row.
  2. Define area as the total number of square units needed to completely cover a figure.
  3. Units of area may be square inches, square centimeters, square feet, square meters, etc.
  4. Relate models of the number of rows and the number of unit squares in each row to the dimensions of a rectangle (area model).
  5. Use Cheez-Its to fill different sized rectangles to find the area!
 6. Eat the area!
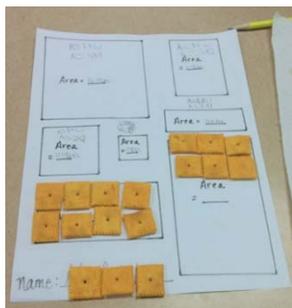
How you can help your student represent and generate fractions in order to quantify, compare, and order fractional amounts using models, tools, and number sense. Students apply the process standards to represent and explain fractional units*?*

- **The student is expected** to explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.
- Example: Beck was asked to write two equivalent fractions for the spot marked on the number line below. Write two fractions that Beck might have written and explain your answer.

- In the picture above, the dot is on the second of six parts, so one fraction could be 2/6.
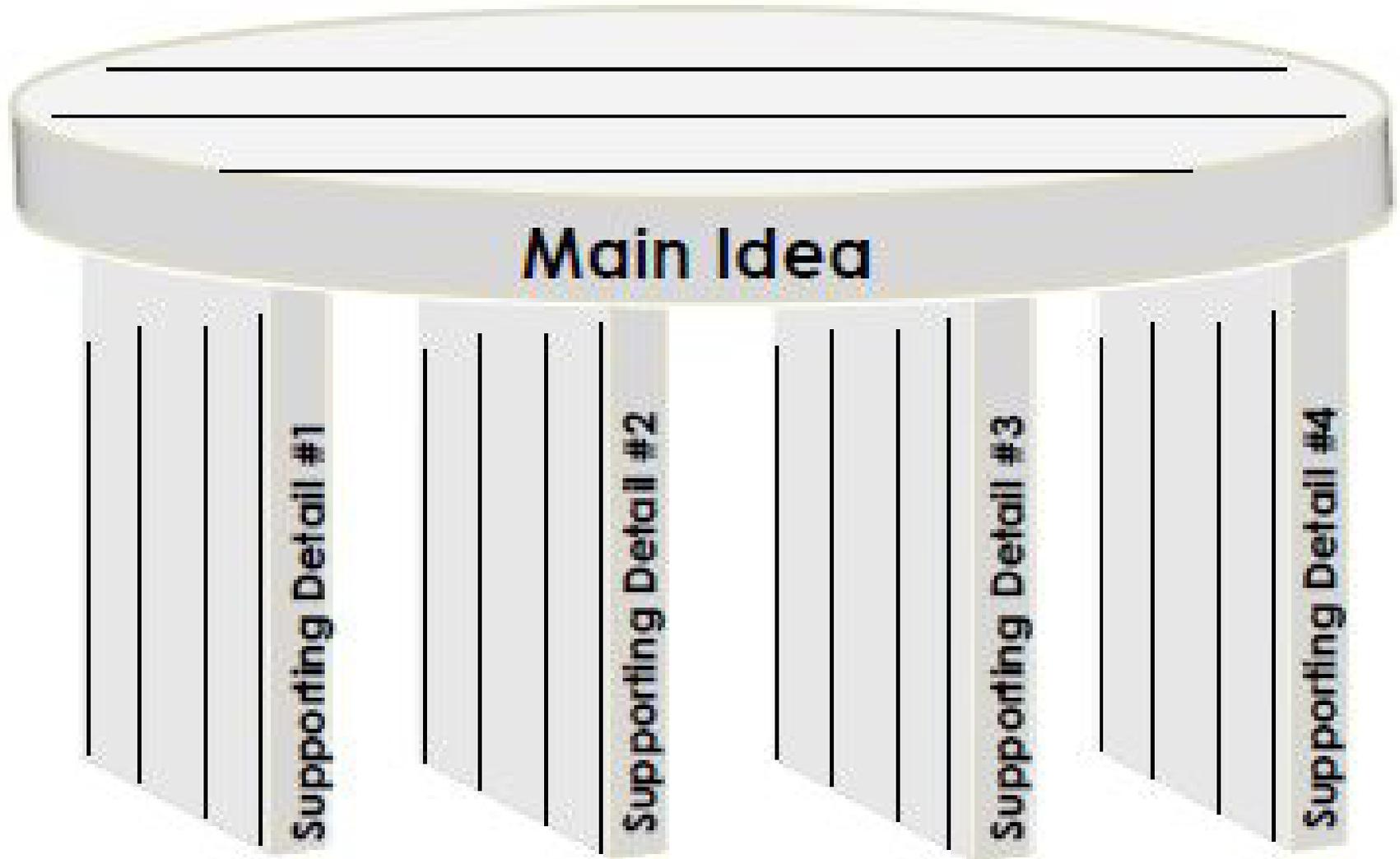- In the picture below, the dot is on the first of three equal parts so another fraction could be 1/3.
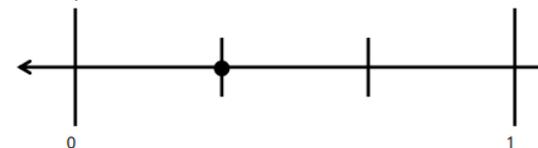
Conversation starters: Which model do you prefer to use when drawing a sum or number? What mental math strategies worked best for you today? Why?

Name: _____ **Date:** _____

Title (book, chapter, poem): _____

Main Idea

Supporting Detail #1

Supporting Detail #2

Supporting Detail #3

Supporting Detail #4

Main Idea Organizer

Subject ★   ★ What is this text mostly about?

Main Idea 💗   💗 What does the author want me to know about the subject?

Details 🙂	Details	Details	Details
🙂 What are the important parts of the text that hold up the main idea?			

Summary