

3rd Grade Parent Guide First Nine Weeks

During the first nine weeks students will identify the main idea or central message and the supporting details in a literary text after reading or listening to the story. Using a variety of texts, students will analyze characters, actions, and motivations. Students will write personal narratives, focusing on character development.

Standard	Skills
<p style="text-align: center;">Report Card</p> <p style="text-align: center;">Refers to explicit details when asking and answering questions</p> <p style="text-align: center;">CCRS Standard</p> <p>[RL.3.1] Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers..</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● ask and answer questions to comprehend and monitor understanding ● identify key details ● ask questions about key details ● use original language to answer question about key details ● make explicit references to text in answers
<p style="text-align: center;">Report Card</p> <p>Determines main idea; Recounts text</p> <p style="text-align: center;">CCRS Standard</p> <p>[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.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● recount stories ● determine central message, lesson, or moral ● explain relationship between key details and central message, lesson, or moral ● apply these concepts to fables, folktales, and myths ● apply these concepts to stories from diverse cultures
<p style="text-align: center;">Report Card</p> <p>Describes characters, settings and relationships between events or ideas</p> <p style="text-align: center;">CCSR Standard</p> <p>[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.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● describe characters ● explain relationship between actions of characters and a story's sequence of events (cause and effect)
<p style="text-align: center;">Report Card</p> <p>Determine the meaning of words in text</p> <p style="text-align: center;">CCSR Standard</p> <p>[RL.3.4] Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● find examples from a text to support a literal or nonliteral interpretation of a word or phrase ● determine meaning of unfamiliar words and phrases based on how they are used in a text

<p style="text-align: center;">Report Card</p> <p>Uses illustrations to explain or demonstrate understanding</p> <p style="text-align: center;">CCSR Standard</p> <p>[RL.3.7] Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● explain how illustrations create mood or emphasize character or setting ● explain how words create mood or emphasize character or setting ● support thinking with examples from the text
<p style="text-align: center;">Report Card</p> <p>Knows and applies grade-level phonics and word analysis skills in decoding.</p> <p style="text-align: center;">CCSR Standard</p> <p>[RF.3.3] Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="margin-left: 40px;">a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p style="margin-left: 40px;">b. Decode words with common Latin suffixes.</p> <p style="margin-left: 40px;">c. Decode multisyllable words.</p> <p>Read grade-appropriate irregularly spelled words.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● read words with common prefixes and suffixes ● read words with common Latin suffixes ● read multisyllable words ● read third grade-appropriate irregularly spelled words
<p style="text-align: center;">Report Card</p> <p>Reads text with purpose and understanding at expected grade level Reads text fluently with at expected grade level Reads with accuracy at expected grade level</p> <p style="text-align: center;">CCSR Standard</p> <p>[RF.3.4] Read with sufficient accuracy and fluency to support comprehension.</p> <p style="margin-left: 40px;">a. Read on-level text with purpose and understanding.</p> <p style="margin-left: 40px;">b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● read with purpose and understanding ● read orally with accuracy ● read orally at an appropriate rate ● read orally with expression ● use context to aid in word recognition ● break text up into meaningful groups of words (phrases) ● recover if they make a mistake (self-correct) ● make appropriate changes in voice, pitch, and expression while reading orally

<p style="text-align: center;">Report Card</p> <p>Uses the writing process to communicate ideas and information effectively</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.3.3] Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<p>Students are able to write a narrative including:</p> <ul style="list-style-type: none"> ● real or imagined experiences or events ● a narrator and/or characters ● dialogue and descriptions to develop events and show responses of characters ● temporal words and phrases ● a sense of closure
<p style="text-align: center;">Report Card</p> <p>Produces writing in which the development and organization are appropriate to task, purpose, and audience</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.3.4] With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● use guidance and support from adults to improve writing ● analyze a writing task to determine what is required ● adapt writing to fulfill a specific purpose ● adapt writing to meet the needs of an audience ● develop ideas in a way appropriate to task and purpose ● organize thoughts in a way appropriate to task and purpose ● apply these skills to a variety of types of writing
<p style="text-align: center;">Report Card</p> <p>Uses the writing process to communicate ideas and information effectively</p> <p>Strengthens writing using the writing process</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.3.5] With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● use adult and peer guidance and support to strengthen writing ● plan writing ● revise writing ● edit writing ● produce writing that is well-developed and strong

<p style="text-align: center;">Report Card</p> <p>Demonstrates a command of the grade-level conventions of standard English grammar and usage.</p> <p style="text-align: center;">CCSR Standard</p> <p>[L.3.1] Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • explain the function of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • use nouns (plural nouns, abstract nouns) • produce a variety of sentences (simple, compound, complex)
<p style="text-align: center;">Report Card</p> <p>Demonstrates a command of the grade-level conventions of standard English grammar and usage</p> <p>Applies correct spelling of grade-level words in written work</p> <p style="text-align: center;">CCSR Standard</p> <p>[L.3.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • capitalize appropriate words in titles • use commas in addresses • use commas in dialogue • use quotation marks in dialogue • form and use possessives • spell high-frequency words • spell studied words • add suffixes to base words • generalize learned spelling patterns • consult word reference materials to check and correct spellings