

3<sup>rd</sup> Grade Parent Guide Second Nine Weeks

<p><b>During this nine weeks students will focus on the main idea and key details in informational text by reading and discussing the main purpose and details in grade appropriate texts. Students will begin practicing the writing of informational/explanatory text.</b></p>	
<p><b>Standard</b></p>	<p><b>Skills</b></p>
<p><b>Report Card</b> Refers to explicit details when asking and answering questions</p> <p><b>CCRS Standard</b> [RI.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"> <li>ask and answer questions to comprehend and monitor understanding</li> <li>identify key details</li> <li>ask questions about key details</li> <li>use original language to answer question about key details</li> <li>make explicit references to text in answers</li> </ul>
<p><b>Report Card</b> Determines main idea Recounts text</p> <p><b>CCRS Standard</b> [RI.3.2] Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>identify a main idea from a text</li> <li>explain relationship between main ideas and supporting details</li> <li>apply these concepts to a variety of informational texts</li> </ul>
<p><b>Report Card</b> Determines the meaning of words in text</p> <p><b>CCSR Standard</b> [RI.3.4] Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topic or subject area</i>.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>distinguish between domain-specific and academic words</li> <li>identify unfamiliar words and phrases</li> <li>use features of a text to determine the meaning of unfamiliar words and phrases</li> <li>use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases</li> </ul>
<p><b>Report Card</b> Knows and applies grade-level phonics and word analysis skills in decoding.</p> <p><b>CCSR Standard</b> [RF.3.3] Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>read words with common prefixes and suffixes</li> <li>read words with common Latin suffixes</li> <li>read multisyllable words</li> <li>read third grade-appropriate irregularly spelled words</li> </ul>

<p style="text-align: center;"><b>Report Card</b></p> <p>Reads text with purpose and understanding at expected grade level</p> <p>Reads text fluently with at expected grade level</p> <p>Reads with accuracy at expected grade level</p> <p style="text-align: center;"><b>CCSR Standard</b></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"> <li>● read with purpose and understanding</li> <li>● read orally with accuracy</li> <li>● read orally at an appropriate rate</li> <li>● ready orally with expression</li> <li>● use context to aid in word recognition</li> <li>● break text up into meaningful groups of words (phrases)</li> <li>● recover if they make a mistake (self-correct)</li> <li>● make appropriate changes in voice, pitch, and expression while reading orally</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Uses the writing process to communicate ideas and information effectively</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[W.3.2] Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <p style="margin-left: 40px;">a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p style="margin-left: 40px;">b. Develop the topic with facts, definitions, and details.</p> <p style="margin-left: 40px;">c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p style="margin-left: 40px;">d. Provide a concluding statement or section.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>● identify qualities of informative/explanatory pieces</li> <li>● write informative/explanatory pieces with a predictable structure (introduce topic, develop topic through facts, definitions, and details, and concluding statement)</li> <li>● incorporate useful illustrations in informative/explanatory pieces</li> <li>● use facts, definitions, and details to develop topics</li> <li>● arrange related information together</li> <li>● employ linking words and phrases to connect ideas</li> </ul>

<p style="text-align: center;"><b>Report Card</b></p> <p>Produces writing in which the development and organization are appropriate to task, purpose, and audience</p> <p style="text-align: center;"><b>CCSR Standard</b></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"> <li>● use guidance and support from adults to improve writing</li> <li>● analyze a writing task to determine what is required</li> <li>● adapt writing to fulfill a specific purpose</li> <li>● adapt writing to meet the needs of an audience</li> <li>● develop ideas in a way appropriate to task and purpose</li> <li>● organize thoughts in a way appropriate to task and purpose</li> <li>● apply these skills to a variety of types of writing</li> </ul>
<p style="text-align: center;"><b>Report Card</b></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;"><b>CCSR Standard</b></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"> <li>● use adult and peer guidance and support to strengthen writing</li> <li>● plan writing</li> <li>● revise writing</li> <li>● edit writing</li> <li>● produce writing that is well-developed and strong</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p style="text-align: center;"><b>CCSR Standard</b></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"> <li>a. Explain the function of nouns, pronouns, <b>verbs</b>, adjectives, and <b>adverbs</b> in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>d. <b>Form and use regular and irregular verbs.</b></li> <li>e. <b>Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</b></li> <li>f. <b>Ensure subject-verb and pronoun-antecedent agreement.*</b></li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. <b>Use coordinating and subordinating conjunctions.</b></li> <li>i. Produce simple, <b>compound, and complex</b> sentences.</li> </ol>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>● explain the function of nouns, pronouns, <b>verbs</b>, adjectives, and <b>adverbs</b> in particular sentences</li> <li>● use nouns (plural nouns, abstract nouns)</li> <li>● produce a variety of sentences (simple, <b>compound, complex</b>)</li> </ul>

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<p style="text-align: center;"><b>Report Card</b></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;"><b>CCSR Standard</b></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"><li>● capitalize appropriate words in titles</li><li>● use commas in addresses</li><li>● use commas in dialogue</li><li>● use quotation marks in dialogue</li><li>● form and use possessives</li><li>● spell high-frequency words</li><li>● spell studied words</li><li>● add suffixes to base words</li><li>● generalize learned spelling patterns</li><li>● consult word reference materials to check and correct spellings</li></ul>
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