

3<sup>rd</sup> 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;"><b>Report Card</b></p> <p style="text-align: center;">Refers to explicit details when asking and answering questions</p> <p style="text-align: center;"><b>CCRS Standard</b></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"> <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 style="text-align: center;"><b>Report Card</b></p> <p>Determines main idea; Recounts text</p> <p style="text-align: center;"><b>CCRS Standard</b></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"> <li>• recount stories</li> <li>• determine central message, lesson, or moral</li> <li>• explain relationship between key details and central message, lesson, or moral</li> <li>• apply these concepts to fables, folktales, and myths</li> <li>• apply these concepts to stories from diverse cultures</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Describes characters, settings and relationships between events or ideas</p> <p style="text-align: center;"><b>CCSR Standard</b></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"> <li>• describe characters</li> <li>• explain relationship between actions of characters and a story's sequence of events (cause and effect)</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Determine the meaning of words in text</p> <p style="text-align: center;"><b>CCSR Standard</b></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"> <li>• find examples from a text to support a literal or nonliteral interpretation of a word or phrase</li> <li>• determine meaning of unfamiliar words and phrases based on how they are used in a text</li> </ul>

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<p style="text-align: center;"><b>Report Card</b></p> <p>Uses illustrations to explain or demonstrate understanding</p> <p style="text-align: center;"><b>CCSR Standard</b></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"> <li>• explain how illustrations create mood or emphasize character or setting</li> <li>• explain how words create mood or emphasize character or setting</li> <li>• support thinking with examples from the text</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Knows and applies grade-level phonics and word analysis skills in decoding.</p> <p style="text-align: center;"><b>CCSR Standard</b></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"> <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            Reads text fluently with at expected grade level            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>• read 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>

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<p align="center"><b>Standard</b></p>	<p align="center"><b>Skills</b></p>
<p align="center"><b>Report Card</b></p> <p>Uses the writing process to communicate ideas and information effectively</p> <p align="center"><b>CCSR Standard</b></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> <p>a. Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>Students are able to write a narrative including:</p> <ul style="list-style-type: none"> <li>● real or imagined experiences or events</li> <li>● a narrator and/or characters</li> <li>● dialogue and descriptions to develop events and show responses of characters</li> <li>● temporal words and phrases</li> <li>● a sense of closure</li> </ul>
<p 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 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 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 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>

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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 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 <b>nouns, pronouns</b>, verbs, adjectives, and <b>adverbs</b> in general and their functions in particular sentences.</li> <li><b>b. Form and use regular and irregular plural nouns.</b></li> <li><b>c. Use abstract nouns (e.g., <i>childhood</i>).</b></li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.*</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. Use coordinating and subordinating conjunctions.</li> <li>i. Produce <b>simple</b>, compound, and complex sentences.</li> </ol>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• explain the function of <b>nouns, pronouns</b>, verbs, adjectives, and <b>adverbs</b> in particular sentences</li> <li>• use nouns (plural nouns, abstract nouns)</li> <li>• produce a variety of sentences (<b>simple</b>, compound, complex)</li> </ul>
<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>• <b>use commas in dialogue</b></li> <li>• use quotation marks in dialogue</li> <li>• <b>form and use possessives</b></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>