

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

**This nine weeks builds upon skills and concepts learned in previous nine weeks. Students will evaluate the point of view of a speaker, author, and self. Students will examine the point of view of authors in both literary and informational texts. Students will write argumentative pieces. This writing will include facts and details supporting the opinion given.**

Standard	Skills
<p><b>Report Card</b> Distinguishes their own point of view from the author, narrator or characters.</p> <p><b>CCRS Standard</b> RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>explain how his/her point of view differs from that of the narrator or characters</li> </ul>
<p><b>Report Card</b> Distinguishes their own point of view from the author, narrator or characters.</p> <p><b>CCRS Standard</b> [RI.3.6] Distinguish their own point of view from that of the author of a text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>explain how his/her point of view differs from that of the author</li> </ul>
<p><b>Report Card</b> Compares and contrasts themes, settings, plots or important points from two texts.</p> <p><b>CCSR Standard</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>Students are able to compare and contrast books from a series including:</p> <ul style="list-style-type: none"> <li>discussion of setting</li> <li>discussion of plot</li> <li>discussion of theme</li> </ul>
<p><b>Report Card</b> Compares and contrasts themes, settings, plots or important points from two texts.</p> <p><b>CCSR Standard</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>compare and contrast two or more texts about the same topic by discussing the most important points and key details of each text</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>

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<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>
<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>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p style="text-align: center;">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 multi-syllable 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>a. Read on-level text with purpose and understanding.</p> <p>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 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.3.1] Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>● identify qualities of opinion pieces</li> <li>● develop a point of view</li> <li>● supply reasons to support the opinion</li> <li>● use linking words and phrases to connect opinions and reasons</li> <li>● write with a predictable structure (introduction with statement of topic and opinion, reasons to support, an organizational structure, and concluding statement or section)</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>

Standard	Skills
<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> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p><b>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</b></p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• explain the function of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences</li> <li>• use nouns (plural nouns, abstract nouns)</li> <li>• produce a variety of sentences (simple, 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>• 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>