

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

**This nine weeks expands upon information learned in previous nine weeks. Students will use informational text to read and research a specific topic. After researching the topic, students will use the information to write and publish a research paper.**

Standard	Skills
<p style="text-align: center;"><b>Report Card</b></p> <p style="text-align: center;">Describes characters, settings and relationships between events or ideas.</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p style="text-align: center;">[RI.3.3] Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• describe relationships between events, ideas or concepts, or steps</li> <li>• use language appropriate to text structure (time, sequence, or cause/effect)</li> <li>• apply this skill to historical, scientific, and technical texts</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Describes the structure of text</p> <p>Uses text features</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p style="text-align: center;">[RL.3.5] Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• describe how parts of a story, drama, or poem fit together to create a cohesive whole</li> <li>• use appropriate vocabulary to refer to parts of a text (such as chapter, scene, stanza)</li> </ul>
<p>[RI.3.5] Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• efficiently use various text features and search tools to locate information relevant to a given topic.</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p style="text-align: center;">Uses illustrations to explain or demonstrate understanding</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[RI.3.7] Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• understand a text because of information gained through words</li> <li>• support thinking with examples from the text.</li> </ul>

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<p style="text-align: center;"><b>Report Card</b></p> <p>Describes the connection between sentences and paragraphs in a nonfiction text</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[RI.3.8] Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• describe the structure of a sentence or paragraph (including the use of terms such as comparison, cause/effect, sequence)</li> <li>• describe the logical connection between sentences within a paragraph</li> <li>• describe the logical connection between paragraphs within a section or text</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Compares and contrasts themes, settings, plots or important points from two texts</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[RL.3.9] 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>[RI.3.9] 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 style="text-align: center;"><b>Report Card</b></p> <p>Determines the meaning of words in text</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[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 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>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>• 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>
<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>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.3.6] With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• use adult guidance and support</li> <li>• use technology to produce and publish writing</li> <li>• use keyboarding skills</li> <li>• use technology to interact and collaborate with others</li> </ul>

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<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.3.7] Conduct short research projects that build knowledge about a topic.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• select a topic for short research</li> <li>• locate resources to learn about topic</li> <li>• use a graphic organizer to record thoughts</li> <li>• build knowledge about a topic through research</li> </ul>
<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.3.8] Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• Students are able to: -recall information from experience -locate print and digital sources -take brief notes on sources -sort evidence into provided categories</li> </ul>
<p 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 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>