

Grade 3

During quarter 1, your child is working towards:



<u>Word Study</u>	<u>Reading Comprehension</u>	<u>Writing</u>
<ul style="list-style-type: none"> ● Building, blending, and writing words that combine consonants and short vowels. ● Building, blending, and writing words with: <ul style="list-style-type: none"> ○ long a spelled <i>a</i>, <i>a_e</i>, <i>ai_</i> and <i>ay</i> ○ long e spelled <i>e</i> and <i>e_e</i> ○ long i spelled <i>i</i> and <i>i_e</i>, ○ long o spelled <i>o</i> and <i>o_e</i> ○ long u spelled <i>u_e</i> ● Building, blending, and writing words with: <ul style="list-style-type: none"> ○ /j/ spelled <i>ge</i> and <i>gi</i> ○ /s/ spelled <i>ce</i>, <i>ci_</i> and <i>cy</i> ○ /el/ spelled <i>_le</i>, <i>_el</i>, <i>_al</i>, and <i>_il</i> ○ /m/ spelled <i>_mb</i> ○ /n/ spelled <i>kn_</i> ○ /r/ spelled <i>wr_</i> ○ /f/ spelled <i>ph</i> ○ /w/ spelled <i>wh_</i> ● Reading and writing high-frequency words: <i>give, may, these, are, if, jump, no, been, our, those, before, off, like, saw, too, Mr., Mrs., read, came, stop, tell, who, me, ten, us, no, change, find, most, thought, talk, home, close, time, while, large, name, things, city, each, face,</i> 	<p>Character Traits</p> <ul style="list-style-type: none"> ● Explaining a character’s actions and feelings to identify a character trait. <ul style="list-style-type: none"> ○ Traits are different than feelings ○ Feelings are in the moment ○ Traits are part of your personality <p>Character, Setting, & Plot</p> <ul style="list-style-type: none"> ● Describing the sequence of events by explaining how the characters’ actions change from beginning to end. <p>Sequence & Cause and Effect</p> <ul style="list-style-type: none"> ● Describing the relationship between a series of events in a text by using time and order signal words (<i>ex. first, then, next last, at first</i>) <p>Main Idea and Key Details</p> <ul style="list-style-type: none"> ● Determining the main idea of a text by recounting key details (<i>important facts about the main idea</i>) and explaining how they support the main idea. 	<p>Focus on an Event</p> <ul style="list-style-type: none"> ● Writing with a focus on one topic and strengthening writing by revising and editing. <p>Focus on Descriptive Details</p> <ul style="list-style-type: none"> ● Writing a narrative (<i>a real or made up story</i>) with descriptive details by <ul style="list-style-type: none"> ○ describing characters’ actions, thoughts, and words in order to show how characters respond to an event. <p>Focus on Sequence</p> <ul style="list-style-type: none"> ● Organizing the events in my writing by using time order words (<i>ex. first, next, last</i>) and phrases (<i>ex. and then, after that</i>) in order to show the order of events. <p>Collaborate and Reflect</p> <ul style="list-style-type: none"> ● Developing and strengthening my writing by planning, revising, and editing with support from peers and adults in order to produce and

<p><i>near, through, took, almost, also, years, air, and such, with accuracy.</i></p> <ul style="list-style-type: none"> ● Reading grade-level text aloud with accuracy, at an appropriate rate, and with expression. 		<p>publish my writing (using technology).</p>
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The only way to become a better reader is to read.

Resources:

<u>Word Study</u>	<u>Writing</u>
<p>Ways to support word study at home:</p> <ul style="list-style-type: none"> ● Word or Spelling pattern Hunts <ul style="list-style-type: none"> ○ Have your child look through written materials at home (books, magazines, food labels, etc) to find words that fit their spelling pattern for the week ● Students can use the newly found words to: <ul style="list-style-type: none"> ○ Write a silly paragraph or story ○ Use in sentences ○ Practice reading ○ Create picture definitions for each word they find <p>Digital Resources:</p> <ul style="list-style-type: none"> ● Wonders (McGraw Hill) ● ReadWriteThink.org 	<p>Ways to support word study at home:</p> <p>300 Writing Prompts</p> <ul style="list-style-type: none"> ● Journaling (<i>Provide them a topic or let them choose</i>) ● Creating comics ● Writing Poetry ● Writing for a purpose <p>Digital Resources:</p> <ul style="list-style-type: none"> ● Brain Pop (grammar/writing) ● Edutyping ● ReadWriteThink.org

Reading Comprehension

Digital Resources: (found on BCPSOne)

- Tumblebooks
- Raz Plus
- Baltimore County Public Library (seperate website)
- Destiny (Dogwood Library)
- ReadWriteThink.org (seperate website)

Questions that support comprehension development:

Note: *Pick approx. 5 questions from the list below to ask your child about a text they read or a text you read together*

Thinking *within* the Text

Summarizing

- Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (This could also be a written response.)
- Summarize ideas and facts from a text and tell how they are related.
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- What was the problem in the story?
- How did the characters solve the problem?
- How did the story end? If applicable, what was the surprise at the end?
- What new information did you learn about _____?
- Look at the photograph/drawing on page _____. What did you learn? (Draw attention to captions.)
- Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
- Summarize the important events at intervals during the reading of a longer text.
- Sequence the actions from a graphic text.
- What was the big problem in the story? What other problems did the characters encounter?
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 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.

Thinking *beyond* the Text

Predicting

- Based on what you know about a character, predict what he or she will do.

- Based on what you know, what might happen next?
- After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
- Based on the genre or text structure of this book, predict what might happen next.
- Has your prediction happened? How do you know?

Making Connections (Follow up question: How did that connection help you understand the story?)

- Can you think of another book that is similar to this one?
- How is the (topic, characters, ending) similar to (title of another book)?
- How is the character the same in this book as in previous books?
- What connection can you make (personal, text, world)? Explain how they are connected.
- **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
- **Before, During, and After Reading** - How did what you know about the topic help you understand the text?
- **Written Response:** What connections can you make between this text and another text that you have read?