Third Grade Roadmap for Parents
Key Signs of Student Success

English Language Arts

READING

"Read like a Detective"

I can read and understand
literature (stories, dramas, poems, and myths) and
informational text (science, social studies/history and technical texts), and:

- Read closely and ask and answer questions before, during, and after reading to explain explicit details (details found "on the page"), and to make and justify inferences (ideas or conclusions based on sound reasoning).
- Determine the theme (central idea) of a story, drama, or poem and summarize the key details.
- Determine the main idea of informational text and justify with supporting details.
- Describe characters in a story, using physical and emotional characteristics.
- Describe the cause and effect of a character's actions on the sequence of events.
- Determine the meaning of words and phrases and the way they are used in a text, including figurative language, e.g., *similes ("as busy as a bee") and metaphors ("You are what you eat.").*
- Compare and contrast:
  - My point of view with the author's, narrator's, or characters' points of view,
  - Themes, settings, and plots of stories written by the same author, and
  - Key details and information presented in two texts on the same topic.
- Analyze how and why characters or individuals, events and ideas develop and interact in a literary or informational text.
- Use illustrations, maps, or photographs to demonstrate understanding of the story or topic.

I can use word analysis skills and reading comprehension strategies to fluently read and understand third-grade texts, including:

- Independently reading familiar multisyllabic words.
- Reading irregularly spelled words, appropriate for third-grade.
- Identifying most common prefixes and suffixes and understanding how prefixes and suffixes change the meaning of words.
- Using context to read and understand familiar and unfamiliar words and to self-correct mistakes.
- Reading third-grade texts with fluency (speed, accuracy, and expression) and comprehension.

I can practice these reading and thinking skills in school and at home:

- Read as much non-fiction as fiction.
- Learn about the world and get smarter in Science and Social Studies through reading.
- Read closely (re-read, read aloud, ask and answer questions, annotate), and persevere ("stick with it") to read complex text.
- Discuss and write about reading, using evidence to support opinions/arguments.
- Increase my academic vocabulary, through reading, discussing, and writing.

Arizona College and Career Ready Standards (AZCCRS): Standards of achievement for the end of Third Grade.
For the complete list of grade-level standards go to: www.azed.gov.

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WRITING

I can use daily writing for extended periods of time, as a tool for learning and communicating, by:

- Writing multiple sentences in a logical order about:
  - Opinion pieces, supporting a point of view with reasons,
  - Informative/explanatory texts to communicate ideas and information, and
  - Narratives of real or imagined experiences.
- Producing functional writing, e.g., *responses to prompts on reading, mathematics, writing, and science assessments, formal letters, recipes, experiments, and invitations.*
- Using the writing process (plan, revise, and edit) to strengthen writing with support from adults.
- Using technology (including keyboarding skills), with some support from adults, to collaborate and publish short research and writing projects.
- Writing to take brief notes from sources in literature, mathematics, science, and social studies/history.

SPEAKING LISTENING

I can use academic speaking and listening skills to collaborate, communicate, and present knowledge and ideas, by:

- Engaging in different types of collaborative discussions (large and small groups, and precision partnering), about grade 3 topics and texts, by:
  - Explaining my ideas,
  - Making connections between my ideas and the ideas of others, and
  - Asking or answering questions about information from a speaker.
- Determining the main idea from an oral presentation, a text read aloud, or from media.
- Orally reporting on a topic, telling a story or recounting an experience with facts and details, using visual displays and/or media when appropriate.
- Speaking clearly, in complete sentences, at an understandable pace.

LANGUAGE

I can correctly use third-grade academic vocabulary and language conventions (capitalization, punctuation, and spelling), including:

- Correctly using common parts of speech, e.g., *noun, verb, adjective, adverb, and prepositions.*
- Producing simple, compound, and complex sentences.
- Clarifying the meaning of new words and multiple-meaning words by choosing flexibly from a range of strategies, such as using:
  - Context clues,
  - Understanding the meaning of root words, prefixes, and suffixes, and
  - Using glossaries or beginning dictionaries, both print and digital.
- Distinguishing between shades of meaning among related words, e.g., *compute, computer, computation.*

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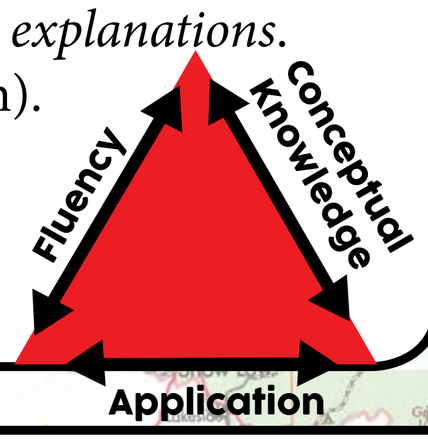
MATHEMATICS

Be a Flexible Problem Solver

I can practice these mathematical and thinking skills in school and at home:

- Make sense of problems and work to solve them without giving up.
- Think and talk about numbers and number relationships, fluently and flexibly (in multiple ways).
- Use evidence to explain my thinking and to clarify the thinking of others.
- Show and explain my work in multiple ways, e.g., *numbers, pictures, and written explanations.*
- Choose math tools strategically (using the best tool to efficiently solve a problem).
- Use precision (exact vocabulary, labels, examples).
- Look for and use patterns to solve problems.
- Look for and explain rules and repeated reasoning.



I can use my understanding of place value to fluently add and subtract multi-digit numbers and solve word problems, including:

- Fluently (automatically and accurately) adding and subtracting numbers within 1000 using place value strategies.
- Solving word problems by writing equations, including equations with a letter standing for the unknown quantity.

I can make sense of fractions as numbers that represent equal parts of a whole shape or a whole quantity, including:

- Comparing unit fractions, e.g., ½ > ¼.
- Representing whole numbers as fractions, counting fractions, and locating fractions on a number line.
- Identifying equivalent fractions, e.g., *½ and 3/6.*

I can use fluent multiplication strategies and begin to understand division, by:

- Fluently multiplying all one-digit numbers, 0 to 9, by memory.
- Flexibly multiplying and dividing numbers within 100 using strategies, e.g., *equal sized groups, arrays (ordered arrangement of units).*
- Explaining and demonstrating that the operation of multiplication is a way to find the total number of objects when they are combined in equal groups, e.g., *5 x 7 is the same as 5 groups of 7.*
- Developing the understanding that the operation of division can be used to find:
  - An unknown factor, e.g., *32 divided by 8 is the same as 8 x ___ = 32,* and
  - The number of equal groups or parts in a total number.
- Explaining and using number relationship patterns to predict or find an unknown quantity, e.g., *25 + _____ = 55.*

I can solve problems using measurement and data, including:

- Measuring and estimating time, liquid volumes, and masses of objects.
- Making a line plot to show measurement data, e.g., *measurements of object lengths to ¼ and ½ inch.*
- Drawing scaled picture graphs and bar graphs.
- Measuring and explaining the perimeter of polygons as a linear measurement.

I can describe and compare the properties of geometrical shapes, including:

- Measuring the area of a shape, using same-size units, e.g., *decomposing (dividing) rectangles into arrays (equal rows and columns).*
- Connecting the concept of the area of a shape to multiplication, e.g., *using an array to show 5 units across and 5 units down, the area is 5 x 5.*
- Expressing the area of a part of a shape as a unit fraction of the whole shape.

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