3RD GRADE

A FAMILY GUIDE FOR STUDENT SUCCESS



MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

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3RD GRADE

STUDENT EXPECTATIONS

Parents are their child's first teachers in life and know their child better than anyone else. Parents have valuable insights into their child's needs, strengths, abilities, and interests. The collaboration of parents and educators is vital in guiding each child toward success. The *Family Guide for Student Success* outlines what your child should learn at each grade level from pre-kindergarten through eighth grade. You can encourage your child's academic growth by reinforcing classroom activities at home. The *Family Guide for Student Success* booklets represent what all students should know and be able to do at the end of each grade level. The achievement of the expectations will help your child meet the assessment standards established by our state. It is only through your support and active participation in your child's education that we form a partnership for success for all the children in Mississippi.

If you have special questions regarding curriculum or school programs, please call your child's school. Do not be afraid to reach out to your child's teacher for additional activities to support mastery of the standards. This guide will help set clear and consistent expectations for your child, build your child's knowledge and skills, and help set high goals for your child.



READING

In third grade, your child will continue to build reading, writing, speaking, and listening skills. He will be exposed to a wide range of texts used for different purposes. Your child will be exposed to, and begin to use, more complex vocabulary. When reading, your child will encounter longer, multisyllabic words to be decoded. Activities in these areas will include:

- Reading stories including fables, folktales, and myths from different cultures, and identifying the lesson or moral of the story.
- Reading informational texts including history, social studies, and science and identifying the main idea.
- Answering questions about characters and how their actions affect events in the story.
- Using details found in the text to support ideas.
- Using illustrations, maps, and photographs to gain understanding.
- Learning and using figurative language.
- Describing similarities and differences of texts.
- Describing the main idea of text and supporting details.
- Describing the order in which events take place in a story.

Your child can look back at the text to ask and answer questions to demonstrate understanding of key details in the text.

- Ask and answer questions before, during, and after reading.
- Ask questions to clarify meaning.
- Visualize key elements within the text.
- Take notes based on reading, with a question in mind.
- Locate the answers to specific questions within the text.

HELP AT HOME

- Play "Question Toss." Ask a question then toss a ball to your child. Your child will refer to the text to give the answer to the question. Then, your child will ask a related follow-up question for you to answer and toss the ball back to you. Repeat this process.
- Encourage your child to ask questions about everything he is reading to ensure comprehension.



Your child can recount stories, including fables and folktales from diverse cultures, and can determine the central message, lesson, or moral and explain how the author conveyed this in the text.

- Identify the main characters, setting, problem, and solution in retelling a story.
- Make connections to the story based on prior knowledge.
- Identify the main topic of a multi-paragraphed text.
- Demonstrate the ability to understand the main topic one paragraph at a time.
- Locate key details in the text that the author used to support the lesson or moral of the story.

HELP AT HOME

- Use a story map to identify character, setting, problem, and solution.
- Show a picture to your child and ask him to tell you everything he can about the picture.

RESOURCES

SAMPLE STORY MAP

Using a sheet of notebook paper or construction paper, make a simple story map for your child to complete as he reads a story.

BOOK TITLE: _____ AUTHOR: _____

CHARACTERS

SETTING

PROBLEM

SOLUTION

Your child can describe characters in a story and explain how their actions contributed to the sequence of events in the story.

- Identify the characters in a story.
- Describe a character orally.
- Identify basic story elements as well as major events or challenges within a story.
- Establish a connection that relates to the main topic.
- Use prior knowledge to predict what is coming next in the text.
- Identify the cause and effect, or the problem and solution, of the actions, events, or steps and how they relate to the topic.
- Monitor thinking so that he understands when meaning is lost.

HELP AT HOME

- Choose a character from a favorite book or movie and have your child describe his hair color, eye color, face shape, body shape, etc.
- Ask your child to explain how the character's decisions or choices changed how things occurred in the story.
- Show the front and back of a book and the table of contents. Ask your child to list several possible outcomes for the story.



Your child can determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.

- Understand the difference between the literal meaning or the figurative meaning of a word or phrase.
- Identify the correct meaning of a word or phrase.

VOCABULARY

LITERAL LANGUAGE means exactly what it says, while **FIGURATIVE LANGUAGE** is a word or phrase that does not have its normal everyday, literal meaning. Figurative language is used by the writer for the sake of comparison or dramatic effect.

HELP AT HOME

- Choose a book of nursery rhymes or poems to read with your child. Go through the different lines and have your child determine if the author really means what he says (literal language) or if the author actually means something different (figurative language).
- Expose your child to several non-literal phrases and have him determine what they mean (e.g., "It's raining cats and dogs" or "I'm as hungry as a horse").

COMMON FORMS OF FIGURATIVE LANGUAGE

Authors use similes, metaphors, hyperboles, personification, and other forms of figurative language to make stories more interesting.

SIMILE
A comparison of two things using the words "like" or "as" (e.g., her cheeks are as red as a rose).

METAPHOR
A comparison of two things without using the words "like" or "as" (e.g., the assignment was a breeze).

HYPERBOLE
An exaggeration that is so dramatic that no one would believe the statement is true (e.g., he was so hungry, he ate the whole cornfield for lunch, stalks and all).

PERSONIFICATION
A figure of speech in which human characteristics are given to an animal or object (e.g., the ocean danced in the moonlight).

Your child can refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza. Your child can describe how each successive part builds on earlier sections.

- Use the terms chapter, scene, and stanza when writing or speaking about a text.
- Describe how events in stories, dramas, and poems build upon each other.



HELP AT HOME

- Provide your child with a book of poems or nursery rhymes. Read the poems together and have your child read them aloud.
- Use a story map to identify the different parts of the story, drama, or poem. Map out the chapters, scenes, or stanzas.

VOCABULARY

A **STANZA** is a group of lines in a poem separated by space from other stanzas, much like a paragraph.

Your child can distinguish his own point of view from that of the narrator or those of the characters.

- State your point of view.
- Describe how your point of view might differ from the narrator or character's point of view.

HELP AT HOME

- Read a familiar text with your child and play the role of different characters using different voices and emotions.
- Discuss the point of view of the characters you are playing and then have your child tell how the character's point of view may or may not be different from his own.

VOCABULARY

POINT OF VIEW is the way in which the author allows you to "see" and "hear" the text.

The most common points of view are:
FIRST PERSON - A character tells the story.
THIRD PERSON - A narrator, or outsider tells the story.

Your child can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

- Explain how the illustrations support the text.
- Explain how the illustrations in a story help create the mood of the story.

HELP AT HOME

- Have your child pick out an unfamiliar text with illustrations. Using the text, have your child flip through the pages looking at only the illustrations. After previewing all the illustrations, have your child write down a prediction of what the story is going to be about. Then, read the book together and compare your child's prediction to what actually happens in the story.



Your child can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

- Identify the theme in stories.
- Compare and contrast themes in stories by the same author.
- Compare and contrast settings in stories by the same author.
- Compare and contrast plots in stories by the same author.

HELP AT HOME

- Have your child read two different books by the same author (e.g., *The BFG* and *Charlie and the Chocolate Factory* both written by Roald Dahl) and then discuss the similarities and differences between the two books.

VOCABULARY

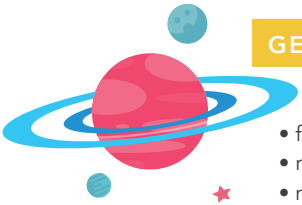
The **THEME** is the message or lesson that the author wants you to take away from the story. Common themes include, but are not limited to: courage, honesty, love, friendship, hope, and forgiveness.

By the end of the year, your child can read and comprehend literature, including stories, dramas, and poetry, on grade level, independently and proficiently.

- Comprehend grade level text proficiently.
- Read grade level text independently and proficiently.

HELP AT HOME

- It is important to read to your child from a variety of different genres. Choose from a variety of books, on grade level and beyond, when you are looking for something to read aloud.



GENRES

Different genres include, but are not limited to:

- fantasy
- realistic fiction
- mystery
- traditional literature
- historical fiction
- science fiction
- informational
- biography
- autobiography
- poetry

Your child can 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/effect.

- Explain how historical events and scientific ideas fit together using words that describe time, sequence, and cause/effect.
- Ask questions while reading about how the author shows the different ideas in the passage work together. Does time affect the ideas? Is the text in a particular sequence? Or is the author trying to explain a cause and effect relationship?

HELP AT HOME

- Have your child read nonfiction newspaper or magazine articles. Spend time listing cause/effect relationships and/or the sequence of events of the passage.

VOCABULARY

CAUSE is the reason why something happened. **EFFECT** is the result of what happened.

Your child can determine the meaning of words or phrases in informational text about a specific topic.

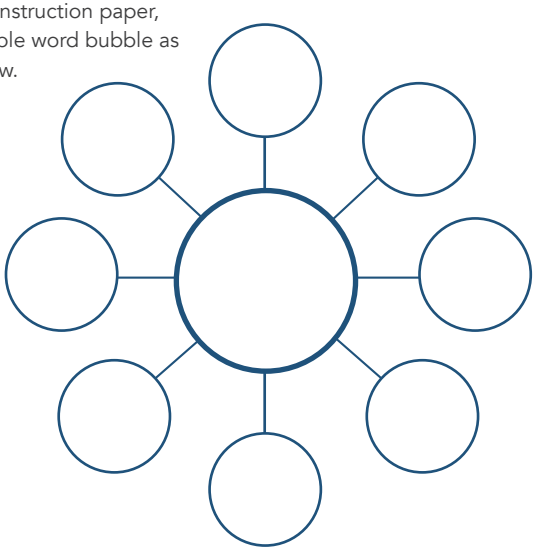
- Understand vocabulary pertaining to science topics.
- Understand vocabulary pertaining to social studies topics.

VOCABULARY

INFORMATIONAL TEXT
is nonfiction text that provides information. It can include text features such as photographs, captions, table of contents, headings, glossary, etc.

RESOURCES

SAMPLE WORD BUBBLE
Using a sheet of notebook paper or construction paper, make a simple word bubble as shown below.



HELP AT HOME

- Have your child bring home his science or social studies textbook. Based on the topic he is studying, go through and pick out unfamiliar words and phrases.
- Have your child create a bubble map, providing synonyms and antonyms for the unknown words. Then, have your child draw a picture to demonstrate understanding of the word.

Your child can use text features and search tools to efficiently locate information relevant to a given topic.

- Locate and identify text features (e.g., headings, table of contents, electronic menus, icons, glossaries, captions, bold print, subheadings, indexes, key words, sidebars, hyperlinks).
- Use search tools on a computer to locate information on a topic.

HELP AT HOME

- Send your child on a text feature scavenger hunt. Provide your child with a list of text features he has to locate. Provide him with magazines and newspapers. Have your child hunt for the text features in the magazines and newspapers, cut them out, and label them properly.

Your child can 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).

- Use graphics and informational texts to increase understanding.
- Read and understand diagrams, graphs, maps, charts, tables, timelines, pictures, and drawings.

HELP AT HOME

- Using your child's science or social studies textbook, explore the different illustrations and text features. Discuss with your child how to read the different maps and graphs. Discuss the information found in all the text features.



Your child can describe the logical connection between particular sentences and paragraphs in a text.

- Use sentences and paragraphs to determine the text structure.
- Ask questions to figure out the structure of the text. Is the author comparing/contrasting, stating cause and effects, writing the sequence of events, or describing something?

HELP AT HOME

- Provide your child with different informational texts written in a variety of different text structures. Make note cards with different text structures on them (e.g., description, cause and effect, sequence, compare/contrast). Provide examples of each text structure on the back of the note card.
- As your child reads articles and other informational texts, have him match the texts with the different structures on the note cards.

COMMON TEXT STRUCTURES



Text structures are the way in which a text is arranged.

Common text structures include:

DESCRIPTION
Tells or describes a specific thing.

PROBLEM/SOLUTION
States a problem and provides a solution.

CAUSE/EFFECT
Shows why something happened and the result from it.

CHRONOLOGICAL/SEQUENTIAL
Shows events or procedures in time order.

COMPARE/CONTRAST
Shows how two or more things are alike and different.

Your child can compare and contrast the most important points and key details presented in two texts on the same topic.

- Examine two different articles on the same subject.
- Create a Venn diagram to compare and contrast the articles.

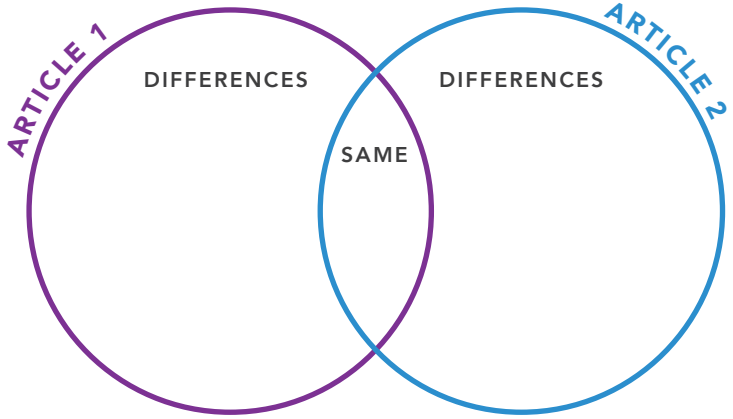
HELP AT HOME

- Provide your child with two different articles on the same subject. Have your child read the articles and list the similarities and differences between the two articles.
- Have your child create a Venn diagram to organize the differences in the articles.

RESOURCES

SAMPLE VENN DIAGRAM

Using a sheet of notebook paper or construction paper, make a simple Venn diagram for your child to complete after he reads two articles.



By the end of the year, your child can read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level, independently and proficiently.

- Read informational text on 3rd grade level.
- Read informational text independently and proficiently.



HELP AT HOME

- Choose nonfiction books to read aloud with your child (e.g., biographies, autobiographies, books on specific events in history, science experiments, and technical texts). Explore unfamiliar words and phrases together. Write down questions your child has about the topics and research the answers together.

Your child can decode words with common prefixes and suffixes.

- Identify and know the meaning of the most common prefixes and suffixes.
- Understand affixes are added to help add to a word's meaning.
- Identify a base word and then use the affix to help determine the meaning of the word.

HELP AT HOME

- Provide your child with a magazine and have him look for and highlight words with prefixes and suffixes. He can read the words to you and check for meaning of the words.
- Have your child practice breaking down words with prefixes and suffixes. Encourage your child to ask, "What does this word literally mean?"

COMMON AFFIXES

AFFIXES are added to the beginning or ending of a word to create a new word with a new meaning.

PREFIXES are added to the beginning of the word.

SUFFIXES are added to the end of the word.

PREFIXES	SUFFIXES
Un - not	-ful - full of
Re - again	-less - without
Pre - before	-ly - to do something a certain way
Mis - wrong	-er - more
Dis - not	-est - most

Your child can decode multi-syllable words.

- Understand every syllable must have a vowel.
- Use strategies to determine the syllables in a word.
- State the syllables and blend the syllables together to form the word.

HELP AT HOME

- Make a word list and have your child draw a line to separate the syllables (e.g., helicopter = hel / i / cop / ter).
- Have your child circle the vowels in each syllable. This will also help with understanding of spelling.

Your child can read grade appropriate irregularly spelled words.

- Understand that letter-sound correspondence can help determine the spelling of words.
- Know grade level high frequency words.
- Apply spelling sound rules to determine an unknown word.

HELP AT HOME

- Print the "Fry Word List" for your child's grade level and write them on index cards. You can play games with these words until your child has memorized them, using five words at a time.

FRY'S THIRD 100-WORD LIST

LIST 1	high	between	last	never	light
	every	own	school	start	thought
	near	below	father	city	head
	add	country	keep	earth	under
	food	plant	tree	eyes	story
LIST 2	saw	along	next	life	together
	left	might	hard	always	got
	don't	close	open	those	group
	few	something	example	both	often
	while	seem	begin	paper	run
LIST 3	important	car	sea	four	hear
	until	mile	began	carry	stop
	children	night	grow	state	without
	side	walk	took	once	second
	feet	white	river	book	late
LIST 4	miss	watch	let	cut	song
	idea	far	above	young	being
	enough	Indian	girl	talk	leave
	eat	real	sometimes	soon	family
	face	almost	mountains	list	it's

Your child can use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.

- Use context clues to know if what you are reading makes sense.
- Use context clues to know if you are reading words correctly by rereading and self-correcting when needed.

HELP AT HOME

- Have your child read an unfamiliar passage. As he reads through the passage, have him highlight every unknown word. Then have your child look up the meaning of each highlighted word and replace the word with a familiar synonym. After replacing the unknown words, have your child reread the passage for better comprehension.



Your child can read grade level text with purpose and understanding.

- Understand grade level vocabulary.
- Predict what a text may be about before reading.
- Check the predictions of text during reading.
- Check for understanding of comprehension before, during, and after reading.

HELP AT HOME

- Make a bubble map for your child to write his vocabulary word. He should provide synonyms and antonyms for the word and draw a picture to express understanding.

Your child can read grade level poetry orally with accuracy, appropriate speed, and expression on repeated readings.

- Determine how to read grade level words accurately and repeatedly.
- Read text with fluency and expression.

VOCABULARY

FLUENCY is the ability to read words in the text effortlessly and accurately with meaningful expression.

HELP AT HOME

- Have your child read a familiar poem or nursery rhyme to you. Encourage him to read it fluently and with expression. You can model fluency and good expression for your child.

