What is expected in Third Grade?

A Guide to the
MISSISSIPPI STATE STANDARDS
for
Lee County Families

Dear Parents,

Your child is about to begin third grade in Lee County School District. We would like to take this opportunity to welcome you to a new school year!

All Lee County schools strive to provide the best education possible to each and every student. Lee County Schools, along with all Mississippi schools, has adopted the Mississippi College and Career Readiness Standards. The standards reflect input from educators and parents from all over the state. They are designed to ensure that students are better prepared for college and the workplace; therefore, these standards are more rigorous than previous learning objectives. We, as educators, are working to ensure that every student meets these standards.

The information provided in this guide gives an overview of what your student needs to master in order to be successful in third grade. You should use this guide, along with information provided by your school, to help build a relationship with your child's teacher. We believe that communication between home and school is the key to success for your student!

Thank you for allowing us to be part of your child's educational experience.

Sincerely,

The Educators and Staff of Lee County School District

Reading/Language Arts

Third grade students continue to build on the standards learned during second grade. He or she will be expected to read and comprehend various kinds of text, improve his or her phonics and writing skills, and continue to learn the conventions of English grammar and spelling. Below is a sample of the skills that your child will be working on in third grade. For a complete list of standards, please visit www.mdek12.org .

Reading Standards for Literature

- Ask and answer questions to demonstrate understanding of a text.
- 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 a text.
- When discussing a text, use terms such as chapter, scene, and stanza and describe how each part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or author.
- Compare and contrast books written by the same author.

Reading Standards for Informational Text

- Identify the main idea of a text and explain how the key details support the main idea.
- Describe connections between a series of historical events, scientific ideas or concepts, or steps in a technical procedures text using language that pertains to time, sequence, and cause/effect.
- Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third).

Foundational Skills of Reading

- Read words with common Latin suffixes.
- Decode multisyllabic words easily.
- Read on-level text fluently and with purpose and understanding.

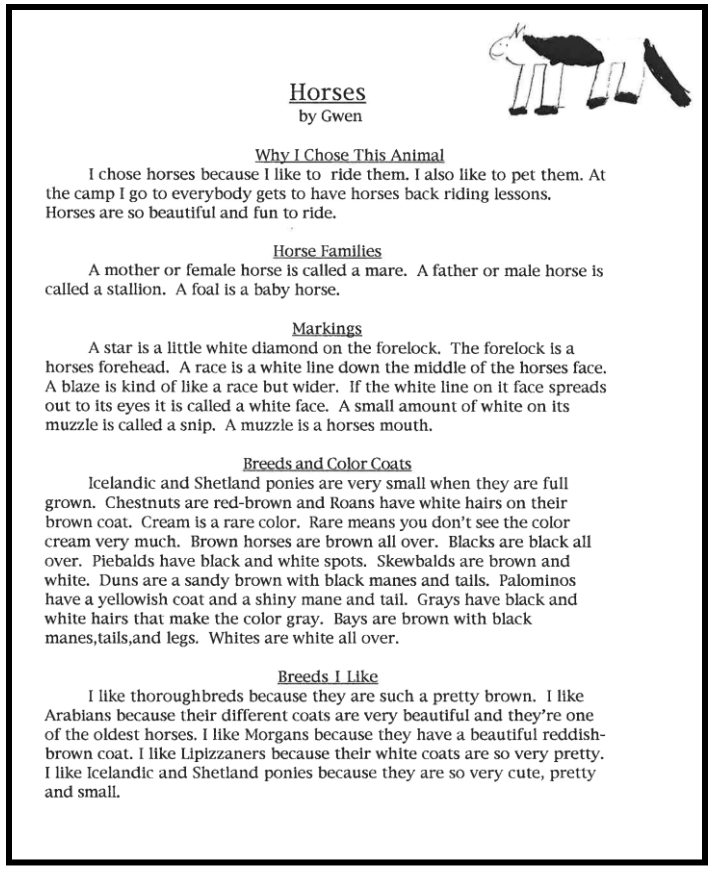
Speaking and Listening Skills

- Come to discussion prepared having read or studied required material.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create audio recordings of stories or poems that demonstrate fluid reading.
- Speak in complete sentences when appropriate to task and situation.

Writing

Writing Skills

- Write opinion pieces, develop informative or explanatory texts, and narrate events. These works should include an introduction, organized descriptive details or facts, temporal or linking words, and a concluding statement.
- With help from others, add details to strengthen their writing and publish their work using digital tools.
- Conduct short research projects and take notes on class presentations.
- By the end of the school year, a student's writing should be at or above the following sample.



Horses

by Gwen

Why I Chose This Animal

I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

Horse Families

A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse.

Markings

A star is a little white diamond on the forelock. The forelock is a horses forehead. A race is a white line down the middle of the horses face. A blaze is kind of like a race but wider. If the white line on it face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horses mouth.

Breeds and Color Coats

Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color cream very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes,tails,and legs. Whites are white all over.

Breeds I Like

I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they're one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

Language

Language Skills

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Recognize differences between spoken and written standard English.
- Use known root words as a clue to the meaning of an unknown word with the same root.
- Distinguish between literal and nonliteral meanings of word or phrases in context.

Sample Texts for Third Grade

Research shows that children who read books for just 20 minutes a day perform better in school. The books listed below demonstrate the appropriate level of text complexity for third grade students.

Stories

- *The Treasure* by Uri Shulevitz
- *The Stories Julian Tells* by Ann Cameron
- *The Raft* by Jim LaMarche
- *The Lighthouse Family: The Storm* by Cynthia Rylant
- *The One-Eyed Giant* by Mary Pope Osborne

Poetry

- "Stopping by the Woods on a Snowy Evening" by Robert Frost
- "Grandpa's Stories" by Langston Hughes
- "Knoxville, Tennessee" by Nikki Giovanni
- "Weather" by Eve Merriam

Informational Text

- *A Medieval Feast* by Aliki
- *Art Around the World* by Heather Leonard
- *Boy, Were We Wrong About Dinosaurs* by Kathleen V. Kudlinski
- *Moonshot: The Flight of Apollo 11* by Brian Floca
- *Crittercam* by Andrew Einspruch

Tips for Helping Your Child in Reading

Listed below are some tips for helping your third grader with reading skills at home.

- **Make reading a regular event**. Make sure to set aside special time for reading with your child each day. Not only does this improve a child's reading skills, it helps to strengthen bonds between parent and child. If your child is already a reader, do not expect them to always read to you. Take turns reading!
- **Practice the three P's—Pause, prompt, and praise.** Most children will pause when they come to a word they don't know. Don't tell them the word immediately. Give them time to think. If they still don't know the word after 10-20 seconds, give them a prompt such as, "Can you sound out this word?" If prompting doesn't help, then tell them the word. Be sure to praise their efforts.
- **Keep moving.** While accuracy is important, not every word has to be correct! You should not interrupt your child for every mistake he or she makes. Only interrupt if the mistake is going to cause a misunderstanding. Instead of interrupting, make notes of mispronounced words and review them when your child finishes reading the passage.
- **Talk about it.** Be sure to talk about every story that you read. Ask about your child's favorite part, who the characters were, or where the story took place. If the passage is informational, be sure to ask about the main idea. The more your child talks about the passage, the more he or she learns and remembers!
- **Don't wait to get help.** If you suspect that your child has a reading problem, seek help or advice immediately. Reading problems often get worse as a child gets older. Be sure to stay in close communication with your child's reading teacher in order to identify problems as they arise.

Mathematics

In third grade, students work to understand the properties of multiplication and division, develop an understanding of fractions, understand the concept of area, and analyze two-dimensional shapes. Below is a sample of the skills that your child will be working on in third grade. For a complete list of standards, please visit www.mdek12.org .

Operations and Algebraic Thinking

- Represent and solve problems involving the four operations.
- Understand the relationship between multiplication and division.
- Multiply and divide within 100.
- Represent word problems with equations with a letter standing for an unknown quantity.
- Identify and explain patterns within arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Round whole numbers to the nearest 10 or 100.

Number and Operations—Fractions

- Develop an understanding of fractions as numbers.
- Represent fractions on a number line.
- Explain equivalent fractions.
- Compare fractions by reasoning about their size.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Understand concepts of area and relate area to multiplication and to addition.
- Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.
- Use shapes to model fractions.

Tips for Helping Your Child in Math

Listed below are some tips for helping your third grader with math skills at home.

- **Help your child master basic facts.** Help your child master basic facts by practicing with flash cards at home. If your child has mastered basic facts, he or she should be able to supply an answer to a simple addition, subtraction, multiplication, or division problem in 3 seconds or less.
- **Provide help immediately.** Mathematics lessons build on what is previously taught. If you see that your student is struggling, ask his or her teacher for some extra practice or teaching tips before the problem gets out of hand.
- **Check math homework and other assignments.** Make sure that your student is completing his or her assignments. When math papers are returned, sit down and review missed problems with your child.
- **Help your child understand that math is an important part of every day life.** Help your student link mathematics concepts to real life events such as sports statistics, dining out, or shopping. Let them know that math plays an important role in many careers such as banking, engineering, medicine, carpentry, and sales.
- **Help, but don't do it for them.** Instead of giving your child the answer to a problem, help them to reword or see the problem in a different way. Encourage them to try different solutions, draw pictures, or use manipulatives in order to find the answer on their own.

Science and Social Studies

Science: *Students will demonstrate an understanding of . . .*

- internal and external structures in plants and animals.
- that through reproduction, the survival and physical features of plants and animals are inherited traits from parent organisms but can also be influenced by the environment.
- how adaptations allow animals to satisfy life needs.
- the physical properties of matter to explain why matter can change states between a solid, liquid, or gas dependent upon the addition or removal of heat.
- magnets and the effects of pushes, pulls, and friction on objects.
- the various processes involved in the rock cycle, superposition of rock layers, and fossil formations.
- the composition of Earth and the processes which change landforms.
- how the Earth's systems interact in multiple ways to affect Earth's surface materials and processes.
- that all materials, energy, and fuels that humans use are derived from natural sources.

Social Studies: *Students will . . .*

- explain how an individual exercises rights and responisbilties with the community and local government.
- demonstrate knowledge of community and local government.
- compare and contrast how all people, not just official leaders, play important roles in local government.
- analyze the role of money and trade within a community and local government.
- explain how people earn income.
- explain how democracy relies on people's responsible participation.
- examine how cultural diversity strengthens the community.
- examine the Constitution, Declaration of Independence, and Bill of Rights.
- identify ways humans and natural disasters have altered the environment.
- explain how technology has influenced the environment.
- recognize maps, graphs, and other representations of earth.
- describe the relationship between locations of resources and patterns of population distribution.
- identify and describe different types of governments.
- explain the role of representative democracy in framing American government.
- trace the history of voting rights in America.

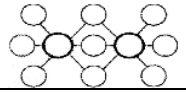
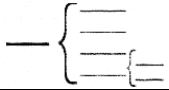
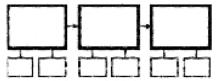
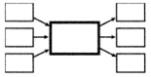
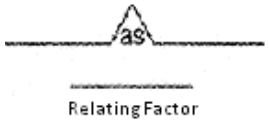
Helping Your Student Succeed

As parents, you are the most important element in your child's success. Listed below are the top five ways you can help your child succeed in school.

1. **Make sure your child is at school every day possible**. If your student is absent, he or she is missing valuable lessons. We understand that absences will occur, but try to limit missed days to sickness and emergencies only.
2. **Establish a homework routine.** Establish a routine time and place for completing homework assignments. If your child doesn't have homework, use the time to review or read.
3. **Keep in touch with teachers.** Teachers expect parents to contact them once or twice per term. This could be as simple as a note or email to say, "How's my child doing?" or more formal, such as a parent-teacher conference.
4. **Teach your child character**. School is a social place, and students must behave accordingly. Teaching your child to respect others and to say "please" and "thank you" goes a long way to helping them become responsible citizens.
5. **Make time every day to talk with your child about the day's activities**. Let them know you care, and really listen to what they have to say.

Thinking Maps®

Thinking Maps are a district wide initiative designed to provide a consistent format for organizing thoughts across grade levels. *Thinking Maps* are used in the same manner as graphic organizers; however, while there are thousands of graphic organizers, there are only eight *Thinking Maps*! The maps will be introduced during the first semester of school and used throughout the school year. Examples of each map are shown below.

Map	Thinking Process	Questions to be Answered
Circle Map 	Defining in Context	How are you defining this thing or idea? What is the context? What is your frame of reference?
Bubble Map 	Describing Qualities	How are you describing this thing? Which adjectives would best describe this thing?
Double Bubble Map 	Comparing and Contrasting	What are the similarities and differences between these two things?
Tree Map 	Classifying and Sorting	What are the main ideas and supporting details in this information? How would you sort these objects or this information into categories?
Brace Map 	Part-to-Whole Relationships	What are the component parts and subparts of this whole physical object?
Flow Map 	Sequencing	What happened? What is the sequence of events? What are the substages?
Multi-Flow Map 	Cause and Effect	What are the causes and effects of this event? What might happen next?
Bridge Map 	Seeing Analogies	What is the analogy being used? How are these things related? What is the relating factor?

Online Resources

Mississippi Department of Education
www.mdek12.org

Lee County Schools
www.leecountyschools.us
Please sign up for Active Parent to access your student's grades.

National Parent-Teacher Association
www.pta.org

Parent Resources
www2.ed.gov/parents

This brochure is a publication of

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