

THIRD GRADE

Third grade is a critical year in reading development. Research shows that if a 3rd grader ends the year below grade level, it is very difficult to catch up. 3rd graders are expected to use their strong reading skills to read longer texts with deeper meanings. They will think, talk, and write about what they have read.

Everyone started explaining at once.
Mr. Sachs turned to Daniel. "Daniel," he said. "That is a clever machine, but it isn't very accurate or reliable. And it takes a lot of training to know how to interpret the data from a lie detector."
"Oh, I know," Daniel said. "But I thought of a way to make my lie detector more accurate. Check this out." He turned to his classmates. "Everyone, raise your right hand."
As the kids raised their right hands, they looked around, then at their own palms, surprised that their hands were stained with patches of blue. Everyone's right hand was powdered with blue chalk. Everyone's, that is, except Ryan's.



LEVEL P FICTION READER

A Level P reader should be able to:

- *Summarize story in own words citing multiple key events
- *Identify cause and effect with evidence.
- *Identify how a character's feelings change in the story
- *Understand figurative language
- *Identify lessons or problems in story
- *Connect story to self

You can help! Read to and with your child - and ask questions!

- *What did you wonder about? *What did that story make you think about?
- *Why did the character do that? How can you tell?
- *Did you relate to a character in the story?
- *(Non-fiction) Why do you think it is important to know about that?

LEVEL P NON-FICTION READER

A level P non-fiction reader can:

- *Distinguish between fact and opinion
- *Recall 4 or more facts
- *Connect new information to what s/he already knows
- *State the main idea that the author wanted the reader to learn
- *Learn information from a text feature and explain how it connects to the main text.

How to Get the Sap

Sugarmakers tap trees by drilling small holes in the tree trunks. First, they choose the best trees to tap. A tree should be a little over 3 feet (0.91 meter) around the trunk. Larger trees can support two or three taps, but small trees should have only one.

You might be surprised by how for tapping are. A drill, a spout, the main tools.



SYRUP STEP-BY-STEP

- 1) Begin in late winter/early spring.
- 2) Choose the best trees.

The sugarmaker drills a small hole in the tree trunk.

TOOLS FOR TAP



Drill: to make a hole in the tree



Spout: a spout through which the sap flows into the bucket



Bucket cover: keeps the sap clean while the bucket hangs on the tree

- | | | | | | |
|-------------|---------------|-------------|-------------|---------------|-------------|
| 1. a | 47. did | 93. hold | 139. once | 176. six | 213. upon |
| 2. about | 48. different | 94. hot | 140. one | 177. sleep | 214. us |
| 3. after | 49. do | 95. flow | 141. only | 178. small | 215. use |
| 4. again | 50. does | 96. hurt | 142. open | 179. so | 216. used |
| 5. all | 51. done | 97. I | 143. or | 180. some | 217. very |
| 6. also | 52. don't | 98. if | 144. other | 181. soon | 218. walk |
| 7. always | 53. down | 99. in | 145. our | 182. start | 219. want |
| 8. am | 54. draw | 100. into | 146. out | 183. stop | 220. warm |
| 9. an | 55. drink | 101. is | 147. over | 184. such | 221. was |
| 10. and | 56. each | 102. it | 148. own | 185. take | 222. wash |
| 11. another | 57. eat | 103. its | 149. part | 186. tell | 223. water |
| 12. any | 58. eight | 104. jump | 150. people | 187. ten | 224. way |
| 13. are | 59. even | 105. just | 151. pick | 188. than | 225. we |
| 14. around | 60. every | 106. keep | 152. place | 189. thank | 226. well |
| 15. as | 61. fall | 107. kind | 153. play | 190. that | 227. went |
| 16. ask | 62. far | 108. know | 154. please | 191. the | 228. were |
| 17. at | 63. fast | 109. laugh | 155. pretty | 192. their | 229. what |
| 18. ate | 64. find | 110. let | 156. pull | 193. them | 230. when |
| 19. away | 65. first | 111. light | 157. put | 194. then | 231. where |
| 20. back | 66. five | 112. like | 158. ran | 195. there | 232. which |
| 21. be | 67. fly | 113. little | 159. read | 196. these | 233. white |
| 22. because | 68. for | 114. live | 160. red | 197. they | 234. who |
| 23. been | 69. found | 115. long | 161. ride | 198. things | 235. why |
| 24. before | 70. four | 116. look | 162. right | 199. think | 236. will |
| 25. best | 71. from | 117. made | 163. round | 200. this | 237. wish |
| 26. better | 72. full | 118. make | 164. run | 201. those | 238. with |
| 27. big | 73. funny | 119. man | 165. said | 202. three | 239. word |
| 28. black | 74. gave | 120. many | 166. same | 203. through | 240. work |
| 29. blue | 75. get | 121. may | 167. saw | 204. time | 241. would |
| 30. both | 76. give | 122. me | 168. say | 205. to | 242. write |
| 31. bring | 77. go | 123. more | 169. see | 206. today | 243. years |
| 32. brown | 78. goes | 124. most | 170. seven | 207. together | 244. yellow |
| 33. but | 79. going | 125. much | 171. shall | 208. too | 245. yes |
| 34. buy | 80. good | 126. must | 172. she | 209. try | 246. you |
| 35. by | 81. got | 127. my | 173. show | 210. two | 247. your |
| 36. call | 82. green | 128. myself | 174. sing | 211. under | |
| 37. called | 83. grow | 129. never | 175. sit | 212. up | |
| 38. came | 84. had | 130. new | | | |
| 39. can | 85. has | 131. no | | | |
| 40. carry | 86. have | 132. not | | | |
| 41. clean | 87. he | 133. now | | | |
| 42. cold | 88. help | 134. number | | | |
| 43. come | 89. her | 135. of | | | |
| 44. could | 90. here | 136. off | | | |
| 45. cut | 91. him | 137. old | | | |
| 46. day | 92. his | 138. on | | | |

3RD GRADE SKILLS

3rd grade readers study skills to help them read fluently.

*variant vowel patterns

-oo, ow, aw, oy, ie,

-ar, er, ir, or, ur

*Homophones

*Regular, irregular, linking verbs

*Regular, irregular, plural and possessive nouns

*Root words, pre & suffixes

*Figurative language: similes, synonyms, antonyms

*subjects and predicates

WHAT CAN YOU DO ?

Incontrovertible research tells us that children who are read to/read at home are profoundly more successful than their peers who do not have that reading time.

Reading benefits include:

Mental Stimulation

Stress Reduction

Vocabulary Expansion

Memory

Stronger Analytical Thinking Skills.

Improved Focus and Concentration

Better Writing Skills

Please read with your child!

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)