

Parent Newsletter

back to School



Third Grade

September 2019



Each month, you will receive a Parent Newsletter. This is one way for us to communicate what is happening in the classrooms and throughout the school. Typically, this newsletter will include The Common Core State Standards we are addressing during the month and an update on school events.

Instructional Focus

A collaborative and coordinated school-wide initiative is for all teachers to use continued strategic assessments in instruction to ensure that all students can monitor their own understanding and clearly articulate the characteristics of high quality work.

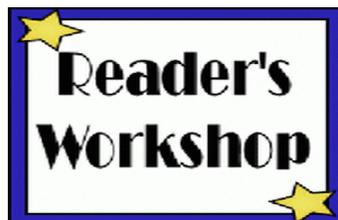
All students will:

- Be engaged in all learning lessons and activities that will consist of multiple entry points for various types of learners .
- Understand the priority standards for each unit of study and why they are important for college and career readiness .
- Create goals and monitor their learning through the use of rubrics, checklists, and learning standards .
- Participate in rigorous learning activities that will assess their knowledge and understanding of the content or skills taught.
- Lead peer conversations in partnerships, small groups, or in a whole class setting.
- Provide rubric specific feedback to themselves and their peers.
- Receive rubric specific feedback about their work from their peers and teachers

Assessment, Goal Setting, and The Common Core State Standards



During the beginning of each unit, students will take a pre-assessment. Teachers will examine the pre-assessment and grade it by using a specific standards-based rubric. This feedback will be shared with each student. Students will then use this feedback in order to create goals and plans for reaching their goals. Throughout the unit, students will work with their peers and teachers in order to reach their goals. They will monitor their progress by using rubrics, checklists, and learning progressions. Students will use these tools in order to provide rubric specific feedback to their peers. Throughout the unit, students will receive feedback from their teachers and peers. At the end of a unit, students will take a post-assessment. This assessment will also be graded and standards-based feedback will be provided to each student. Each student will have goal setting sheets where they record their goals and specific plans for reaching their goals.





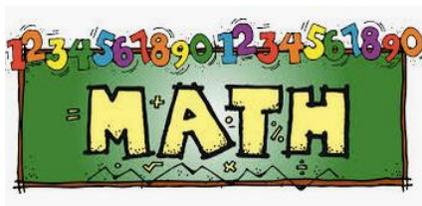
In this unit: “Building a Reading Life”, third grade students will learn to read complex texts with fluency, accuracy and comprehension. Students will read with teacher support from mentor texts, working closely with selected short passages, and then are taught to transfer those reading practices to their independent reading. Students will learn to set reading goals and track their progress. Third grade students will learn how to make high-level predictions, solve unknown words and ask questions about what they are reading to understand the authors’ intent. The priority standard that will be addressed during this unit is:

- Read grade-level text with sufficient accuracy and fluency to support comprehension.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.
- Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.



In this unit: Crafting True Stories, third grade students will write narrative stories that have detail and are told in a sequential order. Third grade students will also learn the writing process of rehearsing, drafting, revising, editing, and publishing their work. At the end of this unit, third grade students are expected to establish a situation, introduce a narrator and/or characters, and have a conclusion to their story. The priority standard that will be addressed during this unit is:

- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters.
- Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.



During the Go Math unit of study, third grade students will be developing an understanding of multiplication and division and strategies for basic multiplication facts and related division facts. In the first chapter students will be learning ways to use place value to describe, compare, and order numbers.

The priority standard that will be addressed during this unit is:

- Use place value understanding and properties of operations to perform multi-digit arithmetic.



In the Amplify Science program, students will be working on the unit: Balancing Forces. Students will explore forces that are acting on and around them everyday, such as gravity and magnetic force. In this unit, students will figure out a way to build a train that floats on air. Students will explain how this train works in order to reassure residents of a town that the train is safe.



In the first unit of the Passport to Social Studies curriculum, World Geography and World Communities, students will answer the essential question “Why does geography matter?” Students will learn how geographers use tools to interpret maps, and how physical features and climate affect human settlement. Students will learn about the cultures of different countries and civilizations, as well as how they change over time.

Important Dates

September 30– October 1: Rosh Hashanah– school is closed

October 9: Yom Kippur– school is closed

October 14: Columbus Day– school is closed

