End of Grade 3

Understanding Provincial Achievement Standards in Reading and Writing

Helping your child to be successful

Recognize the signs of a successful Writer.

Teachers look at six areas of a student’s writing to identify success, as reflected in the Provincial Achievement Standards for the end of Grade 3. The example on this page is an example of acceptable writing by a student at the end of Grade 3.

Currently, what a student has written. In the Triathlon example, the content is a retelling of a family sporting event. It does include a few facts of unnecessary information. (To pass the time while fishing, I had to cut out some details, but overall, the story flowed on the topic.

Organization means that the writing has a beginning, middle and end. The Triathlon begins as “the day of my dad’s triathlon,” tells what happens as the event progresses, and ends with a sentence that sums everything up (I think my dad did an awesome job!).

Word choice means that everyday words and some interesting words are used. A few descriptive words (exciting, awesome) were included in this example.

Voice means that the student’s personality or style comes through in the writing. In the Triathlon, the writer uses written language that sounds like “fish” and finishes up with a personal feeling. (It was exciting! I think my dad did an awesome job!).

Sentence Structure means how the sentences are put together. In the example, the sentences are complete. They are mostly short, though a few are longer and more complex. The writer uses a variety of beginnings when writing sentences (One day, it was the day of my dad’s triathlon...). It was exciting! I think my dad did an awesome job!

Conventions means spelling and capitalization. In the Triathlon, almost all punctuation and use of capital letters are correct. Most everyday words are spelled correctly and any words spelled by sound are also used.

You can be involved as your child learns to write.

Watch for ways to make language and writing fun.

- Share jokes or puns that use language in clever ways.
- Help your child create a “special words” notebook or poster for home that can help make his or her writing more interesting.
- Use interesting words when talking with your child.
- Ask questions that prompt your child to reveal more details.

Find everyday chances to encourage your child to write.

- Begin a family journal to keep favorite family stories and notes from each other.
- Talk with your child about daily activities. Ask for descriptions of what she or he saw, heard, and felt.
- Have your child write grocery lists, “to do” lists, thank-you notes, invitations and emails.

Tease off these handy tips for helping your child develop strong reading and writing skills.

Help your child be a successful writer.

When looking at your child’s writing together, ask these questions with your child to build effective writing skills.

Did I

- Write about something I know?
- Think about who I am writing this for?
- Share lots of description and detail?
- Include a title, introduction, and proper ending to my writing?
- Organize my writing so that it makes sense?
- Use a variety of sentences and start them in different ways?
- Remember to use capital letters, periods, commas and other punctuation?
- Try capital letters when my character talks?
Recognize the signs of a successful Reader.

In Grade 3, your child will be reading longer stories (fiction and non-fiction) independently. You and your child’s teacher can tell whether your child is learning to read successfully by watching for growth in the following reading behaviors, drawn from the Provincial Achievement Standards for the end of Grade 3:

1. Knowing when meaning is lost and attempting to self-correct using reading strategies
   Encourage your child to read stories or non-fiction books that he or she chooses at school.
   Autonomously recognizing a growing number of common words, such as about, again, allow, does, enough, know...
   Practice reading every day. Encourage your child to read everyday words seen on websites and in cookbooks, newspapers, magazines, comics.

2. Improving in the use of strategies to solve unknown words
   Practise your child’s ability to identify word parts. Know only one of the strategies to try when attempting to solve an unknown word.
   Reading familiar books or other materials smoothly and with expression
   Encourage your child to read and reread sentences or pages until reading sounds like talking. Revise your child to watch the punctuation to know when to pause and use expression when reading aloud.
   Retelling events from a story in order and including the important details
   Encourage your child to retell stories. Ask questions if something seems to be missing.

You can be involved as your child learns to read.

1. Before reading:
   - Is this book fiction or non-fiction?
   - How can you tell?
   - What do you think this will be about?
   - How can you tell which information is important on this page?

2. During reading:
   - Find the part that tells...
   - What does this word mean?
   - How do you know?
   - What can you learn from this diagram?
   - Is there a problem in this story? How do you think it will be solved?

3. After reading:
   - What lesson do you think the author wants us to learn?
   - Why do you think the author acted this way?
   - Why do you think the author wrote this story? How do you know that?
   - Tell me about the important parts of the story in your own words.

Books to build reading skills

Early Grade 3
- Frog and Toad Together by Arnold Lobel
- Emperor Penguins by Roberta Edwards
- Fires and Floods by Kate Waterston
- Cam Jansen and the Mystery of the Dinosaur Bones by David A. Adler
- Freckle Juice by Judy Blume

End of Grade 3
- The Twits by Roald Dahl
- Nana Upstairs & Nana Downstairs by Tomas dePaola
- Encyclopedia Brown Series by Donald J. Sobol
- What Do Sharks Eat for Dinner? by Melvin & Gilda Berger
- All About the Moon by Wes Weatherall
- My Favorite Dinosaurs by Ruth Aiby

The Evolution of Roller Skates

History
In 1760 an inventor, Joseph Merlin, was invited to a party. He wanted to make sure everyone was noticed him, so he put on the roller skates and jumped into the air. The skates were a success, and a man called j. Henderson made them across the floor and designed a very large model. Since then roller skates have changed considerably over time. We currently call them roller blades.

Ask your grandparents if they remember these roller skates. They were made to fit more than one size. This meant that you and your siblings could use the same pair.

How to use traditional roller skates
- Use the larger end of the key to loosen the bolts on the underneath of the shoe.

Contact Us
The Department of Education is committed to your child’s reading and writing success. If you have any questions about your child’s progress or about how you can be an active part of his or her learning, contact your child’s teacher or the provincial literacy team at 506-453-2812.