Parents,

I appreciate the time you take with your child to help prepare him/her for the Spring ACAP assessment. We have a little over one month before they take the test. The 3rd grade cut score is 435. This is the minimum that a 3rd grade student can score to be promoted to the 4th grade. We want all of our students to surpass that number. The following online resources and packet can be used at home to help your child improve their knowledge of the attached standards. The web address is underlined and examples that follow are the names of the learning activities. The IXL program is in your child's CLEVER portal. If they don't have their badge, you may contact the teacher to get a copy of it.   Also attached are the third grade English Language Arts standards.   If you need anything, please feel free to contact me at your child's school. *This document may also be on your school's website.

Ms. Chester

Standard LF.PA.7 - Demonstrate advanced phonemic awareness skills in spoken words.

a. Delete phonemes in initial and final blends of a spoken word.
 Examples: Say smoke . Now say smoke , but don't say /m/. (soak)
Say best . Now say best , but don't say /s/. (bet)

b. Substitute phonemes in initial and final blends in a spoken word.
 Examples : Say sweep . Now say sweep , but change the / w / to /l/. (sleep)
Say list . Now say list , but change the /s/ to /f/. (lift)

c. Reverse phonemes in a spoken word.
 Examples: Say safe . Now say safe but say the last sound first and the first sound last. (face) Say slack . Now say slack but say the last sound first and the first sound last. (class)

d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next.
 Examples: sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap; train, rain, lane, lame, blame

 e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes. Examples: Say photograph . Change graph to cell. (photocell)   Say anytime . Change time to where. (anywhere) Say blocked . Change /t/   to / ing/. (blocking)

Standard LF. P. 8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
 a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.

 b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et

c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh , combinations, diphthongs, and silent letter combinations. Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh

e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the schwa sound when appropriate. Examples: the noun con´/vict vs. the verb con/vict´; the noun pro´/duce vs. the verb pro/duce´

f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict

h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning. Examples: hear/here; night/knight; tacks/tax

 https://www.spellingcity.com/games/which-letter-team.html

https://www.roomrecess.com/
    Example: Grammar Police

https://www.ixl.com/ela/grade-3
    B. 1 - 4
    DD 1 - 10

Standard LF.F.12 Read high-frequency words commonly found in grade-appropriate text accurately and automatically.

*Please review the Fry Words and Phrases

Standard LF.V.13.a - Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.

https://www.roomrecess.com/
        Examples: Prefix Popper
                     Vocab Vix
                     Base Word Blaster

Standard LF.V.14. - Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.
a. Determine meaning of words using synonyms in context.
b. Determine meaning of words using antonyms as a clue.
d. Use knowledge of homophones to determine appropriate use of words.

https://www.ixl.com/ela/grade-3
   II. 1 - 3

https://aptv.pbslearningmedia.org/resource/ctv21-show-not-tell-similes-video/camp-tv/

https://www.turtlediary.com/lesson/antonyms-and-synonyms.html

https://www.merriam-webster.com/word-games/homophone-quiz

Standard LF.V.15.d - Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text. d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.

https://www.turtlediary.com/lesson/tense-forms-of-verbs.html

Standard LF.C.19.b - Determine the explicit or implied main idea and supporting details of a text.
b. Recount or summarize the key ideas from the text.
https://aptv.pbslearningmedia.org/resource/reduce-reuse-recycle-what-is-air/reduce-reuse-recycle/

Standard LF.C.R.24.a. - Identify the text structures within literary and informational texts. a. Explain how the structures, including comparison and contrast, sequence

of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.

https://www.roomrecess.com/
       Examples: The Comprehension-Crane
                        Cause and Effect

Standard LF.CR.25.a - Identify statements in informational texts as facts or opinions. a. Use prior knowledge and/or details from the text to distinguish fact from opinion.

https://www.roomrecess.com/
       Examples: Fact and Opinion

Standard LF.CR.29 - Determine the main idea of a text read aloud or information presented in an audible format.

Read a passage aloud to your child. Ask him/her to tell you what the passage is about. Make sure they give specific details to support their answer.

Standard LF.W.32.c - Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.

c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph eigh, vowel y, hard and soft c and g, silent letter combinations, and contractions.
Standard LF.C.W.33 - Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

Graphic Organizer in packet

Standard LF.W.W.36.b - Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade. b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.

https://www.turtlediary.com/lesson/what-are-helping-verbs.html

https://www.abcya.com/games/parts_of_speech_quest_nouns

https://www.roomrecess.com/
        Examples: Say What!!
                            Word Shark
                            Hangman Online

Standard LF.WW.37 - .Compose simple, compound, and complex sentences with correct subject-verb agreement.
 a. Identify and correct sentence fragments and run-on sentences.

https://www.turtlediary.com/lesson/simple-compound-and-complex-sentences.html

https://www.turtlediary.com/lesson/subject-verb-agreement.html

https://www.turtlediary.com/lesson/compound-subject-and-compound-predicate.html

Standard LF.W.W.38 - Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

Worksheets in packet (Hamburger graphic organizer)

Standard LF.WW.39 - Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.

 a. Avoid plagiarism by using their own words and utilizing digital sources ethically.

Example: https://www.youtube.com/watch?v=q1k8rcYUmbQ

Standard LF.WW.40 - Use grade-level and domain-appropriate vocabulary in writing.
b. Use specific vocabulary to explain or inform on a topic.