

**Week 38**

**05. 27. 2025**

# Third Grade Weekly Newsletter



**Have a wonderful Summer!**

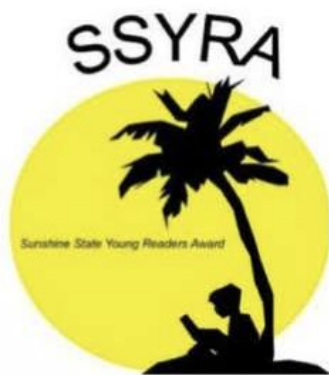


**Parents, Check Out This  
Website!**



<https://www.rowdiessoccer.com/news/2025/05/12/rowdies-launch-score-through-stories-reading-program/>

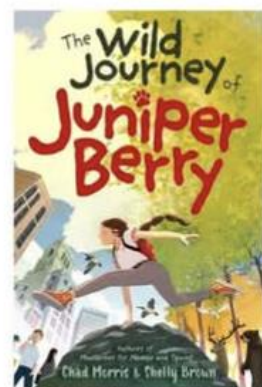
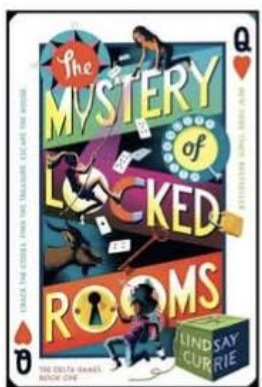
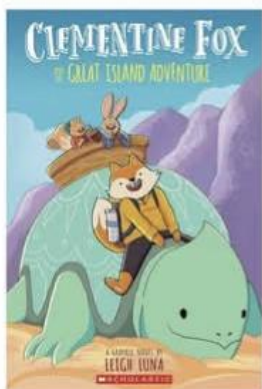
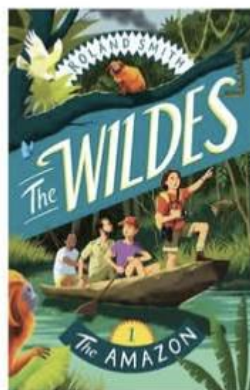
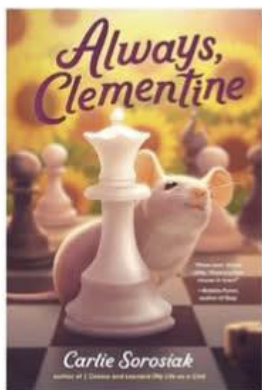
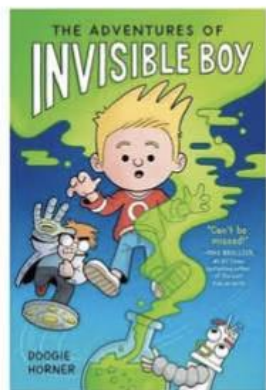




# SSYRA

## 2025-2026

### Grades 3-5



# How many will you read?





# SUMMER INFORMATION



**HERE ARE SOME SLIDES ON HOW TO KEEP YOUR CHILD  
ENGAGED IN LEARNING DURING SUMMER VACATION.**









## Summer Reading Bingo Challenge

Your reader can boost their literacy skills all summer long with these fun activities. Have them go for five in a row, or try to fill the whole board!

<p>Research your favorite animal. Draw a picture of the animal and its habitat. Then, list five new facts you learned.</p>	<p>Go on a grammar scavenger hunt. In a book you're reading, find and list ten nouns, ten verbs, and ten adjectives.</p>	<p>Find a poem you like, and practice reading it aloud. Then, create a beat to go with it. (Try tapping a pencil on a table!) Record yourself reading the poem in rhythm to the beat.</p>	<p>Interview friends and family members about their favorite books. Ask them to tell you what each book is about and what they like about it.</p>	<p>Read two books by the same author. Draw a Venn diagram to show what is similar and what is different.</p> 
<p>In a book you're reading, find five words you don't know. Try to figure out the meaning by looking for clues in the words around it. Then, use a dictionary to check your guesses.</p>	<p>Read a biography or an autobiography. List three facts you learned from the book.</p>	<p>Record a video to show how to make a craft, learn a skill, or play a game. Use words like <i>first</i>, <i>next</i>, <i>while</i>, <i>then</i>, <i>before</i>, <i>now</i>, and <i>finally</i> as you explain what to do.</p>	<p>Some prefixes are related to numbers. Write at least one word for each of these prefixes: <i>uni-</i> (one), <i>bi-</i> (two), <i>tri-</i> (three), <i>quad-</i> (four), <i>quint-</i> (five), and <i>centi-</i> (hundred).</p>	<p>Draw a map that shows the setting in a book you're reading. Add details from the book or from your imagination.</p>
<p><i>Complex</i>, <i>challenging</i>, <i>elegant</i>, <i>beneficial</i>, and <i>flexible</i> are all describing words. Go on a scavenger hunt for items or pictures that fit each description!</p>	<p>Record yourself reading a chapter of a book. Practice first to make your voice sound natural as you read. Share your recording with a younger friend or family member.</p>	<p><b>FREE</b></p>  <p><b>SPACE</b></p>	<p>Read a new book, and write a review. Describe what you liked and what you didn't like. Share your review with a friend or family member.</p>	<p>There are three ways to pronounce the suffix <i>-ed</i>: /ed/ as in <i>rented</i>, /d/ as in <i>sailed</i>, and /t/ as in <i>jumped</i>. In a book you're reading, find five examples of each sound of <i>-ed</i>.</p>
<p>Go on a prefix scavenger hunt. Take a book, and try to find at least one word that begins with each of these prefixes: <i>pro-</i>, <i>multi-</i>, <i>sub-</i>, <i>trans-</i>, and <i>con-</i>.</p>	<p>Tell a story by taking photos to show the setting, the characters, and the major events. Share the photos and your story with a friend or family member.</p>	<p>Read a science fiction or fantasy book. Describe a character who reminds you of someone you know or a scene from the book that reminds you of something in your life.</p>	<p>Find an example of each of these text features: a table of contents, an index, a glossary, a labeled diagram, a captioned photo, a heading, and a subheading.</p>	<p>Read about another part of the world. Create a travel brochure with facts and information, including interesting sights, fun activities, and delicious foods.</p>
<p>Read two informational articles on the same topic. List the important details that are included in both texts.</p>	<p>Draw a picture of yourself standing next to a book character. Label details in the picture to show how you and the character are the same and how you are different.</p>	<p>Write to your favorite author. Share what you like about their books. Ask a question or suggest an idea for a new book.</p>	<p>Use the letters in <i>Summer Reading Bingo</i> to make as many smaller words as you can.</p>	<p>Go on a suffix scavenger hunt. Take a book, and try to find at least one word that ends with each of these suffixes: <i>-able</i>, <i>-tion</i>, <i>-ous</i>, <i>-ture</i>, and <i>-ive</i>.</p>



GRADE  
**4**

# PASCO COUNTY SCHOOLS

## **Literacy and Mathematics**

### **Family Guide**

**Dear Families,**

**Learning begins at home. You are your child's first teacher. Reading and learning with your child is a proven way to promote early literacy and math achievement. Helping to make sure your child is reading and problem solving on grade level by the end of third grade is one of the most important things you can do to prepare him/her for the future.**

**Reading with your child for at least 20 minutes per day and using a few simple literacy and math strategies from this parent guide can make a positive impact on your child's success in school.**

**We are happy to provide you with this Pasco Family Guide for Literacy and Mathematics, which includes strategies you can use to help your child become a more proficient reader and mathematician while cultivating a love of learning. You can access our Pasco Parent page for more information related to academics and assessment here, <https://www.pasco.k12.fl.us/parents>**

**Sincerely,**

**The Office for Leading and Learning**



**[www.pascoschools.org](http://www.pascoschools.org)**



# Grade 4 Literacy

## In reading and writing, your child will be able to:

- decode words with unfamiliar spelling patterns.
- read poetry and explain how figurative language and the poem's structure work together to create meaning.
- read informational texts to support the central idea with relevant details and analyze the author's purpose and feelings towards certain events.
- read stories, including fables and folktales from different cultures to explain how story elements and characterizations contribute to the plot and the development of the theme of the story.
- compare and contrast sources related to the same topic.
- write organized, multi-paragraph narrative, argumentative and expository texts using evidence from sources for a specific task or prompt.

## Helping your child sounds out words:

**Sound and Blend:** Have your child say each sound separately (sss aaa t). This is called "sounding it out". Then say the sounds together (sat). This is "blending".

**Familiar Parts:** When your child starts reading longer words, have him notice the parts of the word that he/she already knows. For example, in a word such as "presenting," your child may already know the prefix pre-, the word "sent," and the word ending -ing.



To learn more about the B.E.S.T. Standards, receive age-appropriate book recommendations, learn talking points to use when communicating with teachers, and understand important educational words that you will see in your child's grade-level standards, please scan the QR code.



To see short family videos for tips using family activities at home to link sounds to letters, blend letters and word parts to read and write the words and ultimately read for understanding, please scan the the QR code.



### Common Suffixes

-able, -al, -ation, -ative, -ed, -eous, -en, -er, -es, -est, -ful, -ial, -ible, -ic, -ing, -ion, -ious, -itive, -ity, -ive, -less, -ly, -ment, -ness, -or, -ous, -s, -tion, -ty, -y

### Common Prefixes

anti-, de-, dis-, en-, em-, fore-, in-, im-, il-, ir-, inter-, mid-, mis-, non-, over-, pre-, re-, semi-, sub-, super-, trans-, un-, under

### Greek and Latin Roots

ant, anti (against, opposed to, preventative), aqua (water), aud (to hear), auto (self), bio (life), chron (time), duc, duct (lead, make), geo (earth), graph (write), logy (study of), meter, metr (measure), micro (small), mono (one), multi (many), photo (light), port (carry), spect (to look), tele (far off), vid/vis (see)



## Activities and Resources:

### Phonics

- Use craft supplies and items found around the house to make a tree. It can be drawn or 3D. At the bottom of the tree, have your child write or attach a card with a prefix or suffix on it. Write or add cards on the branches with words that have the targeted affix in it. Have your child explain what each word on the tree means, using the affix as a clue.



- Play "Memory" or "Go Fish" using Greek and Latin Roots and their definitions.
- Have two sets of notecards separated into two stacks- one with the most common Greek and Latin Roots and the other with real words. Have your child select a card from each stack, putting the words together to create words (real or nonsense). Have your child practice reading the words they make.

### Fluency

- Write the most common prefixes, suffixes, and Greek/Latin Roots on notecards. Place them in a stack and set a timer for one minute, allowing the students to practice reading as many word parts correctly. Repeat daily to increase accuracy and automaticity.
- When you read a story, use appropriate expression during dialogue. Talk with him/her about what that expression means. (ex: If the character is excited about going to the park, he/she should sound like that in his/her voice.) Encourage your child to mimic your expression by repeating the dialogue.

### Comprehension

- Ask your child who, what, when, where, why, and how questions about an event in his/her day. Once your child is comfortable answering these questions about his/her experiences, try asking these questions about a book you've read together.
- Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"
- Discuss words related to stories such as: characters, problem, and solution. For example, "How did the Wright Brothers find a solution to help their plane fly longer?" If the child does not know, show the picture or reread the page.

### Vocabulary

**Hot Potato:** Play hot potato with prefixes, suffixes, and Greek/Latin Roots. Choose a word, and then your child has to think of a word that has that word part. Take turns until neither player can think of another word. For example, you may say, "bio," and your child might say, "biography." Then you could say, "biology," and so on. Keep a running list of the words said and try defining them!

#### Category Creations:

Create categories for your child. Then take turns with your child listing words that relate to that category (Ex: If the category is people who study earth and space, he/she might say paleontologist, astrologist, astronaut, biologist).





## Activities and Resources:

### Reading Fiction

**Before reading:** Point out the title and author. Look at the picture on the cover and ask, "What do you think is going to happen in this story? Why?" This will help your child set a purpose for reading.

**During reading:** Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child's opinion. "Do you think the character did the right thing? How do you feel about that choice?" Explain any unfamiliar words.

**After reading:** Ask your child to retell the story from the beginning and ask for opinions, too. "What was your favorite part? Would you recommend this to a friend?"

### Reading Nonfiction

**Before reading:** Point out the title and author. Look at the picture on the cover and ask, "What do you think you'll learn about in this book? Why?" This helps your child consider what he already knows about the topic. Look at the table of contents.

**During reading:** Don't forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it's a good idea to show that the author includes lots of information in these "extras".

**After reading:** Ask your child, "What was it mostly about? What do you still want to know? Where could you find out?"

## Suggested Booklist for ELA

### ***Fish Cheeks***

by Amy Tan

### ***Fort Mose: And the Story of the Man Who Built the First Free Black Settlement in Colonial America***

by Glennette Tilley Turner

### ***Where the Red Fern Grows***

by Wilson Rawls

### ***Tales of the Odyssey (series)***

by Mary Pope Osborne

### ***Mother Doesn't Want a Dog***

by Judith Viorst

### ***Halfway Down***

by A.A. Milne

### ***The Castle in the Attic***

by Elizabeth Winthrop

### ***Aaron and Alexander: The Most Famous Duel in American History***

by Don Brown

### ***The Wolf's Story***

by Toby Forward

### ***William Shakespeare and the Globe***

by Alik

### ***Casey at the Bat***

by Ernest Lawrence Thayer

### ***To Catch a Fish***

by Eloise Greenfield

### ***Reaching for the Moon***

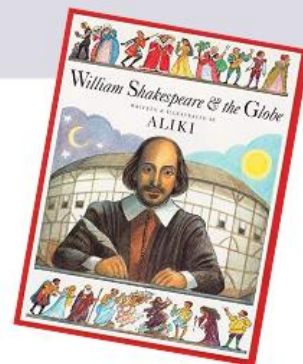
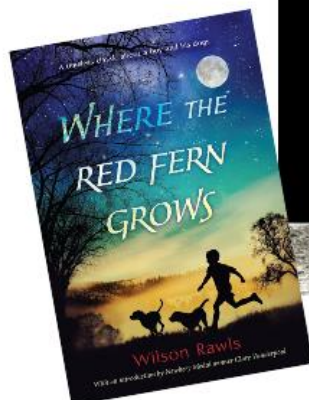
by Buzz Aldrin

### ***Esperanza Rising***

by Pam Muñoz Ryan

### ***Promises to Keep: How Jackie Robinson Changed America***

by Sharon Robinson



# Grade 4 Mathematics

## Math instruction in Grade 4 will focus on:

- Extending the understanding of multi-digit multiplication and division
- Developing the relationship between fractions and decimals
- Classifying and measuring angles
- Developing an understanding of interpreting data to include mode, median and range.

### Grade 4 Standards Snapshot

- Place value of multi-digit numbers
- Compare numbers up to 1,000,000
- Operations with multi-digit numbers including decimals
- Understand the relationship between fractions and decimals
- Add, subtract and multiply fractions
- Solve problems with a whole number and fractions using the four operations
- Numerical patterns following a rule
- Solve problems involving: length, mass, weight, temperature and volume
- Draw, classify and measure angles
- Perimeter and area of rectangles
- Collect and interpret data
- Find the mode, median and range of a data set
- Solve two-step real world problems involving money and time

### Mathematical Thinking and Reasoning Standards (MTRs)

1. Actively participate individually and collectively
2. Represent problems in multiple ways
3. Complete tasks with mathematical fluency
4. Engage in discussions to reflect thinking of self and others
5. Use patterns to understand and connect concepts
6. Assess the reasonableness of solutions
7. Apply mathematics to real-world contexts

## Activities and Resources:



**Eureka Math2 Card Games:** Use a regular deck of cards to engage in *Addition Top It*, *Multiplication Top It*, *Fractions Top IT - Fractions Lesson Than 1* and *Fractions Top IT - Fractions Greater than 1*. Scan the QR code for math games from GreatMinds.org.

**Board Games:** Games can develop more complex ways of reasoning. Great options are Checkers, Clue, Dominos, Chess, and Mancala.

**Word Problem Creator:** Create and solve two step word problems based on real life situations. (For example: Johnny drove 238 miles to an amusement park. Sarah drove 52 miles more than Johnny. Andrea drove 87 miles less than Sarah. How many miles did Andrea drive to the amusement park?)

**Measure Around the House:** Determine the area and perimeter of windows in the home. Illustrate and label findings to determine if any windows have the same perimeter and different areas or the same area and different perimeters.

**Place Value Dice:** Roll 3 dice, create a 3-digit number and write it down. Repeat these steps. Add, subtract, multiply or divide the two number you made!

**Tape Angles:** Use masking tape to create intersecting lines on a wall or create a smaller version on a piece of paper. Then measure and compare the various angles that you have created!

## Grade 4 Mathematics Picture Books

### **Spaghetti and Meatballs For All**

by Marilyn Burns (Multiplication)

### **How Much, How Many, How Far, How Heavy, How Long, How Tall Is 1,000?**

by Helen Nolan (Measurement)

### **Sam's Sneaker Squares**

by Nay Gabriel (Area)

### **A Remainder of One**

by Elinor Pinczes (Division)

### **Full House**

by Dayle Dodds (Fractions)

### **Sir Cumference and the Great Knight of Angleland**

by Cindy Neuschwander (Angles)

### **The Math Curse**

Jon Scieszka (Problem Solving)





## Conferencing with your Child's Teacher

**Remember, you are your child's first teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your child's success. Here are some questions you could ask to prompt discussions:**

- In the area of mathematics and literacy, what are my child's strengths? How are those supported during instruction?
- How did the lesson engage and challenge my child?
- What types of books is my child reading during independent reading? Are they limited to a specific reading level? Can I see an example of the type of texts my child is reading independently?
- Where is my child struggling and how can I help?
- What skills should my child have mastered at this point? Can you show me an example my child is working through?

## New Worlds Reading Initiative

The New Worlds Reading Initiative gives hundreds of thousands of eligible VPK-5 students the chance to build personalized libraries that reflect their unique interests and backgrounds, at no cost to families or schools. Eligible children will receive a free book and literacy resources each month of the school year delivered directly to their home to advance their literacy and support building a love of reading.

**Scan to apply**



## New Worlds Scholarship

The New Worlds Scholarship Accounts provide scholarships to eligible VPK-5 students. The program offers parents/guardians access to education savings accounts to pay for tuition and fees related to part-time tutoring, summer and after-school programs and instructional materials (including desktop/laptop computers and tablets and curriculum related to reading or math). Your child may be eligible for a New Worlds Scholarship Account.

**Scan to apply**





## Exceptional Student Education

**Specific Learning Disability (SLD)** is a term that describes an Exceptional Student Education (ESE) eligibility category, which refers to learning disorders that can affect a student's ability to read, write, listen, speak, reason and do math. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency,

**Dyslexia** is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

**Dysgraphia** is a term that refers to trouble with writing. Many experts view dysgraphia as challenges with a set of skills known as transcription. These skills – handwriting, typing, and spelling – allow us to produce writing.

**Dyscalculia** is a learning difficulty that affects an individual's ability to do basic arithmetic such as addition, subtraction, multiplication and division.

**Developmental Dysphasia** is a language difficulty or delayed language acquisition believed to be associated with brain damage or cerebral maturation lag. It is characterized by defects in expressive language and articulation and in more severe cases by defects in comprehension of language.

A striving reader may appear to "fit the profile" of dyslexia. However, if the learner responds quickly to appropriate intervention, the source of the reading problem is more likely related to earlier educational opportunity than to problems in the child's physical makeup that limit the ability to learn from the instruction provided. The ability of the learner to benefit from instruction that is focused on the basic skills that support reading and spelling provides valuable information necessary to support or reject the initial diagnosis.

Pasco County Schools utilize the following curricular and intervention resources which have evidence to be effective with students with specific learning disabilities, including, but not limited to dyslexia:

- **Heggerty Phonemic Awareness Kindergarten and Primary Curriculum**
- **Lexia Core5 Dyslexia: Definition and Intervention | Lexia Learning**

[Learn More](#)



- **Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)**

[Learn More](#)



**If you think your child may have a specific learning disability and want to learn more about the process for considering an evaluation, please visit our Pasco County Schools Website:**

[Learn More](#)



**For more information or support with this process, contact the school administrator or school counselor at your child's school.**

## Assessment Overview

There are multiple ways in which your child/ren will be assessed in reading throughout the year. Students will be assessed on the Oral Reading Fluency rate for their grade level. These nationally normed one-minute assessments give us a good indication of how easy or difficult reading is for your child. From there, we will give diagnostic assessments in word reading and nonsense word reading to find out which areas in the continuum of phonics skills they need help with. They will also be assessed on Phonemic Awareness so we can make sure they have those crucial foundational skills. As students become proficient word readers, comprehension is a natural outcome. Comprehension will also be checked regularly and if your child shows a weakness in any area, they will be progress monitored and given interventions to help them become stronger in those areas.

**Navigate to the Pasco County Schools Assessment homepage for more information.**

[Learn More](#)







Type of Assessment	Question Answered	Who is targeted	Frequency
Screening	Which students are at risk?	All students	As needed
Short-cycle formative	What comes next in the teaching?	All students	Ongoing
Long-cycle formative	What are the students struggling to master?	All students	Periodically
Summative (State Assessments)	Did students master the content	All students in a particular grade/course	End of year/unit/course
Diagnostic	What is the specific need?	Students flagged by a screener	Follow-up to a screener or prior data
Progress monitoring	Is the intervention working?	Students received Tier 2 or Tier 3 interventions	Weekly/biweekly

Type of Assessment	Purpose of Assessment	Targeted Students	Frequency
Florida Assessment of Student Thinking (FAST)  STARMath and STAR Early Literacy	Computer-adaptive screener and progress monitoring assessment to measure student achievement of performance standards in early literacy.	Pre-K - 1st Grade students	Beginning (PM1), middle (PM 2), and end (PM 3) of the school year
STAR Reading and STAR Math	Computer-adaptive screener and progress monitoring assessment to measure student achievement of grade level literacy and math standards.	Kindergarten - 2nd Grade students	Beginning (PM1), middle (PM 2), and end (PM 3) of the school year
STAR CBM K-5 and FAST ELA Reading and Mathematics 3-5	Screener and long-cycle formative to determine on-grade level progress and identify students in need of additional Foundational Skills and Comprehension support.	Kindergarten - 5th Grade students	Fall, Winter, and Spring
FAST  ELA Reading  Mathematics	Computer-adaptive screener and progress monitoring assessment to measure student achievement of grade level standards. The final assessment will be the statewide summative assessment.	3rd Grade - 5th Grade students	Beginning (PM1), middle (PM 2), and end (PM 3) of the school year

