Grade 3 Language Arts Chapter 4

TEACHING NOTES & ANSWER GUIDE | SEPARATE PARENT EDITION

Use alongside the original student chapter and independent practice. Do not show answer keys before completion. Evaluate explanations, evidence and conventions separately.

Grade 3 Language Arts | Chapter 4 Teacher Guide

Parent-only answer guide. Distinguish decoding and oral comprehension from written composition. Most constructed responses can be correct in more than one form if they faithfully use textual evidence. Do not reveal the key before independent work.

Day 1: Main Idea, Details and Summary

- 1. Rainfall

- 2. A rain gauge

- 3. Date and rainfall amount

- 4. The surface may have dried after rain

- 5. Accurate records help students investigate garden conditions

- 6. Weekly gauge readings, table records, soil observations, continued data collection (any three)

- 7. No; she suggested comparison before deciding

- 8. Gauge quantifies rain; soil observation describes soil condition

- 9. Must mention measurements, recorded data, and cautious conclusions, no invented events

- 10. Reasonable inference identified as such

- 11. Maya and the teacher checked the garden.

- 12. Soil moisture at comparable depths, temperature or plant condition, with reasons

Assess factual accuracy, textual evidence, coherent writing and appropriate grammar separately. For open responses, retain student voice and correct inaccuracies.

Day 2: Sequence, Cause and Text Evidence

- 1. Monday morning
- 2. Packet labels
- 3. Two
- 4. Sort by plant name
- 5. Placed in a small tray
- 6. Moved tray away from shelf edge
- 7. Possible effect of open window
- 8. No one witnessed the event; evidence insufficient
- 9. First, next, finally (any two)
- 10. Must retain discovery, sorting, repair, relocation
- 11. The envelopes fell. Jordan picked them up. (or correct compound sentence)
- 12. Observe shelf stability safely with adult supervision, not deliberately scatter materials

Assess factual accuracy, textual evidence, coherent writing and appropriate grammar separately. For open responses, retain student voice and correct inaccuracies.

Day 3: Vocabulary, Prefixes and Precise Meaning

- 1. Recheck
- 2. Unreadable
- 3. Marked the label unclear and consulted original notebook
- 4. Measurement
- 5. Date
- 6. Read again
- 7. Not clear

- 8. Valid sentence with reorganize meaning organize again
- 9. Correct, precise, dependable, etc.
- 10. A visually neat table is misleading if data are wrong
- 11. They rechecked the chart, and it was fixed.
- 12. Value error alters measurement; label error misattributes the measurement

Assess factual accuracy, textual evidence, coherent writing and appropriate grammar separately. For open responses, retain student voice and correct inaccuracies.

Day 4: Compare Viewpoints and Write an Explanation

- 1. Thirty extra minutes on Thursdays
- 2. Report A
- 3. Continue collecting counts
- 4. Opinion B
- 5. Librarian counted visitors over four Thursdays
- 6. Best change this year (personal judgment)
- 7. Same Thursday schedule
- 8. Short sample and incomplete representation; causation not established
- 9. Must accurately compare method and preference
- 10. Reasoned respectful alternative, e.g. transport conflicts
- 11. The library was open longer on Thursday.
- 12. Representative survey plus longer counts, privacy and confounders

Assess factual accuracy, textual evidence, coherent writing and appropriate grammar separately. For open responses, retain student voice and correct inaccuracies.

Day 5: Explanatory Writing, Revision and Independent Check

- 1. Thermometer, ruler, notebook

- 2. Safe measurement and recording
- 3. No, optional
- 4. No children’s names with notes, anonymous totals
- 5. Libraries offered observation kits and reported volunteer results carefully
- 6. Kit tools, guide, anonymous option, caution on representation (any two)
- 7. Only volunteers participated
- 8. Self-selection; limited sample
- 9. Must cover lending, recording, privacy and limited conclusion
- 10. Evaluate organization, evidence, accuracy and conclusion
- 11. Document at least one meaningful revision
- 12. Volunteer totals do not establish entire town experience

Assess factual accuracy, textual evidence, coherent writing and appropriate grammar separately. For open responses, retain student voice and correct inaccuracies.

Assessment Record

Suggested review dimensions: reading accuracy, informational comprehension, written evidence, organization, conventions and research ethics. Mark independently demonstrated, guided or reteach. These are instructional markers, not validated Alabama performance cutoffs.

Standards reference: 2021 Alabama ELA Course of Study. Topics include key details, summaries, word meanings, comparison, drafting and revision; objective-by-objective annual audit remains pending.