



3rd Grade

Parent Guide for Understanding the English Language Arts Common Core

	Reading: Literature & Informational Text	Reading: Foundational Skills	Writing	Speaking & Listening	Language
Students will be able to:	<ul style="list-style-type: none"> Ask and answer questions to understand a text citing evidence. <p><u>Literature:</u></p> <ul style="list-style-type: none"> Determine the central message of a story. Describe how character's actions contribute to the sequence of events. Distinguish their own point of view from that of the narrator or characters. Compare and contrast stories. <p><u>Informational Text:</u></p> <ul style="list-style-type: none"> Describe the relationship of events, ideas, steps, or concepts pertaining to time, sequence, and cause/effect. Determine a point of view and compare it to that of the author. Determine the main idea of a text and the key details that support it. Compare and contrast key details from two texts on the same topic. 	<ul style="list-style-type: none"> Use grade-level phonics and word analysis skills. Read words with multiple syllables (e.g., mosquito, puppeteer). Know the meaning of most common prefixes and suffixes. Read accurately and fluently to support understanding. 	<ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons. Write informative/explanatory text to examine a topic and deliver ideas and information clearly. Write narratives to develop real or made up experiences or events using good technique, descriptive details, and a clear sequence of events. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. 	<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly. Determine the main ideas and details of a text read aloud or information presented in diverse media and format. Report on a topic or text, tell a story, or recount an experience in an organized manner. Speak clearly at an understandable rate. 	<ul style="list-style-type: none"> Write following the English rules of grammar. Write following the rules of punctuation, capitalization, and spelling. Write legibly in cursive. Determine or clarify the meaning of unknown and multiple meaning words/phrases. Demonstrate understanding of word relationships and nuances in word meanings.
Schools will support by providing opportunities to:	<ul style="list-style-type: none"> Read and enjoy a variety of text including literature, poetry, and informational text. Read literature closely to determine themes, characters, setting, and plot. Read informational text closely to locate main idea and key details. 	<ul style="list-style-type: none"> Provide various strategies to decode words with more than one syllable. Read a wide variety of grade- level text with support to build accuracy and understanding. 	<ul style="list-style-type: none"> Produce writing that is appropriate to task, purpose, and audience. Strengthen writing as needed by planning, revising, and editing. Take notes on sources and categorize information. Use technology to produce and publish writing collaboratively with peers. 	<ul style="list-style-type: none"> Have group discussions on read aloud texts or information presented in other formats. Create engaging audio recordings of stories or poems to strengthen fluidity in reading at an understandable rate. Speak in clear, complete sentences when engaging in various tasks. 	<ul style="list-style-type: none"> Practice cursive with correct spacing and margin use. Study the works of various authors focusing on language use and grammar. Apply the rules of English grammar and conventions in daily writing tasks. Learn and apply strategies to understand unfamiliar words in reading.
Parents can support by providing opportunities to:	<ul style="list-style-type: none"> Read several versions of Cinderella and discuss how the characters, settings, and events are alike and different. Read informational text (i.e. about the Moon). Take time to look closely at the illustrations and diagrams. Discuss what information they provide the reader. 	<ul style="list-style-type: none"> Read with your child 30 minutes a day. Ask your child questions about what they have read and ask them to cite evidence from the text to support their answers. 	<ul style="list-style-type: none"> Tell stories aloud with your child. Tell them about a childhood memory. Use several details. Encourage your child to write. Encourage your child to reread their writing, and revise, focusing on meaning, purpose, and audience. 	<ul style="list-style-type: none"> Have family conversations about various topics using complete sentences. Model good listening and speaking skills. 	<ul style="list-style-type: none"> Encourage your child to reread work to correct grammar and punctuation.

Third Grade Students will:

- Read a wide variety of stories and describe how a story teaches a lesson
- Describe characters in a story and how their actions contribute to events
- Read text about history, social studies, or science and answer questions about what they learned
- Refer to information from illustrations such as maps or pictures as well as the words in a text to support their thinking and understanding
- Learn the rules of spoken and written English
- Learn and use new words, including words related to specific subjects (such as science related words)
- Participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Give a class presentation and speak clearly
- Write stories using dialogue and descriptions of characters' actions, thoughts, and feelings
- Gather information from books, articles, and online sources to build understanding of a topic
- Write research and/or opinion papers over an extended period of time

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How Parents Can Support:

- Make reading for fun a part of your child's daily routine.
- Start a family book club. Let different family members pick the book.
- Encourage your child to find a picture from a newspaper or magazine, cut it out, paste it on paper, and write a story about it.
- Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversations.
- Use technology to build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

Resources:

Sacramento City Unified School District

<http://www.scusd.edu/commoncoredept>

- ✓ Links to documents for California (CCS) Common Core Standards, including a list of mentor texts for the Standards for English Language Arts Practice

Parent-Teacher Association

<http://achievethecore.org/leadership-tools-common-core/parent-resources/>

- ✓ Parent Guides including grade level specific handouts with simple descriptions of what children should be learning in English Language Arts in each grade

California Department of Education

<http://www.cde.ca.gov/re/cc/index.asp>

- ✓ Informational flyers provide overviews and highlights of the ELA CCS
- ✓ Handouts for parents on transitioning to CCS
- ✓ Link to *Council of Great City Schools Parent Roadmaps*
- ✓ Links to *Smarter Balanced Assessments*

www.bookadventure.com

- ✓ *Free online reading resource*

www.starfall.com

- ✓ *Free online reading resource*

How Things Have Changed:

English Language Arts expectations of students have changed greatly with the adoption of the Common Core Standards. Students will continue to read and write, but in addition to stories and literature, they will read more informational or non-fiction texts that provide facts and background knowledge in areas including science and social studies. They will also read more challenging text and be asked to support their interpretations with evidence from the text. There will also be an increased emphasis on building strong vocabulary so that students can read and understand challenging material.

Previous California Standards Assessment:

Read this sentence.

If you have trouble understanding the directions, you should ask the teacher to assist you.

What does the underlined word mean?

- A. hug
- B. help
- C. delay
- D. skip

Common Core Standards Assessment:

Read the sentences from the passage. Then answer the question.

“My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was scarred almost beyond recognition. It had dog bite marks, dirt scuffs, and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said ‘Babe Ruth.’ I began to shake inside.”

Click on two phrases from the paragraph that help you understand the meaning of scarred.