

Parents' Guide to Student Success in *English Language Arts* *Third Grade*

Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

Here Are Some Things Your Child Will Be Working on in 3rd Grade

- Reading closely to find main ideas and supporting details in a story
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- Writing opinion essays, informational reports, and narrative stories.
- Asking and answering questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Distinguishing the literal and nonliteral meanings of words, such as something's fishy and cold shoulder
- Spelling correctly and consulting dictionaries to clarify meanings of words



Keeping the Conversation Focused:

When you talk to the teacher, do not worry about covering everything. Instead keep the conversation focused on the most important topics. In Grade, these include:

- Fluency
- Comprehension
- Writing

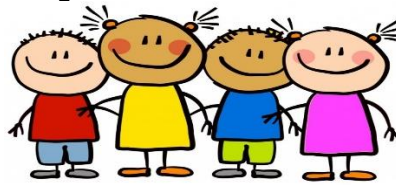
Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

- Read to and/or with your child daily.
- Have your child write about what they have read.
- Utilize a word of the week to enhance vocabulary.
- Practice sight words daily using flashcards.

Third Grade

Nine Week Checkpoints for Parents and Students



Helpful Websites	
www.i-ready.com www.myon.com	www.newsela.com www.readworks.org
First Nine Weeks	Second Nine Weeks
<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> • Ask and answer questions, referring explicitly to informational texts. • Determine the main idea, recount key details and explain how they support the main idea in informational texts. • Determine the meaning of academic and domain-specific words and phrases in a text. • Describe the relationship between historical, scientific, technical using time, sequence, & cause/effect in multiple informational texts. • Use text features and search tools to locate information in informational texts. • Compare/ contrast key ideas and details presented in two informational texts on the same topic. • Distinguish their own point of view from the author of a text. • Writing informational reports 	<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> • Explain how specific aspects of a story's illustrations contribute to what is conveyed by the words in a story • Describe characters and explain how their actions contribute to the sequence of events. • Determine the meaning of words & phrases as they are used in the story. • Compare/ contrast theme, setting, plots of books in the same series • Retell stories including the moral or lesson. • Ask & answer questions referring explicitly to the story. • Distinguish point of view from that of narrator or characters. • Refer to specific parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, etc. • Writing narrative stories
Third Nine Weeks	Fourth Nine Weeks
<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> • Ask and answer questions, referring explicitly to the text • Determine the main idea, recount key details and explain how they support the main idea • Describe the relationship between historical, scientific, technical using time, sequence, & cause/effect • Determine the meaning of academic and domain-specific words and phrases in a text • Recount stories, determine central message, lesson, or moral and explain how it is conveyed through key details • Describe characters and explain how their actions contribute to the sequence of events • Writing opinion pieces on topics or texts, supporting a point of view with reasons 	<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> • Use information from illustrations and text to gain understanding • Distinguish their own point of view from the author of a text • Describe the logical connection between sentences and paragraphs in text (cause and effect, problem/solution, compare and contrast) • Use text features & search tools to locate information • Compare/contrast key ideas and details presented in two texts on the same topic • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story • Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, etc. • Compare/ contrast theme, setting, plots of books in the same series