

Wilson County Schools



Third Grade Community Resource

ELA



Parental Involvement

2017-2018

Parent Resources	<div data-bbox="1205 224 1430 350" data-label="Image"> </div> <p data-bbox="604 402 1990 586"> This Elementary Curriculum Guide for Third Grade provides parents/guardians of elementary school students with an overview of the ELA curriculum. This document reflects the North Carolina Standard Course of Study, the state’s standards that teachers are required to teach at each grade level. These are the standards that are assessed on the Literacy Assessments in third grade. Please read the information in this booklet carefully. </p> <p data-bbox="604 592 1990 699"> We hope that this information will be helpful to you and that you will use it as a reference throughout the year. If you have questions, please talk with your child’s teacher, curriculum facilitator, or school administrator. </p> <p data-bbox="625 706 1969 852"> The ELA Common Core Standards (CCSS) for elementary education are divided into five strands: Reading, Writing, Reading Foundations, Language, and Speaking & Listening. The grade level standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career ready expectations. </p> <div data-bbox="781 993 1808 1175" data-label="Image"> </div>
Helping Your Child at Home	
Tips for Testing	
Critical Thinking at Home	
Parent Roadmaps for ELA Standards	
Resources for Reading for Literature and Information	
Resources for Writing	
Resources for Language	
Resources for Foundational Skills	
Resources for Speaking & Listening	
Technology Resources (online sites, apps, etc)	



Helping Your Child at Home

- Talk about school. Learn about your child's friends, teachers, assignments, and activities.
- Attend school functions as often as possible (open house, PTA/PTO, parent/family nights, etc.).
- Communicate frequently with your child's teacher to help him/her better understand your child's needs and to find out how you can help your child at home.
- Read to or with your child every night for 20-30 minutes. Before you read each book, read the title and look at the cover and pictures inside. Ask your child what he/she thinks the book may be about (prediction). After reading the book, review his/her prediction. Was the prediction right? If not, what happened instead?
- Allow your child to see you reading (books, newspapers, mail, magazines).
- Show your child that education is important by being interested in his/her work. This will encourage your child to do well in school.
- Encourage your child to write notes, grocery lists, and directions.
- Help your child get organized. Develop a routine for doing homework and packing/unpacking his/her bookbag.
- Provide a quiet place that has everything your child might need for doing homework (pencils, paper, etc.).
- Provide support and guidance, but allow your child to do assignments him/herself.
- Help your child take responsibility for his/her work.
- Establish a game night as an alternative to TV watching.
- As much as possible, provide learning experiences outside of school (parks, libraries, museums, zoos, historical sites).
- Keep a set of flashcards in the car (sight words; alphabet letters; addition, subtraction, multiplication, and division facts; shapes; etc.).
- Visit the public library often. Encourage your child to be responsible for his/her library card and for the books he/she checks out.
- Praise your child for authentic progress and effort.

Test Taking Tips for Parents

The following tips will provide suggestions for parents on how to approach test taking with their kids.

1. Attendance is very important. Have your child at school every day so that they will not miss any important concepts and skills.
2. Make sure that your child does all their homework and reading assignments which will help make sure your child is prepared for any test. Check your child's agenda daily for homework and teacher remarks.
3. Encourage your child to space out their studying and homework assignments so that they won't be forced to cram on the night before the test.
4. If you are anxious about your child's test it's ok, but try to keep cool around your child, you don't want them to get anxious about their tests too.
5. Encourage your child to do well, but don't pressure him/her, you may stress him/her out, it is important for your child to stay relaxed on the test.
6. Keep a positive attitude about tests.
7. Provide a quiet, well lighted area with little distractions to help your child study efficiently.
8. Make sure that your child gets enough sleep every night, especially nights before the test. Some kids need more rest than others - stay on a schedule.
9. Ensure that your child eats a healthy breakfast daily and avoid heavy or sugary foods that may make him/her groggy or hyper.



Standards your third grader will be assessed on include:

RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

L.3.4a - Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.5a - Distinguish the literal and nonliteral meanings of words and phrases in context.

RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

These standards will be tested on the Beginning of Year (BOG) and End of Year (EOG) state tests.

[READ TO ACHIEVE LIVEBINDER](#)



CRITICAL THINKING AT HOME

➤ Foster Imagination for Writing

- **Get your child to write! Stimulate their imagination using images, half-told stories, and snippets of TV shows and movies.**

➤ Foster Problem-Solving with Games

- **Have family game night! Games require problem-solving and critical thinking. Learning games such as Apples to Apples, Scrabble, Clue, Battleship, Word Yahtzee, Boggle, Monopoly, Life, and crossword puzzles require problem-solving.**

➤ Present the Unexpected Illusion, Teaser, or Problem

- **Optical illusions, brain teasers, and online simulations all offer opportunities to develop critical thinking skills.**

➤ Motivate and Engage Students with Models and Robots

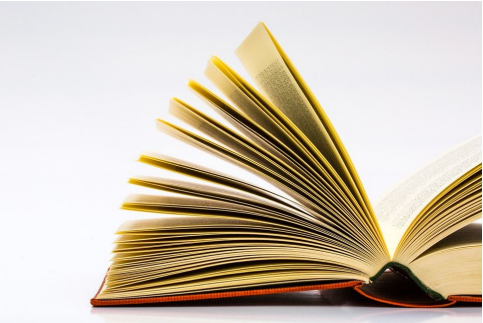
- **Building models, LEGOS, and robots also foster critical thinking.**

➤ Provide Virtual Experiences

- **Provide a range of experiences, images, and conceptualizations via real and virtual fields trips and tours.**



Parent Roadmap for [3rd Grade](#)
Parent Roadmap for [3rd Grade \(Spanish\)](#)

Parents Guide to Student Success	Guía Para Padres Para Fomentar el Éxito Escolar	
Kindergarten	Kindergarten	
First Grade	Primer Grado	
Second Grade	Segundo Grado	
Third Grade	Tercer Grado	
Fourth Grade	Cuarto Grado	
Fifth Grade	Quinto Grado	

[READ TO ACHIEVE LIVEBINDER](#)

[READ TO ACHIEVE LIVEBINDER](#)

Reading for Literature and Information

RL - Reading Literature, RI - Reading Information

Key Ideas and Details

What it means: Your child will be encouraged to carefully read many books and texts. Within these texts, your child will be working to understand what is happening, summarize key events or points and recall details important to the story or topic. Your child should read both fiction and nonfiction texts and be able to retell stories and share important information.

Craft and Structure

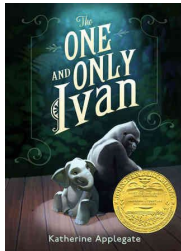
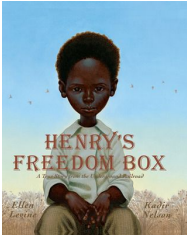
What it means: The standards within this area (or "strand") focus on specifics within a book, for example, an author's specific word choices or phrases. A second emphasis relates to understanding the underlying structure of common types of texts, including storybooks, poems and more.

Integration of Knowledge and Ideas

What it means: Within this strand, students will be working to compare and contrast details from stories, describe key ideas using details in informational text, and tell how two texts on the same topic differ.

Range of Reading and Level of Text Complexity

What it means: Teachers will be using a variety of techniques to introduce a range of books and other written material that both support and challenge a child's reading level. This may include nonfiction and fiction, infographics, poetry and more. This will be done with the ultimate goal of making sure students understand what they're reading.

Standards Taught	Parent Activities	Great Books to Read
<p><u>Key Ideas and Details</u></p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions</p>	<p>How parents can help:</p> <p>After you share a story, talk about important story elements such as beginning, middle and end.</p> <p>Encourage your child to retell or summarize the reading.</p>	<p><u>3rd Grade BOOK LIST</u></p> <p>Fiction</p> <div style="display: flex; justify-content: space-around;">   </div>

contribute to the sequence of events.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure:

RI.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RI.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas:

RI.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

After reading nonfiction, ask questions about the information, "Is the spider an insect? How is a spider different than an insect?"

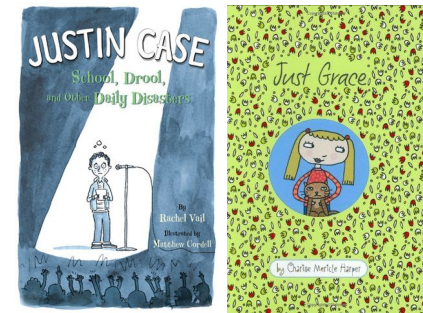
Reading is a language activity. Studies have shown that exposing your child to a variety of words helps in her development of literacy skills.

Read with your child every day. Ask your child to explain his or her favorite parts of the story. Share your own ideas.

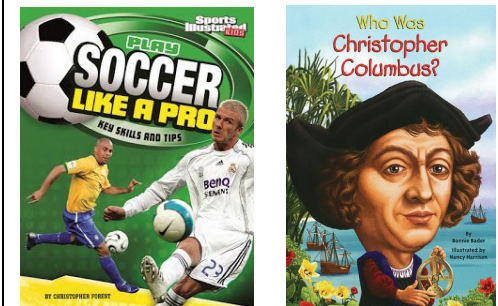
During and after reading, call attention to interesting words and phrases. This may include repeated phrases, metaphors or idioms ("sick as a dog," "a dime a dozen.").

Talk about any new vocabulary and other ways the author used language or words to make the text interesting, informative, funny or sad.

For older students, have fun reading different versions of the same fairy or folk tale. Talk about the similarities and differences between the two books. Then switch to nonfiction and read two books on the same topic. Compare the information in each, again focusing on similarities and differences. "Let's look at each book and think about the words used to describe weather. How are the descriptions alike? How are they different?"



Nonfiction



<p>RI.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><u>Range of Reading and Level of Text Complexity:</u></p> <p>R.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Parents can help promote their child's skill while developing their reading stamina (ability to "stick with it."). This means helping them avoid frustration or anxiety about tackling a harder book. Support your reader by talking through some of the things that make a text complex, including multiple levels of meaning, inferred information (implied rather than clearly stated) or more sophisticated graphics.</p>	
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Writing

What it means: Third grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion and be able to share this thinking. Students also begin to build an argument by linking their ideas together. Third grade students write informative/explanatory pieces as well. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation). Third grade students write real and imaginative stories. Students are expected to use description to show characters’ thoughts and feelings as well as the details of characters’ interactions through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.

Standards Taught	Parent Activities
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W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Provide a place for your child to write.

The area should be an area that is quiet and well lit. Stock the “writing center” with supplies such as paper, pencils and crayons. You can also gather family photos and magazines in the center that can be used as story starters.

Read, read, read!

The best activity to improve writing is reading. If your child reads good books, he will be a better writer. Reading exposes students to general vocabulary, word study and content-specific vocabulary. Through reading, students see a variety of authors’ techniques that they can use in their own writing.

Provide authentic writing opportunities for your child.

Have your child write his own thank-you notes, party invitations and letters to family. Let your child make the grocery list. Finding a pen pal for your child would make writing “real.” Helping children make the connection between writing and the “real” world will increase an interest in writing.

Be a writing role model.

Make sure your child sees you as a writer. Point out times that you use writing to communicate with others. Discuss authentic writing in the community such as articles and letters in the newspaper, on billboards or in written advertisements. Discuss the purpose of the writing and the target audience. When your child writes, you should write. You can schedule a day of the week that you will turn off the television and share your writing.

Start a vocabulary notebook.

Teach your child new words each week and encourage her to use them. Make it into a game and give points for using the new words. Your child can keep a vocabulary notebook and get rewarded for the number of new words learned. The words will begin to appear like magic in her oral language and writing.

Ask questions.


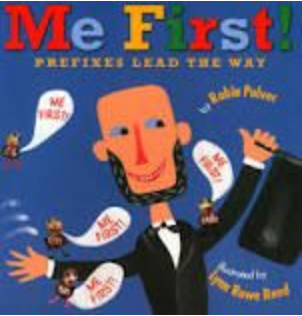
Always ask your child questions when he writes. Ask specific questions about your child’s writing such as: “How did that happen?” “How did that make you feel?” “Can you tell me more about that...?” “What are some other words you could use to describe...?”

	<p>Help your child publish her writing. Share her writing with others, place it on the refrigerator or encourage her to write for kids' magazines. When your child's writing is published in a children's book, she will be on her way to becoming a lifelong writer and author.</p>
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Reading Foundations

What it means: Students continue learning specific strategies for decoding words in texts. Learning prefixes and suffixes along with Latin suffixes enhances decoding, spelling ability, and vocabulary development. Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.

PHONICS and WORD RECOGNITION

Standards Taught	Parent Activities	Great Reads
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Learning prefixes and suffixes is a great way to boost vocabulary quickly.</p> <p>Prefix/Suffix List</p>  <p>Greek/Latin Suffixes Syllable Pattern Activities</p> <p>Dolch Sight Word Lists</p>	<p>Third Grade Reading and Writing Site</p> 

FLUENCY

Standards Taught	Parent Activities	Great Books to Read
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Read to your child nightly. This will promote fluency. Your child can hear what fluent reading sounds like. Let your child read books many, many times. The more they read the more fluent they will become. Read Aloud Tips</p>	<p>Your child’s teacher should send home books that your child can read independently. Listen to them read each night. Read aloud books from your public library. Read Aloud Tips</p>

Language


What it means: Third grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. At this level, emphasis expands to include subject-verb agreement, comparative and superlative adjectives and adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, comma usage, appropriate use of capitalization, and are using spelling patterns and generalizations in writing. The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.


Standards Taught	Parent Activities
<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words.</p>	<p>Take every opportunity you can to help increase your child's vocabulary. You can do this by pointing to things and asking the child to tell you what they are, or you can stop and explain the meaning of any words in your reading that the child may not understand. The more you talk to your child, the faster their vocabulary will grow</p> <p>Third Grade Reading and Writing Site</p> <p>Grammar ROCK Videos</p> <p>Scholastic - Parts of Speech</p>



Speaking and Listening

What it means: Students in grade three will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). Third grade students will also determine the main idea and supporting details of a text read aloud or information presented in multiple formats.

Standards Taught	Parent Activities	Technology Resources
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable</p>	<p>Ask your children questions that require more than a "yes" or "no" answer. Some questions that help them to talk more openly are "Why do you think that happened?" "What do we do next?" "What would happen if we did it this way?" "What can we do about that?" "How can we make this better?"</p> <p>Listen carefully as your children talk to you. Answer their questions and take time to explain things to them.</p> <p>Read stories and informational books aloud for as long as you can read and your children can listen. If your children become restless, lay the</p>	<div style="text-align: center;">  </div> <p>AudioBoom - app to record books</p> <p>Listen to books online! - Storyline Online, FreeChildrenStories</p> <p>http://www.storylineonline.net/ https://www.freechildrenstories.com/</p>

<p>pace. SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>book aside and come back to it at another time.</p> <p>Record yourself reading a book. Let them play the recording and read along in the book on their own.</p> <p>Take nature walks in the neighborhood or at local parks. Spend time talking in detail with your children about things you can see, hear, or touch such as leaves, rain, and caterpillars.</p> <p>Pick a topic of interest to your children and have them learn new things about it. Ask them to tell you and other family members what they have learned.</p>	 <p>YouTube offers most any book title videos of read alouds!</p>
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Technology Resources		
Parent Websites	Online Reading for Students	Online Activities and Apps
<p>http://www.parenttoolkit.com/explore-your-toolkit http://gws.ala.org/ - Great Websites for Kids http://www.readingrockets.org/audience/parents - Reading Rockets for Parents http://www.scholastic.com/parents/ - Parent website from Scholastic Third Grade Reading and Writing Site READ TO ACHIEVE LIVEBINDER</p>	<p>Listen to books online! - Storyline Online, FreeChildrenStories</p> <p>http://www.storylineonline.net/ https://www.freechildrenstories.com/</p>	