parent ROADMAP

SUPPORTING YOUR CHILD IN GRADE THREE
ENGLISH LANGUAGE ARTS

3

START HERE

America's schools are working to provide higher quality instruction than ever before.

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In English language arts and literacy, this means three major changes. Students will continue reading and writing. But in addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including science and social studies. They will read more challenging texts and be asked more questions that will require them to refer back to what they have read. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

What your child will be learning in grade three English language arts and literacy

In grade three, students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. Activities in these areas will include:

- Reading a wide range of stories and describing how a story teaches a lesson
- Describing characters in a story and how their actions contributed to events
- Reading texts about history, social studies, or science and answering questions about what they learned
- Referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers
- Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (such as science words)
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story using relevant facts and details and speaking clearly
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Gathering information from books, articles, and online sources to build understanding of a topic
- Writing research or opinion papers over extended periods of time

Partnering with your child's teacher

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- Where is my child excelling? How can I support this success?

In grade three, students will read stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

READING LITERATURE

Grade Two Reading	Grade Three Reading	Grade Four Reading
• Students retell stories and determine the central message, lesson, or moral. • Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	• Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text. • Students distinguish their own point of view from that of the narrator or those of the characters.	• Students determine the theme of a story, play, or poem from details in the text and summarize the text. • Students compare and contrast the point of view from which different stories are told, including the difference between first- and third-person accounts.

READING FOR INFORMATION

Grade Two Reading	Grade Three Reading	Grade Four Reading
• Students ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. • Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.	• Students ask and answer questions about what they read by referring directly to parts of the text. • Students use information gained from images or illustrations.	• Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text.

As they progress through grade levels, students will be asked more questions that require them to cite details or information from increasingly challenging texts. This will encourage them to become observant and analytical readers.

Writing tasks in grade three may include stories, essays, reports, and opinion papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Two Writing

- Students introduce a topic and use facts and definitions to develop their points.
- Students provide a concluding statement or section.

Grade Three Writing

- Students introduce a topic and use facts, definitions, and details to develop points.
- Students provide a concluding statement or section.
- Students group related information together.
- Students use linking words and phrases to connect ideas, such as *also*, *another*, and *but*.

Grade Four Writing

- Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section related to the information or explanation presented.
- Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.
- Students link ideas within categories of information using words and phrases such as *another, for example, also,* and *because*.
- Students use precise language and subject-specific vocabulary.

Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and organization of ideas.

Helping your child learn outside of school

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.

2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.

3. It is also helpful when your child sees other people reading at home. You could share what you have read.

4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!

5. Be sure your child has a library card. Children should select books they are interested in to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.

6. Use technology to help 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.

Additional Resources

For more information on the Common Core State Standards for English language arts and literacy, go to http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts or http://www.commoncoreworks.org.