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Third Grade

English Language Arts Standards

WHAT I NEED TO LEARN BY THE END OF THIRD GRADE IN READING & WRITING	HELPFUL HINTS & EXAMPLES
<p>☺ I can use the idea of word families to read new words.</p> <p>☺ I know that synonyms are words that mean the same and that antonyms are opposites.</p> <p>☺ I know many vocabulary words from the subjects we study, such as science and social studies, and I can tell how these words or ideas are related to each other.</p> <p>☺ I can use information from the sentence or paragraph I am reading to figure out the meaning of words I don't know.</p> <p>☺ I can use the dictionary to find out how to say a word, what it means, and other information about the word.</p> <p>☺ I know that prefixes are special syllables that come at the beginning of a word, and that suffixes are special syllables that come at the end of a word. I can use my knowledge of prefixes and suffixes to figure out the meaning of a word.</p> <p>☺ In my reading, I will be able to use titles, tables of contents, chapter headings, glossaries, and indexes to find information to questions about the text.</p>	<p><input type="checkbox"/> An example of a word family is: all words with <i>-ight</i> in them.</p> <p><input type="checkbox"/> Synonyms: words with similar meanings – near and close Antonyms: words that are opposites – near and far</p> <p><input type="checkbox"/> A dog is a kind of mammal, and a mammal is a kind of living thing.</p> <p><input type="checkbox"/> Encourage your child to use the dictionary at home, to play Alphabet Word Games, such as I'm thinking of a noun that begins with a . . . (B, C, T, R, etc.) Introduce word searches and puzzles</p> <p><input type="checkbox"/> Look at the dictionary with your child and explore.</p> <p><input type="checkbox"/> Prefixes: <i>un-, re-, pre-, bi-, mis-, and dis-</i>. Suffixes: <i>-er, -est, and -ful</i>.</p> <p><input type="checkbox"/> Visit the library with your child and have fun exploring.</p>

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<ul style="list-style-type: none"> ☺ In my reading, I will be able to use titles, tables of contents, chapter headings, glossaries, and indexes to find information to questions about the text. ☺ I ask and answer questions with ideas from the story. ☺ I will be able to find answers in the text. ☺ I will be able to tell the main points of what I have read. Also, I will be able to make and modify predictions based on evidence in the text. ☺ I will be able to tell what the main idea and details from nonfiction books. ☺ I will be able to find information in stories, including problems and solutions. ☺ I can recognize the common types of literature such as poetry, plays, fiction and non-fiction. ☺ I have read fairy tales, myths, folktales, legends, and fables from around the world, and I understand what happens in these stories. This is called “the plot”. ☺ I will be able to read and follow steps. ☺ I can figure out the author’s lesson or purpose of the story in fiction or non-fiction writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Visit the library with your child and have fun exploring. <input type="checkbox"/> Set up a reading program for your child that includes reading a variety of genres <p style="text-align: center;">Children should be reading Chapter Books by this grade, such as books by Beverly Clearly.</p> <p style="text-align: center;">An excellent source for book titles is author Jim Trelease’s book, <i>The Read-Aloud Handbook</i>.</p> <p style="text-align: center;">Research has shown that children whose parents read to them daily have more opportunities to become good readers. When reading to your child, ask questions, have them retell the story, and/or draw a picture of the main character.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to make something or how to play a game. <input type="checkbox"/> When reading to your child, talk to them about the author’s purpose of the story.

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☺ I can figure out the author’s lesson or purpose of the story in fiction or non-fiction writing.	☐ When reading to your child, talk to them about the author’s purpose of the story.
☺ I also know that authors have ways to make their writing more interesting. Some of these ways have to do with rhythm or the sounds of words.	☐ When an author uses <i>alliteration</i> he uses words that start with the same sound, like <i>big, bouncy blueberries</i> . When he uses <i>onomatopoeia</i> he uses words that sound like a sound, like <i>swoosh, or tinkle</i> .
☺ I can tell who is speaking or telling the story in a piece of writing.	Encourage your child to maintain a journal or diary where they write every day. You could set up a journal where you write something to them and have them respond to what you have written.
☺ I know how to write a paragraph with a topic sentence and supporting details.	☐ Parents can help with handwriting practice at home by providing the tools, such as lined paper, pencils, and cursive samples.
☺ I know how to write legibly in printing or cursive with correct spacing and margins.	☐ Provide your child with a dictionary and a thesaurus. Play word search games.
☺ I know how to effectively use a dictionary, thesaurus, Atlas, and encyclopedia.	
☺ I know how to revise my writing by using a rubric.	☐ Have your child write to family members and pen pals.
☺ I know how to write a descriptive narrative that is memorable to me.	
☺ I can write detailed descriptions of people, places, and things.	
☺ I know how to write personal and formal letters.	

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WHAT I NEED TO LEARN BY THE END OF THIRD GRADE IN READING & WRITING	HELPFUL HINTS & EXAMPLES
<p>☺ a) I know how to read sentences ending in exclamation points with excitement and feeling and how to read sentences ending in question marks so they sound like a question.</p> <p>b) I know how to write sentences that need exclamation points and question marks.</p> <p>☺ I know how to correctly find subjects, verbs, pronouns, adjectives, compound words, and articles in writing.</p> <p>☺ I know how to use verbs to tell the past, present, and future.</p> <p>☺ I know how to use subject and verbs correctly in my writing.</p> <p>☺ I know how to use capitals correctly for dates, cities, states, and book titles.</p> <p>☺ I know how to use commas for dates, locations, addresses, and words in a list.</p> <p>☺ I know how to use capitals correctly for places, holidays, and special events.</p> <p>☺ I know how to spell one syllable words with blends, contractions, compounds with endings and homophones.</p> <p>☺ I can put words in alphabetical order.</p>	<p><input type="checkbox"/> declarative – statement interrogative – question imperative – command exclamatory – abrupt, forceful (!)</p> <p><input type="checkbox"/> She watched the fast runner (Pronoun) (Verb) (Article) (Adjective) (Noun)</p> <p><input type="checkbox"/> had – past; have – present; will have - future</p> <p><input type="checkbox"/> Talk with your child about the difference between a subject and a verb.</p> <p><input type="checkbox"/> Modesto, CA</p> <p><input type="checkbox"/> October 1, 2006 Turlock, CA</p> <p><input type="checkbox"/> Yosemite National Park Memorial Day</p> <p><input type="checkbox"/> Blends – <i>shout</i>; Contractions – <i>it's</i>; Compounds – <i>waterfall</i> Homophones – <i>sea/see</i> (words that sound the same but are spelled differently).</p>