ELA SECTION

# Parent Guide

## FOR ENGLISH LANGUAGE ARTS

**ELA STANDARDS' EXPECTATIONS**
**Get an in-depth look at the skills your child will learn in third grade**

**This guide provides an overview of what your child will learn by the end of third grade in English Language Arts (ELA), as well as strategies and resources for learning outside of school.**

**THIS GUIDE INCLUDES:**

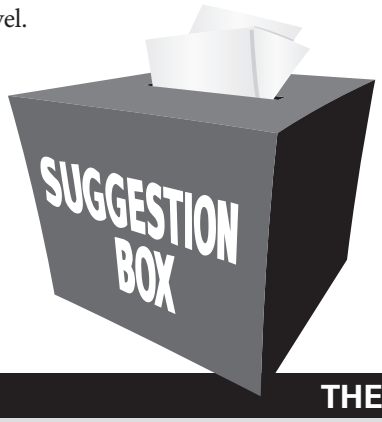
- an introduction to the NC English Language Arts Standard Course of Study
- an explanation of the skills your child is learning in third grade
- reading strategies for learning outside of school
- writing strategies for learning outside of school
- websites to support your child's learning

## THIRD GRADE

**PUBLIC SCHOOLS OF NORTH CAROLINA** State Board of Education | Department of Public Instruction

## INTRODUCTION TO THE NORTH CAROLINA STANDARD COURSE OF STUDY FOR ELA

In April 2017, the North Carolina State Board of Education adopted new ELA standards for grades K-12. The Standard Course of Study describes what students should know, understand, and be able to do by the end of each grade level. How these standards are taught is decided at a district level.




The NC Standard Course of Study was developed based on feedback provided from the following:

- Parents
- Community Members
- Business/Industry Professionals
- Higher Education Faculty
- Educators (teachers, administrators, curriculum specialists)

## THE NC STANDARDS ARE DIVIDED INTO 4 STRANDS:

**READING**

– Foundational Skills (K-5)
– Reading Literature
– Reading Informational Text

**WRITING**

**SPEAKING AND LISTENING**

**LANGUAGE**

### THE NC STANDARD COURSE OF STUDY HAS A NEW FORMAT THAT INCLUDES:

Standards with **bolded** terms

Clarification of the standards with suggestions for instruction, explanations, and examples

Glossary that defines the **bolded** terms from the Standards

## EXAMPLE OF THE NEW FORMAT

**Reading Standards for Literature**

| STANDARD | | CLARIFICATION | GLOSSARY |
|---|---|---|---|
| ***Cluster: Key Ideas and Evidence*** | | | |
| **RL.3.1** | Ask and answer questions to demonstrate understanding of a **text**, referring **explicitly** to the text as the basis for the answers. | Students ask and answer questions to show they understand the text. They use specific details in the text to support their answers.<br><br>*In the Classroom:*<br>As students read, they make annotations, noting details and ideas that are confusing and interesting. Students note questions they have about content or words. Students may record their annotations in the margins of the copied text, in response journals, or on sticky notes. Students share them with partners. | **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation<br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |

# ELA STANDARDS' EXPECTATIONS FOR THIRD GRADE

This section focuses on the key skills your child will learn throughout third grade, which build a solid foundation for success in later grades. The skills in each strand are broken down into topics. If your child is meeting the expectations outlined here, he or she will be well prepared for fourth grade. The ELA Standards' expectations for third grade include:

## READING FOUNDATIONAL SKILLS

**HANDWRITING**

*Students:*

• create readable documents in manuscript and cursive

**PHONICS AND WORD RECOGNITION**

*Students:*

• identify and understand words that have prefixes and suffixes such as -ness, -ity, and -ship
• read multiple syllable words
• read third grade appropriate irregularly spelled words

**FLUENCY**

*Students:*

• read and understand third grade level texts with accuracy, appropriate rate, and expression
• use context clues to recognize or self-correct words, re-reading if needed

## READING (LITERATURE)

**KEY IDEAS AND EVIDENCE**

*Students:*

• ask and answer questions about key details, referring explicitly to the text
• recount fables, folktales, and myths from diverse cultures
• demonstrate understanding of the central message, lesson, or moral and explain how the key details convey it
• describe the characters and explain how their actions contribute to the sequence of events

**CRAFT AND STRUCTURE**

*Students:*

• understand the meaning of words and phrases in a text
• identify words that impact the meaning of the text
• refer to parts of stories, dramas, and poems (such as chapter, scene, and stanza) when writing and speaking about the text
• describe how each part of a story, drama, or poem builds on earlier parts
• tell the difference between their point of view and the point of view of the narrator and/or characters

**INTEGRATION OF IDEAS AND ANALYSIS**

*Students:*

• explain how illustrations contribute to what is conveyed by the words in story
• compare and contrast the themes, settings, and plots of stories by the same author about the same or similar characters such as books in a series

**RANGE OF READING AND THE LEVEL OF COMPLEXITY**

*Students:*

• read and understand texts appropriate for third grade independently and for a sustained period of time
• connect background knowledge and experiences to texts

## READING (INFORMATIONAL TEXT)

**KEY IDEAS AND EVIDENCE**

*Students:*

• ask and answer questions about key details, referring explicitly to the text
• determine the main idea of a text
• recount the key details in a text and how those key details support the main idea
• describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, thinking particularly about time, sequence, and cause/effect

**CRAFT AND STRUCTURE**

*Students:*

• understand the meaning of words and phrases in texts on third grade topics
• use text features and search tools to find relevant information on a topic
• tell the difference between their point of view and the point of view of the author

**INTEGRATION OF IDEAS AND ANALYSIS**

*Students:*

• use the illustrations and words to understand the text
• describe how the author connects ideas between sentences and paragraphs to support specific points
• compare and contrast the most important points and key details presented in two texts on the same topic

**RANGE OF READING AND THE LEVEL OF COMPLEXITY**

*Students:*

• read and understand texts appropriate for third grade independently and for a sustained period of time
• connect background knowledge and experiences to texts

## WRITING

### TEXT TYPES, PURPOSES, AND PUBLISHING

*Students:*

- organize information and ideas based on a topic to plan and prepare to write
- write **opinion** pieces that: introduce the topic or book they are writing about, state an opinion, supply reasons for that opinion in an organized structure, use linking words, and provide a concluding statement
- write **informative** pieces that: introduce a topic, group related information together using illustrations when needed, use facts, definitions, and details to develop the topic, use linking words and phrases, and provide a concluding statement
- write **narrative** pieces that: develop real or imagined events, introduce the characters/narrator, organize the sequence of events, use dialogue and descriptions of actions/thoughts/feelings, use words that signal order, and provide a sense of closure
- revise and edit based on peer and adult feedback (with guidance and support)
- use digital tools to produce and publish their writing (with guidance and support)
- use digital tools to collaborate and interact with others (with guidance and support)

### RESEARCH

*Students:*

- conduct short research projects
- gather information from sources and recall information from personal experiences
- take brief notes on the gathered information and sort into categories

## SPEAKING AND LISTENING

### COLLABORATION AND COMMUNICATION

*Students:*

- follow predetermined rules to discuss grade level texts and topics
- come prepared for discussions by having read or studied the material
- ask questions, keep their comments on topic, and link their comments to others during discussions
- determine the main ideas and supporting details from a text read aloud or information presented (orally or through digital media)
- ask and answer questions about a speaker's presentation

### PRESENTATION OF KNOWLEDGE AND IDEAS

*Students:*

- use appropriate facts and relevant, descriptive details when reporting on a topic or text, tell a story, or recount a personal experience
- speak clearly in complete sentences and at a reasonable pace
- create audio recordings of stories and poems that demonstrate steady reading
- add pictures or other visual representations to enhance or emphasize certain facts or details

## LANGUAGE

### CONVENTIONS OF STANDARD ENGLISH

*Students:*

- demonstrate understanding of progressively more difficult standard grammar rules and parts of speech, expanding on their previous work with nouns, verbs, adjectives, conjunctions, prepositions, etc.
- produce complete sentences and questions, as well as use conventions such as capitalization, punctuation, and spelling.

### KNOWLEDGE OF LANGUAGE

*Students:*

- choose words and phrases for effect
- recognize differences between the conventions of spoken and written standard English

### VOCABULARY ACQUISITION AND USE

*Students:*

- determine the meaning of unknown and multiple meaning words in third grade level books using context clues, word parts, reference materials, and noting how words are related
- distinguish literal and nonliteral meanings of words/phrases
- distinguish meanings among related words that describe states of mind or degrees of certainty such as knew, believed, wondered
- use grade-appropriate words and phrases

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by individual grades so you will notice that your child will be working with the same skills in multiple grades, but the activities and texts will become more complex. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade of the band, students are applying the skill to more complex text as they work toward mastery.

## PORTION OF THE CONTINUUM FOR LANGUAGE STANDARD 1

| SKILL | K-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|---|---|---|---|---|---|
| **Subject/Verb Agreement** | • Use singular and plural nouns with matching verbs in basic sentences | • Ensure subject/ verb agreement | • Continue to ensure subject/ verb agreement | • Continue to ensure subject/ verb agreement | Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded. |
| **Nouns** | • Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)<br>• Use common, proper, & possessive nouns | • Explain the function of nouns<br>• Use collective nouns (such as *group*)<br>• Form and use frequently occurring regular and irregular plural nouns | • Use abstract nouns (such as *courage*)<br>• Continue to use regular and irregular plural nouns | | |

# READING STRATEGIES

Reading outside of school provides the additional support and encouragement that allows students to create a deep passion for reading, to deepen their comprehension skills, and to build a broad vocabulary knowledge. Reading strategies can be developed and used before, during, and after reading takes place. These strategies reinforce what your student is learning in third grade.

## ACTIVITIES TO DO AT HOME:

• **Provide** a time and space for your child to read every day.

• **Find** small and simple poems. Read them together and talk about the feelings they convey. Try making up your own poems together about objects, people you know, or anything you like!

• **Read** to your child or have your child read to you every day. Reading aloud to children, of all ages, provides opportunities to discuss more challenging and complex plots and themes which builds critical thinking skills.

• **As** your child learns to read new words and understand the meaning of those words, help him/her keep track of them in his/her own dictionary. Your child can write them down, draw pictures to illustrate the words or the definitions, or write sentences with the words.

• **Discuss** any confusing parts, elements, or information in the book, chapter, or passage.

• **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!

• **Ask** your child to retell what he/she read in his/her own words.

• **Ask** your child to summarize what he/she read and tell what he/she learned from what was read. This could be connected to something in real life, another reading, or to events happening in the world.

• **Visit** the local library and make reading fun for the entire family

• **Give** your child opportunities to participate in new experiences. Visit museums, the zoo, theaters, historical sites, aquariums, etc. to help build your child's vocabulary and speaking skills.

• **Find** a series that interests your child and begin to read it together. You can read to your child, your child can read to you, and he/she can read a chapter independently. You and your child can interview each other as you read — ask about main ideas, events, and thoughts you each have about the books and characters.

• **Begin** a family project of building vocabulary. Ask all family members to contribute to the project by submitting new vocabulary words they read or hear. Vocabulary words may be compiled in a decorative container in a prominent place. Family members practice using the new vocabulary words in their speaking and writing.

• **Act** out a story, poem, or other text as if it is a play by using different voices for the characters. This will help children practice appropriate pacing while reading and encourage reading with expression.

• **As** your child develops favorite authors, look online for that author's website. Your child can email or write a letter to the author (under your supervision). The author may even be at a book signing or other events in your neighborhood for you and your child to attend.

• **When** you or your child uses a word with a prefix or suffix, stop to talk about it. Break down the word and talk about what the prefix or suffix and the root word mean together. Think of other words that have that same suffix or prefix. You can also write the word out on two separate cards, with the prefix on one and the root word on the other and make new words with the cards. Write down the different words with prefixes and suffixes you and your child use.

• **Talk** about current events together. Discuss with your child so he/she understands what is happening and how it connects to him/her, other events that he/she may have seen or read about, and other areas of the community.

• **Use** magnetic letters, letter tiles, or cards from games to create both real and silly words. Practice building longer words by putting together shorter words and sounds.

• **After** your child reads a story, make up your own version, changing details such as setting, time, or even the ending. You can change the story so it occurs in places or with characters you know. This helps your child understand story structure and make comparisons. Alternatively, make up your own version of a fairy tale or known story.

# POSSIBLE QUESTIONS/PROMPTS TO ASK AS OR AFTER YOUR CHILD READS:

*Who was this about?*

*Where did this take place?*

*What is the lesson/moral? How do you know?*

*How did the characters' actions help move the story along?*

*What clues can you find in the sentence or paragraph that help you figure out the meaning of _____?*

*Who is telling the story in this section? How do you know?*

*How are these two stories different? Similar?*

*What details explain or support the main idea?*

*What is the result of _____'s idea?*

*What did you do to help you figure out an unknown word?*

*What information did you get from the map/chart/photo?*

*What details does the author use to support his/her point?*

*What strategies can you use when you don't understand the text?*

*What were the main ideas/topics?*

*Retell the story in sequential order.*

*Which of these details is really important to the story? How do you know?*

*What do you think the author is trying to say when he/she uses the word/phrase ____?*

*How does what the author said in an earlier paragraph help us understand what is happening now?*

*What clues do the illustrations in the story provide to help you understand the plot (or setting or characters) of the story?*

*Summarize the text.*

*How are _____ and _____ related?*

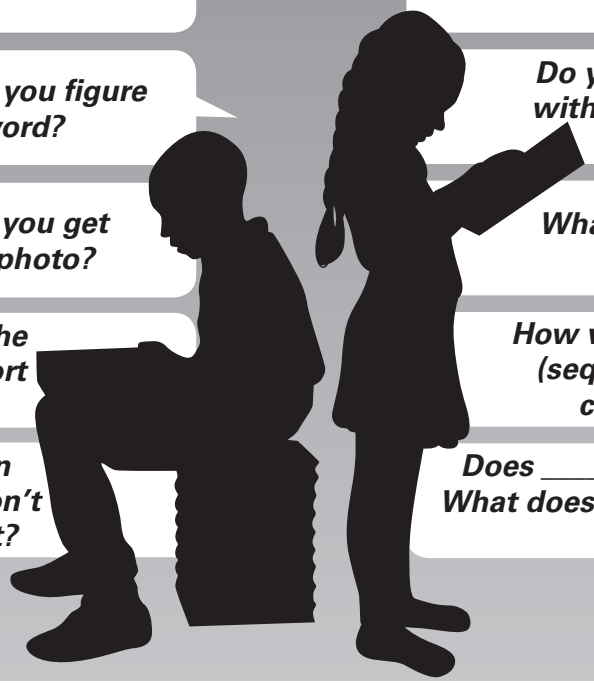
*What does the word _____ mean in this sentence?*

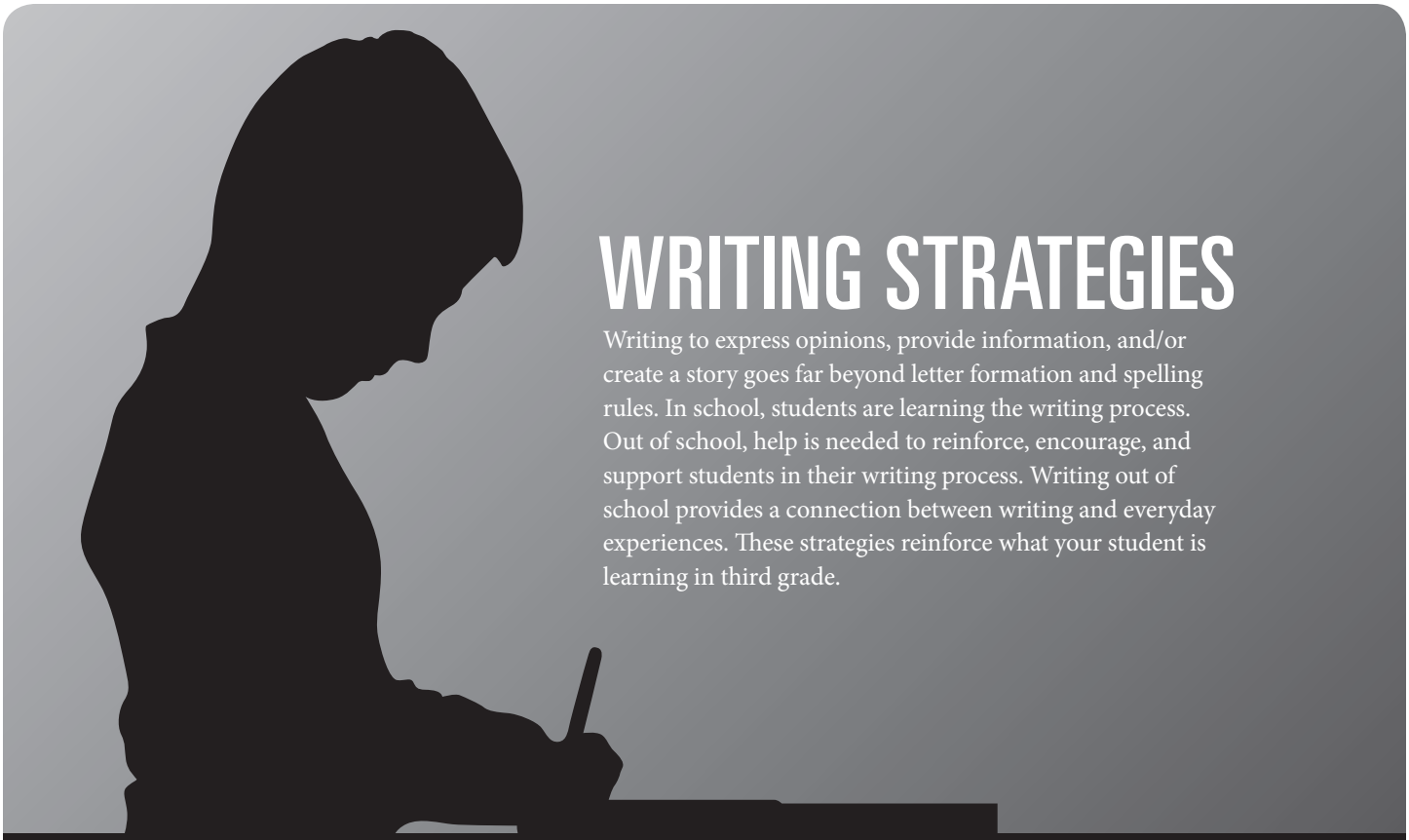
*Do you agree or disagree with what the author has said so far?*

*What is the root word in _____?*

*How was this text written? (sequence, comparison, cause/effect, etc.)*

*Does _____ have a prefix or suffix? What does the prefix/suffix do to the root word?*





# WRITING STRATEGIES

Writing to express opinions, provide information, and/or create a story goes far beyond letter formation and spelling rules. In school, students are learning the writing process. Out of school, help is needed to reinforce, encourage, and support students in their writing process. Writing out of school provides a connection between writing and everyday experiences. These strategies reinforce what your student is learning in third grade.

## ACTIVITIES TO DO AT HOME:

• **Help** your child organize his/her thoughts by planning what he/she wants to write. Using sticky notes or a graphic organizer will provide a visual way to accomplish this.

• **Discuss** family stories and history. Encourage your child to ask questions. Work together with your child to create a book, magazine, poem, short story, newspaper article, pamphlet, or other written narrative of your family's history.

• **Encourage** (and help) your child to write a letter, birthday card, get well card, thinking of you card, or thank you note to family members or friends.

• **Help** your child create a poster, collage, pictograph, or infographic about something your child or your family learned or experienced recently.

• **Encourage** your child to draw and/or write his/her own version of a favorite story. Or, encourage your child to create or write a next chapter (or page) for his/her favorite book.

• **When** your child asks a question, research the answer together using books or computers (under your supervision). Then create an informative poster or collage which tells the question, the answer, and uses both texts and illustrations to show what they learned.

• **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.

• **Help** your child choose something that he/she wants to do or learn to do. Work with your child to research information related to the topic chosen. Ask your child to create a brochure, flyer, or "How To" manual or guide describing/explaining the topic, or how to do something. Then, together, you and your child can follow the guide to do or learn to do the chosen topic.

• **During** a family event, take a photograph. After the family event, ask your child to write a brief summary to go along with the photograph and send the photograph and your child's summary to the local newspaper to be printed with community events.

• **Keep** a family journal of trips, weekends, and special times spent together. Your child can both write and illustrate the journal. Pick a favorite entry from the journal and use it to expand your child's writing. You and your child can write a longer piece or story about that event and illustrate it with photographs or drawings.

• **Under** your supervision, begin to help your child use a computer to research a topic or communicate with friends and family. Your child can also use the computer to write his/her own pieces or pieces you write together.

# RESOURCES FOR LEARNING OUTSIDE OF SCHOOL

At home, you play an important role in your student's academic success. You are a valuable resource for your child. The websites provided below are not an all-inclusive list, but are intended to provide quality resources for you to support your child's learning.

- **www.readwritethink.org/parent-afterschool-resources/grade/3-4/**
— a language arts resource for both in and out of school; parent and afterschool resources are provided by grades

- **www.readingrockets.org/reading_research_guides_resources**
— research, guides, and resources for supporting reading

- **www2.ed.gov/parents/read/resources/edpicks.jhtml**
— reading resources for parents

- **www.readingpartners.org/take-action/resources-for-parents/**
— supports parents as reading partners for their children and helps parents stay informed about early literacy

- **www.scholastic.com/parents/resources/article/more-reading-resources/reading-tips-parents**
— reading tips for parents; 7 tips to keep reading exciting and enjoyable for children

- **www.education.com/guided-lessons/**
— choose the grade and scroll down to "reading" to learn more about lessons your student can practice for mastery of a skill

- **www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-choose-book-30320.html**
— tips on how to help children choose a book

- **www.dpi.state.nc.us/curriculum/languagearts/parents/**
— NCDPI ELA Parent page