

A Parent's Guide To Third Grade English Language Arts

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Third Grade English Language Arts (ELA) is more than just reading and writing. It includes skills like speaking, listening, and viewing as well. ELA offers us a way to communicate. Through ELA, your child can apply what s/he learns to solve real problems at home, at school and in the community.

Glossary Terms

Words that have asterisks (*) are defined in the Glossary located in the back of this booklet.

By the end of Third Grade, your child should know and be able to do the following:

READING

Word Recognition & Word Study*



- Use letter and word clues to recognize words.
- Easily recognize frequently encountered words.
- Use the sentences and words surrounding an unknown word to understand its meaning.
- Know the meaning of words third graders often see.
- Use strategies to construct meaning.
- Self correct and use fix-up strategies if a word doesn't sound right or make sense while reading.
- Automatically read words third graders often see.
- Read aloud using expression, punctuation cues and tone of voice.

Narrative Text (Fiction)

- Describe how characters in literature express feelings about one another.
- Identify and describe a variety of narrative genre, like folktales, fables, and realistic fiction.
- Identify and describe:
 - characters' thoughts
 - story theme*
 - main idea
 - lesson/moral
- Explain how authors use literary devices to:
 - develop a story theme
 - describe a setting



Informational Text (Non-fiction)

- Identify and describe a variety of informational genre, such as textbooks, encyclopedias, and magazines.
- Discuss informational text patterns:
 - problem/solution
 - sequence
 - compare/contrast
 - description
- Explain how authors and illustrators use text features to help readers understand ideas:
 - title
 - heading and subheading
 - time lines
 - preface
 - index
 - table of contents



Comprehension

- Connect personal knowledge and experience to themes* and ideas in texts.
- Retell story elements* with details.
- Compare and contrast relationships among characters, events, and key ideas.
- Use and apply what has been read in Science and Social Studies texts when reading.

Metacognition*

- Know when they do or do not understand what they are reading.
- Know when to use strategies to increase their understanding of texts:
 - predicting
 - making mental pictures
 - questioning
 - rereading
 - inferring*
 - summarizing*
 - graphic organizers*



Ways to praise your child...

You are quick learner!
You have a great imagination!
This is wonderful work!
You are really catching on!

Critical Standards*

- Decide and discuss what qualities make a good story.
- With help from the teacher, begin to know how to measure the quality of their own work and the work of others.
- Use student and class created rubrics*.



Reading Attitude

- Be enthusiastic about reading and learning how to read.
- Choose to read and write on his/her own.

Ways to praise your child...
You really know how to stay on task!
You're sensational!
You're catching on!
You're doing a great job!

WRITING



Writing Genre

- Write a narrative piece that includes personification*, setting, and develops the character.
- Write poetry based on reading a variety of grade-level poetry.
- Write a report with a title, heading, subheading, and a table of contents.
- Use the steps in the writing process to produce and present a research project.

Writing Process

- Think about the purpose, audience, and author's styles when writing narrative and informational text.
- Before writing, use strategies such as story maps*, webs*, and Venn Diagrams* to plan the piece.
- Write sentences of varying lengths and patterns.
- Create a mood when drafting a story.
- Use organizational patterns in informational writing.
- Revise, edit, and proofread their writing using resources such as dictionary, spell check, and writing reference books.

Personal Style

- Express own personal style or individuality when writing.

Grammar and Usage

- Write with complete sentences using:
 - subject and verb agreement
 - past tense
 - nouns as possessive nouns*
 - commas in a series
 - quotation marks and capitalization in dialogue

Spelling

- Spell frequently used words correctly.
- Use the following word cues and resources found in the classroom to spell words:
 - letter/sound
 - word families
 - word walls
 - word lists
 - dictionaries
 - spell checkers

Handwriting

- Write the cursive^x alphabet.



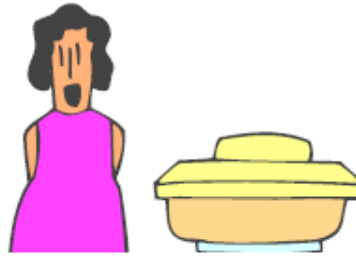
Writing Attitude

- Be enthusiastic to learn and practice writing.

SPEAKING

Conventions *

- Use correct verb tenses to express the past, present and future.
- Change language to fit the audience and purpose.
- Emphasize key words.
- Vary the speed of speaking and tone of voice for effect.
- Make presentations using Standard English*.
- Provide examples of language differences from neighborhood to neighborhood and among different cultures.



Spoken Discourse*

Speaking loudly and clearly in complete sentences, your child will...



- Participate in meaningful conversations with their peers such as book clubs or literature circles.
- Be able to discuss books and articles to explain why they are worthwhile and relevant.
- Be able to respond to multiple texts by reflecting, making connections, taking a position, and sharing understandings.
- Plan and deliver presentations that are organized and include facts, details, and a change in the pace for effect.

LISTENING AND VIEWING

Conventions*

- Listen carefully and answer questions with appropriate detail.
- Tell the difference between verbal and non-verbal strategies and how they improve understanding of the spoken message.
- Be aware of the role the media plays in focusing our attention on events and opinions.

Response

- Listen to, or view and discuss a variety of genre and compare their responses.
- Select, listen to, view and discuss classic and contemporary texts.
- Make connections, take a position, and share understandings between multiple texts.
- Retell, explain, and relate a speaker's message to personal experience.

Study Tip...

Find a quiet place, away from distractions, with ample room to work. Once you've found it, study at the same place every time. It could be a desk in your bedroom or the kitchen table.

Glossary Terms



context clues - hints from the surrounding words, phrases or sentences about the unknown word

conventions - the rules about how words and language work when speaking or writing

critical standard - the high level of quality students must be able to recognize, to determine if their work will meet expectations

cursive - a style of handwriting in which the letters in a word are connected

genre - a category used to describe different kinds of texts, such as folktales, fables, and realistic fiction

graphic organizer - a form or pattern that is used to organize information

inference - a logical guess based on clues in the text and on the reader's own knowledge and common sense

metacognition - the process of thinking about one's own thinking. Example: Being able to know when they do or do not understand what they are reading.

metaphor/simile - figures of speech in which two things or ideas are compared. Metaphors compare two things in such a way as to imply that one is another. *The fog is a wet blanket.* Similes use words such as "like" or "as" to compare. *The fog is like a blanket.*

personification - a type of figurative language in which human qualities are given to animals, nonliving things, or ideas. Example: The toys in the baby's room begged us to play with them.

Glossary, continued

possessive noun - a word that shows ownership
The dog's collar is too tight. Dog's is the possessive noun. It tells you the collar belongs to the dog.

rubric - a scoring guide to assess student performance

Standard English - the form of English widely accepted as being clear and understood

story elements - include main characters, setting, problem, major events, resolution, and theme

story map - chart used to outline details describing story elements

summarize - to tell the important information in a selection and include the important details that support the main idea

theme - the central idea or message in a piece of writing

Venn Diagram - a chart with overlapping circles, used to compare and contrast

web - a form or pattern resembling a web that is used to organize information

writing genre - a category used to describe different kinds of writing, such as poetry, fiction, magazine article, etc.

Questions to ask your child's teacher...