

Archdiocese of New York Grade 3 English Language Arts Parent Matrix

This parent matrix is intended to be a tool for you as a parent to help support your child’s learning. The table below contains all of the Grade 3 English Language Arts learning standards. Learning standards describe the knowledge and skills that students should master by the end of Grade 3. Each standard has a specific code. For example, RL.3.1 stands for “Reading for Literature Grade 3 Standard 1.” You will often see these standards referenced on your child’s quizzes, worksheets, tests, etc.

You should access the recommended resources in the right hand “Resources” column electronically by clicking on the hyperlinks provided. **However, we suggest that you also download and print this matrix.** You will notice that the column all the way to the left is marked “Parent Notes.” You can use this column to take notes on your child’s progress. You may wish to check off each standard after you have worked on it with your child.

In English Language Arts, there are six main categories of standards. These include Reading Standards for Literature, Reading Standards for Informational Texts, Foundational Reading Skills, Writing Standards, Speaking & Listening Standards, and Language Standards. Each category is highlighted in a different color. In class, students will typically work on standards from multiple categories at one time. **Your child’s teacher will be able to tell you which standards you should focus on with your child throughout the year.**

We hope that this parent matrix is a valuable resource for you. If you find that you would like additional practice materials to work on you can use the standard codes provided below to search for additional resources.

Reading for Literature	Reading for Informational Text	Foundational Reading Skills	Writing	Speaking and Listening	Language
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These standards pertain to students' ability to read and analyze different types of literature, such as poetry, prose, and drama.	These standards pertain to students' ability to read and examine the claims and evidence presented in nonfiction texts such as textbooks, magazine articles, biographies, and manuals.	These standards focus on the development of basic skills such as understanding print and letter sounds that students will need to become proficient readers.	These standards pertain to students' ability to use their expanding vocabularies and command of standard English to write organized writing pieces for a range of audiences and tasks.	These standards require students to be able to express their thoughts, feelings, and ideas clearly, adhere to conversational norms, and appropriately apply formal and informal English to different situations.	These standards focus on students' ability to master standard English grammar, conventions, usage, capitalization, punctuation, spelling, and word relationships when writing and speaking.
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READING STANDARDS FOR LITERATURE

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Reading for Literature Grade 3 Standard 1 (RL.3.1)	Students must be able to support what they say about a book by referring to events and details from the book. Students must be able to generate questions about what they have read in a book.	Ask your child . . . “What happened in the book that shows you that?” “It’s your turn to ask me questions about the book we read. What questions do you have for me?”	https://learnzillion.com/lessons/1964-describe-characters-in-a-story-by-noticing-the-words-and-phrases-an-author-uses Read the story with your child. Then watch the video and help her/him to identify additional examples of words and phrases the author uses to describe the characters and their actions.

	<p>Reading for Literature Grade 3 Standard 2 (RL.3.2)</p>	<p>Students must be able to explain the main message of a fable, folktale, or myth and explain how the author develops that main message.</p>	<p>Ask your child . . .</p> <p>“What is the lesson that you learned from that story, fable, etc.?”</p> <p>“How did the author make that lesson clear in the story?”</p>	<p>http://www.aesopfables.com/</p> <p>http://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-k-2/masks_and_aesops_fables_plot_chart.ashx</p> <p>Choose fables from the site to read with your child. Then help him/her to complete the “Fable Plot Chart” for each one.</p>
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	<p>Reading for Literature Grade 3 Standard 3 (RL.3.3)</p>	<p>Students must be able to describe the personalities, physical traits, motivations, and feelings of characters in the stories that they read. Students must be able to explain how what a character does influences a particular story.</p>	<p>Ask your child . . .</p> <p>“What is that character like?” “What does that character look like?”</p> <p>“What does that character want?”</p> <p>“How does that character feel when . . . ?”</p> <p>“When the character . . . what is the result?”</p> <p>“What does the character do to cause . . . ?”</p>	<p>https://learnzillion.com/lesson_plans/1282</p> <p>Read the story with your child. Then watch the video and help him/ her answer the writing prompt.</p>
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	<p>Reading for Literature Grade 3 Standard 4 (RL.3.4)</p>	<p>Students must be able to figure out the meaning of unfamiliar words and understand when a word is being used literally (ex: The baby <u>took her first steps</u>) vs. non-literally (ex: We <u>took the first steps</u> towards buying a new home).</p>	<p>Ask your child . . .</p> <p>“What does that word mean in the sentence?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What do you think that word might mean based on the rest of the sentence?”</p> <p>Create a “Word Wall” in your home. Post words you and your child have learned together on your home word wall.</p>	<p>http://www.ehow.com/list_6572225_figurative-language-activities-third-grade.html</p> <p>Try some of the activities suggested in this article at home.</p> <p>http://www.k12reader.com/worksheet/play-the-word-meaning-game/view/</p> <p>Print out the worksheet and complete the activity with your child.</p>
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	<p>Reading for Literature Grade 3 Standard 5 (RL.3.5)</p>	<p>Students must use the words chapter, scene, and stanza when they are talking about books, plays, or poems. They must be able to explain how one chapter/ scene/ stanza leads to the next.</p>	<p>Ask your child . . .</p> <p>“What happened in chapter 2?”</p> <p>“Show me where the third scene is.”</p> <p>“Where is the fourth stanza?”</p> <p>“How did the first chapter lead to the second chapter?”</p>	<p>https://learnzillion.com/lessons/2062-identify-changes-that-occur-across-the-stanzas-of-a-poem</p> <p>Read the poem and then watch this video lesson with your child.</p>
	<p>Reading for Literature Grade 3 Standard 6 (RL.3.6)</p>	<p>Students must be able to form their own opinions about a book and express any differences that their opinions might have from that of the author or characters in the book.</p>	<p>Ask your child . . .</p> <p>“What does the author think about . . . ?</p> <p>“Do you agree with the narrator? Why? Why not?”</p> <p>“What does the character think about . . . ?”</p>	<p>https://learnzillion.com/lessons/2105-determine-a-character-s-point-of-view</p> <p>Read the poem with your child. Then watch this video with your child to review the concept of differing points of view between your child and the characters.</p>

	<p>Reading for Literature Grade 3 Standard 7 (RL.3.7)</p>	<p>Students must be able to understand how illustrations can enhance what is happening in a story by helping to create a mood or show something about a character or setting.</p>	<p>Ask your child . . .</p> <p>“What does that picture show us about (that character, the setting, etc.)?”</p> <p>“What kind of mood does that picture create?”</p> <p>“What part of the story is that picture showing us?”</p>	<p>https://learnzillion.com/lesson_plans/1344-day-3-the-tale-of-jemima-puddle-duck#fndtn-lesson</p> <p>Read the story with your child. Then print the worksheet and answer the questions with him/her. Refer back to the illustrations and specified pages as you work.</p>
	<p>Reading for Literature Grade 3 Standard 9 (RL.3.9)</p>	<p>Students must be able to explain similarities and differences in the main messages, settings, and events of stories written by the same author.</p>	<p>Ask your child . . .</p> <p>“Do (book A) and (book B) have a similar message? How? What’s similar? What’s different?”</p> <p>“Do (book A) and (book B) take place in the same place? What’s similar? What’s different?”</p> <p>“Does anything similar happen in (book A) and (book B)? Does anything different happen?”</p>	<p>http://www.readwritethink.org/files/resources/interactives/lit-elements/</p> <p>Use this interactive tool to help your child make graphic organizers to compare the characters, settings, and/or events of stories written by the same author.</p>

	<p>Reading for Literature Grade 3 Standard 10 (RL.3.10)</p>	<p>By the end of the year, students should be able to read and understand grade-level literature when working independently.</p>	<p>When you help your child pick out books, make sure that the books and stories he/she is reading are on the 3rd grade level. If you are not sure what reading level a particular work is, look in the front cover or ask a librarian or teacher to help you.</p> <p>Read to your child frequently, but also encourage him/her to read independently.</p> <p>Set aside a daily reading time in your household.</p> <p>Model independent reading by reading your own book while your child is reading.</p>	<p>https://learnzillion.com/lessons/1814-interpret-the-title-of-a-poem</p> <p>Watch this video with your child to guide him/her to be able to read and understand poetry independently.</p>
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	Reading for Literature Grade 3 Standard 11 (RL.3.11)	Students must be able to describe connections between the different types of literature they read. They also must be able to make connections between what they read and their lives.	Ask your child . . . “Can you connect this book to anything else you’ve read? What is the connection between those two things?” “Does . . . remind you of anything in your own life? How? Why?”	http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/read-world-around-30299.html Use these tips to help your child make connections between their reading and their own lives.
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READING STANDARDS FOR INFORMATIONAL TEXT

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Reading for Informational Text Grade 3 Standard 1 (RI.3.1)</p>	<p>Students must be able to support what they say about an article or other text by referring to events and details from the text. Students must be able to generate questions about what they have read in an article or other text.</p>	<p>Ask your child . . .</p> <p>“What happened in the article that shows you that?”</p> <p>“It’s your turn to ask me questions about the article we read. What questions do you have for me?”</p>	<p>https://learnzillion.com/lesson_plans/1326-day-1-my-name-is-sayeed#fndtn-lesson</p> <p>Read the article with your child. Then watch the video and complete the worksheet and timeline with her/him.</p>
	<p>Reading for Informational Text Grade 3 Standard 2 (RI.3.2)</p>	<p>Students must be able to explain the central topic of a text and show how different details or events from the text develop that topic.</p>	<p>Ask your child . . .</p> <p>“What is this article mainly about?”</p> <p>“What are some details from the article that show that . . . is the main topic?”</p>	<p>http://www.k12reader.com/worksheet/find-the-main-idea-planets/</p> <p>Print out the worksheet and complete the activity with your child.</p>

	<p>Reading for Informational Text Grade 3 Standard 3 (RI.3.3)</p>	<p>Students must be able to retell a series of historical events from a historical article or a history textbook. Students must be able to explain a scientific idea or concept they read about in a scientific article or textbook.</p>	<p>Ask your child . . .</p> <p>“What happened first? What happened after that? and so on . . .”</p> <p>“Did . . . cause . . . ?”</p> <p>“What was the effect of . . . ?”</p> <p>Seek out historical and scientific articles to read with your child. Consider subscribing to a kids’ magazine through Scholastic, TIME for Kids, National Geographic for Kids, or another publishing company.</p>	<p>https://learnzillion.com/lessons/1747-make-mental-pictures-as-you-read</p> <p>Watch this video with your child.</p>
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	<p>Reading for Informational Text Grade 3 Standard 4 (RI.3.4)</p>	<p>Students must be able to use context clues to figure out the meaning of new content-specific vocabulary (words related to science, history, etc.).</p>	<p>Ask your child . . .</p> <p>“What does that word mean in the sentence?”</p> <p>“What do you think that word might mean based on the rest of the sentence?”</p> <p>Create a “Word Wall” in your home. Post words you and your child have learned together on your home word wall.</p>	<p>https://learnzillion.com/lessons/1750-use-vocabulary-in-a-text-to-deepen-your-understanding</p> <p>Use this video lesson to further help your child determine the meaning of new vocabulary in informational texts.</p>
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	<p>Reading for Informational Text Grade 3 Standard 5 (RI.3.5)</p>	<p>Students must be able to locate information in dictionaries, articles, textbooks, websites, etc. quickly by understanding how to use features such as keywords, titles, and sidebars.</p>	<p>Ask you child . . .</p> <p>“What word can we look for in the text that might help us find the answer to that question more quickly?”</p> <p>“Is there anything in the sidebar of this website that might help us answer that question more quickly?”</p> <p>“Let’s look at the different headings. Can one help us find the answer to the question?”</p> <p>Use text feature language when reading with your child. For example, don’t just point to a chapter title, point to it and say, “Let’s read the title together.” When on the internet, say, “Let’s look at the sidebar together,” and point to the sidebar with the mouse.</p>	<p>http://www.k12reader.com/worksheet/20-nonfiction-text-features-posters/view/</p> <p>Print this packet and keep it somewhere accessible in your home and/or refer to it online to assist your child in identifying key text features. Review them prior to reading an informational text and then try to find example in your reading with your child.</p>
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	<p>Reading for Informational Text Grade 3 Standard 6 (RI.3.6)</p>	<p>Students must be able to form their own opinions about a text and express any differences that their opinions might have from that of the author of a text.</p>	<p>Ask your child . . .</p> <p>“What does the author think about . . . ?</p> <p>“Do you agree with the author? Why? Why not?”</p>	<p>https://learnzillion.com/lessons/4793-comprehension-skill-video-my-name-is-sayed-day-5</p> <p>Read the article with your child. Then watch the video lesson to help your child better understand how to determine an author’s point of view.</p>
	<p>Reading for Informational Text Grade 3 Standard 7 (RI.3.7)</p>	<p>Students must be able to use maps, illustrations, and graphics, to enhance their understanding of scientific and historical texts.</p>	<p>Ask your child . . .</p> <p>“What does that map show you about what you read?”</p> <p>“What is similar about the picture/ chart and what we just read?”</p> <p>When reading a textbook or article with your child, stop as you encounter pictures, maps, and charts to look at them and examine their connection to what you are reading.</p>	<p>https://learnzillion.com/lessons/2051-use-information-from-text-and-illustrations-to-understand-a-topic</p> <p>Read the article with your child. Then watch the video lesson to help him/her learn to use illustrations to better understand a text.</p>

	<p>Reading for Informational Text Grade 3 Standard 8 (RI.3.8)</p>	<p>Students must be able to explain how one sentence is related to the rest of a paragraph, or how one paragraph is related to other paragraphs in the text.</p>	<p>Ask your child . . .</p> <p>“What is the relationship between that sentence and the rest of the paragraph?”</p> <p>“How does (paragraph A) help prepare us for (paragraph B)?”</p> <p>“Which paragraph tells us about the cause of . . .?”</p> <p>“Which paragraph tells us about the effect of . . .?”</p> <p>“What happens first? What happens next?”</p> <p>“What is similar about (paragraph A) and (paragraph B)?”</p> <p>“How are (paragraph A) and (paragraph B) different?”</p>	<p>https://learnzillion.com/lessons/4790-comprehension-skill-video-my-name-is-sayed-day-2</p> <p>Read the article with your child. Then watch the video to help your child make connections between ideas and details across a text.</p>
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	<p>Reading for Informational Text Grade 3 Standard 10 (RI.3.10)</p>	<p>By the end of the year, students should be able to read and understand grade-level social studies and science textbooks and other articles in these subject areas.</p>	<p>Spend time reading social studies and science textbooks and articles with your child.</p> <p>Consider subscribing to a kids' magazine through Scholastic, TIME for Kids, National Geographic for Kids, or another publishing company.</p> <p>Read to your child frequently, but also encourage him/her to read independently.</p> <p>Set aside a daily reading time in your household.</p> <p>Model reading informational texts independently by reading newspapers and other articles while your child reads his/her textbook or another informational text.</p>	<p>https://learnzillion.com/lessons/1749-have-a-conversation-in-your-head-as-you-read</p> <p>Watch this video with your child to help him/her to better understand a text as he/she is reading independently.</p>
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READING STANDARDS: FOUNDATIONAL SKILLS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Foundational Reading Skills Grade 3 Standard 3 (RF.3.3)</p>	<p>Students must be able to use grade-appropriate strategies to make sense of the words they encounter when reading. In order to do this, they must be able to:</p> <p>A. Recognize prefixes, which come at the beginning of a word and give students a clue to what the word might mean. Examples of prefixes include un-, in-, and dis-. Students must also recognize derivational suffixes. A derivational suffix comes at the end of a word and slightly changes its meaning. For example, the derivational suffix “-able” can be added to the word “break” to create a new word, “breakable.”</p> <p>B. Read words with Latin suffixes. Latin suffixes come at the end of words and offer clues to their meanings. For example, the suffix “-ify” means “to make or cause to become.”</p> <p>C. Read words that are comprised of more than one syllable. For example “because” is a multisyllabic word because it can be divided into two syllables: “be” and “cause.”</p>	<p>Intentionally use the words “prefix” and “suffix” when reading with your child. Ask your child:</p> <p>“Do you see any words that have a prefix/ suffix in this sentence?”</p> <p>“What does that prefix/ suffix mean?”</p> <p>“If we were to add the suffix (-able, -ify, etc.) to that word, how would that change the meaning of the word?”</p> <p>Help your child break up multisyllabic words into syllables. Pay attention to multisyllabic words your child is struggling with when reading out loud. Stop your child from reading and help him identify the different syllables.</p> <p>Use lists of grade-level words and quiz your child on those words, particularly words that are spelled differently than they sound. Your child’s teacher should be able to provide you with these lists.</p>	<p>A. https://learnzillion.com/lessons/833-break-up-words-into-syllables-after-a-prefix</p> <p>Watch these video lessons with your child to help him/her recognize common prefixes and break up words to read them.</p> <p>B. https://learnzillion.com/lessons/834-break-up-words-into-syllable-before-the-suffix</p> <p>Watch these video lessons with your child to help him/her recognize common suffixes and break up words to read them.</p> <p>C. https://learnzillion.com/lessons/830-break-up-words-into-syllables-between-two-consonants-vc-cv</p> <p>Watch this video lesson with your child to review how to break up words with more than one syllable.</p>
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	<p>Foundational Reading Skills Grade 3 Standard 4 (RF.3.4)</p>	<p>Students must be able to read with enough accuracy and fluency so that they understand what they are reading. Often, if students are struggling to pronounce words or read fluently, they do not understand what they read. A student who comprehends what he reads will:</p> <p>A. Read a grade-level text and understand why he/she is reading it and what it means.</p> <p>B. Read both prose and poems out loud with accuracy, appropriate speed, and in an expressive manner. Students will be able to do this multiple times without a problem.</p> <p>C. Use clues in the surrounding sentences to understand words they might not be familiar with. Students may need to reread certain parts of a text.</p>	<p>Practice reading prose and poetry out loud with your child. Provide your child with feedback. For example, “It seems you are reading a bit slow in this part of the poem,” or, “Can you show more excitement when you read this line?”</p> <p>Allow your child to read the same book(s) to you often, so that he can see how much he is improving.</p> <p>Remind your child to reread when what he/she read does not make sense.</p> <p>Help your child look for clues to help him/her understand new words. Do not just tell him/her what the word means. Discover the meaning together.</p>	<p>A. https://learnzillion.com/lessons/1243-read-fluently-by-asking-what-does-the-author-want-me-to-know</p> <p>Watch the video lesson and then encourage your child to practice reading a passage from a text aloud to practice reading for meaning and emphasis.</p> <p>B. https://learnzillion.com/lessons/1004-read-fluently-by-monitoring-reading-progress</p> <p>Watch this video with your child to help him/her better understand how to read aloud fluently.</p> <p>C. http://www.k12reader.com/worksheet/look-for-the-meaning/view/</p> <p>Print the activity sheet. Then help your child use context clues to complete it.</p>
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WRITING STANDARDS

Parent Notes	Standards Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Writing Grade 3 Standard 1 (W.3.1)</p>	<p>Students must be able to express and back up their own opinions in writing. They must be able to:</p> <ul style="list-style-type: none"> A. Introduce the topic or text they are writing about, state their opinions on the topic, and organize their argument by first outlining the reasons they support this argument. B. Provide more detail about the reasons they are using to support their argument. C. Use words such as “because,” “therefore,” and “since” to connect opinion and reasons. D. End their argument with a conclusion that ties everything together. 	<p>Encourage your child to write opinion pieces about books you read together or other ideas you discuss at home. Before your child writes his/her opinion piece, help him/her organize his work by brainstorming and writing down some ideas first. Ask your child to identify his/her introduction, reasons, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p> <p>Write an opinion piece on the same topic or a different topic.</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessons/1594-develop-a-strong-thesis-statement Watch this video with your child to help him/her construct a strong introduction to an opinion piece. B. https://learnzillion.com/lessons/1595-develop-supporting-ideas-for-a-thesis Watch this video with your child to review with him/her how to use reasons to support an opinion. C. https://learnzillion.com/lessons/1596-connecting-ideas-with-transition-words Use this video to help your child review how to use transition words in an opinion piece
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	<p>Writing Grade 3 Standard 2 (W.3.2)</p>	<p>Students must be able to clearly explain a topic in writing. They must be able to:</p> <ul style="list-style-type: none"> A. Introduce the topic they are writing about and organize the information. B. Provide more detail - including facts, definitions, and illustrations as necessary. C. Use words such as “because,” “also,” and “but” to connect facts within groups of information. D. End their explanation with a conclusion that ties everything together. 	<p>Encourage your child to write informative pieces about books you read together or other ideas you discuss at home. Before your child writes his/her informative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her topic, facts and definitions, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p> <p>Write an informative piece on the same topic or a different topic.</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessons/1079-write-a-strong-opening-to-an-informational-text Watch this video with your child to help him/her practice how to write a strong introduction. B. https://learnzillion.com/lessons/1080-draft-body-paragraphs-for-an-informational-text Watch this video with your child to review how to write body paragraphs with details and facts. C. https://learnzillion.com/lessons/1082-add-transition-words-and-phrases-to-informational-writing Watch this video with your child to help him/her learn how to use transition words
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	<p>Writing Grade 3 Standard 3 (W.3.3)</p>	<p>Students must be able to describe a sequence of events in writing. They must be able to:</p> <ul style="list-style-type: none"> A. Introduce the narrative and the narrator and/or characters. B. Include dialogue and detailed descriptions to show and describe the feelings, thoughts, and actions of the characters. C. Use temporal words (e.g. <i>first</i>, <i>then</i>, <i>finally</i>) to show order. D. End their narrative with a conclusion that ties everything together. 	<p>Encourage your child to write narrative pieces about books you read together or other events you experience at home. Before your child writes his/her narrative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her event/sequence of events in order, details and thoughts, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p> <p>Write a narrative piece on the same topic or a different topic.</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessons/738-organize-a-personal-narrative-in-chronological-order Use this video to help your child review how to write an organized introduction to a narrative. B. https://learnzillion.com/lessons/740-add-details-about-characters-in-personal-narrative Watch this video with your child to help him/her practice adding details to narrative writing. C. https://learnzillion.com/lessons/739-use-temporal-transition-words-in-personal-narrative Watch this video with your child to help him/her include
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	<p>Writing Grade 3 Standard 4 (W.3.4)</p>	<p>With prompting and guidance from an adult, students must be able to write pieces that are organized and focused appropriately on a given assignment (e.g. opinion piece, informative text).</p>	<p>Encourage your child to write different pieces about books you read together, ideas, or other events you experience at home. Before your child writes his/her piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Either give your child a specific assignment or ask your child to identify his/her purpose for writing - to argue a point (opinion piece), to inform (explanatory piece), or to tell a story (narrative). Refer to the specific expectations for each type - explained above in standards 1-3 - to ensure your child includes all necessary elements. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p>	<p>https://learnzillion.com/lessons/2173-analyze-a-writing-prompt</p> <p>Watch this video lesson with your child to help him/her break down a writing prompt and plan an organized and focused piece.</p>
	<p>Writing Grade 3 Standard 5 (W.3.5)</p>	<p>With prompting and guidance from an adult and/or peers, students must be able to plan and write a piece focused on a topic and then add to and revise their writing by adding details and editing.</p>	<p>When your child writes, ask questions (<i>who, what, when where, why, how</i>) to encourage him/her to add more detail and/or clarity...</p> <p>“Can you tell me more about...?”</p> <p>“What do you mean by...?”</p>	<p>https://learnzillion.com/lessons/1078-group-facts-and-evidence-from-research-into-categories</p> <p>Watch this video with your child to help him/her review how to create an organized plan for a focused informational text.</p>

	<p>Writing Grade 3 Standard 6 (W.3.6)</p>	<p>With prompting and guidance from an adult, students must be able to work with peers and use technology to write and create their own texts electronically.</p>	<p>Help your child use a computer, iPad, etc to write and illustrate stories and texts digitally.</p> <p>Encourage your child to type his/her stories, etc into Word to practice his/her keyboarding skills.</p>	<p>http://pbskids.org/writerscontest/create-stories</p> <p>Help your child use the various writing and drawing tools to create digital texts.</p>
	<p>Writing Grade 3 Standard 7 (W.3.7)</p>	<p>Students must be able to do simple research focused on a particular topic and write about the information they learn.</p>	<p>Visit the local library or use a computer at home to assist your child in simple research about a topic in which he/she is interested. Allow him/her to choose a favorite topic or author to investigate to find other books he/she might enjoy.</p> <p>Encourage your child to write about what he/she learned (e.g. read about elephants and write a short informative text about what he/she learned).</p>	<p>https://learnzillion.com/lessons/1074-begin-research-by-listing-what-you-already-know</p> <p>Watch this video with your child to begin the research process for writing an informational text.</p>

	Writing Grade 3 Standard 8 (W.3.8)	Students must be able to use information from their own experiences and/or information learned from books/other sources to answer questions. They should be able to take simple notes on the information they gather from different sources and organize these notes into given categories (e.g. read and take notes on wolves and sort information into categories - <i>“Where Wolves Live,” “What Wolves Eat,”</i> etc).	When your child demonstrates curiosity about a topic (e.g. elephants at the zoo or cars), help him/her find books and/or online sources related to the topic that can answer his/her questions. Before beginning the research, work together to brainstorm a few categories of information into which your child can sort the information he/she finds. Encourage him/her to write about what he/she learned.	https://learnzillion.com/lessons/1076-organize-research-notes-using-a-web Watch this video with your child to help him/her review how to organize research into categories.
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	<p>Writing Grade 3 Standard 10 (W.3.10)</p>	<p>Students must be able to regularly write for both extended (multiple occasions focused on same topic and piece) and shorter periods of time for a variety of purposes and audiences.</p>	<p>Provide your child with ample opportunities to engage in writing projects that range across a wide variety of purposes and audiences. Write short letters/ notes to mail to friends and relatives, create longer and shorter narrative stories to share with younger siblings, and engage in longer-term research projects.</p> <p>Sit with your child and write your own letters, stories, etc to model focused behavior while you are working.</p> <p>Engage in research and writing projects with your child that extend over a period of multiple days and/or weeks. Help your child choose a topic together, conduct research in books and online, and write about what he/ she learned.</p>	<p>https://learnzillion.com/lessons/735-read-and-understand-a-narrative-writing-prompt</p> <p>Watch this video with your child to help to further familiarize him/her with the writing process.</p>
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	<p>Writing Grade 3 Standard 11 (W.3.11)</p>	<p>Students must be able to creatively communicate their personal reactions to or feelings about an author or topic they have read about through a poem, story, play, artwork, etc.</p>	<p>Talk with your child about what he/she is studying in school. Then help him/her to use pencils, a computer, markers, paint, etc to write and/or draw a response to the author or theme. Give your child an opportunity to present his/her creation to your family, neighbors, etc.</p>	<p>http:// www.readwritethink.org/ parent-afterschool- resources/tips-howtos/story- a-30564.html</p> <p>http:// www.readwritethink.org/ parent-afterschool- resources/games-tools/ comic-creator-a-30237.html</p> <p>Help your child use this creative tools and ideas to respond to a text, author, and/or topic he/she has read.</p>
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SPEAKING AND LISTENING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Speaking and Listening Grade 3 Standard 1 (SL.3.1)</p>	<p>Students must be able to respectfully engage in one-on-one and group conversations with a diverse group of individuals about age-appropriate topics and texts. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. be ready to discuss and share thoughts and/or questions about assigned materials with specific references to what they have read (e.g. read an assigned text and be able to have a discussion with classmates about their opinions and questions with explicit mention of information and words from the text). B. follow appropriate conversational norms -waiting for a turn to speak, appropriately taking a turn, staying on topic etc. C. ask questions to seek help or clarification about the topic of discussion and link their comments to others' remarks during a group discussion. 	<ul style="list-style-type: none"> A. Choose books, articles, or other texts for you and your child to both read independently. Then engage in explicit conversations about what you have read. Encourage your child to refer explicitly to the texts during your conversations (e.g. <i>"On page 14, he says..."</i>). B. Talk with your child in back-and-forth conversations. Model how to listen respectfully - looking at the speaker and not interrupting - and how to stay focused on the topic of conversation. Encourage your child to do the same. C. When speaking with your child, ask for clarification when necessary and encourage him/her to do the same. Ask... <i>"Can you explain what you mean by that?"</i> <i>"Do you understand what I am talking about?"</i> Build off the comments of your child to continue the conversation. Model the use of sentence starters such as... <i>"I agree with..."</i> 	<ul style="list-style-type: none"> A. http://www.readwritethink.org/parent-afterschool-resources/activities-projects/start-your-book-club-30289.html?main-tab=2#tabs Gather a small group of family members and/or friends and try this activity. B. http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler Use this list of tips to help guide your child in adhering to conversational norms. C. http://www.lauracandler.com/strategies/CL/teamtalk.pdf Print and cut out these prompt cards. Use them to guide
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	<p>Speaking and Listening Grade 3 Standard 2 (SL.3.2)</p>	<p>While and after listening to information presented visually (e.g. poster or billboard), quantitatively (e.g. chart or table), and/or orally (e.g. read aloud or said over the radio), students must be able to figure out the main ideas and key details to demonstrate their understanding.</p>	<p>After watching a movie/TV show, listening to the radio, observing a billboard, etc, talk with your child about what information you learned. Ask questions to check for understanding...</p> <p>“What is the lesson/main idea that you learned from that [show, poster, etc]?”</p> <p>“How did the [writers, speaker, artist, etc] make that lesson clear?”</p>	<p>http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf</p> <p>Print, cut out, and fold the “Question Cube” (page 10). Then try the “Read and Ask” activity (C.027, page 9) with your child to check for comprehension following information presented visually, orally, and/or quantitatively.</p>
	<p>Speaking and Listening Grade 3 Standard 3 (SL.3.3)</p>	<p>While and after listening to information present orally, students must be able to ask and answer questions with details.</p>	<p>Encourage your child to ask his/her own questions during and after reading or talking. Ask him/her...</p> <p>“What are you wondering about?”</p> <p>Model this behavior by asking your child for clarification and elaboration during conversations. Ask him/her...</p> <p>“What do you mean by that?”</p> <p>“Can you tell me more about..?”</p>	<p>http://www.storylineonline.net/a-to-z-book-directory/?sort=titleb</p> <p>Help your child choose a story from the selection and listen to the read aloud with him/her. Following the reading, ask your child to verbally identify the main idea and key details. Follow the link under the video to the “Activity Guide” to explore the text further with your child.</p>

	<p>Speaking and Listening Grade 3 Standard 4 (SL.3.4)</p>	<p>Students must be able to speak loudly and clearly to tell coherent stories with relevant details and facts.</p>	<p>Prompt your child to tell stories about his/her experiences and prompt him/her to add details and speak up as necessary. Ask your child...</p> <p>“What did you do during recess today?”</p> <p>“Can you tell me about your field trip to the museum?”</p> <p>“Will you please tell me a bit more about that?”</p> <p>As necessary, prompt your child to slow down, speak up, etc.</p> <p>Use the “Wh-“ question words to encourage him/her to add details.</p>	<p>http://www.storyarts.org/lessonplans/lessonideas/</p> <p>Choose activities from this list to try with your child at home.</p>
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	<p>Speaking and Listening Grade 3 Standard 5 (SL.3.5)</p>	<p>Students must be able to create audio recordings of stories or poems and illustrate points they are speaking or writing about to elaborate on and/or clarify facts or details.</p>	<p>Use digital media tools (iPad, computer, etc) to record your child reading or telling a story. Listen to the recording together and talk about clarity, speed, expression, etc.</p> <p>Supply your child with art supplies so that he/she can illustrate the subject he/she is writing or talking about. Ask your child...</p> <p>“Can you show me what that looked like?”</p> <p>“Will you please draw a diagram to show me how that works?”</p>	<p>https://learnzillion.com/lessons/1817-read-a-poem-out-loud</p> <p>Watch this video with your child to help him/her review how to read a poem aloud. Then have your child practice reading it out loud. If possible, record your child’s reading and play it back to listen for appropriate clarity, speed, expression, etc.</p>
	<p>Speaking and Listening Grade 3 Standard 6 (SL.3.6)</p>	<p>When appropriate to the situation and/or purpose of an assignment, students must be able to speak and write in complete sentences.</p>	<p>When speaking with your child, use complete sentences to model that for him/her.</p> <p>As necessary, prompt him/her to use complete sentences by providing sentence starters...</p> <p>“My favorite part was...”</p> <p>“My friends and I went...”</p>	<p>https://learnzillion.com/lessons/1599-presenting-a-persuasive-speech-to-an-audience</p> <p>Watch this video with your child to help familiarize him/her with presenting information aloud.</p>

LANGUAGE STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Language Skills Grade 3 Standard 1</p> <p>(L.3.1)</p>	<p>Students must be able to use standard English grammar when speaking and writing. Specifically, they should be able to...</p> <p>A. describe the general and specific functions of nouns, pronouns, verbs, adjectives, and adverbs.</p> <p>They must also be able to form and use...</p> <p>B. both regular (e.g. <i>phones, dogs</i>) irregular (e.g. <i>deer, women</i>) plural nouns.</p> <p>C. abstract nouns (e.g. <i>truth, skill</i>).</p> <p>D. both regular (e.g. <i>look/looked, talk/talked</i>) and irregular verbs (e.g. <i>be/was, do/did, have/had</i>).</p> <p>E. present (e.g. <i>She talks</i>), past (e.g. <i>She talked</i>), and future (e.g. <i>She will talk</i>) tense verbs.</p> <p>F. sentences with subject-verb (e.g. "<i>She walks</i>" versus "<i>She walk</i>") and pronoun-antecedent (e.g. pronoun matches in number</p>	<p>Read with your child. Explicitly point out examples of irregular plural nouns and verbs, abstract nouns, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions.</p> <p>Ask your child...</p> <p>"We know the narrator is explaining an event that happened in the past. Can you find the past tense verbs on the page that talk about the actions? Do they all end with '-ed?'"</p> <p>"What adjectives did the author use to describe...?"</p> <p>Speak with your child in more complex sentences to model this behavior (e.g. "Although you made your bed, you forgot to put away your clothes.").</p> <p>As necessary, offer your child immediate feedback on his/her grammar and language usage in writing and speaking. Explain mistakes and offer concrete praise for accuracy (e.g. "We</p>	<p>A. http://www.eduplace.com/tales/</p> <p>Work with your child to brainstorm examples of different parts of speech to complete the short stories.</p> <p>B. Regular Nouns (adding "s") https://learnzillion.com/lessons/4654-make-a-regular-noun-plural-by-adding-an-s-to-the-end-of-the-noun</p> <p>Irregular Nouns (adding "es") https://learnzillion.com/lessons/4655-make-nouns-plural-by-adding-es</p> <p>Irregular Nouns (adding "ies" or "ves") https://learnzillion.com/lessons/4656</p>
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	<p>Language Skills Grade 3 Standard 2 (L.3.2)</p>	<p>Students must be able to use standard English capitalization, punctuation, and spelling rules when writing. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. use uppercase letters for accurately capitalizing titles (e.g. <i>The Princess and the Pea</i>). B. use commas in addresses (e.g. "Richmond, VA,"). C. use commas and quotation marks in writing dialogue (e.g. <i>She said, "I want to play."</i>). D. form and use possessives (e.g. <i>cat's bowl, dogs' collars</i>) in their writing. E. use their knowledge of spelling to write frequently occurring and studied words and adding suffixes (e.g. <i>-ed, -ing</i>) to known words. F. use their knowledge of spelling rules to accurately generalize patterns (e.g. knowing 'q' is always followed by 'u,' using knowledge of <i>rich</i> to spell <i>which</i>). 	<ul style="list-style-type: none"> A. Refer to titles (e.g. movie posters, book covers) and explicitly point out the capitalization. As your child writes about books he/she is reading, fills out a reading log, etc, encourage him/her to use accurate capitalization for the titles and offer guidance as necessary. B. Practice writing letters with your child (e.g. help him/her write and mail letters to relatives and/or friends, set up an imaginary post office in your home and write to each other). Have your child address the envelopes. Model the correct use of commas in your letters and remind your child to include them is his/her own. C. When reading with your child point out the commas and quotation marks around dialogue. Encourage your child to begin to use dialogue where appropriate in his/her writing. D. When reading with your child point out the apostrophes and possessives. Encourage your child to begin to use them where appropriate in his/her writing. <p>When your child needs help</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessons/4874 Watch the video with your child and help him/her complete the accompanying worksheet. B. http://www.pbs.org/parents/arthur/activities/acts mailing_postcards.html Try this activity with your child. C. https://learnzillion.com/lessons/4661-use-a-comma-to-show-dialogue https://learnzillion.com/lessons/4662-use-quotation-marks-to-show-dialogue Print the practice sheets. Then watch
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	<p>Language Skills Grade 3 Standard 3</p> <p>(L.3.3)</p>	<p>Students must be able to understand how language and words are used in context. Specifically, they must be able to...</p> <ul style="list-style-type: none"> A. distinguish amongst a variety of words and phrases to convey different feelings, tones, and moods. B. understand the differences between spoken (generally more informal) and written standard English. 	<p>Ask your child...</p> <p>“Who do you think the speaker is talking to when he/she says...? Why?”</p> <p>Talk with your child about his/her favorite movie, book, etc. Then have him/her write a short letter to his/her teacher about the same topic. Discuss the differences in the language used (e.g. use of slang, complete sentences)</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessons/4973 <p>Print the practice sheet. Then help your child to complete the activity as you watch the video together.</p> <ul style="list-style-type: none"> B. http://www.readwritethink.org/parent-afterschool-resources/games-tools/letter-generator-a-30187.html <p>Use this online tool to help your child write letters in both formal (“Business Letter”) and informal (“Friendly Letter”) English. Compare the different language and formats used in each.</p>
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	<p>Language Skills Grade 3 Standard 4</p> <p>(L.3.4)</p>	<p>Students must be able to deduce the meaning of unfamiliar or multiple-meaning words using a variety of strategies from third grade level content. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. use clues from the same sentence or surrounding sentences to figure out the meaning of an unfamiliar word or phrase. B. figure out the meaning of the new word when a familiar prefix or suffix is added to a familiar word (e.g. <i>pre-</i> + <i>view</i> = <i>preview</i>). C. use familiar base words to determine the meanings of unfamiliar words with the same root (e.g. <i>employee/employment</i>). D. use available resources (e.g. children's dictionaries - both print and online) to determine the meaning unfamiliar words and/or phrases. 	<ul style="list-style-type: none"> A. Help your child look for clues to help him/her understand new words in his/her reading and/or homework. Do not just tell him/her what the word means. Discover the meaning together. Reread the sentence and/or paragraph to find clues about a word's meaning. B. Intentionally use the word "prefix" when deciphering the meaning of words with your child. Ask your child: "Can you think of another word with that prefix/suffix?" <ul style="list-style-type: none"> "What does that prefix/suffix mean?" "If we were to add the prefix (<i>un-</i>, <i>pre-</i>, etc) to that word, how would that change the meaning of the word?" C. Ask your child... <ul style="list-style-type: none"> "Look at that word carefully. Do you see any smaller words within it that you do know? What does that word mean? Now you know the meaning of the longer word probably has something to do with... Listen while I reread the sentence and remember that root word to try to 	<p>https://www.youtube.com/watch?v=vZEvp1dl-J8</p> <p>Watch this video to review multiple-meaning words with your child.</p> <ul style="list-style-type: none"> A. http://www.k12reader.com/worksheet/find-the-meaning-from-the-text/view/ <p>Print this practice sheet. Then help your child to use context clues from the passage to figure out the word meanings.</p> B. http://www.k12reader.com/worksheet/prefix-meaning-match/view/ <p>http://www.k12reader.com/worksheet/suffix-meaning-match/</p> <p>Print these worksheets to give your child</p>
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	<p>Language Skills Grade 3 Standard 5 (L.3.5)</p>	<p>Students must be able to recognize and use relationships between words and meanings and common nuances. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. know the differences between the literal and nonliteral meanings of word and phrases and recognize which is being used in a sentence (e.g. <i>piece of cake</i>). B. make explicit connections between word meanings and real life. C. know the differences among the meanings of similar words that refer to states of mind or levels of certainty (e.g. <i>concerned, scared, hysterical</i>). 	<p>Introduce new words and phrases in context when talking to your child. Incorporate nonliteral meanings of words and phrases (e.g. "<i>I ran into your teacher at the store today</i>") and explain the alternate meanings to your child.</p> <p>When reading with your child, intentionally point out the use of language nuances. Ask your child...</p> <p>"Who do you think the speaker is talking to when he/she says...? Why?"</p> <p>"What if the author said the character was 'glad' instead of 'delighted?' How would that change this sentence?"</p>	<ul style="list-style-type: none"> A. https://www.mheonline.com/ccsehandbook/grade3/pdf/ccslh_g3_lv_6_3e_link_2.pdf Print this practice sheet. As necessary, help your child complete it. B. https://www.mheonline.com/ccsehandbook/grade3/pdf/ccslh_g3_lv_6_3f_link_3.pdf Print this worksheet. Then help your child complete it. Encourage him/her to continue this practice with future reading that he/she does. C. http://www.primaryresources.co.uk/english/pdfs/8shades.pdf Print the practice sheets. Assist your child in completing
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	<p>Language Skills Grade 3 Standard 6</p> <p>(L.3.6)</p>	<p>Students must be able to learn (from reading, speaking with others, etc) and use new vocabulary words and phrases.</p>	<p>Prompt your child to use new vocabulary when he/she speaks or writes. Ask him/her...</p> <p>“Do you remember another word that means...?”</p> <p>“How do you feel when...?”</p> <p>Encourage your child to use precise language when he/she speaks (e.g. “<i>The party is after lunch</i>” versus “<i>It is later</i>”).</p>	<p>https://learnzillion.com/lessons/1084-use-technical-vocabulary-in-informational-writing</p> <p>Watch this video with your child to practice incorporating technical vocabulary into his/her language.</p>
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