

## Third Grade Tips

### Language Arts Tips

- With your child, get a variety of books from the library to read together: fiction, non-fiction, biography, history, poetry, science, etc.
- Listen when child talks and show your child how to politely listen, watch, and take turns speaking.
- After a family outing, ask your child to write it up for your family diary.
- Further encourage your child to write thank you notes or letters to family members and friends. Help her look up words in the dictionary for correct spelling.
- As you read with your child, show him that reading aloud should sound like talking. When your child has a difficult time reading a sentence, have her reread the sentence several times aloud to make the reading sound like talking. This gives her help learning new words. Let the child practice.
- Give a lot of encouragement any time your child reads.
- Post on the refrigerator the book titles your child has read.
- If possible, make an audio or videotape of your child reading or acting out a story. (Send these to grandparents and other family members.)
- After your child has read a story or book, ask him questions about it: What was it about? Who were the main characters? What was the theme? What did you learn? Etc.
- Use comic strips to help with writing. Cut apart segments of a comic strip and ask your child to arrange them in order. Then ask her to fill in the words of the characters orally or in writing.
- To improve listening skills and imagination, read a new story aloud to your child and stop before the end. Ask him how it will end. Then finish the story and discuss the real ending.
- Ask your child to pick 2 favorite animals. Have her create and write a story about them. Afterwards let the child read the story to you. Then challenge her to write another story completely different about the two characters.
- Ask your child to read whenever you go – in the car, grocery store, park, shopping mall, etc.
- There are numerous games and puzzles that help a child increase vocabulary and fluency in speaking and writing. Building vocabulary builds confidence. Try crossword puzzles, word games, anagrams, and cryptograms designed for children. Check with your child's teacher for recommendations.
- Before you go on a trip have your child make a list of thing to take and things to do. Have the child help you make shopping lists, to-do lists, family birthdays lists, etc.

### Math Tips

- Ask your child what he's learning in school about math. Help him practice with you. If it's counting by twos, threes, or fours, have him say them to you. If it's shapes, have him point out those different shapes around the house and around the neighborhood.
- Have your child help you do the laundry math "game": sort the clothes by color; count the clothes; measure the soap; count the time it takes to wash; count the time it takes to dry; count the clothes afterwards; fold some clean clothes in half, thirds, or in fourths.
- How much do things weigh around the house? Ask your child to estimate the weight of an apple, a frying pan, a wastebasket (empty /filled), etc. Then have him weigh them and compare the answers.
- Ask your child to fold the dinner napkins in halves or fourths. Then try in eighths or sixteenths.
- Ask your child to make up a food menu for himself for a week. Have him estimate the total cost. Have him estimate the cost of individual things. Then during your usual grocery-shopping trip, have him keep track of the costs of the items on his list. Afterwards discuss it with him: How much did it add up? Was it what he estimated? What was more expensive? Less expensive? Why?
- Any time you measure something out (dry cat food, flour, milk, rice, etc.), have you child help. Talk about the various measurements: pint, one-cup, ½ cup, one teaspoon, etc.
- How many of your child's feet distance is it from your front door to the back door? From the front door to the street? Estimate, then measure.
- Card games, bingo, board games, etc. all help your child learn to manipulate and use numbers
- Give your child a "pretend" clothing budget. Then have her go through store ads and "buy" what she needs. Have her keep a running total. At the end, have her review her "purchases" Did she miss anything?

# West Contra Costa Unified School District



## Student Standards for Third Grade

The West Contra Costa Unified School District, in partnership with families, staff, students, and the community, develops educational programs to meet the needs of all students.

This brochure is designed to introduce families and caregivers to the WCCUSD Standards in Language Arts and Mathematics. These grade-level standards were adopted by the school board during the 1998-99 school year. Students are assessed every year to monitor their progress in meeting these standards.

Our school district is committed to working with families to assure student mastery of these mandated standards.

### Board of Education

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Revised 7/2003

## Third Grade Language Arts

### **Standard 1 - Reading: Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllables, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

- Decoding (ability to sound out words and get the meaning) and Word Recognition
- Vocabulary and Concept Development

### **Standard 2 - Reading: Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources.

- Structural Features of Informational Materials (titles, table of contents, chapter headings, glossaries, indexes)
- Comprehension and Analysis of Grade-Level-Appropriate Text

### **Standard 3 - Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters).

- Structural Features of Literature (poetry, drama, fiction, non-fiction)
- Narrative Analysis of Grade-Level-Appropriate Text (fairy tales, myths, folk tales, legends, fables)

### **Standard 4 - Writing: Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions).

- Organization and Focus (creates a paragraph with topic sentence and supporting facts/details)
- Penmanship
- Research and Technology (understands how to use a dictionary, thesaurus, atlas, encyclopedia)
- Revising and Evaluating Strategies

### **Standard 5 - Writing Applications**

#### **(Different Types and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing uses standard English and the writing process.

### **Standard 6 - Written and Oral English Language Conventions**

Students write and speak using standard English that is appropriate for each grade level.

- Sentence Structure (declarative, interrogative, imperative, exclamatory)
- Grammar (subject/verb agreement, pronoun, adjective)
- Punctuation (dates, city/state, book titles, commas)
- Capitalization (geographical names, holidays, historical periods)
- Spelling

### **Standard 7 - Listening and Speaking: Strategies**

Students listen and respond critically to oral communication. They speak using appropriate phrasing, pitch, and loudness to guide and inform the listener's understanding.

- Comprehension

- Organization and Delivery of Oral Communication
- Analysis and Evaluation of Oral and Media Communications (t.v. news/ads)

### **Standard 8 - Speaking Applications**

#### **(Different Types and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent topic. Student speaking uses standard English, organization and delivery strategies.

## Third Grade Mathematics

### **Number Sense**

- Students understand place value of whole numbers (count, read, write and round off whole numbers to 10,000).
- Students calculate and solve problems involving addition, subtraction, multiplication and division (multiplication tables to 10's).
- Students add & subtract whole numbers between 0 – 10,000.
- Students multiply multi-digit by one-digit (e.g. 3,671 x 3).
- Students perform basic mental calculations.
- Students understand the relationship between whole numbers, simple fractions and decimals.
- Students compare fractions by drawings or using concrete materials (e.g. 1/2 pizza is the same as 2/4 of the same size pizza).
- Students understand that fractions & decimals are two different representations of the same concept (e.g. 50 cents = 1/2 dollar).

### **Algebra and Functions**

- Students select appropriate symbols, operations and properties to represent, describe, simplify and solve simple number relationships.
- Students represent simple functional relationships.

### **Measurement and Geometry**

- Students choose and use appropriate units and measurement tools to quantify the properties of objects.
- Students describe and compare the common features of plane (2-dimensional) and solid (3-dimensional) geometric figures and use their understanding to show relationships and solve problems.

### **Statistics, Data Analysis and Probability**

- Students conduct simple probability experiments by determining the number of possible outcomes, and make simple predictions.

### **Mathematical Reasoning**

- Students make decisions about how to approach problems.
- Students use strategies, skills and concepts in finding solutions.
- Students move beyond a particular problem by generalizing to other