

# LAUSD

## INFORMATION FOR PARENTS

### GRADE 3

The information in this guide is to let parents know what is expected of their child in third grade. The State of California has established learning standards that identify what students should master by the end of each grade level. This guide contains samples of third-grade learning standards for reading, writing, speaking, listening, and mathematics.

You were your child's first teacher and will continue to be an important part of your child's education. Suggestions for working with your child at home have been included in a section called "Learning Can Take Place at Home."

A complete description of the English Language Arts Content Standards and the Mathematics Content Standards for California Public Schools is available on the California Department of Education's web site at <http://www.cde.ca.gov/board.htm#standards> or is for sale through the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271, or by calling the Publications Division at (800) 995-4099.

**GRADE 3**  
**READING, WRITING, LISTENING, AND SPEAKING**

**Students will:**

- ▶ Follow simple written directions with many steps.
- ▶ Read a wide variety of materials.
- ▶ Tell the theme (subject or topic), plot (what happened), setting (where it happens), and characters (who) of stories.
- ▶ Choose letter patterns and know how to translate them into spoken language by using knowledge of phonics, syllabication (a unit of pronunciation which contains one vowel, example ti-tle, bas-ket), and word parts.
- ▶ Use skills such as knowledge of antonyms (words of opposite meaning), synonyms (words with same meaning) and homophones (words that sound the same but have different meanings and spellings, for example, l/eye, right/write, or know/no) in their reading.
- ▶ Use knowledge of prefixes (a group of letters that appears at the front of the word, such as un-, pre-, re-, bi-) and suffixes (a letter or group of letters that is added to the end of a word, for example, -er, -est, -ful) to help understand the meaning of the word.
- ▶ Use a dictionary to learn word meanings.
- ▶ Use strategies to help understand what they read, for example, asking and answering questions about what they read, or making predictions in reading.
- ▶ Use the titles, tables of contents (a list of words and definitions at the end of a particular book), chapter headings, glossaries (list of words and definitions at the end of a particular book), and indexes (list of topics in alphabetical order showing where the topics can be found in the main part of a book) to find information.
- ▶ Tell the main idea of a story.
- ▶ Write clear, understandable sentences and paragraphs that develop a main idea.
- ▶ Write compositions that describe and explain events and experiences.
- ▶ Write personal and formal letters.
- ▶ Understand and use the dictionary, thesaurus, atlas, and encyclopedia for research.
- ▶ Write legibly in cursive handwriting.
- ▶ Write using knowledge of sentence structure, grammar, parts of speech, punctuation, capitalization, and spelling.
- ▶ Listen, retell, and explain what someone else has said.
- ▶ Take part in discussions and give presentations and reports.
- ▶ Read stories and poetry out loud.



## GRADE 3

### ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS

#### BEGINNING LEVEL (ELD 1)

Students will:

- ▶ Begin to speak using a few words, phrases (not complete sentences), or sentences.
- ▶ Be able to read their own written work.
- ▶ Act out simple words to show they understand them.
- ▶ Give out loud one- or two-word answers to questions about stories that are read to them.
- ▶ Give one or two-word answers to simple questions about their lives.
- ▶ Write simple sentences that follow the rules of English-language word order.
- ▶ Use beginning capital letters to write their names.

#### EARLY INTERMEDIATE LEVEL (ELD 2)

Students will:

- ▶ Read simple vocabulary, phrases (not complete sentences), and sentences on their own.
- ▶ Use simple sentences to tell about a character (who) in a story.
- ▶ Use simple sentences to tell about the important points of simple conversations and of stories that are read to them.
- ▶ Write on their own about what they read and use reasonably correct English grammar.
- ▶ Write sentences using commas and a period at the end of a sentence.

#### INTERMEDIATE LEVEL (ELD 3)

Students will:

- ▶ Use words they have learned in reading, mathematics, and other subjects in discussions.
- ▶ Identify the parts of books such as the title, table of contents (a list at the beginning of a book showing what is in the book and the page number of each part), glossary (list of words and definitions at the end of a particular book), and index (list of topics in alphabetical order showing where the topics can be found in the main part of a book).
- ▶ Read and tell about the main problem of a plot (what happened) in a story and how it is solved.
- ▶ Ask and answer questions, with help, about school subjects.
- ▶ Write paragraphs on their own that have a main idea and use English grammar, spelling, and capitalization that they have learned.

#### EARLY ADVANCED LEVEL (ELD 4)

Students will:

- ▶ Read for meaning, both orally and silently, from their school books and other books.
- ▶ Use the words they have learned to read by themselves.
- ▶ Use information from what they have read to draw conclusions (final decisions after thinking about something) and to make predictions (tell about something that might happen).
- ▶ Retell stories and include information about the characters (who), setting (time and place), plot (what happened), summary (short statement about whole story), and analysis (breaking down and looking closely for information).
- ▶ Write material without help and use correct capitalization, punctuation marks, and correct spelling.

#### ADVANCED LEVEL (ELD 5)

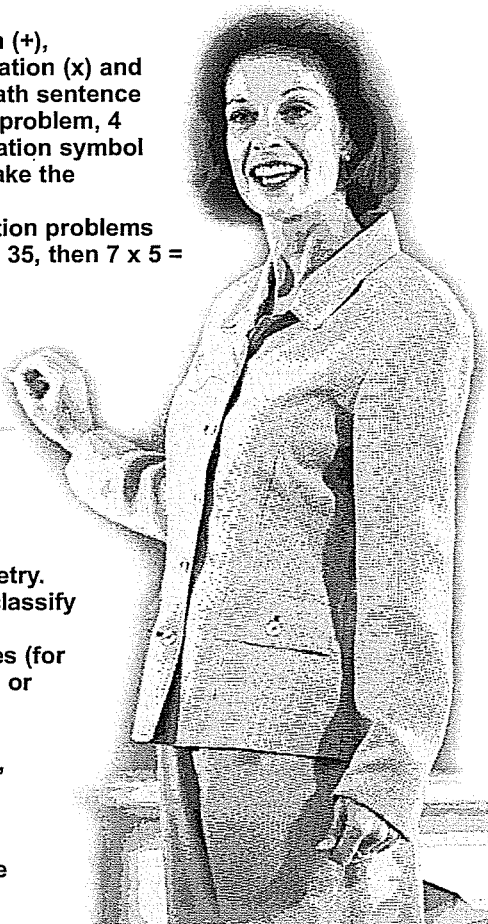
Students will:

- ▶ Put into use their knowledge of parts of words used at the beginning (prefixes) or ending (suffixes) of words to get meaning from words in stories and school books.
- ▶ Read material out loud with expression.
- ▶ Tell the difference between fact (true statement) and opinion (the way that someone thinks about something) in material they read.
- ▶ Listen to grade-level materials and tell the main points and give details.
- ▶ Write using correct punctuation, capitalization, and spelling.



Students will:

- ▶ Count, read, write, compare and put in order numbers from 0 to 10,000.
- ▶ Round off numbers to the nearest ten, hundred, and thousand.
- ▶ Add and subtract numbers between 0 and 10,000.
- ▶ Memorize multiplication times tables for numbers between 0 and 10 (for example, the  $2 \times 0$  to  $2 \times 10$ ).
- ▶ Solve multiplication problems of many-digit numbers by a one-digit number (for example:  $3671 \times 3 = \underline{\quad}$ ).
- ▶ Solve division problems where a many digit number is divided evenly by a one-digit number (for example,  $135 \div 5 = \underline{\quad}$ ).
- ▶ Identify and compare fractions.
- ▶ Add and subtract simple fractions (example:  $1/8 + 3/8 = 4/8 = 1/2$ ).
- ▶ Solve addition, subtraction, multiplication, and division problems involving money using decimals and dollar signs in the problems.
- ▶ Recognize the relationship between fractions and decimals (for example: \$.50 is  $1/2$  of a dollar, \$.75 is  $3/4$  of a dollar.)
- ▶ Use symbols of addition (+), subtraction (-), multiplication (x) and division ( $\div$ ) to make a math sentence true, for example, in the problem,  $\square 3 = 12$ , the multiplication symbol (x) goes in the box to make the sentence true.
- ▶ Recognize in multiplication problems the pattern that if  $5 \times 7 = 35$ , then  $7 \times 5 = 35$ .
- ▶ Use a ruler to measure objects.
- ▶ Find the perimeter (total length of the outside of a figure), for example, add up the 4 numbers representing the sides of a rectangle to get the perimeter).
- ▶ Identify angles in geometry.
- ▶ Identify, describe, and classify geometric shapes and three-dimensional shapes (for example, cube, pyramid, or cone).
- ▶ Use words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain math reasoning.
- ▶ Analyze, write, and solve word problems.



## LEARNING CAN TAKE PLACE AT HOME

- ☐ Develop routines with your child. For example, set a bedtime hour, a homework time and place, and a wake-up time.
- ☐ Ask the teacher what activities you can do at home to back up what is learned in the classroom.
- ☐ Make sure your child gets enough sleep each night.
- ☐ Read to your child, and have your child read to you.
- ☐ Visit the library and get a card for your child. Ask the librarian for help in choosing books. Take part in story hours at the library.
- ☐ Have your child read daily. It makes a difference. Ten minutes a day of independent reading increases reading understanding. Twenty minutes a day is even better.
- ☐ Read to your child from material that is at a higher level than what he or she usually reads. Read to your child even if he or she is reading by himself or herself.
- ☐ Take turns reading aloud from a book chosen by both of you. Choose books that may be too difficult for your child to read by himself or herself.
- ☐ Keep track of how much television your child watches.
- ☐ According to the National Assessment of Education 1994 Reading Report Card for the Nation and the States, if your child watches more than three hours of TV a day, his or her reading will suffer.
- ☐ Ask your child to explain to you the things he or she is learning in school. Ask specific questions, such as, "Did you learn any new words (new ideas, new facts, or new songs)?" or "What story did you read today?"
- ☐ Find some pictures or photos. Start a story about the picture and have your child finish the story.
- ☐ Encourage your child to write daily. Have your child write in a journal. A notebook can be used as a journal. Ask if your child wants to share it with you.
- ☐ Draw a map of your neighborhood. Go over this map so your child can see the street names. Match the signs on the map with the real street names.
- ☐ Use the newspaper to play word games with your child. Have your child use a marker to circle or highlight all the words that he or she knows. Circle the words that start with a certain letter or letters. Circle that words that end with a certain letter. Circle the words that start the same. Circle the words that are in the same word family, such as ride, hide, and side or now, how, and cow.
- ☐ Read menus in restaurants with your child for good reading and math practice. Help your child figure out what he or she can order with a certain amount of money.
- ☐ Read to your child to show you have a positive attitude toward books and reading.
- ☐ Have your child write to other members of the family like grandmothers, grandfathers, aunts, uncles, or cousins.
- ☐ Leave notes for your child to read. Ask your child to write notes to you.
- ☐ Have your child write directions that tell how to do something.
- ☐ Share the oral history of your family with your child. Other people in your family can share the family history. Let your children talk or write about their heritage.
- ☐ Monitor the homework your child brings home. Don't do it for him or her, but encourage them to complete the assignment.
- ☐ When you go to the market or store, have your child figure out how much two or three of the same thing would cost. If there are four things for one dollar, how much would one cost?
- ☐ Practice "mental" (no paper or pencil) math problems.
- ☐ Show your child how to multiply and divide by using such common items as dried beans, pennies, or stones.
- ☐ Give your child lots of praise when he or she deserves it.
- ☐ Start a folder or notebook for your child. Collect your child's best work, notes from school or any other items that show your child's accomplishments in school.
- ☐ Display your child's work somewhere. A refrigerator is a good place to put a child's work.
- ☐ Show an interest in what your child is learning.



**IF YOU NEED MORE INFORMATION OR  
HELP,**

**CALL YOUR CHILD'S SCHOOL**

**CALL AND MAKE AN APPOINTMENT  
WITH YOUR CHILD'S TEACHER**

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**Publication Number EC637.3A**