

- **Research to Build and Present Knowledge** (do short research projects that build knowledge about a topic that can then be shared with others)



Speaking and Listening:

- **Comprehension and Collaboration** (be a part of conversations about third grade topics while building on others' ideas and sharing their own ideas clearly)
- **Presentation of Knowledge and Ideas** (create an audio recording to report on a topic or text; tell a story or retell an experience with facts and details; adding drawings or other pictorial displays and share these ideas with others)

Language:

- **Conventions of Standard English and Knowledge of Language** (use knowledge of language and its conventions when writing, speaking, reading, and/or listening)
- **Vocabulary Acquisition and Use** (learn new grade-level words through discussions, reading or when learned in other subject areas)

This past year, our staff and I have been attending workshops that are helping us to gain a better understanding of the Common Core State Standards (CCSS), what our students will need to know to prepare for the 21st century. Below are the Standards for 3rd Grade Math. The greatest message has been deeper experiences, not more. Children need to be able to develop their own thinking, not be told how to think. We need your help. Please become familiar with what your child needs to know and help develop these things at home.

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For more information: http://www.reeths-puffer.org/Our_District/Departments/Curriculum/curriculum-corner-for-parents/

What can you do as a Parent to Help or Support Your Child?

- Allow your child to select books to be read together based on his/her interests; encourage your child to retell the story in their own words.
- Talk about words that are unfamiliar or might have more than one meaning. Talk about these words with your child to help them build a strong vocabulary.
- Ask your child to provide examples (evidence) to support their opinion (arguments/judgments) about what they are reading, hearing or doing.
- Make writing a natural part of the daily routine. Do things like write notes to one another, write special events on the calendar, add items to the grocery list, write thank you notes for gifts, or write special friends or family a letter informing them about a special event.
- Share what you are reading (for work and enjoyment) with your child and let them know why reading is important in school and in life. Share the joy of reading with your child.
- If you have technology at home encourage your child to practice keyboarding (free websites) a few times per week. Typing skills will be an important part of third grade and beyond.

3rd Grade Math Standards:

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication (finding the unknown product) and division (finding the unknown factor)
- Understand multiplication and the relationship between multiplication and division
- Multiply and divide within 100
- Solve problems involving the four operations (addition, subtraction, multiplication and division)

Number and Operations in Base Ten

- Use place value understanding and properties of operations to solve multi-digit problems

Number and Operations - Fractions

- Develop understanding of fractions as numbers (Parts of a whole, and size of fraction is relative to the whole)

Measurement and Data

- Solve problems involving measurement and estimation time, liquid volumes, and masses of objects
- Represent and interpret data
- Understand the concepts of area and perimeter



“A great place to learn, contribute and compete.”

Geometry

- Classify shapes by sides and angles
- Relate to fractions – part to whole (shapes, area)

What Can You do as a Parent to Help or Support Your Child at Home in the Area of Math?

- Involve your child in age appropriate conversations about daily math tasks that are a natural part of day-to-day life. (i.e., cooking, measuring, budgeting, shopping, etc.).
- Encourage your child to write or describe numbers in different ways. What are some different ways to make 1450? 1 Thousand, 4 hundreds, 5 tens, and 0 ones; or $1000 + 450 = 1450$; or 14 hundreds and 50 ones.
- Use everyday objects to allow your child to explore the concept of fractions (sharing food equally, measuring ingredients, locating parts of a whole [1/2 gallon of milk is left], etc.).
- Talk about when a given number is big? When it is small? (\$50 is big to a child for an allowance, but would be small for an adult's weekly paycheck).
- Survey family and friends for best time for birthday party. Analyze the data collected to make a decision.
- Allow your child to explore/struggle through the process in order to gain a deeper understanding of "how" and "why" math works. Exploration and self-discovery leads to deeper understanding of the concepts being taught.

We ask that you please refrain from teaching your child a short cut like a math algorithm (procedures).

- We need students to have a solid number sense understanding and be able to use a variety of strategies to solve problems. Once an algorithm/math procedure is taught, students put their energy and thinking into remembering the procedure and lose sight of the thinking that goes around understanding the math. We need to go slow and let students gain a deeper understanding of the math concepts and skills before we teach them short cuts to solve problems. Deeper conceptual understanding is the way to prepare students for making sense of many different aspects of math integrated into a school lesson, as well as to real world situations.



English Language Arts Content Overview

Below are the standards for third grade in the area of English Language Arts. The Common Core State Standards (CCSS) require students to dig deeper into the learning experiences with an added emphasis on the application of the skills to everyday life. You will notice that students will be asked to read more challenging texts and will need to refer back to the text to find examples (evidence) to support their answers. The new standards also have an increased emphasis on building stronger writing skills around the various types of writing. Students will be increasing their vocabulary skills to ensure they can read and comprehend the grade level materials and can apply the learning to real life situations. The Reeths-Puffer staff is looking to partner with you to help your child be successful in their educational journey.

The following items outline the major instructional concepts for Third Grade students in English Language Arts.

Reading Foundations:

- **Phonics and Word Recognition** (knows and applies grade-level phonics and word analysis skills when reading/decoding words)
- **Fluency** (read with accuracy and fluency to support understanding/comprehension)

Reading Literature and Informational Text:

- **Key Ideas and Details** (identify the main idea of a story or text; retelling the key details and explaining how the details add to the main idea)
- **Craft and Structure** (determine the meaning of general school and content-specific words and phrases in a text relevant to third grade topics and subject areas)
- **Integration of Knowledge and Ideas** (compare and contrast the themes, settings, and plots of stories written by the same author; compare and contrast the most important points found in two informational texts on the same topic)
- **Range of Reading and Level of Text Complexity** (read and understand/comprehend literature and informational texts, including history/social studies, science, and other texts)

Writing:

- **Text Types and Purposes** (understand there are different types of writing (narrative, informational, and opinion) and practice writing the different types of writing)
- **Production and Distribution of Writing** (make writing better by planning, revising, and editing; use a variety of digital (electronic) tools to create and share writing; collaborating with friends and getting some support from adults)