

# Family

# Friendly

## GUIDE FOR THIRD GRADE

### English Language Arts

In third grade, students shift from building foundational skills to **understanding what they read**. They start learning how to analyze stories and articles for setting, characters, and plot, as well as text features and structure, with teachers offering support as needed. Support could include one-on-one sessions, group activities, and tailored lessons. By year-end, students should complete these tasks independently.

Third graders study authors' writing styles, understand their reasons for writing, and distinguish character perspectives from reader perspectives. They explore various types of writing, such as stories, nonfiction, literary nonfiction, poetry, and plays, both in print and digital formats, while learning to interpret visual aids.

Throughout third grade, students practice writing skills, organize thoughts, use transitional words, improve research questioning, and discuss others' ideas. They write opinion pieces, narrative pieces, informational pieces, summaries, essays, text-dependent pieces, and creative stories. In addition, they start learning cursive writing.

### This document is designed to:

- Provide examples of the standards, skills, and knowledge your child will learn in English Language Arts and should be able to do upon exiting English 1.
- Suggest activities on how you can help your child at home.
- Offer additional resources for information and help.

Log on to the [SC Department of Education website](#), for the complete standards.

### The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.



# OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

### In third grade, students should:

- **read and write** independently, picking texts that match their interests.
- **experiment** with different writing styles to express themselves.
- **ask** questions and gather information from both printed and digital sources.
- **compare** how information is presented and use details to make predictions and draw conclusions.



## FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

### In third grade, students should:

- read different texts out loud and quietly, focusing on accuracy and expression.
- use letter-sound knowledge to break down and blend sounds.
- decode words by recognizing patterns and similarities.
- apply phonics skills to figure out unfamiliar words.
- use context and visuals to help understand and fix mistakes while reading.

## APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

### In third grade, students should:

- understand how characters change as the story progresses.
- recognize and explain metaphors, hyperboles, and idioms used in texts.
- identify the main themes in literary texts and explain how they are developed through key details.
- determine the central idea and supporting details in informational texts.
- analyze the author's purpose and perspective in writing a text.

## RESEARCH

The Research (R) standard and indicators support students in learning the processes of inquiry, investigation, and drawing conclusions on a wide variety of topics.

**In third grade, students should:**

- develop the ability to ask and answer questions about different sources to explore topics thoroughly.
- learn how to organize and group research findings obtained from print or non-print sources.

## COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

**In third grade, students should:**

- write your opinions by introducing what you want to talk about, saying what you think about it, giving reasons with examples to support your thoughts, using words to connect your ideas smoothly, and wrapping it up neatly at the end.
- explain things by starting with your topic, adding lots of details and facts to make your point clear, using words to move from one idea to the next, using clear and specific words, bringing in information from different sources to back up what you are saying, and finishing off strong.
- tell stories by setting up where and when things are happening, introducing the people or characters involved, telling what happens step by step using words that show time passing, showing what the characters do and think to make them interesting, and giving a wrap-up at the end.
- get better at writing by making sure you spell and punctuate things correctly, using the right words like names, actions, describing words, and joining words, practicing organizing your ideas and making changes to make your writing stronger, and getting help and ideas from others to improve your writing.
- when talking about something, speak clearly and confidently, use tools like computers to help you communicate, and join in conversations by asking questions, sharing your thoughts, and listening to what others have to say.



# HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

## Overarching Expectations:

- **Set a Reading Routine:** Establish a daily reading routine to read for a set amount of time each day. Consistency is key. Set reading goals or challenges and allow choice in the texts to be read.
- **Role Model:** Read, write, talk, and listen with and to your child. Encourage them to be role models for younger students.
- **Read and Talk:** Read together and discuss texts by sharing ideas, making inferences, and asking questions. Create family book clubs with the use of texts and/or audiobooks. These activities build background knowledge and extend vocabulary.

## Foundations of Literacy:

- **Fluency:** It is still important to listen to your child read daily. Encourage reread sentences or phrases to self-correct and sound fluent. Provide a variety of texts to apply reading fluency.
- **Stuck on a Word?:** "Say the sounds in the word and blend the sounds together." Monitor accuracy by using context and visuals to confirm responses.

## Applications of Reading:

- **Build Vocabulary:** Discuss the meaning of unknown words read. Use context clues to determine the meaning. Try to use these new words in conversations.
- **Use Figurative Language:** Identify figurative language. Talk about the meaning as it relates to the text. Then discuss the literal meaning and laugh together about how it would change the meaning. (ex: It is raining cats and dogs!)
- **Write to Inform:** After reading an informational text, encourage writing about what was learned.

## Research:

- **Encourage Curiosity:** Foster natural curiosity. Encourage asking questions, exploring topics, narrowing or broadening thinking, and finding answers.
- **Provide Guidance:** Be available to help. Encourage, motivate, and celebrate.
- **Discuss Reliable Sources:** Emphasize the importance of using trustworthy sources. Discuss the difference between reliable and unreliable websites, books, and other materials.



## Communications:

- **Practice Cursive Writing:** Routinely practice uppercase and lowercase cursive letters to build automaticity.
- **Use Oral Communication:** Share the findings of a research topic or tell a story or joke to family and friends. Use eye contact and appropriate voice volume. Collaborate with friends to solve a problem or play a game.
- **Integrate Social Studies and Science:** Encourage reading age appropriate magazines and websites on social studies and science topics. Write down 3-6 facts from these resources and share them with others.

## ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, they will participate in formative, [norm-referenced interim assessments](#), and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

At the end of the school year, your student will participate in the statewide summative assessment, [SC READY](#). Parent resources are available [online](#).

### ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children's Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).