

Parent Roadmap to Common Core Standards

English Language Arts

America's schools are working to provide higher quality instruction than ever before.

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In English language arts and literacy, this means three major changes. Students will continue reading and writing. But in addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including science and social studies. They will read more challenging texts and be asked more questions that will require them to refer back to what they have read. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

Grade Level Expectations

In grade three, students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. Activities in these areas will include:

- Reading a wide range of stories and describing how a story teaches a lesson
- Describing characters in a story and how their actions contributed to events
- Reading texts about history, social studies, or science and answering questions about what they learned
- Referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers
- Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (such as science words)
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story using relevant facts and details and speaking clearly
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Gathering information from books, articles, and online sources to build understanding of a topic
- Writing research or opinion papers over extended periods of time

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.

In third grade, students will read stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.



READING LITERATURE

Grade Two Reading

- Students retell stories and determine their central message, lesson, or moral.
- Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Grade Three Reading

- Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text.
- Students distinguish their own point of view from that of the narrator or those of the characters.

Grade Four Reading

- Students determine the theme of a story, play, or poem from details in the text and summarize the text.
- Students compare and contrast the point of view from which different stories are told, including the difference between first- and third-person accounts.



READING FOR INFORMATION

Grade Two Reading

- Students ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.

Grade Three Reading

- Students ask and answer questions about what they read by referring directly to parts of the text.
- Students use information gained from images or illustrations.

Grade Four Reading

- Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text.

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Writing tasks in grade three may include stories, essays, reports, and opinion papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Two Writing <ul style="list-style-type: none">• Students introduce a topic and use facts and definitions to develop points.• Students provide a concluding statement or section.	Grade Three Writing <ul style="list-style-type: none">• Students introduce a topic and use facts, definitions, and details to develop points.• Students provide a concluding statement or section.• Students group related information together.• Students use linking words and phrases to connect ideas, such as <i>also</i>, <i>another</i>, and <i>but</i>.	Grade Four Writing <ul style="list-style-type: none">• Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.• Students provide a concluding statement or section related to the information or explanation presented.• Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.• Students link ideas within categories of information using words and phrases such as <i>another</i>, <i>for example</i>, <i>also</i>, and <i>because</i>.• Students use precise language and subject-specific vocabulary.
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Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and organization of ideas.

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Partnering with your child's teacher:

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- Where is my child excelling? How can I support this success?

Helping Your Child Learn Outside of School

1. Provide time and space for your child to read independently. This reading time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

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Mathematics

America's schools are working to provide higher quality instruction than ever before.

In mathematics, teachers will concentrate on teaching a more focused set of major math concepts and skills. This will allow students time to master key math concepts and skills in a more organized way throughout the year and from one grade to the next. It will also call for teachers to use rich and challenging math content and to engage students in solving real-world problems in order to inspire greater interest in mathematics.

Grade Level Expectations

In grade three, students will continue to build their concept of numbers, developing an understanding of fractions as numbers. They will learn the concepts behind multiplication and division and apply problem-solving skills and strategies for multiplying and dividing numbers up through 100 to solve word problems. Students will also make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers. Activities in these areas will include:

- Understanding and explaining what it means to multiply or divide numbers
- Multiplying all one-digit numbers from memory (knowing their times table)
- Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40)
- Solving two-step word problems using addition, subtraction, multiplication, and division
- Understanding the concept of area
- Relating the measurement of area to multiplication and division
- Understanding fractions as numbers
- Understanding and identifying a fraction as a number on a number line
- Comparing the size of two fractions
- Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that $\frac{3}{1}$ and 3 are the same number)
- Measuring weights and volumes and solving word problems involving these measurements
- Representing and interpreting data

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Here are just a few examples of how students will develop and use their understanding of place value in grade three.

MATHEMATICS

Grade Two Mathematics

- Understand that 100 can be thought of as a bundle of ten tens—called a “hundred”
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (place value)
- Add and subtract numbers through 1000 using what students have learned about place value
- Solve word problems by adding or subtracting numbers up through 20
- Solve addition and subtraction problems for different unknown numbers ($20 - ? = 15$, $9 + 4 = ?$)

Grade Three Mathematics

- Use place value understanding to round whole numbers to the nearest 10 or 100
- Quickly and accurately add and subtract numbers through 1000 using knowledge of place value
- Use place value understanding to multiply and divide numbers up through 100
- Multiply one-digit whole numbers by multiples of 10 between 10 and 90. For example, 9×80 or 5×60

Grade Four Mathematics

- Use place value understanding to round multi-digit whole numbers to any place
- Use place value understanding to find the product of two multi-digit numbers
- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right
- Compare two multi-digit numbers based on the meanings of the digits in each place, using the symbols $>$ (more than), $=$ (equal to), and $<$ (less than)

$$\boxed{5} \times \boxed{30} = 5 \text{ groups of } 3 \text{ tens} = 15 \text{ tens}$$

*Students understand that
15 tens = 5 tens + 10 tens (or 1 hundred).*

$$\begin{array}{c} \boxed{15} \\ \text{tens} \end{array} = \begin{array}{c} \boxed{1} \\ \text{hundreds} \end{array} \begin{array}{c} \boxed{5} \\ \text{tens} \end{array} \begin{array}{c} \boxed{0} \\ \text{ones} \end{array}$$

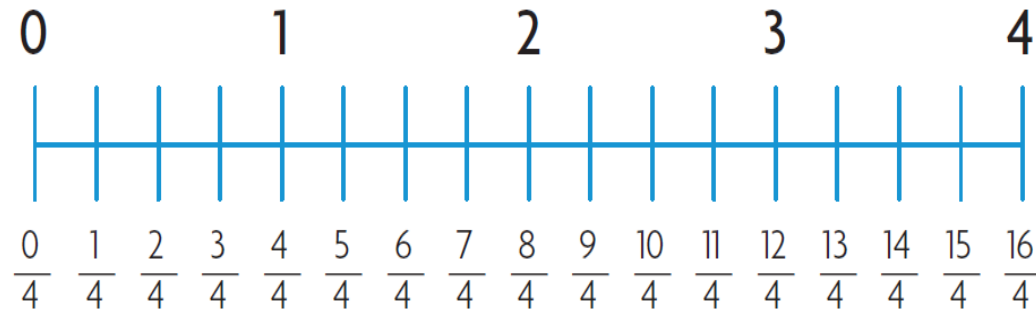
Students use their understanding of place value as a strategy for multiplying one-digit numbers by multiples of ten. This will prepare them to multiply two multi-digit numbers in grade four.

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Here are just a few examples of how students will learn about and work with fractions in grade three.

<p>Grade Two Mathematics</p> <ul style="list-style-type: none"> • Break circles and rectangles into two, three, or four equal parts • Describe parts of a whole using the words halves, thirds, half of, a third of, etc. • Describe a whole as two halves, three thirds, four fourths 	<p>Grade Three Mathematics</p> <ul style="list-style-type: none"> • Determine a fraction's place on a number line by defining the length from 0 to 1 as the whole and "cutting it" into equal parts • Understand two fractions as equal if they are the same size or at the same point on a number line • Compare the size of two different fractions of the same size object. For example, which is bigger, $\frac{1}{8}$ of a pizza or $\frac{1}{6}$ of that same pizza? 	<p>Grade Four Mathematics</p> <ul style="list-style-type: none"> • Break down a fraction into smaller fractions with the same denominator, or bottom number, in more than one way ($\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{2}{8} + \frac{1}{8}$) • Explain why a fraction is equal to another fraction • Add and subtract mixed numbers (whole numbers mixed with fractions, such as $1 \frac{1}{5}$) with the same denominators • Multiply a fraction by a whole number
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<p><i>Using a number line helps students think of a fraction as a number.</i></p>	
<p>Students begin to understand that fractions are sometimes the same quantity as a whole number ($\frac{8}{4} = 2$) and whole numbers can be expressed as fractions ($3 = \frac{12}{4}$).</p>	

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- Where is my child excelling? How can I support this success?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- What can I do to help my child with upcoming work?

Helping Your Child Learn Outside of School

1. Play math games with your child. For example, "*I'm thinking of two numbers whose product is between 20 and 30. How many pairs can you think of that would satisfy this problem?*" Have your child explain the solutions. How does he or she know that all the number pairs have been identified?
2. Encourage your child to write or describe numbers in different ways. For example, what are some different ways to make 1450? $1450 = 1 \text{ thousand, } 4 \text{ hundreds, } 5 \text{ tens, and } 0 \text{ ones, or } 1000 + 450, 14 \text{ hundreds and } 50 \text{ ones, } 13 \text{ hundreds} + 15 \text{ tens, etc.}$
3. Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups to have students demonstrate how many $\frac{1}{3}$'s are in a whole, how many $\frac{1}{4}$ cups you need to make $1\frac{1}{4}$ cups, and how many times you have to refill a $\frac{1}{2}$ cup measure to make $1\frac{1}{2}$ cups.
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

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