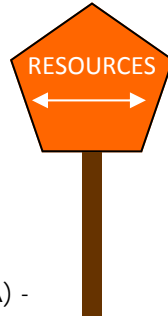


## General Parent Resources

- ◇ Common Core State Standards- [www.cde.ca.gov/re/cc](http://www.cde.ca.gov/re/cc)
- ◇ Common Core Video- [www.commoncoreworks.org/page/378](http://www.commoncoreworks.org/page/378)
- ◇ K-8 California's Common Core Standards Parent Handbook- [www.smmusd.org/edservices/commoncore/pdf/ccsparehandbook.pdf](http://www.smmusd.org/edservices/commoncore/pdf/ccsparehandbook.pdf)
- ◇ Parent Roadmaps to Common Core Standards (Council of Great City Schools') - <http://www.cgcs.org/Page/328>
- ◇ Parents' Guides to Student Success (National PTA) - <http://www.pta.org/parents/content.cfm?ItemNumber=2583&navItemNumber=3363>



## Common Core Grade Level Resources

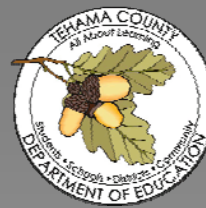
- ◇ A Look At Kindergarten Through Grade Six In California Public Schools- [www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp](http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp)
- ◇ Learn Zillion—High Quality Lessons For Review By Students All Aligned To CCSS- [www.learnzillion.com](http://www.learnzillion.com)

## Common Core Assessment

- ◇ Smarter Balanced Practice Tests- [www.smarterbalanced.org/pilot-test/](http://www.smarterbalanced.org/pilot-test/)
- ◇ Smarter Balanced *Fact vs Fiction* - <http://www.cde.ca.gov/ta/tg/sa/smarterbalresources.asp>

## Parent/Student Home Resources

- ◇ Family Math Activities- [http://www.orecity.k12.or.us/staff/curriculum\\_resources/mathematics/family\\_math\\_activities](http://www.orecity.k12.or.us/staff/curriculum_resources/mathematics/family_math_activities)
- ◇ Everyday Mathematics- <http://everydaymath.uchicago.eduparents/>
- ◇ Reading Resources- <http://www2.ed.gov/parents/read/resources/edpicks.jhtml>



# Third Grade



## COMMON CORE STATE STANDARDS FOR CALIFORNIA SCHOOLS

**PARENT ROADMAP** 

Designed to prepare all students to graduate from high school ready for post secondary education and careers.

Prepared by:  
**Tehama County Department of Education  
Educational Support Services**

Larry P. Champion  
Tehama County Superintendent of Schools  
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(Adapted with permission from the *National PTA*)



### This Parent Roadmap Includes:

- An introduction to Common Core State Standards (CCSS).
- An overview of what your child will be learning in English language arts/literacy and mathematics.
- Tips for talking to your child's teacher about his or her academic progress.
- Ideas and activities to help your child extend learning at home.
- Additional resources.






### What are the Common Core State Standards (CCSS)?

California has joined a national research-based movement to adopt common standards and assessments for English language arts/literacy and mathematics. Common standards allow for collaboration among states on best practices and professional development. Common learning goals provide a clear vision of what educators, students and parents in all states should aim for. These learning goals help ensure that students meet college and work expectations, are prepared to succeed in a global economy and society, and are provided with rigorous standards. The CCSS include standards for English language arts/literacy and mathematics for each grade level or subject course for K-12. In English language arts/literacy, CCSS are organized by the College and Career Readiness Anchor Standards. These broad standards along with the grade specific ELA standards (reading, writing, speaking and listening, and language) define the skills and understandings students must demonstrate to achieve literacy in all areas. In mathematics, content standards are organized by grade level or subject course (K-12), and include Standards for the Mathematical Practices. These behaviors and practices deepen students understanding of mathematics and enhance their problem solving abilities.



### Early Childhood Education Program:

TCDE's Early Childhood Education Department is focused on preparing our students for success in school. We provide quality programs for children 0-5.

-  • Family Child Care Home Education Network provides subsidized care for children 0-3 in family child care settings. Participants must meet income guidelines.
-  • School Readiness serves children 0-5 in Los Molinos, Gerber, and Corning with a home visiting program that includes playgroups and family education. There are no income qualifications for this program.
-  • State Preschool enrolls 4 year olds from income eligible families. Our State Preschools are located on elementary campuses throughout the county. We accept 3 year olds, as space allows.
-  • Local Child Care Planning Council plans for child care by assessing the community needs. Its members include community representatives as well as child care consumers.
-  • California Preschool Instructional Network provides professional development for early childhood educators.

### SELPA (Special Education Local Plan Area)

The Tehama County SELPA, a consortium of the 14 schools districts in Tehama County, provides leadership, support, and technical assistance to teachers and families in Tehama County. These programs and services are identified through the IEP process and are specially designed to promote student achievement in the Least Restrictive Environment. Services provided include:

- Leadership of countywide special education staff development to accelerate achievement for all students and eliminate the achievement gap
- Maintenance of a lending library for materials, curriculum, and assistive technology for county schools to support special education students
- Leadership surrounding state and federal mandates regarding special education
- Assistance for all districts in anticipating and responding to current and future challenges and trends in special education
- Collaboration with parents, businesses, and community partners to increase their participation in schools and build public confidence and trust in public education
- Maximization of resources to improve the quality, efficiency, and cost-effectiveness of school districts and the County Office

### Student Support Services

Student Support Services provide training, technical assistance, and direct services to schools, parents, students, and community agencies to support physical and emotional health and safety for all Tehama County students. Staff provide leadership and expertise in the areas of school safety and crisis planning, bullying and violence prevention, substance use and teen pregnancy prevention, mental health, mentoring, nutrition, foster and homeless youth services, and truancy/drop-out prevention.



Tehama County Department of Education (TCDE) is dedicated to supporting schools and districts as they work to improve student achievement and meet the needs of all learners. Please visit our website at [www.tehamaschools.org](http://www.tehamaschools.org) for a complete listing of department offerings. The following programs offer resources that may be especially valuable for parents.

**Educational Support Services:**

TCDE Educational Support Services provides administrators and teachers quality assistance in building knowledge and skills around the district and school culture, goal setting and implementation, and instructional practices. The goal of ESS is to build the capacity of educators to improve student achievement for all. Our services include:



- Professional development workshops
- Administrator and teacher learning community facilitation
- English/language arts and Mathematics instructional coaching
- District/school plan facilitation
- Community educational events
- Educational resources for loan

**SERRF After School Program:**

The Safe Education and Recreation for Rural Families Program (SERRF) is an after school program which provides a safe, healthy and enriching environment for K-8 school children to participate in:



- Homework Assistance/Tutoring
- Academic Enrichment/Recreation
- Social Skills Development
- Prevention Activities
- Youth Development
- Character Education
- High Education
- Career Exploration

**College OPTIONS:**

College OPTIONS provides free programs and services to strengthen the college-going culture in Tehama County, by increasing opportunities for students to pursue postsecondary education, and ensuring that all students and their families can make informed decisions about their education and their future.



- Educational Planning Services
  - o Advisors in public schools
  - o Career Assessment Information
  - o Information on preparing for college entrance exams and college admissions application assistance
- Financial Aid Services
  - o Scholarship information and programs
  - o Help with financial aid applications
- Regional Efforts
  - o Programs and college awareness events for students of all ages and their families
  - o College campus visits
  - o Professional development for educators

**Why Are Academic Standards Important?**

The Common Core State Standards are important because they help ensure that all students, no matter which state they live in, are prepared for success in college and the workforce. They help set clear, consistent, and high expectations for students, parents, and teachers, build your child’s knowledge and skills, and help set high goals for all students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged. Standards also will help students develop critical thinking skills that prepare them for the world beyond high school.



*Today’s students are moving beyond the basics and embracing the 4C’s—“super skills” for the 21st century!*



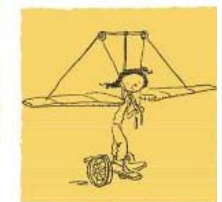
**Communication**  
Sharing thoughts, questions, ideas, and solutions



**Collaboration**  
Working together to reach a goal – putting talent, expertise, and smarts to work



**Critical Thinking**  
Looking at problems in a new way, linking learning across subjects & disciplines



**Creativity**  
Trying new approaches to get things done equals innovation & invention

## College & Career Preparation

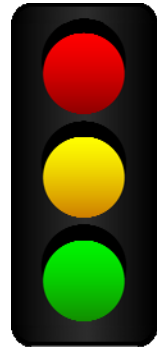
The first column represents overarching cross-disciplinary literacy expectations also known as the ELA Anchor Standards. The second column, Mathematical Practice Standards, explains the important math processes and proficiencies students should develop to prepare for success.

ELA Anchor Standards	Mathematical Practice Standards
<p>1. Reading</p> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> </ul> <p>2. Writing</p> <ul style="list-style-type: none"> <li>• Text Types and Purposes</li> <li>• Production of Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> </ul> <p>3. Speaking and Listening</p> <ul style="list-style-type: none"> <li>• Comprehension and Collaboration</li> <li>• Presentation of Knowledge and Ideas</li> </ul> <p>4. Language</p> <ul style="list-style-type: none"> <li>• Conventions of Standard English</li> <li>• Knowledge of Language</li> <li>• Vocabulary Acquisition and Use</li> </ul>	<p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in and repeated reasoning.</p>



## How Can Parents Help at Home?

- ◇ 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?
- ◇ Encourage your child to write or describe numbers in different ways. For example, what are some different ways to make 1450?  $1450 = 1 \text{ thousand}, 4 \text{ hundreds}, 5 \text{ tens}, \text{ and } 0 \text{ ones}$ , or  $1000 + 450$ ,  $14 \text{ hundreds and } 50 \text{ ones}$ ,  $13 \text{ hundreds} + 15 \text{ tens}$ , etc.
- ◇ 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.
- ◇ Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
  - ◇ 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.



## Tips for Talking With Teachers!



Don't be afraid to reach out to your child's teacher. You are still an important part of your child's education. Ask to see samples of your child's work and discuss his/her progress with the teacher using questions like:

- ◇ Is my child at the level where he/she should be at this point on the school year?
- ◇ How is math progress measured? Can we look at some of his/her work together?
- ◇ Which area of math is my child excelling in?
- ◇ What do you think is giving my child the most trouble? How can I help? Do you have any additional activities that would support my child?
- ◇ Can you show me how you solved this problem in class?
- ◇ Which math topics are coming up? What can I do to help get them ready for upcoming work?
- ◇ What is your preferred method of communication (email, phone, notes home)?
- ◇ How can I keep track of his/her completed assignments? Do you communicate grades online?

**Future Graduate Lane**

## Four Attributes of College & Career Ready Students

<p><b>Academic Behaviors</b> Students possess the ability to organize their academic work, engage in self-assessment of progress toward course outcomes, manage their time effectively, and complete or refine assignments with precision and accuracy.</p>	<p><b>Higher Order Skills</b> Students possess the ability to solve problems using critical thinking, reasoning and interpretation of research and results, communicated in a manner that conveys clear understanding of various solutions.</p>
<p><b>Real World Application</b> Students possess the ability to successfully complete problems connected to real world scenarios that require conceptual application of content knowledge, collaborative group work and use of various forms of media.</p>	<p><b>Academic Language</b> Students possess the ability to demonstrate mastery of content area skills and concepts through the appropriate use of academic language (reading, writing and speaking) as defined by the level of rigor within the standard.</p>
<p>College and career ready students possess the ability to solve real world problems through the conceptual application of key content knowledge using higher order thinking skills.</p>	

Highlights of

# English Language Arts

A crucial goal for English/Language Arts instruction is that all students leave third grade able to read fluently, effortlessly, independently, and enthusiastically. As such, students in grade three will build important reading, writing, speaking, listening, and language skills. They will think, talk, and write



about what they read from 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.

## Samples of the Work Your Student Will Be Doing

- ◇ Reading a wide range of literature stories and describing how a story teaches a lesson and how a character's actions contribute to events.
- ◇ Reading texts about history, social studies, or science and answering questions about what they have learned.
- ◇ Gathering information from books, articles, and online sources to build understanding of a topic.
- ◇ Learning and using new words, including words related to specific subjects.
- ◇ Learning and using rules of spoken and written English.
- ◇ Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings.
- ◇ Writing research or opinion papers over extended periods of time.
- ◇ 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.



# Math Progressions



Here is an example of how students will develop mathematical skills across grade levels as they continue to challenge themselves throughout each year.

## Second Grade

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.

## Third Grade

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.

## Fourth Grade

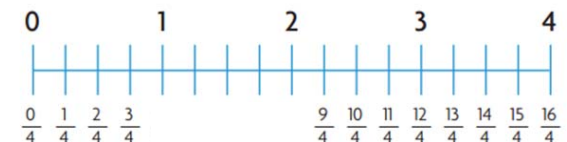
Break down a fraction into smaller fractions with the same denominator, or bottom number, in more than one way. Explain why a fraction is equal to another fraction.

## Sample of What Students Will Be Asked To Do

Determine where the below fractions fit on the number line.

$$\frac{6}{4} \quad \frac{5}{4} \quad \frac{4}{4} \quad \frac{7}{4} \quad \frac{8}{4}$$

Using a number line helps students think of a fraction as a number.



# Mathematics

In Grade 3, your child will spend lots of time developing an understanding of and strategies for multiplication and division to 100. They will develop an understanding of fractions, show fractions on number lines and explain the equivalence of fractions. Students will solve two-step problems using the four operations and assess a solution's 'reasonableness' using mental computation and estimation. They will also describe and analyze three dimensional shapes.



## Samples of the Work Your Student Will Be Doing

- ◇ Multiplying all one-digit numbers from memory (know their times tables) as well as one-digit numbers by multiples of 10 (such as 20, 30, 40).
- ◇ Solving two-step word problems using addition, subtraction, multiplication and division, and be able to explain the solution.
- ◇ Understanding the concept of area and perimeter.
- ◇ Understanding fractions as numbers, place them on a number line, express whole numbers as fractions and compare the size of two fractions.
- ◇ Measuring weights and volumes and solving word problems involving these measurements.
- ◇ Representing and interpreting data.



# ELA Progressions



Here is an example of how students will develop literacy skills across grade levels as they read and write increasingly challenging works of literature and informational text.

**Second Grade Reading**  
Students ask and answer questions that demonstrate their understanding of key details in a text and explain how images/illustrations are useful.

**Third Grade Reading**  
Students ask and answer questions about what they read by referring directly to parts of the text and information gained from images and illustrations.

**Fourth Grade Reading**  
Students refer to details and examples in a text when explaining what is stated explicitly and when drawing inferences from the text.

**Second Grade Writing**  
Students introduce a topic, support it with facts, and provide a concluding statement.

**Third Grade Writing**  
Students introduce a topic, use details to develop points, group related details together, use linking words in writing, and provide a concluding statement.

**Fourth Grade Writing**  
Students introduce a topic, develop it with facts and quotations, group related information into paragraphs, link connecting ideas within categories using phrases, integrate subject-specific vocabulary, and provide a concluding statement.

## Samples of Texts Students Will Work With

Literature: *Sarah, Plain and Tall; The One-Eyed Giant; Tales of the Odyssey; "Weather"*  
 Informational: *So You Want to Be President?; Crittercam; Bats: Creatures of the Night*

## Samples of What Students Will Be Asked To Do

**Literature**  
After reading Patricia MacLachlan's *Sarah, Plain and Tall* describe the lesson that the story teaches and how Sarah's actions contribute to the events that unfold. Support your answer using details from the text.

**Informational**  
Joyce Milton states that bats are nocturnal in her *Bats: Creatures of the Night*. Use details from the text to support the key points she makes in the text.



## Tips for Talking with Teachers!

Don't be afraid to reach out to your child's teacher. You are still an important part of your child's education. Ask to see samples of your child's work and discuss his/her progress with the teacher using questions like:

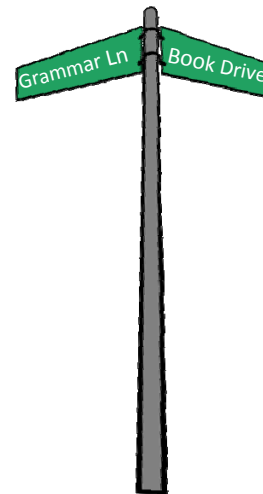
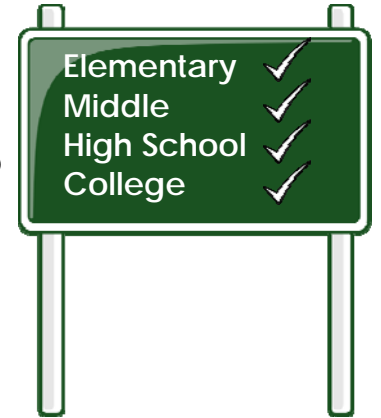


- ◇ Is my child at the level where he/she should be at this point of the school year?
- ◇ What do you think is giving my child the most trouble in reading and writing? How can I help my child improve in this area?
- ◇ Where is my child excelling in literacy? How can I support this success?
- ◇ How can I help my child develop their speaking and listening skills outside of the classroom?



## How Can Parents Help at Home?

- ◇ Provide time and space away from distractions for your child to read independently. Ensure that you still listen to them read aloud frequently.
- ◇ After your child finishes reading a story, ask them to compare/contrast it with a story they have previously read.
- ◇ Have your child describe a series of concepts shared in a selection of informational text.



- ◇ Encourage your child to write an opinion about a topic the family is discussing, supporting it with reasons and using correct English.
- ◇ Provide opportunities for your child to use speaking and listening skills at home by having them build on what others are saying and speaking clearly in complete sentences.