



## English Language Arts – Supporting 3rd Grade Students

### What your child will be learning in third grade English Language Arts and Literacy

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, pictures and 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



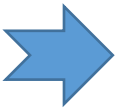
As they progress through grade levels, students will be asked questions that require them to recall details or information from increasingly other texts. This will encourage them to become thinkers, readers and writers.



## READING LITERATURE

In grade three, 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.

Built on knowledge and skills from prior grade level	Performing on Grade Level	Preparing for next grade level
<p><b>Grade Two Reading</b></p> <ul style="list-style-type: none"> <li>• Students retell stories and determine the central message, lesson, or moral.</li> <li>• Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul>	<p><b>Grade Three Reading</b></p> <ul style="list-style-type: none"> <li>• Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text.</li> <li>• Students distinguish their own point of view from that of the narrator or those of the characters.</li> </ul>	<p><b>Grade Four Reading</b></p> <ul style="list-style-type: none"> <li>• Students determine the theme of a story, play, or poem from details in the text and summarize the text.</li> <li>• Students compare and contrast the point of view from which different stories are told, including the difference between first- and third person accounts.</li> </ul>



## READING FOR INFORMATION

Built on knowledge and skills from prior grade level	Performing on Grade Level	Preparing for next grade level
<p><b>Grade Two Reading</b></p> <ul style="list-style-type: none"> <li>• Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.</li> </ul>	<p><b>Grade Three Reading</b></p> <ul style="list-style-type: none"> <li>• Students ask and answer questions about what they read by referring directly to parts of the text.</li> <li>• Students use information gained from images or illustrations.</li> </ul>	<p><b>Grade Four Reading</b></p> <ul style="list-style-type: none"> <li>• Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• 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.</li> </ul>





## Writing

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.

Built on knowledge and skills from prior grade level	Performing on Grade Level	Preparing for next grade level
<p><b>Grade Two Writing</b></p> <ul style="list-style-type: none"> <li>• Students introduce a topic and use facts and definitions to develop their points.</li> <li>• Students provide a concluding statement or section.</li> </ul>	<p><b>Grade Three Writing</b></p> <ul style="list-style-type: none"> <li>• Students introduce a topic and use facts, definitions, and details to develop points.</li> <li>• Students provide a concluding statement or section.</li> <li>• Students group related information together.</li> <li>• Students use linking words and phrases to connect ideas, such as also, another, and but.</li> </ul>	<p><b>Grade Four Writing</b></p> <ul style="list-style-type: none"> <li>• Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.</li> <li>• Students provide a concluding statement or section related to the information or explanation presented.</li> <li>• Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.</li> <li>• Students link ideas within categories of information using words and phrases (such as another, for example, also, and because).</li> <li>• Students use precise language and subject-specific vocabulary.</li> </ul>



**The NJ DOE uses the term "parent" to refer to any adult who plays the primary role in a child's family life.**

Throughout the PASS model the terms parent and family are used broadly to include adults who have a significant responsibility in a child's life. The model recognizes and respects that other individuals may also have opportunities to support the parenting, education and well-being of children and youth. Such individuals might include grandparents, relatives, stepparents, adult siblings, guardians, foster parents, etc.