

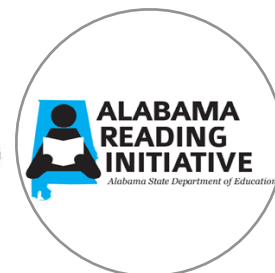
# My Child Can!

## Third Grade Booklet

The Alabama Department of Education

**An Early Literacy  
Guide for Families**

The *Alabama Families Read-at-Home Guide* was designed to provide a variety of standards-based resources for regular, family-guided, home reading.








# My Child Can! Third Grade Booklet

## An Early Literacy Guide for Families

Dear Families,

The *My Child Can! Third Grade Booklet*, developed by the Alabama State Department of Education, is a guide to help Alabama families understand the critical reading knowledge expected to be mastered at the end of Third Grade by all Alabama students. We know that families are a child's first teacher in life and understand the learning needs of their child. Families are essential in setting high expectations for learning and encouraging their child's academic achievement, growth, and success! Your active participation and partnership with your child's teacher and school, along with reading support at home, is critical to their success in meeting the assessment standards established in Alabama.

This resource guide includes:

-  The Alabama English Language Arts Course of Study Standards.
-  An explanation of what your child can do with your help.
-  Unplugged activities your family can do.
-  Interactive resources designed for your child.
-  Resources designed to assist you in supporting your child's learning.



Parent  
Videos



Parent  
Articles



Printable  
Crafts or Games



Online  
Games



Videos for  
Kids



Songs for  
Kids

Please use the *My Child Can! Third Grade Booklet: An Early Literacy Guide for Families* to help your child continue the joy of learning at home.



# ELA Critical Standards

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Reading Standards for Literature 3

Reading Standards for Informational Text 5

Reading Standards: Foundational Skills 7

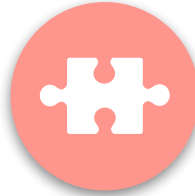
Writing Standards 9

Speaking and Listening Standards 10

Language Standards 11



# Third Grade Reading Standards for Literature



## Alabama ELA Course of Study Standards

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.



## My Child Can

1. My child can ask and answer questions about a story.
2. My child can retell stories, fables, folktales, and myths and explain lessons in the stories.
3. My child can describe what characters are like, what characters do, why characters do particular things, and how characters feel.



## Families Can

### Before Reading:

Before reading, ask your child: What do you think this book will be about? Why do you think that? What characters do you think might be in this story?

**During Reading:** Who is the main character? What do you think will happen next? How do you think the character will handle this situation?

### After Reading:

In your own words, tell me the most important things you read today in order of how they happened.



## Digital Resources for Children



[WPSU: Question Cube](#)



[Starfall: Folktales, Myths, and Fables](#)



[How to Retell a Story](#)



## Digital Resources for Parents



[Comprehension of Fiction](#)

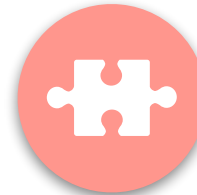


[Reading Rockets: Read Alouds for Third Grade](#)



[FCRR: Story Elements Web](#)

# Third Grade Reading Standards for Literature



## Alabama ELA Course of Study Standards

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).



## My Child Can

4. My child can understand words in stories he or she reads.
8. My child can compare and contrast stories written by the same author about the same or similar characters.



## Families Can

Encourage your child to be word aware while reading. Have your child create an interactive vocabulary notebook while reading. He or she can add unknown words and words that help him or her understand the text. Ask your child to use reference tools to find the meaning of unknown words.

Provide and encourage your child to read books by the same author. These may be books in a series like the Cam Jansen series by David Adler. Help your child determine how the books characters, themes, settings, and plots are similar and how they are different.

- \* How are the versions the same?
- \* How did the theme/setting/plot of the different stories stay the same? What is different?



## Digital Resources for Children



[Room Recess:  
Vocab ViK](#)



[How to Retell a  
Story](#)



## Digital Resources for Parents



[Understood:  
Building  
Vocabulary for  
Kids](#)



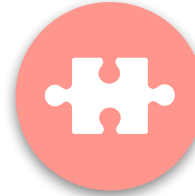
[IES: Monitoring  
for Understanding  
Bookmark](#)



[FCRR:  
Compare a  
Story](#)

# Third Grade

## Reading Standards for Informational Text



### Alabama ELA Course of Study Standards

10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
11. Determine the main idea of a text; recount the key details and explain how they support the main idea.
12. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.



### My Child Can

10. My child can ask and answer questions after reading, to demonstrate an understanding of informational text by referring to words and phrases in the text.
11. My child can determine what topic the text is mostly about and provide details related to the topic.
12. My child can describe how some historical events are related, describe how some scientific ideas are related, and describe how the steps in a set of directions are related.



### Families Can

Ask your child what they would like to explore. Utilize the public library. Ask the librarian to help find books on the topic(s) of interest to your child.

#### Create-a-Quiz

Ask your child to read an informational text aloud. Have your child create a list of quiz questions to ask classmates if they read the same book.

#### Main Idea Bubble

Ask what one word was repeated throughout the text to determine the topic. Make a main idea and detail bubble web. Use words or pictures to fill in the bubbles.



### Digital Resources for Children



[WPSU: Main Idea Hamburger Game](#)



[National Geographic Kids: eBooks](#)



### Digital Resources for Parents

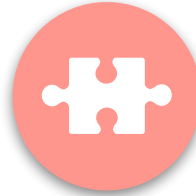


[How Third Graders Show They're Learning From What They Read](#)



[IES: Summarizing Bookmark](#)

# Third Grade Reading Standards for Informational Text



## Alabama ELA Course of Study Standards

13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
16. Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why, and how key events occur).
18. Compare and contrast the most important points and key details presented in two texts on the same topic.



## My Child Can

13. My child can identify general academic and domain-specific words and phrases in informational text.
14. My child can use the parts of a text that stand out to find information quickly and use search tools on the computer to find information.
16. My child can show what he/she learned from informational text and illustrations by answering questions about where, when, why and how.
18. My child can compare and contrast the most important ideas and details in two pieces of information about the same topic.



## Families Can

- While engaging with nonfiction text, encourage your child to notice how text features such as the table of contents, headings, maps, and photographs aid in understanding the text.
- Ask your child to notice features that help in locating information quickly, such as key words, sidebars and hyperlinks.
- Ask your child to read two texts on a topic of interest. While reading, ask your child to notice how the texts are alike and how they are different. You may ask your child to complete a thinking map to show similarities and differences.



## Digital Resources for Parents



[Comprehension of Informational Text](#)



[How Third Graders Figure Out the Meaning of New Words](#)



[Reading Rockets: Comparison Text Structure](#)



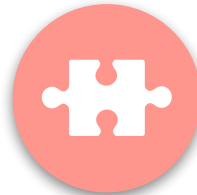
[Reading Rockets: Comparison Poster](#)



[FCRR: Compare and Contrast](#)

# Third Grade

## Reading Standards: Foundational Skills



### Alabama ELA Course of Study Standards

20. Know and apply grade-level phonics and word analysis skills in decoding words.



### My Child Can

20. My child can read words with more than one syllable, especially those with prefixes and suffixes, and understand what those affixes mean.



### Families Can

#### Word Part Detectives

Encourage your child to be a word detective by examining words in a text that have a prefix and/or a suffix added. Ask your child to write the word down and draw a square around the prefix, while chatting about what it means. Circle the suffix and discuss its meaning. How does the meaning of the word change when you remove the prefix or suffix?

#### Guess My Word

Before your child begins reading a text, choose several words that have more than one syllable. Write each syllable on index cards. Have your child read each syllable card and combine the syllables to make a multisyllable word.

Example: fantastic

fan

tas

tic



### Digital Resources for Children



Blazer Fresh:  
Word  
Wizards



ABCYA:  
Submarine  
Spelling



Scholastic:  
Short Circuits  
Affix Game



### Digital Resources for Parents



Teaching Vocabulary  
through  
Conversations

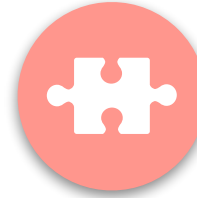


IES Recommendation 3:  
Blending Letters, Recognizing  
and Reading Words



# Third Grade

## Reading Standards: Foundational Skills



### Alabama ELA Course of Study Standards

21. Read with sufficient accuracy and fluency to support comprehension.



### My Child Can

21. My child can fluently read grade level text with accuracy and expression; and can self-correct misread words, rereading when necessary.



### Families Can

Ask your child to read aloud. Make notes about your child's ability to read words correctly. If your child reads multiple words incorrectly, focus on specific word reading strategies. Also, think about how your child's reading sounds. Does it sound conversational?

Provide tips and reminders.

- I can stop at periods.
- I can pause at commas.
- I can change my voice when I read conversation and dialogue.
- I can use expression as I read.
- I can read in longer phrases.



### Digital Resources for Children



[ABCYA: Out of Sight Words](#)



[Blazer Fresh: Don't Read Like a Robot](#)



### Digital Resources for Parents



[Home Reading Helper: Figuring Out New Words in Third Grade](#)



[Home Reading Helper: Coaching Fluency](#)

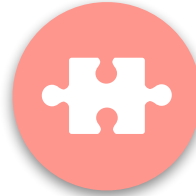


[Understood: What Reading Fluency Looks Like in Third Grade](#)



[IES: Practice Reading Out Loud Bookmark](#)

# Third Grade Writing Standards



## Alabama ELA Course of Study Standards

22. Write opinion pieces on topics or texts, supporting a point of view with reasons.
23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly.
24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and *editing*.



## My Child Can

22. My child can write an opinion piece by stating an opinion, supporting that opinion with reasons, and providing a concluding statement.
23. My child can write an informative or explanatory texts by introducing a topic, using facts and definitions to develop points, and providing a concluding statement.
24. My child can write a story in order, include details to describe actions, thoughts, and feelings, and provide a sense of closure.
26. With my help, my child can focus on a topic and strengthen his or her writing by revising and editing.



## Families Can

Here are some suggestions that engage your child in the writing process:

- Have your child write instructions for taking care of the family pet. These will be useful as you plan your vacations!
- Write a letter or thank you note to a relative. Talk through what your child wants to say before writing begins.
- Make a shopping list before going to the grocery store.
- Write an online review of a book or an item you recently purchased ([www.amazon.com](http://www.amazon.com)) or a recipe you tried ([www.allrecipes.com](http://www.allrecipes.com)).
- Talk about the presidential election and write a description of the kind of president you want.
- Find a picture in the newspaper and write an article to accompany it.



## Digital Resources for Parents



[Helping Your Child with Writing](#)



[Understood: What Third Grade Writing Looks Like](#)

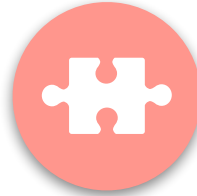


[Scholastic: Story Starters](#)



[PBS Learning Media: Family Stories](#)

# Third Grade Speaking and Listening Standards



## Alabama ELA Course of Study Standards

31. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.
32. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



## My Child Can

31. My child can have a conversation with someone about age appropriate topics and books.
32. My child can identify the main ideas and supporting details from information presented in multiple formats.



## Families Can

Have a conversation with your child. Ask questions about his/her interests. Model good listening and speaking techniques. Look at your child when he/she is talking. Wait until your child is finished speaking before asking questions or adding comments.

Ask your child questions during and after content is presented:

What is the main idea from this section?

What information supports the main idea in this section?



## Digital Resources for Parents



[Strategies for Encouraging Your Child's Speech and Language Development](#)



[IES: Summarize a Story](#)

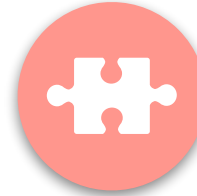


[NEA: Listening Skills Guide](#)



[Scholastic: Language and Literacy](#)

# Third Grade Language Standards



## Alabama ELA Course of Study Standards

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
39. Use knowledge of language and its conventions when writing, speaking, reading, or listening.



## My Child Can

37. My child can write and speak using Standard English grammar.
38. My child can write using Standard English capitalization, punctuation, and spelling.
39. My child can use his or her knowledge of language and conventions when writing, speaking, reading, or listening.



## Families Can

### Mad Libs!

Mad Libs are fun for the whole family! Simply fill in the blanks with the part of speech requested on the page. It may be a noun, a verb, an adjective, an animal, a body part or something else. Check out the digital resources for more information. ➡

In addition to school assignments, encourage your child to write in cursive often and for multiple purposes including shopping lists, recipes, journal/diary entries, etc. Provide feedback on capitalization and the use of commas, quotation marks, and apostrophes.

Remind your child to use reference tools and the Internet to check spelling and grammar.



## Digital Resources for Children



[NatGeo Kids: Funny Fill-Ins](#)



[Blazer Fresh: I Use a Comma](#)



[WPSU: Fridge Games](#)



## Digital Resources for Parents



[Raising Dragons: Mad Libs](#)

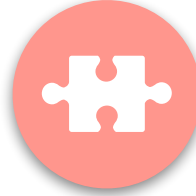


[Mad Libs Printables](#)



[Scholastic: How Cursive Writing Practice Benefits Literacy](#)

# Third Grade Language Standards



## Alabama ELA Course of Study Standards

- 40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
- 41. Demonstrate understanding of word relationships and nuances in word meanings.



## My Child Can

- 40. My child can use multiple strategies to understand the meaning of new words.
- 41. My child can figure out how words are related and how their meanings might be similar.



## Families Can

Encourage your child to read at least 20 minutes in addition to school assignments. Read to and with your child. Make note of how your child responds when an unknown word is encountered. Remind your child to use strategies such as using context clues and dictionaries. Remind your child to use what is known about prefixes, suffixes, roots, and base words to figure out the meaning of unknown words.

Read picture books with your child and help your child to identify the various types of figurative language categories such as metaphors, similes, personification, hyperbole, and symbolism.



## Digital Resources for Children



[The Bazillions:  
Prefix or Suffix](#)



[Robo-Bee:  
Synonyms and  
Antonyms](#)



[RoomRecess:  
Context Clues](#)



## Digital Resources for Parents



[Teaching Vocabulary  
through  
Conversations](#)



[FCRR: Words  
in Context](#)



[Read Write Think:  
Morpheme Match](#)



**THE ALABAMA STATE DEPARTMENT OF EDUCATION**

P.O. Box 302101 • Montgomery, AL 36130-2101 334-694-4900 •  
334-694-4990 (f) • [www.alsde.edu](http://www.alsde.edu)

**DR. ERIC G. MACKAY, STATE SUPERINTENDENT OF EDUCATION**  
07/20

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