

Questions

Questions for your child's teacher:

- ◆ How can I best help my child at home?
- ◆ Will I be contacted regarding my child's progress in a timely manner?
- ◆ How, when, and who should I contact regarding my child's progress.
- ◆ When and how often is testing and will I get the results?
- ◆ What is my child's reading level and how can I improve it?
- ◆ What after school activities are available at my child's school?

Activities for Home

What can I do to help my child from home?

- ◆ Encourage your child to keep a journal.
- ◆ Engage in written conversations with your child.
- ◆ Encourage your child to read recipes.
- ◆ Tell stories to your child about your childhood and life experiences.
- ◆ Play the alphabet game with your child (i.e. first person "a is apple", second person "a is for apple, b is for boat " and so on...)
- ◆ Have your child write or orally give directions to a younger sibling.

A Message from the CMSD

~School Parent Organization~

Dear Families,

Establish a partnership with your child's school community to guide and encourage our children to strive to reach their academic potential. This collaboration of parents, students and school staff will lead us to become a premier school district in the United State of America.

NOTES:

★ **Cleveland Metropolitan
School District**





What should my third grader learn about ELA?

Phonemic Awareness

- ◆ Using the letter and the sound that it makes to sound out a word. Recognizing familiar word parts to figure out words.
- ◆ Reading smoothly with expression at a steady pace like talking. Knowing familiar words and being try unfamiliar words.

Acquisition of Vocabulary

- ◆ Use information in a selection to learn new words.
- ◆ Recognize familiar words.
- ◆ Identify word parts with base words to learn new words.
- ◆ Identify opposite words, words that mean the same, compound words, words that mean the same but sound different and are spelled differently .
- ◆ Use dictionaries, glossaries, and book structure such as table of content to gain knowledge of words.

Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- ◆ Create a reason to read a selection.
- ◆ Tell what will happen next or what the book will be about by looking at the picture, titles, and words. Use examples from the story or selection.
- ◆ Using information during reading and after reading to understand what happened in the story or selection.
- ◆ Apply reading skills and use different ways to bring out the important parts in a reading selection . Find likenesses and differences in story selections and between other selections and other subjects-math, science, etc.
- ◆ To show understanding by answering questions (e.g.: fictional, non-fictional selection, and tests).
- ◆ To use and adjust different ways to self correct so one can understand the meaning of the story or selection.

Informational, Technical and Persuasive Text

- ◆ Use table of contents, headings, pictures, and glossary to understand and locate information.
- ◆ Ask who, what, where, when, and why about a selection filled with facts about a certain topic.
- ◆ Explain what the selection is mainly about and facts to prove the idea.
- ◆ Use maps, charts, and pictures that are part of a selection to gain more information.
- ◆ Understanding two and three step directions to make sure they are in the proper order and sense to complete a task.

Literary Text

- ◆ Identify how fictional stories are alike and different.
- ◆ Use information from stories to identify who the story is about (characters), where and when it takes place (setting), and what it mostly about (plot).
- ◆ Recognize the meaningful characteristics and qualities of different types of fictional books like fantasy, science fiction, realistic fiction, historical fiction,, etc.
- ◆ Explain how an author's word choice and use of methods influences the reader.
- ◆ Identify the theme of a literary text.

Writing Process Standard

- ◆ Generate ideas and determine a topic suitable for writing.
- ◆ Determine audience and purpose for self-selected and assigned writing tasks.
- ◆ Apply knowledge of graphics or other organizers to clarify ideas of writing assessments.
- ◆ Spend the necessary amount of time to revisit, rework and refine pieces of writing.
- ◆ Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
- ◆ Use a variety of resources and reference materials to select more effective vocabulary when editing.
- ◆ Edit to improve sentence fluency, grammar and usage.
- ◆ Apply tools to judge the quality of writing.
- ◆ Prepare writing for publication that is legible follows an appropriate format and uses techniques such as electronic resources and graphics.

Writing Applications Standard

- ◆ Write narrative accounts that develop character, setting and plot.
- ◆ Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.
- ◆ Write formal and informal letters that include important details and follow correct letter format.
- ◆ Write informational reports that include facts, details and examples that illustrate an important idea.

Writing Conventions

- ◆ Write legibly in finished drafts.
- ◆ Spell grade-appropriate words correctly.
- ◆ Use conventions of punctuation and capitalization in written work.
- ◆ Use grammatical structures to effectively communicate ideas in writing.

Research

- ◆ Identify a topic of study, construct questions and determine appropriate sources for gathering information.
- ◆ Select and summarize important information and sort key findings into categories about a topic.
- ◆ Create a list of sources used for oral, visual, written or multimedia reports.
- ◆ Communicate findings orally, visually and in writing or through multimedia.

Communications: Oral and Visual

- ◆ Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
- ◆ Respond to presentations and media messages by stating the purpose and summarizing main ideas.
- ◆ Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.
- ◆ Identify examples of facts and opinions and explain their differences.
- ◆ Organize presentations to provide a beginning, middle and ending and include concrete details.
- ◆ Clearly state information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.
- ◆ Deliver a variety of presentations, using visual materials as appropriate.