

My Child Can!

Third Grade Booklet

The Alabama Department of
Education

**An Early Literacy
Guide for Families**

The 2022 *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 the family is the child's first teacher in life and understand the learning needs of the child. Families are essential in setting high expectations for learning and encouraging their children'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 his/her success in meeting the assessment standards established in Alabama.

This resource guide includes:

-  The 2021 *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

Oral Language Standards 3

Phonological Awareness/Phonemic Awareness Standards 4

Phonics Standards 5

Fluency Standards 6

Vocabulary Standards 7

Comprehension Standards 8-9

Writing Standards 10-11



Third Grade

Literacy Foundations: Oral Language



Alabama ELA Course of Study Standards

4. Ask and answer questions using complete sentences and grade level vocabulary.
5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
6. Use digital tools to enhance oral presentations, working collaboratively.



My Child Can

4. My child can ask and answer using complete sentences and grade level vocabulary.
5. My child can express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
6. My child can use digital tools to enhance oral presentations, working collaboratively.



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

Literacy Foundations: Phonological Awareness/Phonemic Awareness



Alabama ELA Course of Study Standards

7. Demonstrate advanced phonemic awareness skills in spoken words (a-e).



My Child Can

7. My child can demonstrate advanced phonemic awareness skills in spoken words.



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](#)



[ELA Grade 3](#)



Digital Resources for Parents



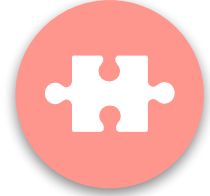
[Understood:
Building
Vocabulary for
Kids](#)



[IES: Monitoring
for Understanding
Bookmark](#)

Third Grade

Literacy Foundations: Phonics



Alabama ELA Course of Study Standards

8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. (a-j)



My Child Can

8. My child can demonstrate knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.



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.



Digital Resources for Children



[ELA Phonics](#)



Digital Resources for Parents



[Understood:
Building Vocabulary for
Kids](#)



[IES: Summarizing
Bookmark](#)

Third Grade

Literacy Foundations: Fluency



Alabama ELA Course of Study Standards

9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.
10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.
11. Read and reread grade appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
12. Read high frequency words commonly found in grade-appropriate text accurately and automatically.



My Child Can

9. My child can apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.
10. My child can read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.
11. My child can read and reread grade appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
12. My child can read high frequency words commonly found in grade-appropriate text accurately and automatically.



Families Can

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 longer passages.



Digital Resources for Children



[ABCYA: Out of Sight Words](#)



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



[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

Literacy Foundations: Vocabulary



Alabama ELA Course of Study Standards

13. Utilize new academic, content specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.
15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.



My Child Can

13. My child can utilize new academic, content specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
14. My child can describe word relationships and nuances in word meanings.
15. My child can use multiple strategies to understand the meaning of new words.



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.

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



[Blazer Fresh:
Word](#)



[ABCYA:
Submarine](#)



[Scholastic:
Short Circuits](#)



Digital Resources for Parents



[Teaching Vocabulary
through
Conversations](#)



[IES Recommendation 3:
Blending Letters, Recognizing
and Reading Words](#)

Third Grade

Literacy Foundations: Comprehension



Alabama ELA Course of Study Standards

18. Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
19. Determine the explicit or implied main idea and supporting details of a text.
20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
21. Identify and interpret various cohesive devices that link words and sentences to one another within the text.
22. Describe literary elements within a story, including setting, plot, characters, and themes. (a-d)



My Child Can

18. My child can demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions and/or through writing.
19. My child can determine the main idea and supporting details of a text.
20. My child can establish a purpose before a reading literary and informational texts to enhance comprehension.
21. My child can identify and interpret various cohesive devices that link words and sentences to one another within the text.
22. My child can describe literary elements within a story, including setting, plot, characters, and themes. (a-d)



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.



Digital Resources for Children



[Comprehension of Informational Text](#)



[Figuring Out New Words](#)



Digital Resources for Parents



[Reading Rocket Comparison Text](#)



[Comparison Structure Poster](#)

Third Grade

Literacy Foundations: Comprehension



Alabama ELA Course of Study Standards

23. Identify and use text features in informational passages to locate information.
24. Identify the text structures within literary and informational texts.
25. Identify statements in informational texts as facts or opinions.
26. Use text comparisons (text to text, text to self, and text to world) to make meaning.
27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.
28. Identify the narration of a literary text as first person or third person.



My Child Can

23. My child can identify and use text features in informational passages to locate information.
24. My child can identify the text structures within literary and informational texts.
25. My child can identify statements in informational texts as facts or opinions.
26. My child can use text comparisons (text to text, text to self, and text to world) to make meaning.
27. My child can read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.
28. My child can identify the narration of a literary text as first person or third person.



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.



Digital Resources for Children



[Comprehension of Informational Text](#)



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



Digital Resources for Parents



[Reading Rockets: Comparison Text](#)



[Comparison Structure Poster](#)

Third Grade Literacy Foundations: Writing



Alabama ELA Course of Study Standards

31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.
32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.
33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.



My Child Can

31. My child can write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.
32. My child can apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.
33. My child can write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.



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 Students and Parents



[Helping Your Child
with Writing](#)



[Scholastic: Story
Starters](#)



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



[PBS Learning
Media:
Family](#)

Third Grade Literacy Foundations: Writing



Alabama ELA Course of Study Standards

34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.



My Child Can

34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.



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](#)



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07/20

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