

SPECTRUM

Common Core Language Arts and Math

Grade

3

Take the mystery out of the Common Core while supporting standards-based learning

- Standards overview with parent-friendly explanations
- Tips and activities for helping at home
- Skill-building practice activities
- Critical thinking and problem solving



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SPECTRUM
Common Core
Language Arts and Math

Grade
3



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Introduction to the Common Core State Standards Grade 3

Why Are Common Core State Standards Important for My Child?

The Common Core State Standards are a set of guidelines that outline what children are expected to learn at school. Most U.S. states have voluntarily adopted the standards. Teachers, principals, and administrators in these states use the standards as a blueprint for classroom lessons, district curriculum, and statewide tests. The standards were developed by a state-led collaboration between the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA).

The Common Core Standards set high expectations for your child's learning. They are up-to-date with 21st century technology and draw on the best practices of excellent schools around the world. They focus on important skills in reading, language arts, and math. Common Core State Standards aim to ensure that your child will be college and career ready by the end of high school and able to compete in our global world.



What Are the Common Core State Standards for My Third Grade Student?

Common Core State Standards for your third grader are designed to build a solid foundation for reading, literacy, and mathematical understanding. On practice pages in this book, you will find references to specific Common Core Standards that teachers will expect your child to know by the end of the year. Completing activities on these pages will help your child master essential skills for success in third grade.

A Sample of Common Core English Language Arts Skills for Grade 3

- Determine the meaning of an unknown word by examining the context surrounding it.
- Know the meaning of common prefixes and suffixes.
- Write opinion pieces, informative texts, and stories with strong introductions and conclusions.
- Use dialogue to make writing more interesting.
- Explain the functions of nouns, pronouns, verbs, adjectives, and adverbs.
- Use correct subject-verb agreement when writing sentences.

A Sample of Common Core Math Skills for Grade 3

- Multiply and divide within 100.
- Solve two-step word problems using addition, subtraction, multiplication, and division.
- Round numbers to the nearest ten and hundred.
- Compare equivalent fractions.
- Interpret data on bar graphs, pictographs, and line plots.
- Find the perimeter and area of shapes.

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How to Use This Book

In this book, you will find a complete **Common Core State Standards Overview** for third grade English Language Arts (pages 6–9) and Math (pages 64–67). Read these pages to learn more about the Common Core Standards and what you can expect your child to learn at school this year.

Then, choose **Practice Pages** that best address your child's needs for building skills that meet specific standards. Help your child complete practice pages and check the answers.



At the bottom of each practice page, you will find a **Helping at Home** tip that provides fun and creative ideas for additional practice with the skill at home.

Common Core State Standards for English Language Arts*

The following parent-friendly explanations of third grade Common Core English language arts standards are provided to help you understand what your child will learn in school this year. Practice pages listed will help your child master each skill.

Complete Common Core State Standards may be found here: www.corestandards.org.

RL/RI.3 Reading Standards for Literature and Informational Text

Key Ideas and Details

(Standards RL.3.1, RL.3.2, RL.3.3, RI.3.1, RI.3.2, RI.3.3)

After reading a story or information article, your child will answer questions about the main idea of the text, referring to key details in the text to support his or her answers.

• Practice pages: 10, 11, 14–21, 26–27

Your child will describe characters in stories and explain how each character's actions contribute to the overall plot.

• Practice pages: 10, 11, 14, 15, 24, 25

Your child will describe the relationship between ideas or steps in an information article.

• Practice pages: 24–27

Craft and Structure

(Standards: RL.3.4, RL.3.6, RI.3.4)

Your child will identify unfamiliar words and phrases in a text and use strategies, such as context clues, to find the meanings of the words.

• Practice pages: 10–21, 24, 25

When reading a text, your child will be able to separate his or her point of view from that of the narrator, characters, or author.

• Practice pages: 12, 13

Integration of Knowledge and Ideas

(Standards: RI.3.7, RI.3.8)

Your child will connect visual aids, such as maps or photographs, with details in a text to better understand the information presented in the text.

• Practice pages: 20–25

Your child will decide whether sentences and paragraphs in a text are connected by comparison and contrast, cause and effect, sequencing, etc.

• Practice pages: 22, 23

RF.3 Reading Standards: Foundational Skills

Phonics and Word Recognition (Standards: RF.3.3a, RF.3.3b, RF.3.3c)

Your child will learn the meaning and usage of prefixes such as micro– (example: microchip) and suffixes such as –less (example: ageless). • Practice pages: 28–30

Your child will identify base words and suffixes that change a word's meaning.

• Practice page: 29

Your child will recognize the number of syllables in a word and use context clues to decode multi-syllable words. • Practice pages: 31–35

W.3 Writing Standards

Text Types and Purposes (Standards: W.3.1, W.3.2, W.3.3)

Your child will write to persuade readers. • Practice page: 36

Your child will write to provide information about a topic. • Practice pages: 37, 38

Your child will write stories that include dialogue and a clear sequence of events.

• Practice pages: 39–44

Production and Distribution of Writing (Standards: W.3.4, W.3.5)

When writing, your child will think about the specific task, purpose, and audience and organize ideas in the writing to fit. • Practice pages: 45, 46

Your child will improve his or her writing by planning, writing, revising, and editing.

• Practice page: 47

Research to Build and Present Knowledge (Standards: W.3.7, W.3.8)

Your child will gather information and take notes from books, magazines, or credible Web resources to write short research reports. • Practice page: 48

Common Core State Standards for English Language Arts*

L.3 Language Standards

Conventions of Standard English

(Standards: L.3.1a, L.3.1b, L.3.1c, L.3.1d, L.3.1e, L.3.1f, L.3.1g, L.3.1h, L.3.1i, L.3.2c, L.3.2d, L.3.2f)

Your child will recognize linking verbs such as *is* and action verbs such as *swim*. Your child will learn about irregular past tense verbs such as *drew*. • Practice pages: 49, 57

Your child will learn that an adjective describes a noun. • Practice page: 50

Your child will recognize adverbs in sentences and identify the verbs they modify.

• Practice page: 51

Your child will use pronouns, such as *him* or *it*, to replace nouns in a sentence.

• Practice page: 53

Your child will use singular and plural nouns such as *boy* and *boys*. • Practice page: 54

Your child will understand the difference between concrete nouns, such as *dog*, and abstract nouns, such as *kindness*. • Practice page: 55

Your child will use the present, past, and future tenses correctly when writing sentences such as *I talk*, *I talked*, and *I will talk*. • Practice page: 56

Your child will learn that a singular subject takes a singular verb (example: *This park has a bench*) and a plural subject takes a plural verb (example: *These parks have trails*).

• Practice page: 61

Your child will add *-er* and *-est* to adjectives and adverbs, such as *smarter* and *hardest*, to compare two or more nouns or actions. • Practice pages: 52, 58

Your child will connect words, phrases, clauses, and sentences with coordinating conjunctions, such as *and*, *but*, or *or*. • Practice page: 59

Your child will use quotation marks and commas to indicate who is speaking.

• Practice page: 60

Your child will write possessive nouns to show ownership, such as the girl's bag or the students' test. • Practice pages: 18, 19, 62

Your child will combine sentences using words such as after or because. • Practice page: 27

Your child will use an understanding of word parts, syllables, and spelling patterns to help write words. • Practice pages: 12, 13

Knowledge of Language (Standard: L.3.3a)

Your child will choose words and phrases to make writing more specific and interesting. • Practice page: 63

Vocabulary Acquisition and Use (Standards: L.3.4, L.3.5a)

Your child will learn strategies for finding the meaning of an unknown word. He or she will look for context clues in surrounding text; think about the meaning of any root words, prefixes, or suffixes; or look up the word in a dictionary. • Practice pages: 17, 22, 23, 26, 27, 33–35

Your child will understand that some words and phrases, such as butterflies in your stomach, have nonliteral meanings. • Practice pages: 14–17

Understanding a Text

Read the story.

An Ordinary Day

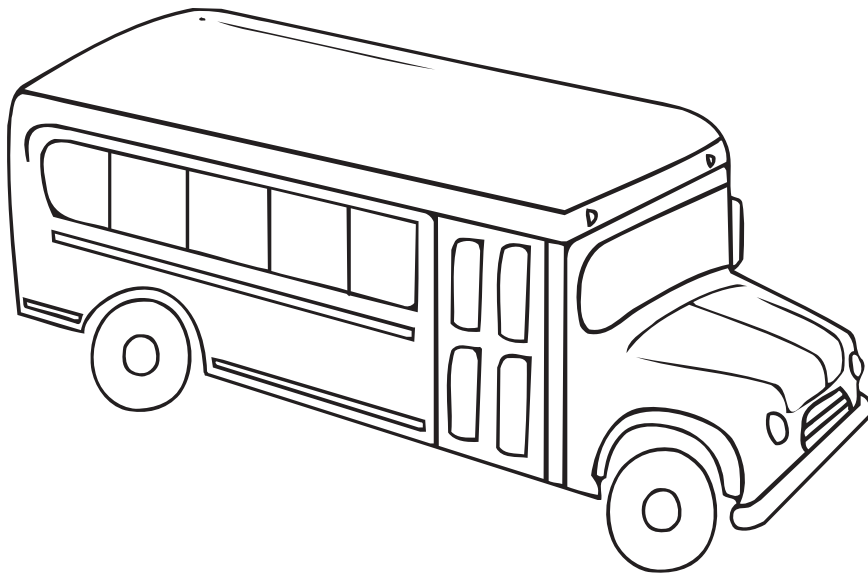
Rachel stepped off the school bus with a sad look on her face. Her mother waited for her by the mailbox.

“Hey, why the **long face**?” her mother asked.

“Today was boring,” Rachel replied. “There were no tests, nothing **special** for lunch, no extra recesses, no special programs. It was just an ordinary day.”

“But the ordinary days make the exciting days seem exciting,” Rachel’s mother explained. “If we had no ordinary days, we might never notice the exciting days.”

Rachel thought about what her mother had said. Maybe ordinary days were as special as exciting days.



Understanding a Text

Answer the questions using the story on page 10.

1. Why was Rachel sad?
 - A. She got a bad grade on a test.
 - B. She had an argument with her friend.
 - C. She had an ordinary day.
2. What did Rachel learn?
 - A. Ordinary days make exciting days more exciting.
 - B. Occasionally, everyone has a bad day.
 - C. Her mother has bad days, too.
3. Number the events from least exciting (1) to most exciting (6).

_____ spelling test

_____ hamburger at lunch

_____ birthday party

_____ special school program

_____ library day

_____ extra recess

4. What is the opposite of *special*? _____

5. What does the phrase *long face* mean?
 - A. sad look
 - B. happy look
 - C. excited look



Discuss the story's lesson with your child. Then, have him or her describe a recent ordinary day and a recent special day. Compare the two days and ask your child if he or she agrees with the lesson in this story.

Word Meaning and Point of View

Read the poem.

The County Fair

I love to go to the county fair.
I love the noises and the smells in the air.

The people, the animals, and the food
All create a festive mood.

You can hear the animals in the shed
Calling out loudly to be fed.

The barkers holler, "Come on and play,
I bet you're feeling lucky today."

The Ferris wheel spins high in the sky.
It makes me feel like I can fly.

The rides are fast and so exciting,
Especially the one they call Blue Lightning.

Hot dogs, drinks, and cotton candy,
The **vendors** sell and make so dandy.

I love to go to the county fair.
I love the fun and excitement there.



Word Meaning and Point of View

Answer the questions using the poem on page 12.

1. How does the author feel about the county fair?
 - A. The author enjoys the county fair.
 - B. The author thinks the county fair is boring.
 - C. The author thinks the county fair is overwhelming.

2. Tell how you and the author feel the same and differently about a county fair.

3. Use the poem to think about a county fair.

- A. Write two things that you can see. _____
- B. Write two things that you can hear. _____
- C. Write two things that you can smell. _____
- D. Write two things that you can touch. _____
- E. Write two things that you can taste. _____

4. What does the word *vendor* mean?
 - A. a person who sells things
 - B. a person who runs the rides
 - C. a person who manages the county fair

Write a word from the poem that rhymes with each word listed. Then, think of another word that rhymes with it.

- | | | |
|---------|-------|-------|
| 5. fair | _____ | _____ |
| 6. shed | _____ | _____ |
| 7. sky | _____ | _____ |
| 8. play | _____ | _____ |

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Ask your child what visiting a fair would be like for an animal. What kind of sights, sounds, and smells would the animal notice? Have your child write a short poem from an animal's point of view and compare it to the poem on page 12.

Characters and Events

Read the story.

Grandpa Remembers

My grandpa lived just down the lane and around the corner from my family. I loved to go to his house and spend time with him. He taught me how to fish and play checkers. In the wintertime, we would sit by the fire and play games. In the summertime, we would go for long walks. **Time** always **flew** when I was with my grandpa. My favorite times with Grandpa were the “remembering” times. Grandpa loved to tell stories about how things used to be. Grandpa always said he hoped he didn’t **talk my ear off**. But, I loved to listen to Grandpa’s stories.

“One cold winter’s day, when I wasn’t much older than you,” Grandpa began, “I begged to go with my dad to harvest a crop of ice blocks.”

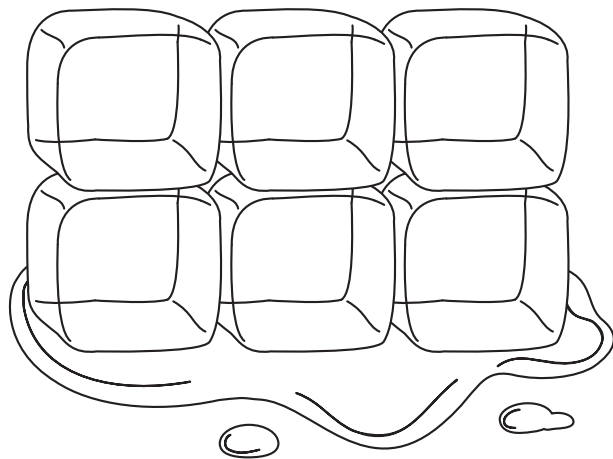
“A crop of ice blocks?” I interrupted. “You’re **pulling my leg**, Grandpa.”

“I am not pulling your leg,” stated Grandpa. “Where was I? Oh, yes. When I was young, people didn’t have refrigerators like they do now. Gathering ice blocks was the only way to keep foods cold through the spring and summer.”

“I helped my dad get the tractor and wagon hooked up,” Grandpa continued. “Then, we drove down to the river. When we got there, Dad tested the ice. ‘Looks like we found an excellent stretch of ice,’ he’d say. Then, he took the logging saw. A logging saw is a long saw with handles at each end. I watched as my dad put the saw in the water. Pushing and then pulling, he cut a long slab of ice. Then, I helped him move the slab up the bank to the wagon. He let me hold onto one end of the saw, and we worked together to cut the slab into square blocks. Then, my dad used large ice tongs to put the blocks of ice on the wagon. When the ice blocks were loaded, we

hit the road and headed to the ice shed. The ice shed had three or four inches of sawdust on the floor. We put the blocks on top of the sawdust. Then, we packed more sawdust around the blocks. We would store all of our food that needed to stay cold inside the ice shed.”

The “remembering” times were some of my favorite times with my grandpa. It was fun to **shoot the breeze** with him and learn about how things were when he was my age. I will always remember our “remembering” times. Someday, I would like to have “remembering times” with my grandchildren.



Characters and Events

Answer the questions using the story on page 14.

- What are “remembering” times?
 - telling stories of long ago
 - remembering what needs to be done
 - listening and trying to remember details of a story
- Number the sentences as they happened in Grandpa’s story.

_____ We put the blocks of ice in the ice shed.

_____ We went down to the river.

_____ He cut a slab of ice.

_____ We loaded the blocks of ice onto the wagon.

_____ We worked together to cut the slab into square blocks.
- How do you think the author of the story feels about his grandpa?
 - loves him
 - feels sorry for him
 - thinks he’s a bit boring
- Draw a line between each saying and its meaning.

pulling my leg	talk too much
hit the road	go or leave
talk my ear off	talk about nothing in particular
shoot the breeze	time passed quickly
time flew	teasing me

When a word ends with a vowel and a consonant, the consonant is usually doubled before adding *-ed* or *-ing*. Double the last consonant of the word in parentheses. Then, add *-ed* or *-ing* and write the word on the blank.

- I _____ to go harvest a crop of ice. (beg)
- A _____ saw has handles at each end. (log)



Ask your child to pretend to be one of his or her favorite fictional characters from a book, movie, or TV show. Interview your child and challenge him or her to answer your questions using the character’s traits, motivations, or feelings.

Details in a Text

Read the poem.

Heroes

Heroes are people like you and me,
Who choose to act selflessly.

Heroes give all they have, then give some more.
Heroes take action when action's called for.

Heroes pick themselves up when they make mistakes.
Heroes keep trying. They've got what it takes.

Heroes are willing to give their all.
They stop, look, and listen, then answer the call.

We look to heroes to show us the way,
To go the extra mile, to seize the day.

So, be kind and helpful wherever you go.
For someone may look to you as a hero.



Details in a Text

Answer the questions using the poem on page 16.

1. Write an **X** if the sentence describes a hero.

_____ Heroes choose to act selflessly.

_____ Heroes give it their all.

_____ Heroes make a lot of money.

_____ Heroes keep trying.

_____ Heroes are very tall.

_____ Heroes go the extra mile.

2. Why should you be kind and helpful?

A. because someone may think you are a hero

B. because your mom wants you to be

C. because other people will be kind to you

3. Who is your hero? Write two things that make this person a hero.

4. What does *Heroes pick themselves up when they make mistakes* mean?

A. They stand up when they fall down.

B. They try again when they make a mistake.

C. They always do things right.

5. "Give it their all," "Go the extra mile," and "Seize the day" are all sayings that mean the same thing. What do they mean?

A. be a good friend

B. never give up

C. believe in yourself



Use the newspaper or Web sites to research details about a local hero. It could be someone who participated in a rescue or started a charity event. Ask your child to write a thank you note to the person, explaining why he or she is a hero.

Main Ideas

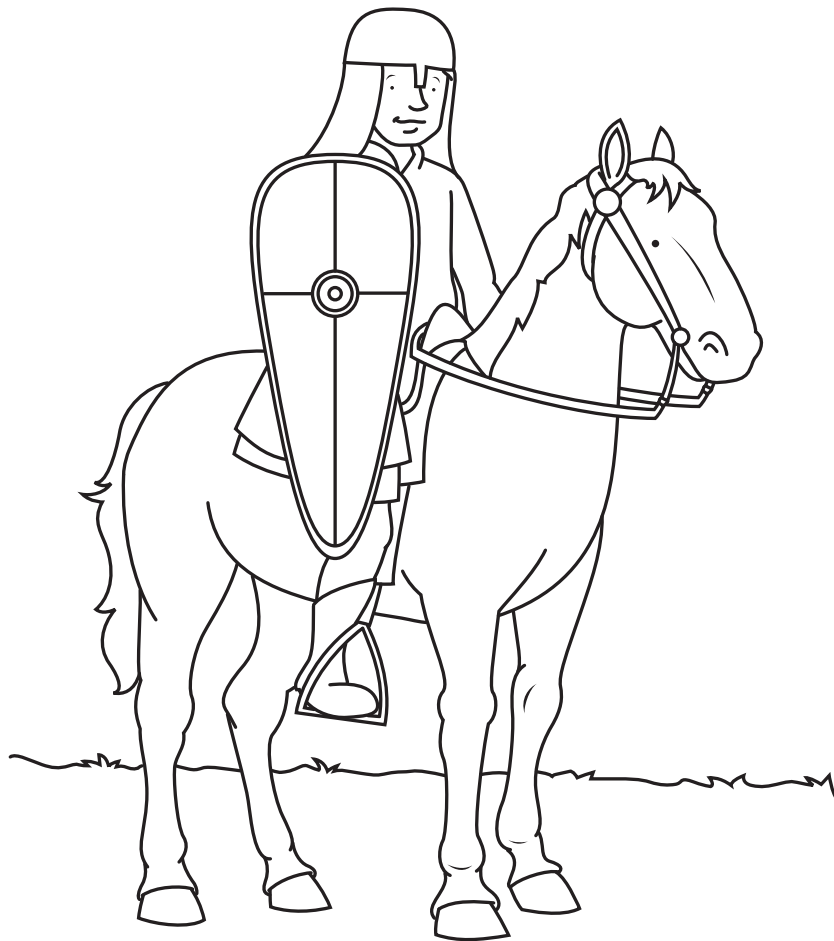
Read the passage.

Heroes of Long Ago

Knights were heroes of long ago. They were soldiers in Europe from about 900 to 1500 A.D. Knights lived before the time of guns. They fought in hand-to-hand combat. Knights served their king. They had a set of rules, also called a **code of conduct**, to obey.

Knights wore heavy suits called *armor*. The armor weighed about 55 pounds (25 kg). The armor protected the knight during battle. For a knight, the armor was a symbol that stood for honor, valor, and chivalry. Because of this, knights wore their armor proudly.

Armor was not only worn for battle but also for tournaments. Tournaments were festivals where the knights competed for fun. The **joust** was the main contest of the tournaments. During the joust, a knight would use a long spear or lance to try to knock another knight off his horse. The knights who won the joust would receive money, land, or other prizes.



Main Ideas

Answer the questions using the passage on page 18.

1. What is the main idea?

- A. Knights fought in battles.
- B. Knights were heroes a long time ago.
- C. Knights had a code of conduct.

2. Write *T* if the sentence is true. Write *F* if the sentence is false.

- _____ Knights used guns to fight battles.
- _____ Knights wore heavy suits called *armor* into battle.
- _____ A lance is a long spear.
- _____ The knight's armor weighed about 55 pounds (25 kg).

3. What is a *code of conduct*?

- A. a secret language knights used
- B. a set of rules knights had to follow
- C. a contest in a tournament

4. What is a *joust*?

- A. the knight's suit of armor, which was a symbol of honor, valor, and chivalry
- B. the prize for winning the battle
- C. a contest at a tournament where two knights battled with long spears

5. Circle the silent letter or letters in each word.

- | | | |
|-----------|----------|------------|
| A. knight | B. code | C. know |
| D. rule | E. knock | F. compete |

A *possessive pronoun* takes the place of a noun that shows belonging. Read each sentence. Write the correct possessive pronoun in the blank.

6. Knights were loyal servants of _____ king.

7. When jousting, a knight rode _____ horse.



Ask your child to name a time in history that he or she finds interesting. Go to the library with your child and pick out a book about this time period. Have your child share interesting things he or she is learning from the book each night at dinner.

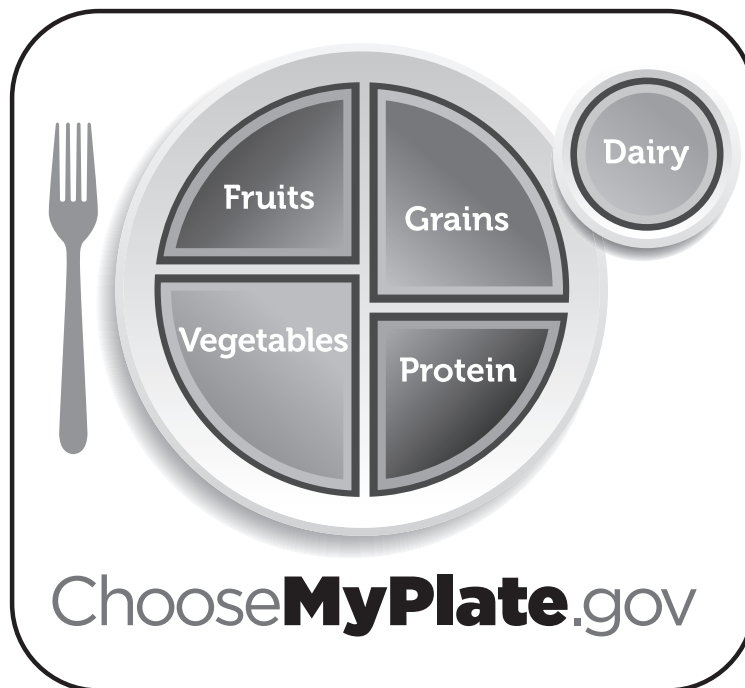
Using Illustrations

Read the passage.

My Plate

The *My Plate* illustration shows the groups of foods you should eat every day to be healthy. The divided plate gives a picture of the different amounts of each type of food that should be eaten each day. Healthy foods, such as whole-grain breads, vegetables, fruits, and lean protein, should make up most of the food eaten every day. Smaller amounts of dairy should be eaten each day. Half your plate should be filled with fruits and vegetables. The other half of your plate should be filled with grains and protein.

The grain group is a major source of energy. This group contains foods such as bread, rice, and pasta. It is best to eat foods from this group that are marked “whole grain.” The more active you are, the more servings you need from this group. The vegetable and fruit groups are next. Foods from the vegetable and fruit groups provide important **nutrients** to make the body healthy. The protein group is next. Lean proteins, such as beef, chicken, seafood, and beans, make up this group. This group also includes nuts and eggs. Foods from this group help make the body strong. Finally, consume a small amount of dairy products each day. Choices from this group should be fat-free or low-fat. Milk and low-fat foods from this group provide the calcium needed for strong bones and teeth.



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