Oakland Unified School District presents the
Parents as Partners Guide to Common Core Standards
3rd Grade

Oakland Unified School District holds a set of core beliefs about the families we serve each and every day.

Core Belief #1 All parents have dreams for their children and want the best for them.

Core Belief #2 Partnerships with families are essential to academic achievement.

Core Belief #3 All parents can support their children's learning.

Core Belief #4 The responsibility for building partnerships between school and home rests primarily on the school staff, especially school leaders.

Because we hold these family engagement core beliefs, we have developed tools and resources to ensure that all families understand the **Common Core Standards** and are able to support learning at home. These resources include the *Common Core Backpack*, which are activities that parents can use at home to reinforce the Common Core Standards.

What are the Common Core Standards?	Why Common Core?
In the past, each state had its own set of educational standards. This caused confusion and concerns about whether or not our students were ready for college and careers at the time of their high school graduation. California voluntarily adopted the Common Core Standards in 2010. The Common Core State Standards (CCSS) are a set of learning expectations in English language arts and mathematics designed to prepare K-12 students for college and career success. The CCSS communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, while working toward shared goals.	The Common Core State Standards are important because they will help all children – no matter who they are – learn the same skills needed for college and career. They create clear expectations for what your child should know and be able to do in key areas: Literacy (**reading**, **writing**, **speaking** and **listening** in all subject areas**) and Mathematics**. If you know what these expectations are, then you can help your child prepare because you are your child's first teacher. Our students are future scientists, researchers, managers, and designers. They must be problem solvers and collaborators. The common core prepares them to compete with not only American peers in other states, but with students from around the world.

How can families support school success?

Partnerships with families are essential to academic achievement. Put simply, schools cannot educate students alone. How can families partner with the school?

1. Know what your child should be learning in 3rd Grade.
2. Ask the teacher if your child has mastered the skills that have been taught.
3. Ask how you can support learning at home. Ask for activities from the *Common Core Backpack*, which are activities that parents use at home with their child to support mastery of the Common Core Standards.
4. Read. Read. Read. Have your child read each day and ask them questions. Then have them go into the text to answer the question, "How do you know?"
5. Make sure your child is reading non-fiction books often.

3rd Grade Common Core Standards

Here are some key **English Language Arts** skills being taught in 3rd Grade. For a complete list of the California Common Core Standards, please visit the California Department of Education's website (http://www.cde.ca.gov/re/cc/).

There is a Common Core Backpack activity for each of the Common Core Standards listed below.

Common Core Standard		Basically, this means your child can…
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to show that they understand the stories that he is reading.
RL.3.2	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.	Retell stories from diverse cultures and figure out the lessons or morals of the stories.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe characters in stories and explain how their actions affect the story.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	Tell the difference between what they and what the author or characters might think.
RI.3.3	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/effect.	Describe the historical events, scientific ideas, or steps in procedures using words to show the sequence.
RI.3.6	Distinguish their own point of view from that of the author of a text.	Tell the difference between what they think and what an author writes.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	Read third grade words that are not spelled in a regular way.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings a. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read fluently, accurately and with expression.

Parent friendly standards adopted from Jill and Cathey Henry. "I Can Standards." www.thecurricculumcorner.com. December 3, 2012

3rd Grade Common Core Standards

Here are some key **Mathematics** skills being taught in 3rd Grade. For a complete list of the California Common Core Standards, please visit the California Department of Education's website (http://www.cde.ca.gov/re/cc/).

There is a Common Core Backpack activity for each of the Common Core Standards listed below.

Common Core Standard		Basically, this means your child can…
3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	Understand multiplication by thinking about groups of objects.
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	Understand division by thinking about how one group can be divided into smaller groups.
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]	Use what they know about multiplication and division to solve word problems.
3.OA.5	Apply properties of operations as strategies to multiply and divide.[2] Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	Use the Commutative property of multiplication. (If 6 x 4 = 24, then 4 x 6 = 24.)
3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3]	Use addition, subtraction, multiplication and division to solve all kinds of word problems and then use mental math to decide if the answers are reasonable.
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	Round numbers to the nearest ten or 100.
3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add and subtract numbers within 1000.
3.NF.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Show and understand that fractions are equal parts of a whole.
3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Tell and write time to the nearest minute.
3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Solve real world math problems using what they know about the perimeter of shapes.

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