

Foundational Skills Language Development Content Knowledge Meaning Making Listening Speaking  
Meaning Making Effective Expression Language Development  
**Grades 3–5**

## Reading Comprehension and Writing Skills

With an emphasis on developing comprehension with texts, students are exposed to a variety of literature and informational texts and learn how different genres, or types, of books have different structures. Students are encouraged to read, read, read and to expand their knowledge in areas of personal interest or new research topics. They begin to develop analytical skills, going beyond stating explicit information from the text to learning how to draw inferences and how to summarize what they read.

In grades three through five, students are becoming more sophisticated writers and speakers. These skills include engaging in research projects that question what they read and hear, taking information and putting it into their own words, and creating written pieces that follow a structure geared toward a writing purpose (e.g., a narrative story, an informational report, or an opinion text). Classrooms allow children to explore new topics using books, videos, and technology and participate in interactive, collaborative activities with teachers and classmates.



### *To help your student develop literacy skills:*

- Make books special—give them as gifts, take your student to the library to explore different types of books, read with your student, create a cozy place for reading and writing, or introduce your student to a book series or your favorite children’s book author.
- Play word games with your student in the car, ask your student to summarize a favorite episode from a video or book, and start a conversation with your student and encourage him or her to ask questions and share opinions about a topic.

*For more information on the California Common Core State Standards for ELA/Literacy and ideas for helping your student succeed, check out these resources:*

- The Common Core Resources Web page is available online at <http://www.cde.ca.gov/re/cc/>. Start by clicking on the Students/Parents tab.

- The California Common Core State Standards for ELA/Literacy are available online at <http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>.

- The ELA/ELD Framework for California Public Schools is available online at <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>.

Produced for the Consortium for the Implementation of the Common Core State Standards under the leadership of the Curriculum Frameworks and Instructional Resources Division of the California Department of Education and the Sacramento County Office of Education.

## What Your Student Will Learn:

### California Common Core State Standards for ELA/Literacy

*Students engage in new and challenging literacy experiences as they develop skills and knowledge under the California Common Core State Standards for English Language Arts/Literacy. The standards are organized around four*

*strands—Reading, Writing, Speaking and Listening, and Language— which define what students are expected to learn by the end of each grade.*

*Students in grades three through five build on their foundational reading skills by improving their reading fluency and decoding longer and more*

*difficult words. Learning also focuses on three new emphases: (1) more exposure to content-rich informational texts; (2) developing and writing opinions using evidence from books and other text resources; and (3) engaging in group and individual reading and research activities centered on more complex texts with new vocabulary.*

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### Developing Language Skills

To support their reading, writing, and use of language, students continue to strengthen their vocabulary and grammar through the Language Standards. Learning to identify and understand word relationships and nuances in word meanings is critical. This includes knowing general academic words (used in all sorts of texts and subject areas) and content-specific words (important to understanding specific topics or field of study). As part of their development of understanding, students in this grade span

## Analysis of Text

Students continue to critically analyze and reflect how what they read impacts their comprehension. This table shows some of the skills in the Reading Standards for Literature that students learn by the end of each grade.

### 3 Making Meaning with Text

Students distinguish their own point of view from that of the narrator or those of the characters.

4  
Students compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

5  
Students describe how a narrator's or

### Grade Examples of

- distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps) (Third Grade);
- explain the meaning of simple similes and metaphors (e.g., as pretty as a picture), in context (Fourth Grade);
- interpret figurative language, including similes and metaphors (e.g., the clouds sailed across the sky) in context (Fifth Grade).



details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Paraphrasing portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Summarizing a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

sky) in context (Fifth Grade).

## Speaking and Listening Skills

Speaking and listening skills are important for communication. Students continue to build their skills through collaborative conversations on grade level topics and texts. In addition, students work on improving comprehension in the following ways.

### Grade Increasing Listening Comprehension

Determining the main ideas and supporting

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### Grade-Level Focus

With the emphasis on students understanding mathematical concepts and achieving deeper learning, teachers will teach mathematics differently than in the past. Students will learn to “do math” through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels.

In grades three through five, student learning focuses on the concepts and skills for multiplication and division of whole numbers and understanding fractions. They will learn strategies for using multiplication and division to solve problems. Students will also learn to add, subtract, multiply, and divide fractions using various strategies. They will be able to explain why a procedure works and why an answer is correct.

### Fluency Expectations

Students will also learn to calculate quickly and accurately. This table shows some of the skills students are expected to develop by the end of each grade, which are part of the Standards for Mathematical Content.

Fluently multiply and  
divide within 100

#### *To help your student learn mathematics:*

- Talk with your student about the mathematics you use every day (using measuring cups, making decisions, planning a schedule).
- Talk with the teacher about the problem-solving strategies students are learning, and help your student practice them at home.

#### *For more information on the California Common Core State Standards for Mathematics and ideas for helping your student succeed, check out these resources:*

- The Common Core Resources Web page is online at <http://www.cde.ca.gov/re/cc/>. Start by clicking on the Students/Parents tab.
- The California Common Core State

Standards for Mathematics are available online at [http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandar\\_daug2013.pdf](http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandar_daug2013.pdf).

□ The Mathematics Framework for California Public Schools is available online at <http://www.cde.ca.gov/ci/ma/cf/index.asp>.

Produced for the Consortium for the Implementation of the

# Will Learn:

## California Common Core State Standards for Mathematics

The California Common Core State Standards for Mathematics are

### Thinking Like a Mathematician

The Standards for Mathematical Practice (MP) help students learn to think like mathematicians—to apply mathematics to solve real-world problems, be resourceful, reason about numbers, and explain and defend their answers. When students apply MP.4, they use models to solve problems and better understand how mathematics works, as shown in the table and the example

problems that follow.

0 2

Students use a variety of models (e.g., circles, **3**

squares, rectangles, number lines) to represent and develop understanding of fractions.

Students experiment with representing problem situations in

based on three major principles: focus, (using strategies)

**3**

Know from memory all products of two one-digit numbers

Common Core State Standards under the leadership of the Curriculum Frameworks and Instructional Resources Division of the California Department of Education and the Sacramento

coherence, and rigor. There are two types of standards—the Standards for Mathematical Practice and

### Example Problems

**1**

Students can use number lines and fraction models to represent and solve problems with fractions. Number lines help students develop a deeper understanding of fractions.

$$= \frac{1}{2}$$

**4** multiple ways,

including writing numbers; creating math drawings; using objects; writing equations; and making a chart, list, or graph.

Students evaluate the utility of the models they see and draw and can determine which **5**

models are most useful and efficient for solving a problem.

### Standards

**4** Fluently add and subtract multi-digit whole numbers up to 1,000,000 using the standard algorithm

**5** Fluently multiply multi-digit numbers using the standard algorithm  
County Office of Education.

for Mathematical Content—that together define the mathematics students need to understand, know, and be able to do at each grade level.



$$= \frac{0}{1} + \frac{4}{4} + \frac{3}{4} + \frac{1}{4} + \frac{2}{4}$$

**2**

Here is an example of a tape diagram that a fourth-grade student might use to represent



and then solve a multiplication problem.

Kiara sold 45 tickets to the school play, which is 3 times as many as Tomás sold. How many tickets did Tomás sell?

Student draws:

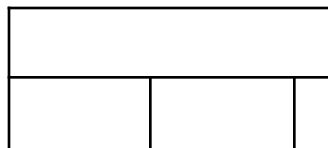
45 Tickets

3

Students draw models to help them solve



Kiara Tomás



?
Tickets



with a decimal number.

Solve  $4 - 0.3$ . Explain how you found your solution.

Student says: "Since I'm subtracting 3 tenths from 4 wholes, it would help to divide one of the wholes into tenths. The other 3 wholes don't need to be divided up. I can see there are 3 wholes and 7 tenths left over, or 3.7."