

Dear Parents,

The Governing Board of the Ramona Unified School District has adopted California's Content Standards for district wide implementation. Well-communicated standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject. Your knowledge of the standards will help you frame your questions for parent-teacher conferences and counselor conferences, select reading and writing materials for the home, and shape your visits to public libraries and other places of interest.

## English-Language Arts

### Reading:

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**2.0 Reading Comprehension:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

**3.0 Literary Response and Analysis:** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

### Writing:

**1.0 Writing Strategies:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

**2.0 Writing Applications (Genres and Their Characteristics):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

### Written and Oral English Language Conventions:

**1.0 Written and Oral English Language Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

### Listening and Speaking:

**1.0 Listening and Speaking Strategies:** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

**2.0 Speaking Applications (Genres and Their Characteristics):** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.



### How parents can help . . .

Take time to help your child seek information, i.e., looking at maps to determine routes, following directions to put together a new bicycle, and using the dictionary or encyclopedia to find out more information.

- ✓ Have child write down telephone messages.
- ✓ Limit television, ask teachers for strategies.
- ✓ Discuss family and world events.
- ✓ Encourage your child to support opinions with details.
- ✓ Visit the library often for pleasure reading and research.
- ✓ Model good listening skills by listening to children when they speak.

## Mathematics

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

### Number Sense:

- 1.0 Students understand the place value of whole numbers.
- 2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division.
- 3.0 Students understand the relationship between whole numbers, simple fractions, and decimals.

### Algebra and Function:

- 1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.
- 2.0 Students represent simple functional relationships.

### Measurement and Geometry:

- 1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects.

2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.



### Statistics, Data Analysis, and Probability:

1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.

### Mathematical Reasoning:

- 1.0 Students make decisions about how to approach problems.
- 2.0 Students use strategies, skills, and concepts in finding solutions.
- 3.0 Students move beyond a particular problem by generalizing to other situations.

### How parents can help . . .

- ✓ Provide opportunities to use measurement (cooking, telling time, sewing, woodworking).
- ✓ Give your child more responsibility with money (budget, allowance, shopping).
- ✓ Use coins for sorting and talk about the value of each coin.
- ✓ Practice using addition, subtraction, multiplication, and division in real life situations.
- ✓ Practice mental mathematics and facts (i.e., counting by 2's, 5's, 10's, etc.)
- ✓ Create a daily, weekly, and monthly schedule of events using time spent for each event and total time spent for each event.
- ✓ Encourage your child to play games that uses mathematics.
- ✓ Explore ways math is used in sports.

## Science

### Physical Sciences:

1.0 Energy and matter have multiple forms and can be changed from one form to another

2.0 Light has a source and travels in a direction

### Life Sciences:

3.0 Adaptations in physical structure or behavior may improve an organism's chance for survival.

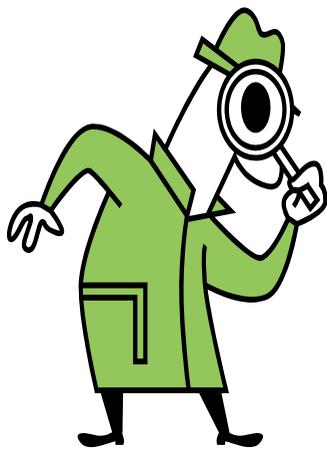
### Earth Sciences:

4.0 Objects in the sky move in regular and predictable patterns.

### Investigation and Experimentation:

5.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

### **How parents can help . . .**



- ✓ Encourage your child to ask questions and make observations of the natural world.
- ✓ Encourage your child to read and write about what they learn.
- ✓ Visit the library and museums as a family.
- ✓ Limit time viewing television.

## History/Social Science

### Continuity and Change:

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

### **How parents can help . . .**

- ✓ When vacationing, research areas and locate on a map, explore local cultures, visit places of historical significance, enjoy and talk about cultural foods and drinks, discuss use of maps, and create a scrapbook of vacation.
- ✓ Encourage writing with pen pals from another country.
- ✓ Create and explore personal family tree.
- ✓ Visit the Guy Woodward Museum in Ramona.
- ✓ Read stories about Ramona by local authors.
- ✓ Visit the goldmine in Julian.
- ✓ Visit the local cemetery to see historic gravesites.
- ✓ Do a walking tour of Ramona and identify old buildings.



---

*The California Content Standards for grades Kindergarten through Twelve were adopted by the California Department of Education during the 1997-98 school year. The standards represent a commitment to teaching strong basic skills, problem solving strategies, critical thinking, and analysis techniques to all students. The standards serve as a basis for our curriculum development, use of instructional resources, and assessment of student achievement. This pamphlet is intended to provide parents with an overview of the tremendous amount of subject matter which your child will experience in this particular grade level in the four core areas of study. Additionally, each child in grades K-6 will also be engaged in a rich course of study in the visual and performing arts, health, and physical education.*

*In addition to the standards described here, suggestions are provided for parents to help their children practice, develop, and achieve these expectations. In order to become proficient in the various skills included in each of the four core content areas, it is critical that parents take an active role in working with the schools to develop these skills.*

*For additional information on our District's instructional program, parents should contact their local school principal or teacher. Additionally, a complete and detailed listing of the state's content standards is available via the Internet at <http://www.cde.ca.gov/standards>.*



## Ramona Unified School District

### Board of Education

Rodger Dohm  
Kim Lasley  
Dan Lopez  
Dawn Perfect  
Bob Stody

### Superintendent

Robert W. Graeff, Ed.D.

## California Content Standards

## 3<sup>rd</sup> Grade