Curriculum Standards
Third Grade

Reading Standards

- 3R1: Ask and answer questions to locate relevant and specific details in a text to support an answer or inference.
- 3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.
- 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the
- relationship between a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.
- 3R4: Determine the meaning of words, phrases, figurative language, and academic and content specific words.
- 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.
- 3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text.
- 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).
- 3R8: Explain how claims in a text are supported by relevant reasons and evidence.
- 3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.

Foundational Skills

- 3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
    - 3RF3a: Identify and know the meaning of the most common prefixes and suffixes.
    - 3RF3b: There is not a grade 3 standard for this concept.
    - 3RF3c: Decode multisyllabic words.
    - 3RF3d: Identify, know the meanings of, and decode words with suffixes (e.g., -full, -action, -it)
    - 3RF3e: Recognize and read grade-appropriate irregularly spelled words.

- 3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.
    - 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.
    - 3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

- 3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.
    - 3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.
    - 3W1b: Use precise language and content-specific vocabulary.
    - 3W1c: Use linking words and phrases to connect ideas within categories of information.
    - 3W1d: Provide a concluding statement or section.
- 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
    - 3W2a: Introduce a topic and organize related information together.
    - 3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
    - 3W2c: Use precise language and domain-specific vocabulary.
    - 3W2d: Use linking words and phrases to connect ideas within categories of information.
    - 3W2e: Provide a concluding statement or section.
- 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
    - 3W3a: Establish a situation and introduce a narrator and/or characters.
    - 3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
    - 3W3c: Use words and phrases related to time to signal event order.
    - 3W3d: Provide a conclusion.
- 3W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience.
- W5: Begins in Grade 4
- 3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.
- 3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening

- 3SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
    - 3LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
    - 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
    - 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.
    - 3SL1d: Explain their own ideas and understanding of the discussion.
- 3SL2: Determine the main ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, oral).
- 3SL3: Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.
- 3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.
- 3SL6: Identify contexts that call for formal English versus/or informal discourse.

Language Standards

Please note: Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use the skills by the end of Grade 5. The → is included to indicate skills that connect and progress across the band.

Standard 3L1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Core Conventions Skills for Grades 3-5:

- Produce simple, compound, and complex sentences.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)

- Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.
- Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Ensure subject-verb and pronoun-antecedent agreement.
- Use coordinating and subordinating conjunctions
- Use and identify prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to, too, two; there, their).

Standard 3L2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Core Punctuation and Spelling Skills for Grades 3-5:

- Produce simple, compound, and complex sentences.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.
- Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
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- Ensure subject-verb and pronoun-antecedent agreement.
- Use coordinating and subordinating conjunctions.

Standard 3L3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 3L3a: Choose words and phrases for effect.
- 3L3b: Recognize and observe differences between the conventions of spoken and written standard English

Standard 3L4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

- 3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.
- 3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat).
- 3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- 3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of keywords and phrases

Standard 3L5

Demonstrate understanding of word relationships and nuances in word meanings.

- 3L5: Demonstrate understanding of word relationships and nuances in word meanings.
    - 3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
    - 3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful).
    - 3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Standard 3L6

Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

Math Standards

- Represent and solve problems involving multiplication and division.
    - 3.OA.A.1. Interpret products of whole numbers. e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7.
    - 3.OA.A 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. Describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
    - 3.OA.A 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.
    - 3.OA.A 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. e.g., determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = __÷ 3, 6 × 6 = ?.
- Understand properties of multiplication and the relationship between multiplication and division.
    - 3.OA.B 5. Apply properties of operations as strategies to multiply and divide. e.g.,Commutative and Associative properties of mult.
    - 3.OA.B 6. Understand division as an unknown-factor problem.
- Multiply and divide within 100.
    - 3.OA.C 7a. Fluently solve single-digit multiplication and related divisions, using strategies such as the relationship between multiplication and division or properties of operations
    - 3.OA.C 7b. Know from memory all products of two one-digit numbers
- Solve problems involving the four operations, and identify and extend patterns in arithmetic.
    - 3.OA.D.8 8. Solve two-step word problems posed with whole numbers and having whole-number answers using the four operations.
        - 3.OA.D.8a. Represent these problems using equations or expressions with a letter standing for the unknown quantity.
        - 3.OA.D.8b. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

- Use place value understanding and properties of operations to perform multi-digit arithmetic.
    - 3.NBT. A.1 1. Use place value understanding to round whole numbers to the nearest 10 or 100.
    - 3.NBT. A.2 2. Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
    - 3.NBT. A.3 3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations
    - 3.NBT. A.4
        - 4a. Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens and ones.
        - 4b. Read and write four digit numbers using base-ten numerals, number names and expanded form.
- Develop understanding of fractions as numbers.
    - *Note: Fractions are limited to those with denominators 2, 3, 4, 6, and 8.
    - 3.NF.A.1. Understand a unit fraction is the quantity formed by 1 part when a whole is partitioned into equal parts. Understand a fraction is the quantity formed by a parts of size .
    - 3.NF.A.2 2. Understand a fraction as a number on the number line; represent fractions on a number line.
        - 3.NF.A.2a. Represent a fraction on a number line by defining the interval from 0 to 1 as the whole and partitioning it into equal parts. Recognize that each part has size and that the endpoint of the part starting at 0 locates the number on the number line.
        - 3.NF.A2b. Represent a fraction on a number line by marking off a lengths from 0. Recognize that the resulting interval has size and that its endpoint locates the number on the number line.
            - *Note: Fractions are limited to those with denominators 2, 3, 4, 6, and 8.
    - 3.NF.A.3. Explain equivalence of fractions and compare fractions by reasoning about their size.
        - 3.NF.A.3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
        - 3.NF.A.3b. Recognize and generate equivalent fractions Explain why the fractions are equivalent.
        - 3.NF.A.3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
        - 3.NF.A.3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols >, =, or <,and justify the conclusions. e.g., using a visual fraction model.

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
    - 3.MD.A. 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve one-step word problems involving addition and subtraction of time intervals in minutes.e.g., representing the problem on a number line or other visual model.
        - *Note: This includes one-step problems that cross into a new hour.
    - 3.MD.A.2a. Measure and estimate liquid volumes and masses of objects using grams (g), kilograms (kg), and liters (l).
        - *Note: Does not include compound units such as cm3 and finding the geometric volume of a container.
    - 3.MD.A.2b. Add, subtract, multiply, or divide to solve one-step word problems involving masses or liquid volumes that are given in the same units. e.g., using drawings (such as a beaker with a measurement scale) to represent the problem.
        - *Note: Does not include multiplicative comparison problems involving notions of “times as much.”
- Represent and interpret data.
    - 3.MD.B 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in a scaled picture graph or a scaled bar graph.
    - 3.MD.B 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
    - 3.MD.C.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
        - 3.MD.C.5a. Recognize a square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
        - 3.MD.C5b. Recognize a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
    - 3.MD.C.6 6. Measure areas by counting unit squares. Note: Unit squares include square cm, square m, square in., square ft., and improvised units.
    - 3.MD.C 7. Relate area to the operations of multiplication and addition.
        - 3.MD.C. 7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
        - 3.MD.C.7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and

mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
        - 3.MD.C. 7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side length a and side length b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.
        - 3.MD.C.7d Recognize area as additive. Find areas of figures composed of non-overlapping rectangles, and apply this technique to solve real world problems. E.g., Note: Problems include one unknown side length.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
    - 3.MD.D.8a. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths or finding one unknown side length given the perimeter and other side lengths.
    - 3.MD.D. 8b. Identify rectangles with the same perimeter and different areas or with the same area and different perimeters.
- Reason with shapes and their attributes.
    - 3.G.A. 1. Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons, and hexagons). Identify shapes that do not belong to one of the given subcategories.
        - *Note: Include both regular and irregular polygons, however, students need not use formal terms “regular” and “irregular,” e.g., students should be able to classify an irregular pentagon as “a pentagon,” but do not need to classify it as an “irregular pentagon.”
    - 3.G.A. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. e.g., partition a shape into 4 parts with equal area, and describe the area of each part as of the area of the shape.

Social Studies Standards

Grade 3: Communities Around the World

In “Communities around the World,” students learn about communities around the globe and about global citizenship. Students bring with them knowledge about their communities. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as to social action. Teachers must select at least three communities that may reflect the diversity of their local community for extensive study. These communities should represent different regions of the world, types of communities (urban, suburban, and rural), and governmental structures. The key ideas, conceptual understandings, and content specifications guide the study of communities while exploring the major themes of social studies. The various world communities, Key

Ideas and social studies practices may be presented in any order.

- 3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.
    - 3.1a Earth is comprised of water and large land masses that can be divided into distinct regions.
    - 3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.
- 3.2 The location of world communities can be described using geographic tools and vocabulary.
    - 3.2a World communities can be located on globes and maps.
    - 3.2b World communities can be located in relation to each other and to principle parallels and meridians.
- 3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.
    - 3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.
    - 3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.
- 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.
    - 3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
    - 3.4b Arts, music, dance, and literature develop through a community's history.
- 3.5 Communities share cultural similarities and differences across the world.
    - 3.5a The structure and activities of families and schools share similarities and differences across world communities.
    - 3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals
- 3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.
    - 3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.

- 3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.
    - 3.7a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.
    - 3.7b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.
    - 3.7c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.
    - 3.7d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.
- 3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic
- needs.
    - 3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.
    - 3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.
    - 3.8c When faced with prejudice and discrimination, people can take steps to support social action and change.
- 3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.
    - 3.9a World communities use human and natural resources in different ways.
    - 3.9b People in communities have various ways of meeting their basic needs and earning a living.
- 3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?
    - 3.10a Communities around the world produce goods and provide services.
    - 3.10b World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.

Science Standards

Forces and Interactions

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Define a simple design problem that can be solved by applying scientific ideas about magnets

Interdependent Relationships in Ecosystems

- Construct an argument that some animals form groups that help members survive.
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Inheritance and Variation of Traits: Life Cycles and Traits

- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Weather and Climate

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climates in different regions of the world.
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
- Plan and conduct an investigation to determine the connections between weather and water processes in Earth systems.

Engineering Design

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.