

3

THIRD GRADE



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LANGUAGE ARTS

By the end of Third Grade, students will:

READING STANDARDS FOR LITERATURE

Key Ideas & Details

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft & Structure

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge & Ideas

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas & Details

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.

Craft & Structure

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

Integration of Knowledge & Ideas

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content.

Writing Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences.

Research to Build and Present Knowledge

- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING & LISTENING STANDARDS

Comprehension & Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge & Ideas

- 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.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE STANDARDS

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

MATHEMATICS

By the end of Third Grade, students will:

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving multiplication and division.

- Interpret products of whole numbers (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each).
- Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares).
- Use multiplication and division within 100 to solve word problems in situations by using drawings and equations with a symbol for the unknown number to represent the problem.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$.

Understand properties of multiplication and the relationship between multiplication and division.

- Apply properties of operations as strategies to multiply and divide.
- Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Use mental math to decide if answers are reasonable.
- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Numbers and Operations in Base Ten

Use **place value understanding and properties of operations to perform multi-digit arithmetic.**

- Round whole numbers to the nearest 10 or 100.
- Fluently add and subtract within 1000.
- Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60).

NUMBERS AND OPERATIONS—FRACTIONS

Develop understanding of fractions as numbers.

- Understand that fractions are equal parts of a whole.
- Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- 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.
- Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide to solve one-step word problems involving mass or volume.

Represent and interpret data.

- 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 scaled bar graphs.
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- Recognize area as an attribute of plane figures and understand concepts of area measurement in square units.
- Measure areas by counting unit squares.
- Relate area to the operations of multiplication and addition.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas.

GEOMETRY

Reason with shapes and their attributes.

- Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals.
- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

SCIENCE

By the end of Third Grade, students will:

LIFE SCIENCES

- Develop models to describe that organisms have unique and diverse life cycles but all have things in common.
- Construct an argument that some animals form groups that help members survive.
- Analyze and interpret data to provide evidence that plants and animals inherit traits from their parents, and variations of these traits exist in similar groups.
- Use evidence to support the explanation that traits can be influenced by the environment.
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Use evidence to construct an explanation of how variations in characteristics among individuals of the same species may provide advantages for survival.
- 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 by an environmental change, as well as potential changes to plants and animals in that environment.

EARTH & SPACE SCIENCES

- 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 hazard caused by the weather.

PHYSICAL SCIENCES

- 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.

ENGINEERING DESIGN (GRADES 3-5)

- Define a simple design problem that includes specified criteria for success and constraints on materials, time, or cost.
- Generate and compare multiple solutions to a problem based on how well each solution likely meets the criteria and constraints of the problem.
- Plan and carry out fair tests in which variables are controlled and failure points are considered in order to identify improvements for a model or prototype.

HISTORY/SOCIAL SCIENCE

By the end of Third Grade, students will:

CONTINUITY AND CHANGE

Physical and Human Geography

- Identify geographical features found in their local region.
- Trace ways in which people have used the resources of the local region and modified the physical environment.

Local American Indian Nations

- Learn about the American Indian nations in their local region in the past (including religious beliefs, customs, traditions, and folklore).
- Describe how physical geography influences the waylocal Indian nations adapted to their natural environment.
- Learn about the interaction between settlers and the Indian groups.

Local History

- Draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land.

- Learn about the explorers, settlers, and people who continue to come to the area, including their cultural/religious traditions and contributions.
- Learn about the economies established by settlers and their influence on the present-day economy.
- Learn why Fresno County was established and how it has changed over time, using primary sources such as maps, photographs, oral histories, letters, and newspapers.
- Know the histories of important local and national landmarks, symbols and documents that create a sense of community.

Rules, Laws, and Basic Governmental Structure

- Learn about the role of rules and laws in our daily lives, and the basic structure of the United States government.
- Learn about the role of citizenship in promoting rules and laws, and how to participate in a classroom, community, and in civic life.
- Learn about the three branches of government, with an emphasis on local government, and how states combine to form a nation and participate in the federal system.
- Learn about the lives of American heroes who took risks to secure freedoms.

Basic Economic Reasoning Skills

- Acquire basic economic reasoning skills.
- Learn about the economy of the local region, including use of natural, human, and capital resources to produce goods and services, now and in the past.
- Learn that some things are made locally, some in other parts of the U.S., and some abroad.