OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Third Grade for English Language Arts & Literacy (CCSS)

English Language Arts & Literacy (CCSS)

Third Grade

Instruction in the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects will prepare Oregon students to be proficient in the four strands of the English language arts (ELA) skills—Reading, Writing, Language, and Speaking and Listening. Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to learn to read and write in ELA and to develop those skills, specific to the content, in all other classes. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

Literature - The following standards offer a focus for instruction in literary text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3.RL.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.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

3.RL.5 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.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

3.RL.7 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).

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

3.RL.8 (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

3.RL.9 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

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

3.RL.10 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.

Informational Text - The following standards offer a focus for instruction in informational text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

3.RI.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.

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

3.RI.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

3.RI.7 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).

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

3.RI.9 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

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

3.RI.10 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.

Foundational Skills - These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Print Concepts

Anchor Standard: There are no anchor standards associated with Foundational Skills.

3.RF.1 There is not a grade 3 standard for this concept. Please see preceding grades for more information.

Phonological Awareness

Anchor Standard: There are no anchor standards associated with Foundational Skills.

3.RF.2 There is not a grade 3 standard for this concept. Please see preceding grades for more information.

Phonics and Word Recognition

Anchor Standard: There are no anchor standards associated with Foundational Skills.

3.RF.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.

Fluency

Anchor Standard: There are no anchor standards associated with Foundational Skills.

3.RF.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.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing - The following standards offer a focus for instruction in writing to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, and they should address increasingly demanding content and sources.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

b. Provide reasons that support the opinion.

c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

d. Provide a concluding statement or section.

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

d. Provide a concluding statement or section.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

3.W.7 Conduct short research projects that build knowledge about a topic.

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

3.W.9 (Begins in grade 4)

Range of Writing

Anchor Standard 10: 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 tasks, purposes, and audiences.

3.W.10 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 and Listening - The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

3.SL.1 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.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3.SL.2 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.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

3.SL.4 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.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

3.SL.5 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.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Language - The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

b. Form and use regular and irregular plural nouns.

c. Use abstract nouns (e.g., childhood).

d. Form and use regular and irregular verbs.

e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

f. Ensure subject-verb and pronoun-antecedent agreement.

g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

h. Use coordinating and subordinating conjunctions.

i. Produce simple, compound, and complex sentences

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

b. Use commas in addresses.

c. Use commas and quotation marks in dialogue.

d. Form and use possessives.

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

3.L.4 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.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. 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).

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

3.L.6 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).

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Third Grade for Science (2014)

Science (2014)

Third Grade

The performance expectations in third grade help students formulate answers to questions such as: "What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes? How do equal and unequal forces on an object affect the object? How can magnets be used?"

Students are able to organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards. Students are expected to develop an understanding of the similarities and differences of organism's life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by students at this level. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students are expected to develop an understanding of types of organisms that lived long ago and also about the nature of their environments. Third graders are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. They are then able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the third grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and

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Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

For the complete version of these standards and the specific articulation of the Three-Dimensions (Science and Engineering Practices, Discipline Core Ideas and Crosscutting Concepts), please review the grade level documents at www.ode.state.or.us/search/page/?id=1577.

obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

3-PS2 Motion and Stability: Forces and Interactions

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.

Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.

Assessment Boundary: Assessment does not include technical terms such as period and frequency.

3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.

Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.

Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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3-LS1 From Molecules to Organisms: Structures and Processes

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Clarification Statement: Changes organisms go through during their life form a pattern.

Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

3-LS2 Ecosystems: Interactions, Energy, and Dynamics

3-LS2-1 Construct an argument that some animals form groups that help members survive.

3-LS3 Heredity: Inheritance and Variation of Traits

3-LS3-1 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.

Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.

Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.

3-LS4 Biological Evolution: Unity and Diversity

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.

Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

3-LS4-2 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.

Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.

3-LS4-3 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.

Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

3-LS4-4 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.

Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.

Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

3-ESS2 Earth's Systems

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.

Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

3-ESS3 Earth and Human Activity

3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

3-5-ETS1 Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Third Grade for Health Education (2012)

Health Education (2012)

Third Grade

Benchmark 1 (Grades K-3) health skills and concepts include working on alcohol, tobacco and other drug prevention by demonstrating refusal skills around the use of tobacco and alcohol products and practice reporting use and misuse of "over the counter" and prescription drugs.

In the prevention and control of disease, students explain ways to prevent communicable and non-communicable disease and understand the difference. Students show their understanding environmental health by identifying ways to reduce their exposure to substances, including second-hand smoke at home and school.

Through the promotion of healthy eating, students learn to choose a variety of foods to eat from different food groups and advocate for more fruits and vegetables at school. Students recognizing diversity among people and demonstrating positive communication skills that express personal needs, wants and feelings to family and peers will promote the mental, social and emotional health of students.

Through giving examples of the benefits of physical activity and identifying the health related fitness components, students will understand the importance of physical activity. Students learn about the promotion of sexual health by identifying similarities and differences between males and females, differences between appropriate and inappropriate touch and why bullying and teasing are inappropriate behavior.

Students show their understanding of unintentional injury prevention by using a decision making model to plan ahead to avoid dangerous situations and injuries in the water, at home and in an emergency. Students also learn about violence and suicide prevention by explaining how helpful and hurtful messages in media can affect an individual's behavior and identify why bullying, cyber-bullying, harassment and teasing are detrimental to health.

Alcohol, Tobacco and Other Drug Prevention

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.
CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy

Acquire knowledge and skills to understand the physical, social emotional effects of alcohol, tobacco, and other drugs and their use. [Related OARs: 333-015-0040 “No Smoking” Signs (K-12); OAR 581-021-0110 Tobacco Free Schools (K-12); OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); OAR 581-022-1210 District Curriculum]

HE.03.AT01.CC Explain the benefits of a tobacco-free environment.

HE.03.AT01.AI Identify tobacco-free signage within the school environment.

HE.03.AT01.ADV Advocate for a tobacco-free environment.

HE.03.AT02.CC State reasons why young people choose not to use alcohol, tobacco, and other drugs.

HE.03.AT02.INF Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

HE.03.AT03.CC Identify that alcohol and tobacco are harmful to one’s health.

HE.03.AT03.IC Demonstrate refusal skills around the use of alcohol, tobacco, and other drugs.

HE.03.AT04.CC Identify that secondhand smoke is harmful to personal health.

HE.03.AT04.SM Demonstrate ways to avoid secondhand smoke.

HE.03.AT05.CC Describe appropriate use of ‘over the counter’ and prescription drugs.

HE.03.AT05.AI Identify appropriate person(s) to dispense medication to children.

HE.03.AT06.CC Describe school policies about alcohol, tobacco, ‘over the counter’ and prescription medication use.

HE.03.AT06.IC Practice reporting use/misuse of ‘over the counter’ and prescription drugs to trusted adults.

Prevention and Control of Disease

Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related ORS: 336.455 Human Sexuality Education Courses (K-12); Related OARs: 581-022-0413 Prevention Education in Drugs and Alcohol (K-12); OAR 518-022-1210 District Curriculum; OAR 581-022-1440 Human Sexuality Education]

HE.03.PC01.CC Explain ways to prevent communicable and non-communicable disease and understand the difference.

HE.03.PC01.SM Demonstrate strategies for effective personal health care.

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HE.03.PC01.DM Use the decision making model to make healthy decisions for preventing disease.

HE.03.PC02.CC Identify important personal health care practices that prevent the spread of communicable disease (including HIV/AIDS, and Hepatitis B and C).

HE.03.PC02.GS Develop personal goals to prevent the spread of communicable diseases.

HE.03.PC02.ADV Share strategies for preventing the spread of communicable disease to others.

Promotion of Environmental Health

Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society. [Related OAR: 581-022-0110 Tobacco Free Schools (K-12)]

HE.03.PE01.CC Identify sources of air and water pollution.

HE.03.PE01.AI Access information on how air and water pollution affects health.

HE.03.PE01.ADV Encourage family and community members to adopt healthy environmental practices.

HE.03.PE02.CC Identify ways to reduce exposure to the sun.

HE.03.PE02.SM Demonstrate ways to protect oneself from ultraviolet radiation (sun) and other harmful substances.

HE.03.PE03.CC Identify ways to reduce exposure to potentially harmful toxic substances including second-hand smoke.

HE.03.PE03.GS Set a goal for creating a healthy environment and reduced exposure to a potentially harmful substance at home and school.

Promotion of Healthy Eating

Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases. [Related ORS: 336.423 Local Wellness Program; Related PL: Public Law 108–265, Section 204, USDA School Policy 42-2011 - Child Nutrition Reauthorization 2010]

HE.03.PH01.CC Identify the food groups in the current USDA recommended guidelines.

HE.03.PH01.AI Explore the food groups in the USDA guidelines and identify and list examples from each.

HE.03.PH01.GS Set a personal goal for healthy eating and track progress.

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HE.03.PH02.CC Recognize the importance of variety and moderation in food selection and consumption.

HE.03.PH02.SM Choose a variety of foods from all food groups at home and school.

HE.03.PH02.ADV Advocate for a variety of foods from all food groups (focus on food groups to encourage: dairy, fruit, vegetables and whole grain).

HE.03.PH03.CC Recognize how healthful eating habits can lead to wellness.

No skill listed for this concept

HE.03.PH04.CC Recognize how to keep food safe through proper food preparation and storage practices.

HE.03.PH04.SM Demonstrate safe preparation and food storage practices.

HE.03.PH05.CC Recognize the impact advertising has on food choices.

HE.03.PH05.INF Identify how advertising strategies influence our food choices.

Promotion of Mental, Social and Emotional Health

Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal relationships. [Related ORS: 336.455 Human Sexuality Education (K-12); HB 4077 Teen Healthy Relationship Act (K-12); 339.351-339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-021-0045 Discrimination Prohibited; 581-022-1440 Human Sexuality Education (K-12)

HE.03.PM01.CC Describe pro-social behaviors within healthy relationships.

HE.03.PM01.IC Demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.

HE.03.PM02.CC Identify qualities that contribute to a healthy self- image.

HE.03.PM02.SM Identify characteristic of a healthy self-image.

HE.03.PM03.CC Identify different kinds of emotions.

HE.03.PM03.INF Describe internal and external influences on emotions.

HE.03.PM04.CC Identify personal stressors at home, in school, and community.

HE.03.PM04.GS Identify and set a goal to help manage stress.

HE.03.PM05.CC Recognize diversity among people, including age, disability national origin, race, color, marital status, and sex, sexual orientation and gender identity.

HE.03.PM05.ADV Advocate respect for diversity.

HE.03.PM06.CC Describe differences and similarities in how boys and girls may be expected to act.

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HE.03.PM06.INF Provide examples of how friends, family, media, society and culture influence ways youth act based on gender.

HE.03.PM06.ADV Promote a safe and welcoming environment for people of all gender expression.

Promotion of Physical Activity

Acquire knowledge and skills to understand the role physical activity has in promoting health. [Related ORS: 329.496 – 501 Physical Education Requirements (K-12); Related OAR: 581-022-1661 Physical Education Requirements (K-12)]

HE.03.PP01.CC Give examples of the benefits of physical activity.

HE.03.PP01.AI Identify places where youth and families can be physically active.

HE.03.PP01.INF Analyze influences that encourage youth to participate in physical activity.

HE.03.PP02.CC Identify the health related fitness components; strength, flexibility, cardiovascular and endurance.

HE.03.PP02.SM Demonstrate each fitness component.

HE.03.PP03.CC Identify safety equipment needs and procedures for physical activity.

HE.03.PP03.SM Demonstrate the use of safety equipment during physical activity.

HE.03.PP03.GS Set a personal goal to use and wear safety equipment correctly during physical activity.

Promotion of Sexual Health

Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. [Related ORS: 336.455 Human Sexuality Education (K-12); 339.351-339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-1440 Human Sexuality Education (K-12); 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.03.PS01.CC Identify the physical similarities and differences between males and females.

HE.03.PS01.INF Provide examples of how friends, family, media, society and culture influence how males and females think they should act.

HE.03.PS02.CC Identify body parts, proper anatomical names and stages in the basic growth process.

HE.03.PS02.SM Use medically accurate anatomical names.

HE.03.PS03.CC Explain the difference between appropriate touch and inappropriate touch.

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HE.03.PS03.AI Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.

HE.03.PS03.SM Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.

HE.03.PS03.IC Practice and use refusal skills if someone is touching you inappropriately.

HE.03.PS04.CC Explain why it is important to stay away from potentially unsafe body fluids and objects.

HE.03.PS04.AI Identify who to report to at home, school and in the community if you see unsafe objects.

HE.03.PS05.CC Explain why bullying and teasing are inappropriate behavior.

HE.03.PS05.AI Identify parents and other trusted adults they can tell if they are being bullied or teased.

HE.03.PS05.IC Demonstrate how to respond if someone is bullying or teasing them.

Unintentional Injury Prevention

Acquire knowledge and skills necessary to be safe at home, on the move, at school, and at work and in the community and how to get help in case of injury. [Related ORS: 184.740 Safe Routes to Schools Program (K-12); 336.071 Emergency drills and instruction (K-12); Related OAR: 581-022-1210 District curriculum (K-12); 581-022-1420 Emergency plans and safety programs (K-12); 737-025-0000 – 0080 Safe Routes to School (K-12)]

HE.03.UI01.CC Identify labels on home and school products that give information about harmful ingredients.

HE.03.UI01.AI Identify danger signs and symbols on products.

HE.03.UI02.CC Identify ways to prevent fires and reduce the risk of injuries in case of fire.

HE.03.UI02.SM Develop a home fire escape plan and practice it during the day and at night with family.

HE.03.UI02.ADV Encourage family to test fire alarms regularly.

HE.03.UI03.CC Identify ways to reduce risk of injuries in and around water.

HE.03.UI03.SM Demonstrate water safety behavior.

HE.03.UI03.GS Set a goal for safety in and around water.

HE.03.UI04.CC Identify safe behaviors when traveling to and from school and in the community.

HE.03.UI04.SM Demonstrate pedestrian and bike safety practices.

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HE.03.UI04.DM Use a decision making model to plan a safe route to and from school.

HE.03.UI05.CC Explain the importance of safety at play including wearing helmets, pads and other safety equipment.

HE.03.UI05.SM Demonstrate the correct use of protective equipment during physical activity.

HE.03.UI05.GS Set goals to prevent during sports and physical activity.

HE.03.UI06.CC Identify what to do during an emergency and/or natural disaster, including floods, earthquakes.

HE.03.UI06.AI Demonstrate how to dial 911 and other emergency numbers and provide appropriate information.

HE.03.UI06.SM Demonstrate what to do during an earthquake including methods of "duck, cover and roll".

HE.03.UI06.IC Demonstrate how provide emergency information to a 911 operator.

HE.03.UI06.DM Use the decision making process to identify safe locations and meeting places at home and school the event of an emergency.

Violence and Suicide Prevention

Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors. [Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.03.VS01.CC Identify pro-social behaviors.

HE.03.VS01.SM Demonstrate ways to prevent violence and unsafe situations.

HE.03.VS01.GS Set a goal to engage in positive, helpful behaviors.

HE.03.VS02.CC Identify why bullying, cyber-bullying, harassment and teasing are detrimental to health and safety.

HE.03.VS02.AI Identify how to report unsafe situations to trusted adults.

HE.03.VS02.IC Demonstrate how to respond and report if someone is bullying, harassing or teasing.

HE.03.VS03.CC Identify that media and technology may contain violent messages and images.

HE.03.VS03.INF Explain how helpful and hurtful messages in media and technology can influence.

HE.03.VS04.CC Explain the role of problem solving, anger management and impulse control in preventing violence.

HE.03.VS04.SM Demonstrate the steps of problem solving, anger management and impulse control.

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HE.03.VS04.IC Manage interpersonal conflict in non-violent ways.

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OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Third Grade for Arts

Arts

Third Grade

Benchmark 1 (Grades K-3) students explore basic skills in creating works of art, responding and analyzing works of art, and understanding the relationships between works of art and their community. Students explore the creative process, using essential elements and organizational principles of different arts disciplines for expression. Students recognize and describe those elements and principles in other works of art and identify personal preferences. Students identify an event or condition that influenced a work of art, and cultural characteristics of a work of art. Students also describe the place of the arts in their community.

Create, Present, And Perform

Create, present and perform works of art.

AR.03.CP.01 Use experiences, imagination, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.

Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result.

AR.03.CP.02 Explore aspects of the creative process and the effect of different choices on one's work.

Express ideas, moods and feelings through the arts and evaluate how well a work of art expresses one’s intent.

AR.03.CP.03 Create, present and/or perform a work of art that demonstrates an idea, mood or feeling.

Evaluate one's own work, orally and in writing.

AR.03.CP.04 Describe how one's own work reveals knowledge of the arts, orally and in writing.

Aesthetics And Criticism

Apply critical analysis to works of art.

AR.03.AC.01 Recognize essential elements, organizational principles and aesthetic effects in works of art.

Respond to works of art and give reasons for preferences.

AR.03.AC.02 Identify and describe personal preferences connected with viewing or listening to a work of art using terminology that conveys knowledge of the arts.

Understand the interrelationships among art forms.

AR.03.AC.03 Identify the disciplines used in an integrated work of art.

Historical And Cultural Perspectives

Understand how events and conditions influence the arts.

AR.03.HC.01 Identify an event or condition that influenced a work of art.

Distinguish works of art from different societies, time periods and cultures.

AR.03.HC.02 Identify social, historical and cultural characteristics in a work of art.

Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.

AR.03.HC.03 Describe how art from the student's community reflects the artist's environment and culture.

Understand the place of the arts within, and their influences on, society.

AR.03.HC.04 Describe how the arts serve a variety of purposes in the student's life, community and culture.

AR.03.HC.05 Recognize how the arts can influence an individual's life.

OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Third Grade for Mathematics (CCSS)

Mathematics (CCSS)

Third Grade

Mathematical Practices (3.MP)

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

3.MP.1 Make sense of problems and persevere in solving them.

3.MP.2 Reason abstractly and quantitatively.

3.MP.3 Construct viable arguments and critique the reasoning of others.

3.MP.4 Model with mathematics.

3.MP.5 Use appropriate tools strategically.

3.MP.6 Attend to precision.

3.MP.7 Look for and make use of structure.

3.MP.8 Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking (3.OA)

3.OA.A Represent and solve problems involving multiplication and division.

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.

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.

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.

3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

3.OA.B Understand properties of multiplication and the relationship between multiplication and division.

3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

3.OA.6 Understand division as an unknown-factor problem.

3.OA.C Multiply and divide within 100.

3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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

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. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations].)

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Number and Operations in Base Ten (3.NBT)

3.NBT.E Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used)

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 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.

3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations - Fractions (3.NF) (Grade 3 expections in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8)

3.NF.F Develop understanding of fractions as numbers.

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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*.

3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

3.NF.2a Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.

3.NF.2b Represent a fraction *a/b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line.

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.3b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data (3.MD)

3.MD.G Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

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.

3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems [problems involving notions of “times as much”; see Glossary, Table 2])

3.MD.H Represent and interpret data.

3.MD.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 scaled bar graphs.

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3.MD.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.

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

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.5a 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.5b 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.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7 Relate area to the operations of multiplication and addition.

3.MD.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.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.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

3.MD.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

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

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.

Geometry (3.G)

3.G.K Reason with shapes and their attributes.

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

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OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Third Grade for Social Sciences (2011)

Social Sciences (2011)

Third Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues. Focus (to include but not limited to): Oregon Geography and Local/Regional History

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

3.1. Describe how significant people, events and developments have shaped their own community and region.

3.2. Compare and contrast the history of their own community to other communities in the region.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

3.3. Apply research skills and technologies to gather information about the past in the region.

3.4. Describe local communities and regions past and present.

3.5. Explain how some sources are more useful for answering historical questions than others.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

3.6. Identify hemispheres, continents and oceans using globes and maps.

3.7. Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.

3.8. Identify links of land, regions, river systems, interstate highways between Oregon and other states.

3.9. Describe physical and human characteristics of tribal regions in Oregon and North America.

3.10. Identify and compare physical features of Oregon and other Northwestern states.

3.11. Explain the influence of humans (traders, immigrants, indigenous, current residents) on Oregon's and the Northwest's physical systems.

3.12. Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.

3.13. Identify how people have adapted to and have changed the physical geography of the community.

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

3.14. Describe how different levels of government provide services and protect citizens.

3.15. Describe the responsibilities of citizens in their community and state.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

3.16. Describe the relationship between producers and consumers.

3.17. Explain the issue of scarcity to personal, community, regional, and world resources.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

3.18. Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.

3.19. Identify and compare different ways of looking at an event, issue, or problem.

3.20. Identify how people or other living things might be affected by an event, issue, or problem.

OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Third Grade for Physical Education

Physical Education

Third Grade

Benchmark 1 (Grades K-3) physical education students work on the basic skills of moving, using equipment and varying the manner in which the skills are performed in relationship to changing conditions and expectations. Students achieve mature form in the less complex skills (e.g., underhand throw) and progress toward achieving mature form in the more complex skills (e.g., foot dribble). They also work on safe practices, physical education class rules and procedures.

Expressive and Efficient Moving

Demonstrate knowledge of a variety of motor skills.

PE.03.EE.01 Demonstrate mature form of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control.

PE.03.EE.02 Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike.

PE.03.EE.03 Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.

PE.03.EE.04 Demonstrate three different step patterns and combinations of movements into repeatable sequences.

Understand and participate in a variety of physical and recreational activities available in the school and community.

No standards currently exist for this CCG

Understand and apply movement concepts.

No standards currently exist for this CCG

Understand and apply physical education vocabulary as it relates to movement concepts.

No standards currently exist for this CCG

Understand rules and strategies for a variety of physical activities.

No standards currently exist for this CCG

Fitness for Lifetime

Demonstrate knowledge of a physically active lifestyle.

PE.03.FL.01 Identify changes in his/her body during moderate to vigorous exercise.

Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.

No standards currently exist for this CCG

Self- Management and Social Behavior

Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.

PE.03.SM.01 Identify rules, procedures, and etiquette in a specified physical activity.

PE.03.SM.02 Identify positive ways to resolve conflict.

Understand and apply safety in movement activities.

No standards currently exist for this CCG

Understand that history and culture influence games, sports, play, and dance.

No standards currently exist for this CCG