

A Look at...

Third Grade
in California Public Schools

and the
Common Core State Standards



CURRICULUM FRAMEWORKS AND INSTRUCTIONAL RESOURCES DIVISION
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Third-Grade Curriculum



What will my child learn in third grade?

I've been teaching fifth grade, and this year I've been reassigned to third grade. What does the third-grade curriculum look like?

I'm the principal of a small, private elementary school, and I want to be sure my students are meeting the state's standards. How can I find out what students are expected to learn at each grade?

In August 2010, the state recently adopted the Common Core State Standards for English language arts and mathematics. How will the new standards enhance third-grade curriculum?

This chapter is organized by sections for each subject, describing what students should know and be able to do by the end of third grade. Each section includes a brief overview of what the student should have learned before entering third grade, followed by a description of the third-grade standards. Each subject concludes with a list of the third-grade standards for that content area. The English language arts and mathematics sections include the new Common Core State Standards (CCSS), with California additions.

For a more in-depth discussion of each subject, please consult the state-adopted curriculum frameworks for kindergarten through grade twelve. The frameworks are posted on the CDE Curriculum and Instruction Web page at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.



Overview

A crucial goal for English language arts instruction is that all students leave third grade able to read fluently, effortlessly, independently, and enthusiastically. Reading and the development of student literacy are key components of academic success. The ability to read, write, and use language effectively is the essential foundation for each student's future. Students need to be competent in reading and English language arts to be able to obtain information in all content areas and communicate to others what they have learned. High-quality instruction is at the heart of all good language arts programs and nurtures both comprehension and fluency in word recognition.

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Standards-based instruction is critical to developing students' literacy and proficiency in English language arts. The standards describe what students are expected to know and be able to do by the end of the school year. In 2010, California adopted new standards in English language arts: the CCSS, with California additions. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening, and Language. The new standards will be implemented gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California English language arts standards, but there are some notable differences. For instance, in the CCSS, the standards in kindergarten through grade six are divided into strands: Reading, Writing, Speaking and Listening, and Language. The 1997 California English language arts standards are organized around domains: Reading, Writing, Written and Oral English Language Conventions, and Listening and Speaking. The CCSS often extend or enhance the content of the 1997 California English language arts standards. For example, the CCSS focus more on informational text, text-analysis skills for reading comprehension, opinion pieces, informational/explanatory compositions, and collaborative conversations about grade-level texts and topics.

This section provides an overview of the new CCSS for third-grade English language arts. It includes a review of the important English language arts skills and concepts from second grade (prerequisite skills) and guidance to ensure success for struggling readers, including English learners. A complete list of the third-grade CCSS, with California additions, for English language arts can be found at the end of this section. A complete list of the third-grade 1997 California English language arts standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

What Third-Grade Students Should Know

In second grade, fluency, comprehension, and analysis were the focus of reading instruction. Students who mastered the basic features of reading achieved grade-level fluency in oral and silent reading. Students asked and answered clarifying questions about text (e.g., *who*, *what*, *why*) and used the features of text (e.g., headings, bold type) to locate information in text. They learned to consider the author's purpose when analyzing informational text. Students used these strategies to better comprehend reading in all content areas. They also learned more sophisticated strategies for analyzing literature. For example, they compared and contrasted versions of the same story from different cultures.

In second grade, students wrote compositions using standard English conventions. They learned to use reference materials to locate information for their written compositions and oral reports. Students developed initial skills in editing and revising text and applied those skills to their writing. They learned to give and follow multistep directions, provide descriptive details when telling stories or recounting events, and structure their oral presentations in a logical sequence. Students learned new vocabulary and academic language as they read and spoke about grade-level texts and topics. They learned to use dictionaries and glossaries to clarify the meaning of words and to check and correct their spelling. They used their knowledge of individual words to predict the meaning of compound words and their knowledge of prefixes to determine the meaning of a new word formed when a prefix was added to a known word.

What Students Learn in Third Grade

Third grade is often considered a pivotal year as instruction in phonics is phased out of the formal curriculum. In third grade, increased emphasis is placed on vocabulary acquisition, comprehension strategies, text analysis, language conventions, and writing.

Third-grade students learn to use context as an independent vocabulary strategy. They learn to refer to information in the text when asking and answering questions about texts they have read. They apply analysis strategies to determine the theme or central message of text. They learn about subject and verb agreement and verb tenses and use that knowledge to write and speak in correct, complete sentences. As students learn more English language conventions and acquire new vocabulary, they practice them in their writing assignments.

Reading

The following section is organized according to three major areas: reading standards for literature, for informational text, and in foundational skills.

Reading Standards for Literature

In third grade, students read and comprehend a wide variety of grade-level literature, including fables, folktales, and myths from around the world, as well as poetry and drama. They deepen their understanding of the elements of narrative text. Theme is added to the story elements students already know, which enhances their comprehension and appreciation of stories. As students add to their understanding of character as an element of a story, they may need prompts or structures to assist in the analysis of character. This framework, or map, may be a simple structure that makes visible and obvious the traits that students should recognize.

In both the 1997 California English language arts standards and the CCSS, comprehension skills focus on the plot, characters, and the author's message or the theme of the text. Students learn to identify and comprehend basic plots of fairy tales, myths, folktales, legends, and fables from diverse cultures. They determine what characters are like based on how the author or illustrator portrays them. With instruction and practice, students learn to determine the underlying theme or the author's message in fiction. Students generate and respond to essential questions about a text and explicitly refer to information in the text to answer questions. Identifying answers in the text is one way students demonstrate their comprehension of the text.

The CCSS introduce additional skills and strategies for analyzing and comprehending literature. For example, one 1997 California English language arts standard calls for students to determine the underlying theme or author's message. A comparable standard from the CCSS builds on this basic analytical skill by asking students to explain how the message is conveyed through the key details of the text. Under the CCSS, students



not only determine what characters are like based on what the author says about them, but also learn to describe the characters based on their traits, motives, and feelings. In addition, students learn how the characters' actions contribute to the sequence of events and to distinguish their own point of view from those of the characters.

Under the CCSS, students learn to distinguish between literal and nonliteral language and to determine the meaning of words and phrases in context. Students use academic language (e.g., *chapter*, *scene*, *stanza*) when writing or speaking about stories, dramas, and poems. They learn about the relationship between the illustrations and the words in a story and how they work together to create a mood or emphasize aspects of a character or setting. They compare and contrast stories written by one author that have the same or similar characters (e.g., in books from a series).

Reading Standards for Informational Text

As students are expected to read more informational text in English language arts and other third-grade subjects, comprehension becomes increasingly important. A student's success in developing complex reading comprehension skills depends upon a progressive approach. Such an approach will at first use text in which the main idea is clear and explicitly stated. The ideas follow a logical order and then progress to longer passages with more complex structures in which main ideas are not explicit. A similar progression from texts with familiar topics to texts with unfamiliar topics supports students' learning of comprehension strategies.

As students are expected to read more informational text in English language arts and other third-grade subjects, comprehension becomes increasingly important.

Both the 1997 California English language arts standards and the CCSS reflect the importance of comprehension and text-analysis skills and strategies for students' academic success. Students learn to identify the main idea and supporting details of informational texts and to recall the major points in a text.

They demonstrate their understanding of a text by asking questions about what they have read. Another way students demonstrate their understanding is to use information found in the text as a basis for answers to questions about it. Students learn to locate information efficiently using the features of text (e.g., titles, chapter headings, indexes).

The CCSS focus more on informational text than do the 1997 California English language arts standards and present additional skills and strategies for analyzing and comprehending informational text. These additional skills and strategies provide students with tools for a deeper analysis of informational texts, including history–social science, science, and technical texts. Students learn to recognize the relationship between a series of historical events, scientific ideas, or steps in a technical procedure and describe the relationship in language that pertains to time, sequence, and cause/effect. Students learn and use vocabulary development strategies to determine the meaning of general academic and domain-specific words and phrases in texts on third-grade topics. They use information from illustrations, such as maps and photographs, along with the text, to demonstrate their understanding of the text (e.g., where, when, why key events occur). Students also learn to identify and then describe the logical connection between particular sentences and paragraphs in a text (e.g., first, second, third in a sequence). They compare and contrast the most important points and key details presented in two texts on the same subject. They also learn to use digital search tools (e.g., key words, hyperlinks) to efficiently locate relevant information on a given topic.

Reading Standards in Foundational Skills

In third grade, the CCSS and the 1997 California English language art standards focus less on phonics than in previous grades. Students who have learned strategies for analyzing words through explicit decoding instruction in earlier grades are ready to learn and apply more sophisticated word-recognition skills. For example, they learn how to decode multisyllabic words. Under the 1997 California English language arts standards, students also learn to use complex word families (e.g., *-ight*) to decode unfamiliar words.

The CCSS call for students to read grade-appropriate, irregularly spelled words and to decode words in both isolation and text. Students also learn to decode words with common Latin suffixes. They learn to recognize, and know the meaning of most common prefixes and derivational suffixes.

Third-grade students understand the basic features of language and apply their knowledge to reading literature and informational text. With practice, opportunities to read high-quality texts, and teacher modeling and feedback, students become fluent in silent and oral reading of grade-level texts. They learn to read grade-level narrative and informational texts aloud with accuracy, appropriate pacing, and expression. The CCSS extend these expectations by also calling for students to read with purpose and understanding. Students are to use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing



For students to become effective and persuasive writers, they need daily explicit instruction in writing and time to practice and apply what they have learned. When skills, strategies, and structures are introduced progressively, students' writing improves throughout the school year. Students are able to extend their writing to other subjects if instruction in writing is purposefully connected to other academic areas and then incorporated into specific writing tasks.

Both the 1997 California English language arts standards and the CCSS call for students to write legibly in cursive with correct spacing, demonstrate a command of grade-level English language conventions, edit and revise their writing, and provide descriptive details in their writing pieces. Yet there are also many differences between the two sets of standards. The CCSS are more detailed and set higher expectations for third-grade students. The 1997 California English language arts standards focus on writing short narratives and personal and formal letters and invitations. Under the CCSS, students write opinion pieces and informational/explanatory texts in addition to narratives. They write routinely over both short (a single sitting, a day or two) and long (several days with time for research and revision) time frames for a range of discipline-specific tasks, purposes, and audiences.

The expectations for students' writing are clearly delineated in the CCSS. For example, students learn to write opinion pieces in which they introduce the topic, state an opinion, create an organizational structure that provides reasons supporting the opinion, and end with a concluding statement. Students also learn to use linking words and phrases (e.g., *because*, *therefore*) to connect the opinion to its supporting reasons. Students learn and practice similar skills and concepts when writing informational/explanatory texts that examine a topic and convey ideas and information clearly. They write narratives that develop experiences or events using descriptive details and a clear sequence of events.

Students learn to use technology to produce and publish writing as well as to interact and collaborate with others. Students also learn to use technology to gather information, take notes, and then sort into categories. They also use these information-gathering skills and strategies with print sources and practice them as they conduct short research projects.

Speaking and Listening

The connections across the language arts domains (reading, writing, speaking, and listening) have particular significance for developing students' speaking and listening skills. Students use the comprehension skills and strategies they learn by reading literature and informational texts to comprehend what a speaker has said. Their oral presentations reflect the organizational structures (a central idea, descriptive details, a conclusion) of both what they have read and their own writing. They learn to use the same English-language conventions for speaking in complete, grammatically correct sentences that they use in their writing.

Both the 1997 California English language arts standards and the CCSS focus on students' listening and comprehension skills, their responses to questions and others' comments, and the organization of their oral presentations. Students not only learn to comprehend and explain what a speaker has said, but also learn how to link their experiences and insights to those of a speaker and respond with appropriate elaboration and detail when asked about what they have heard. Students learn to plan and deliver presentations that are organized chronologically or around major points of information, follow a logical sequence, include concrete details to support the main idea, and provide a conclusion. They learn to use clear and specific vocabulary to communicate ideas and set a tone. Students also learn to read prose and poetry with fluidity, at an understandable pace, and in an engaging manner. They learn how to use visual displays or props (objects, pictures, charts) to clarify and enhance their oral presentations.

Students learn to plan and deliver presentations that are organized chronologically or around major points of information, follow a logical sequence, include concrete details to support the main idea, and provide a conclusion.

In addition, the CCSS emphasize collaborative discussions in which students practice both their speaking and their listening skills. Students engage in collaborative discussions on third-grade topics and texts with diverse partners and in different groupings (one-on-one, in groups, or teacher-led), building on others' ideas as well as expressing their own. They learn to explain their own ideas and understanding in light of the discussion and to ask questions to check their understanding of information given during the discussion. Third-grade students are expected to come to these discussions prepared, having read or studied the required material. Students learn to draw on their preparation and other knowledge of the topic to explore the ideas under discussion. They follow agreed-upon rules for discussion, such as gaining the floor in respectful ways and speaking one at a time about the topic under discussion. These collaborative discussions also provide students with opportunities to practice the academic language and domain-specific vocabulary from reading literature and informational text and listening to presentations.

Language

In third grade, students are expected to write and speak with a command of the conventions of standard English grammar and usage appropriate to their grade level. Students learn about subject-verb agreement, the proper use of verb tenses, and the correct use of pronouns and adjectives. They demonstrate their knowledge in their writing and speaking. They learn new rules for capitalization, punctuation, and spelling, though the specific rules they learn vary between the 1997 California English language arts standards and the CCSS. For example, under the 1997 California English language arts standards for third grade, students learn to punctuate dates, cities and states, and titles of books correctly. Under the CCSS, students learn to capitalize the appropriate words in a title.

There are more standards on English language conventions in the CCSS than in the 1997 California English language arts standards, and they cover a broader range of conventions in grammar, usage, capitalization, punctuation, and spelling. Students learn about and are able to explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general, as well as their functions in particular sentences. Students learn to use abstract nouns (e.g., *childhood*) and to use reciprocal pronouns correctly. They learn the difference between comparative and superlative adjectives and adverbs and to choose the correct form, depending on what is being modified. They learn to use coordinating and subordinating conjunctions and practice what they have learned by writing and speaking in compound and complex sentences.

Students learn and apply in their writing the correct spelling and use of possessives, spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules), and conventional spelling for high-frequency and other studied words. They also learn to add suffixes to base words to form new words. They learn to choose words and phrases for effect. To support their narrative writing, students learn to use commas

and quotation marks in dialogue. As students learn language conventions, they recognize the differences between the conventions of spoken and written standard English.

In the 1997 California English language arts standards, vocabulary development standards are found in the Reading strand. In the CCSS, standards for vocabulary acquisition and use are found in the Language strand. Both the 1997 California English language arts standards and the CCSS cover basic strategies for students to determine the meaning of words.

As they become better independent readers, students also acquire additional vocabulary on their own. Students learn to use glossaries and beginning dictionaries to access and understand the meaning of unknown words. They use sentence-level context as a clue to the meaning of a word. They also learn to determine the meaning of new words formed by adding prefixes or suffixes to known words.

The 1997 California English language arts standards for vocabulary development call for students to use their knowledge of synonyms, antonyms, homophones, and homographs to determine the meaning of words. In addition, students learn about and can explain the hierarchical relationship among grade-level words (e.g., living things/animal/mammal/dog). The CCSS emphasize another kind of word relationship—real-life connections—as well as nuances in word meanings. To better understand the meaning of words, students identify the real-life connections between words and their use (e.g., describe people who are friendly or helpful). Students acquire and use words and phrases that signal spatial and temporal relationships. They also learn to distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*). A new skill for third-grade students is to distinguish between the literal and nonliteral meanings of words and phrases in context (e.g., *beat the clock*). Students use new conversational, academic, and domain-specific words in their writing and speaking, a practice that helps students remember the new words they have learned.

Students acquire and use words and phrases that signal spatial and temporal relationships.

Extra Support for Struggling Readers

By the end of third grade, students are expected to be fluent, independent readers, reading with accuracy that supports their comprehension of literature and informational text. Students who are not proficient in word-analysis skills are likely to experience academic difficulties. Early screening and intervention address specific weaknesses in a timely manner. Struggling readers—any students experiencing difficulty learning to read, which may include those who use nonstandard English, English learners, and students with disabilities—need additional support to participate in daily lessons with their peers and to ensure they will become proficient in third-grade reading skills. Instructional support for students should include:

- flexible groupings for differentiated instruction;
- opportunities to preteach key skills, strategies, and concepts;
- direct, explicit instruction in decoding and word-recognition skills;
- preteaching and reteaching of prefixes and suffixes;
- direct, explicit instruction in language development to address grammatical structures of oral and written standard English;
- vocabulary instruction embedded in context, including academic language;

- building of background knowledge;
- reinforcement and extension of the regular classroom program.

Support for English Learners

English language development (ELD) is a critical component of the language arts program for English learners and comes with direct, explicit, and systematic instruction in reading and writing. Instructional programs for English learners are planned according to the students' assessed level of literacy (reading and writing) in English and their primary language as well as their proficiency in English (listening, speaking, reading, and writing). Students with strong literacy skills in their primary language are at an advantage: They can concentrate on learning English rather than on receiving initial instruction in reading and writing. However, the greater cognitive demands of the academic program in third grade require that students move quickly to more advanced English vocabulary and language structures.

English learners should receive intensive instruction in vocabulary development and academic language instruction to succeed in language arts and other content areas at their grade level. English learners benefit from instructional strategies such as preteaching concepts, vocabulary, and the grammatical features of key vocabulary, as well as having opportunities to use new vocabulary in their reading, speaking, and writing assignments. They also benefit from instruction that includes context, but they must first understand the concepts presented in the text. They must know the grammatical features, idioms, and vocabulary words used to define or explain the unfamiliar word under study. Prior to reading, English learners may need additional activities that explain cultural references. English learners benefit from additional opportunities to read texts that contain similar vocabulary words and grammatical structures; such opportunities give students repeated exposure to the new words and structures being studied.

English learners who have limited academic experience and language skills require intensive, systematic instruction in oral and written language. Formal linguistic instruction for English learners includes learning common phrases, language patterns, and idiomatic expressions. In addition, instruction includes oral language development, with special attention given to phonological, morphological, syntactical, and semantic structures of English.

Teachers should not assume that English learners will acquire the rules of grammar governing the use of words at the same time they acquire the meaning of the words. To teach students grammar and the functions of words, teachers provide students with explicit instruction, model words in speech and writing, encourage students to use new words in sentences, and, in longer text, provide students with corrective feedback on their use of new words. As students learn grammar and the functions of common nouns, pronouns, verbs, adverbs, and adjectives, they practice them in both speaking and writing. (For a more extensive list of the conventions of grammar, refer to the “Transition to the Common Core State Standards with California Additions: Planning ELD Instruction” chart that follows.)

Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at <http://www.cde.ca.gov/sp/el/>. The CDE has published an excellent resource, *Improving Education for English Learners: Research-Based Approaches* (2010b), that provides the most comprehensive and up-to-date strategies to serve English learners. Guidelines for using ELD and SDAIE strategies are provided, as well as recommended instructional practices. Information on the publication is available at the CDE Press Web page at <http://www.cde.ca.gov/re/pn/rc/>.



English learners need additional time for appropriate instructional support. The CCSS set rigorous expectations for student learning, and ELD instruction must accommodate these enhanced expectations. The following chart illustrates the enhancements in the CCSS for English language arts that may affect ELD instruction. This chart provides teachers with initial guidance in planning effective ELD instruction.

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| <p>Reading Standards for Literature</p> | <p>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.</p> <p>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).</p> <p>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.</p> |
| <p>Reading Standards for Informational Text</p> | <p>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.</p> <p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>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.</p> |
| <p>Reading Standards: Foundational Skills</p> | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u></p> <p style="padding-left: 40px;">b. Decode words with common Latin suffixes.</p> <p style="padding-left: 40px;">c. Decode multisyllable words.</p> <p style="padding-left: 40px;">d. Read grade-appropriate irregularly spelled words.</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> |

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| | <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-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 Standards | <ul style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> 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. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> 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. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> 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. 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.) 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.) |

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| | <p>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.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>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.</p> |
| <p>Speaking and Listening Standards</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>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.</p> <p>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.</p> <p><u>a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</u></p> <p>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.</p> |
| <p>Language Standards</p> | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> |

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| | <p><u>c. Use reciprocal pronouns correctly.</u></p> <p>e. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>g. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>h. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>j. Use coordinating and subordinating conjunctions.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> |
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| | <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <u>in all content areas.</u></p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believes</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p> |
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Note: California additions are in bold typeface and underlined.

The Standards

The CCSS, with California additions, that follow are the prepublication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 15, 2010. Content that is unique to the CCSS and was added by California to the multistate common core standards is in **bold typeface and underlined.** The SCOE document is available online at http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf (Outside Source). These grade-three CCSS for English language arts were adopted by the California State Board of Education on August 2, 2010. The CCSS College and Career Readiness (CCR) Anchor Standards (Appendix A) define the literacy expectations for students entering college and careers and provide the foundation for the K–12 English language arts standards. Although the CCR Anchor Standards were not part of the State Board of Education action in August, they are essential to understanding the structure and cohesive nature of the CCSS.

A complete list of the grade-three 1997 California English language arts content standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

| | |
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| Common Core State Standards with California Additions English Language Arts: Grade Three | |
| Reading Standards for Literature | |
| Key Ideas and Details | |
| 1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

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| 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. |
| 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 | |
| 4. | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <u>(See grade 3 Language standards 4–6 for additional expectations.)</u> |
| 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. |
| 6. | Distinguish their own point of view from that of the narrator or those of the characters. |
| Integration of Knowledge and Ideas | |
| 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). |
| 8. | (Not applicable to literature) |
| 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 | |
| 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. |
| | |
| Key Ideas and Details | |
| 1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 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 | |
| 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. <u>(See grade 3 Language standards 4–6 for additional expectations.)</u> |

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| 5. | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| 6. | Distinguish their own point of view from that of the author of a text. |
| Integration of Knowledge and Ideas | |
| 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). |
| 8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| 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 | |
| 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. |
| Phonics and Word Recognition | |
| 3. | <p>Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u></p> <ul style="list-style-type: none"> 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 | |
| 4. | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Text Types and Purposes

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.
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.
 - e. Provide a concluding statement or section.
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.
 - e. Provide a sense of closure.

Production and Distribution of Writing

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.)

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| 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.) |
| 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 | |
| 7. | Conduct short research projects that build knowledge about a topic. |
| 8. | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| 9. | (Begins in grade 4) |
| Range of Writing | |
| 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. |
| Comprehension and Collaboration | |
| 1. | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. 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. |
| 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. |
| 3. | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |

Presentation of Knowledge and Ideas

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.
- a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.**
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.
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.)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.**
- b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- c. Use reciprocal pronouns correctly.**
- d. Form and use regular and irregular plural nouns.
- e. Use abstract nouns (e.g., *childhood*).
- f. Form and use regular and irregular verbs.
- g. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- h. Ensure subject-verb and pronoun-antecedent agreement.*
- i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

* The following skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the chart “Language Progressive Skills, by Grade” on page 47 in the CCSS.

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| | <ul style="list-style-type: none"> j. Use coordinating and subordinating conjunctions. k. Produce simple, compound, and complex sentences. |
| 2. | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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., <i>sitting, smiled, cries, happiness</i>). 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 | |
| 3. | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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 | |
| 4. | <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). |

* The following skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the chart “Language Progressive Skills, by Grade” on page 47 in the CCSS.

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| | <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.</p> |
| 5. | <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p> |
| 6. | <p>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., <i>After dinner that night we went looking for them</i>).</p> |



Overview



Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. Standards-based mathematics instruction starts with basic material and increases in scope and content as the years progress. It is like an inverted pyramid, with the entire weight of the developing subject, including readiness for algebra, resting on the foundations built in the early grades.

In August 2010, California adopted new standards in mathematics: the Common Core State Standards (CCSS), with California additions. The CCSS comprise standards developed by the state-led CCSS Initiative and material taken from the 1997 California mathematics standards. The new standards will be implemented gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California mathematics standards, but there are also a few noteworthy differences. For instance, the CCSS are organized by domains that add grade-level focus and vary slightly by grade. The domains for third grade are Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations—Fractions, Measurement and Data, and Geometry. Furthermore, the CCSS do not include “key standards” as in the 1997 California mathematics standards. Instead, the CCSS are designed to have a greater focus at each grade and to develop mathematics topics in depth. In the early grades, the CCSS continue to emphasize concepts necessary for the study of more advanced mathematics in later years. To ensure that students have adequate time to achieve mastery, some of the 1997 California mathematics standards familiar to California’s third-grade teachers will be taught in different grades after the CCSS are fully implemented.

This section provides an overview of the new CCSS for third-grade mathematics, including some highlights of how the third-grade curriculum, based on the 1997 California mathematics standards, changes with the implementation of the new CCSS. It includes a review of some mathematical concepts and skills from grade two (prerequisite skills) and guidance on areas of mathematics that may be challenging for some English learners. A complete list of the grade-three CCSS for mathematics can be found at the end of this section. A complete list of the grade-three 1997 California mathematics standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>.

What Third-Grade Students Should Know

When entering third grade, students who have met the second-grade CCSS for mathematics have an understanding of place value and can read, write, order and compare whole numbers within 1,000. Students know how to add and subtract (within 1,000) and are fluent with these operations within 100. They can use addition and subtraction to solve one- and two-step word problems with unknowns in all positions (within 100) and know from memory all sums of two one-digit numbers.

At the start of third grade, students understand simple concepts of multiplication and division. They can use repeated addition and counting by multiples to demonstrate multiplication and can use repeated subtraction and equal group sharing to demonstrate division.

Students entering third grade are aware of standard units of measurements and can measure the length of an object by using appropriate tools. They can also relate addition and subtraction to length by representing positive whole numbers (from 0) and whole-number sums and differences within 100 on a number-line diagram. They know how to model and solve problems involving amounts of money and can use picture graphs and bar graphs to represent and interpret data.

By third grade, students have an understanding of plane and solid geometric shapes and can recognize and describe shapes by various attributes (e.g., the number and shape of faces). They understand the early concepts of area by partitioning rectangles into rows and columns and then counting the number of squares. They can also partition circles and rectangles into two, three and four equal shares and know the associated vocabulary of fractions (e.g., *thirds*, *a third of*).

What Students Learn in Third Grade

Third-grade students deepen their understanding of place value and their knowledge of and skill with addition, subtraction, multiplication, and division of whole numbers. Students develop an understanding of fractions as numbers, concepts of area and perimeter of plane figures, and attributes of various shapes.

Operations and Algebraic Thinking

The 1997 California mathematics standards and the CCSS foster an understanding of the relationship between multiplication and division. Third-graders fluently multiply and divide (within 100) and use simple multiplication and division to solve word problems (using drawings and equations with a symbol for the unknown number to represent the problem). They understand division as an unknown-factor problem (e.g., find $32 \div 8$ by finding the number that makes 32 when multiplied by 8) and use the inverse relationship between multiplication and division to compute and check results. Students apply their knowledge and skills with the four operations (addition, subtraction, multiplication, and division) to solve word problems.

Students apply their knowledge and skills with the four operations (addition, subtraction, multiplication and division) to solve word problems.

By the end of third grade, students will know from memory all products of numbers from 1 to 9 (the multiplication tables for 2s and 5s are introduced at second grade in the 1997 California standards). Students discover that the associative and commutative laws reduce the number of multiplication facts they need to learn. For example, if a student knows 5×9 , then they also know 9×5 .

With full implementation of the CCSS, multiplication and division of a whole number (with up to four digits) and a one-digit whole number, (e.g., $3,671 \times 3 = \underline{\quad}$ or $1,035 \div 5 = \underline{\quad}$) will be covered in fourth grade, a third-grade topic in the 1997 California standards.

Number and Operations in Base Ten

In both the 1997 California mathematics standards and the CCSS, third-grade students extend their understanding of place value to include numbers with four digits. They round whole numbers to the nearest 10 or 100, a critical prerequisite for working estimation problems. With full implementation of the CCSS, rounding numbers to the nearest thousands will be covered in fourth grade.

Students also apply their understanding of place value as they fluently add and subtract (within 1,000) in which regrouping or composing a ten (i.e., carrying and borrowing) is required in more than one column. Students may need extra practice solving problems that require regrouping across columns with zeros, which can be confusing. With full implementation of the CCSS, addition and subtraction with two whole numbers (within 1,000–10,000) will be covered in fourth grade.

Number and Operations—Fractions

Student proficiency with fractions is essential to success in algebra at later grades. In third grade, both the 1997 California mathematics standards and the CCSS develop an understanding of fractions as numbers. Students use visual models to represent fractions as parts of a whole. They also use visual models and a number line to represent, explain, and compare unit fractions (fractions with a numerator 1), equivalent fractions (e.g., $1/2 = 2/4$), whole numbers as fractions (e.g., $3 = 3/1$), and fractions with the same numerator or the same denominator ($3/3$).

With full implementation of the CCSS, third-grade students will learn to recognize, name, and compare fractions (a second-grade topic in the 1997 California mathematics standards) and use a number line to represent positive fractions (a fourth-grade topic in the 1997 California mathematics standards). Operations with decimals will be introduced in fifth grade (a third-grade topic in the 1997 California mathematics standards).

Measurement and Data



In third grade, the 1997 California mathematics standards and the CCSS focus on measurement. Students measure lengths (using a ruler), liquid volume (using standard units), and the area of plane figures (by counting unit squares). Students demonstrate an understanding of fractions as they measure lengths by using rulers marked with halves and fourths of an inch. Students solve problems involving the perimeter of polygons. They relate the concept of area to the operations of multiplication and division and show that the area of a rectangle can be found by multiplying the side lengths.

With full implementation of the CCSS, the probability of a chance event and simple predictions, a third-grade topic in the 1997 California mathematics standards, will be introduced and developed in seventh grade. Simple unit conversions (for example centimeters to meters), a third-grade topic in the 1997 California mathematics standards, will be studied in fifth grade as students use conversions to solve problems.

Geometry

The 1997 California mathematics standards and the CCSS focus on the attributes of shapes in third grade. Students compare common geometric shapes (e.g., rectangles and quadrilaterals) based on common attributes (e.g., having four sides). Students also relate their work with fractions to geometry as they partition shapes into parts with equal areas and represent each part as a unit fraction of the whole.

With full implementation of the CCSS, right angles in geometric shapes, a third-grade topic in the 1997 California mathematics standards, will be covered in fourth grade, beginning with right triangles.

Support for English Learners

Students need to develop knowledge of mathematics as a language. However, the academic language of mathematics instruction and the specialized vocabulary of mathematics can create particular challenges for English learners.

The language of mathematics is precise compared with the English used in common discourse. English learners need opportunities to develop their knowledge of the features of language that are used to teach mathematics, such as *semantics* (how to translate the words of a problem into a symbolic representation), *syntax* (the order of words and phrases), and *mathematical discourse* (writing or talking about mathematical terms, concepts, and so on). The specialized vocabulary of mathematics should be explicitly taught and reinforced throughout the year.

The following points address areas that may pose special challenges for English learners in the early grades:

- At an early stage, students may have difficulty with English words such as *first, second, last, before, every, each, more, and equal*. Students may be unfamiliar with *sum, difference, solve, length, and value*.
- The different meanings of multiple-meaning words should be explicitly taught. These words may have a meaning in common discourse that is different from the meaning in mathematics, such as *table* or *face* (as in the *face* of a clock).
- The place value of some numbers between 10 and 20 is not obvious from their names (e.g., the number 16 is called *sixteen* in English, but “ten plus six” in other languages).
- The narrative descriptions of a word problem may require language skills that students have not yet mastered, particularly when the language of a word problem is ambiguous or includes idioms (e.g., *a dime a dozen*), comparatives (*greater than, less than, most often, least often*), or position words (*behind, below, in front of, to the right or left of*).

Instruction in mathematics, along with critical-thinking skills, should be promoted despite low literacy or limited proficiency in the English language. Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at <http://www.cde.ca.gov/sp/el/>.

Transition to Common Core State Standards

The following chart highlights a few topics that will continue to be addressed at the same grade level, and some changes to be considered as California progresses toward full implementation of the third-grade CCSS for mathematics. The chart includes the column heading “Overview of Standards.” For the 1997 California mathematics standards, this information is from the “strands” (e.g., Number Sense) and the “overarching” standards (e.g., Number Sense 1.0) at grade three. For the CCSS, the column lists the “domains” (e.g., Operations and Algebraic Thinking) and the “cluster headings” for the standards (e.g., Represent and solve problems involving multiplication and division) at third grade.

The chart does not, and is not intended to, illustrate all of the differences between the two sets of standards—it is merely a beginning point for more in-depth discussion by teachers and other educators on how instruction may change.

The transition chart is followed by a complete set of the CCSS, with California additions, for third grade and then a table of the CCSS domains for kindergarten through grade six.

A Quick Look: Transition to the Common Core State Standards

Mathematics: Grade Three

| Overview of 1997 California Mathematics Standards* | Overview of the CCSS | Highlights |
|---|---|---|
| <p>Algebra and Functions</p> <ul style="list-style-type: none"> ▪ Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships. ▪ Students represent simple functional relationships. <p>Number Sense</p> <ul style="list-style-type: none"> ▪ Students understand the place value of whole numbers. ▪ Students calculate and solve problems involving addition, subtraction, multiplication, and division. ▪ Students understand the relationship between whole numbers, simple fractions, and decimals. | <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> ▪ Represent and solve problems involving multiplication and division. ▪ Understand properties of multiplication and the relationship between multiplication and division. ▪ Multiply and divide within 100. ▪ Solve problems involving the four operations, and identify and explain patterns in arithmetic. | <ul style="list-style-type: none"> ▪ Understand and use multiplication and division within 100 to solve word problems; fluently multiply and divide within 100 (multiply and divide a multi-digit number [with up to four digits] and a one-digit number moves from grade three to grade four in the CCSS). ▲** ▪ Determine an unknown whole number in a multiplication or division equation relating three whole numbers (e.g., $8 \times ? = 48$). ▪ Solve two-step word problems using the four operations and an equation with a letter standing for an unknown quantity. ▪ Memorize all products of two one-digit numbers (memorize the multiplication tables for 2s and 5s moves from grade two to grade three in the CCSS). ▲ |
| | <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> ▪ Use place value understanding and properties of operations to perform multi-digit arithmetic. | <p>Understand that a four-digit number represents amounts of thousands, hundreds, tens and ones.</p> <ul style="list-style-type: none"> ▪ Fluently add and subtract within 1,000 and multiply one-digit numbers by multiples of 10 in the range 10-90. |

* The 1997 California standards will continue to be assessed through the STAR system (in grades two through eleven) until at least 2014.

** The ▼ symbol indicates that all or part of a concept in the 1997 California standards has moved to a lower grade in the CCSS; the ▲ symbol indicates movement to a higher grade. Listings without a symbol indicate that a concept will continue to be taught at the current grade level.

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| | | <ul style="list-style-type: none"> Round whole numbers to the nearest 10 or 100 (round numbers to the nearest 1,000 moves from grade three to grade four in the CCSS). ▲ |
| | <p>Number and Operations – Fractions</p> <ul style="list-style-type: none"> Develop understanding of fractions as numbers. | <ul style="list-style-type: none"> Understand a fraction $1/b$ as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$ (introduction to fractions moves from grade two to grade three in the CCSS). ▲ Represent fractions on a number line diagram (moves from grade four to grade three in the CCSS). ▼ Compare two fractions (with the same numerator or the same denominator) and recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$ and $4/6 = 2/3$) using visual fractional models. Add and subtract simple fractions (moves from grade three to grade four in the CCSS). ▲ Operations with decimals (moves from grade three to grade four in the CCSS). ▲ |
| <p>Measurement and Geometry</p> <ul style="list-style-type: none"> Students choose and use appropriate units and measurement tools to quantify the properties of objects. Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems. | <p>Measurement and Data</p> <ul style="list-style-type: none"> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Represent and interpret data. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. | <ul style="list-style-type: none"> Measure and estimate liquid volumes and masses of objects using standard units (work with unit conversions moves from grade three to grade five in the CCSS). ▲ Represent data in graphs (scaled picture graph or bar graph) and use the information to solve problems (use of data from picture graphs to solve addition and subtraction problems moves from grade two to grade three in the CCSS). ▲ Measure areas by counting unit squares and show that the area is the same as would be found by multiplying the side lengths. |

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| <p>Statistics, Data Analysis, and Probability</p> <ul style="list-style-type: none"> ▪ Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions. | | <ul style="list-style-type: none"> ▪ Solve problems involving perimeters of polygons. ▪ Introduce probability of a chance event and simple predictions (moves from grade three to grade seven in the CCSS). ▲ |
| <p>Mathematical Reasoning</p> <ul style="list-style-type: none"> ▪ Students make decisions about how to approach problems. ▪ Students use strategies, skills, and concepts in finding solutions. ▪ Students move beyond a particular problem by generalizing to other situations. | <p>Geometry</p> <ul style="list-style-type: none"> ▪ Reason with shapes and their attributes. <p>Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. | <ul style="list-style-type: none"> ▪ Understand shapes may share attributes which can define a larger category. ▪ Partition shapes into parts with equal areas to represent a unit fraction of the whole. ▪ Identify right angles in geometric shapes (moves from grade three to grade four in the CCSS). ▲ <ul style="list-style-type: none"> ▪ The CCSS include Standards for Mathematical Content (different at each grade) and Standards for Mathematical Practice (recurring throughout the grades). ▪ To master the grade-level content, students will need to rely on their understanding of a concept and not only on procedures. Standards for Mathematical Practice define how students develop mathematical understanding as they make sense of a problem, reason abstractly, construct arguments, model with mathematics, use tools strategically, attend to precision, and look for structure and repeated reasoning. ▪ Standards for Mathematical Content that set an expectation of “understanding” are potential points of intersections between these standards and the Standards for Mathematical Practice. ▪ Standards for Mathematical Practice are similar to the previous 1997 California Mathematical Reasoning standards and should be evident throughout future curricula, assessments and professional development. |

The Standards

The CCSS, with California additions, that follow are the prepublication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 18, 2010. Content that is unique to California and was added to the multistate common core standards is in **bold typeface and underlined**. The SCOE document is available online at

http://www.scoe.net/castandards/agenda/2010/math_ccs_recommendations.pdf (Outside Source). These grade-three CCSS for mathematics were adopted by the California State Board of Education on August 2, 2010.

A complete list of the grade-three 1997 California mathematics standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>.

| Represent and solve problems involving multiplication and division. | |
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| 1. | Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each, <u>or 7 groups of 5 objects each</u> . <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i> |
| 2. | 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, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i> |
| 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. ¹ |
| 4. | 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. | |
| 5. | Apply properties of operations as strategies to multiply and divide. ² <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i> |

¹ See Glossary, Table 2, on the CCSS Initiative Web site at http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf.

² Students need not use formal terms for these properties.

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| 6. | Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i> |
| Multiply and divide within 100. | |
| 7. | Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. 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. | |
| 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. ³ |
| 9. | Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i> |
| Use place value understanding and properties of operations to perform multi-digit arithmetic.⁴ | |
| 1. | Use place value understanding to round whole numbers to the nearest 10 or 100. |
| 1.1 | <u>Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones; e.g. $3,706 = 3000 + 700 + 6 = 3$ thousands, 7 hundreds, 0 tens, and 6 ones.</u> |
| 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. | 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. |
| Develop understanding of fractions as numbers. | |
| 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 $1/b$. |
| 2. | Understand a fraction as a number on the number line; represent fractions on a number line diagram. |

³ 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).

⁴ A range of algorithms may be used.

⁵ Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

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| | <p>a. 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.</p> <p>b. 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.</p> |
| 3. | <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. <u>Recognize that equivalencies are only valid when the two fractions refer to the same whole.</u></p> <p>b. 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.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</p> <p>d. 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.</p> <p>f. <u>Know and understand that 25 cents is a $1/4$ of a dollar, 50 cents is $1/2$ of a dollar, and 75 cents is $3/4$ of a dollar.</u></p> |
| Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. | |
| 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. |
| 2. | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and English Units (oz, lb.) , and liters (l). ⁶ 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. ⁷ |

⁶ Excludes compound units such as cm^3 and finding the geometric volume of a container.

⁷ Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2, on the CCSS Initiative Web site at http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf.

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| Represent and interpret data. | |
| 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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> |
| 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. | |
| 5. | Recognize area as an attribute of plane figures and understand concepts of area measurement. <ul style="list-style-type: none"> a. 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. b. 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. |
| 6. | Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). |
| 7. | Relate area to the operations of multiplication and addition. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. e. Recognize area as additive. Find areas of rectilinear figures by decomposing them into nonoverlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. |
| Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. | |
| 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. |

| Reason with shapes and their attributes. | |
|--|---|
| 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. |
| 2. | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i> |
| | <p>Standards for Mathematical Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. <p>The CCSS for Mathematical Practice describe ways in which students of mathematics ought to engage with the subject matter as they grow in mathematical maturity and expertise. For a complete description of the eight Standards for Mathematic Practice, see Appendix B.</p> |

CCSS Domains

The CCSS are organized by domains. The table lists all of the domains that apply to kindergarten through grade eight, and it identifies which domains are addressed in kindergarten through grade six. The shaded row indicates a domain to be covered at later grades.

| Domains | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six |
|--|--------------|-----------|-----------|-------------|------------|------------|-----------|
| Counting and Cardinality (CC) | X | | | | | | |
| Operations and Algebraic Thinking (OA) | X | X | X | X | X | X | |
| Number and Operations in Base Ten (NBT) | X | X | X | X | X | X | |
| Measurement and Data (MD) | X | X | X | X | X | X | |
| Geometry (G) | X | X | X | X | X | X | X |
| Number and Operations – Fractions (NF) | | | | X | X | X | |
| Ratios and Proportional Relationships (RP) | | | | | | | X |
| The Number System (NS) | | | | | | | X |
| Expressions and Equations (EE) | | | | | | | X |
| Statistics and Probability (SP) | | | | | | | X |
| Functions (F) | | | | | | | |



Overview

Third-graders prepare for learning California history and geography in the fourth grade and United States history and geography in the fifth grade by thinking about continuity and change in their local community. Through exploration of their local community, students have an opportunity to make contact with times past and with the people whose activities have left their mark on the land. In third grade, students build on their knowledge of geography, civics, historical thinking, chronology, and national identity. The emphasis is on understanding how some things change and others remain the same. To understand changes occurring today, students explore the ways in which their locality continues to evolve and how they can contribute to improvement of their community. Finally, teachers introduce students to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of cultural and national identity. Students who have constructed a family history in grade two are now ready to think about constructing a history of the place where they live today. With sensitivity toward children from transient families, teachers can ask students to recall how the decision of their parents or grandparents to move to this place made an important difference in their lives. Discovering who these people were, when they lived here, and how they used the land gives students a focus for grade three.

Through exploration of their local community, students have an opportunity to make contact with times past and with the people whose activities have left their mark on the land.

Teachers are also encouraged to build understanding of history–social science concepts while furthering beginning literacy skills as outlined in the Common Core State Standards (CCSS). For example, shared readings of narrative and expository text related to the history–social science standards can reinforce academic content vocabulary and comprehension skills.

California’s Historical and Social Sciences Analysis Skills for kindergarten through grade five are an integral part of the state’s content standards for elementary school. As students learn the content outlined in the standards, they should also be practicing the skills described under the headings “Chronological and Spatial Thinking,” “Research, Evidence, and Point of View,” and “Historical Interpretation.” All the standards for third-grade history–social science, including the analysis skills, are provided in full at the end of this section.

What Third-Grade Students Should Know

The standards for second grade are entitled, “People Who Make a Difference.” Students coming from second grade should understand basic concepts necessary for their more detailed study of their local regions in third grade. For example, second-graders learned to distinguish events that happened long ago from events that happened recently. They studied basic map skills, including issues of land use that are revisited in the third-grade standards. They learned about governments and economic concepts, both of which will be explored in more depth in third grade. Finally, students were exposed to significant historical figures through biographies, which helped them learn the importance of individual action and character in making a difference in other people’s lives.

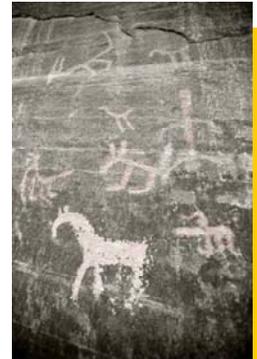
What Students Learn in Third Grade

Geography of the Local Region

Throughout California, the geographic setting has had important effects on where and how localities developed. Students begin their third-grade studies with the natural landscape. Thus, teachers may utilize photographs, Internet resources, DVDs, and field trips to establish familiarity with the major natural features and landforms of their county and California. Students should have a clear understanding of the mountains, valleys, hills, coastal areas, oceans, lakes, desert landscapes, and other natural features of the region. In conducting research for this activity, students learn to differentiate between major landforms in the landscape and develop an understanding of the physical setting in which their region's history has unfolded..

American Indians of the Local Region

Students study the American Indians who lived in the local region, how they used the resources of this region, and in what ways they modified the natural environment. American Indians who lived in the region are presented authentically; students learn about the Indians' tribal identity; their social organization and customs; the location of their villages and the reasons for the tribe's locale; the structures they built and the relationship of these structures to the climate; their methods of getting food, clothing, tools, and utensils and whether they traded with others for any of those things; and their art and folklore. Museums that specialize in California Indian cultures are a rich source of publications, pictures, and artifacts that can help students appreciate the daily lives and the adaptation of these cultures to the environment of the region.



Development of the Local Community: Change Over Time

Third-grade students are ready to consider those who migrated or immigrated to their region and the impact each new group has had on those who came before. To organize this sequence of events, students may develop a community timeline by illustrating events and placing the illustrations on the timeline with a caption under each. Depending on the local history, this may include the explorers who visited the area; the newcomers who settled there; the economy they established; their impact on the American Indians of the region; and their lasting marks on the landscape, including the buildings, streets, political boundaries, names, and the rich legacy of cultural traditions that newcomers brought with them.

Students observe how their community has changed over time and also why certain features have remained the same. Books such as Bonnie Pryor's *The House on Maple Street* can demonstrate how a place changes over 300 years and may be used to introduce the study of the students' local community. Other literature, specific to their local region, can deepen their appreciation for and understanding of their community. Students compare the kinds of transportation people used, the ways in which people provided water for their growing community and farmlands, the sources of power, and the kinds of work people engaged in long ago. They discover that the changing history of their locality was, at all stages, closely related to the physical geography of its region: its topography, soil, water, mineral resources, and relative location. Students can analyze how successive groups of settlers have made different uses of the land, depending on their skills, technology, and values. Students may observe how each period of settlement in their locality left its mark on the land and predict how decisions being made today in their communities will impact their communities in the future. Through this focus on place, students also deepen their understanding of California's environment. By studying the state's Environmental

Principles and Concepts (and the associated curriculum provided by the Education and the Environment Initiative), as well as relevant science standards, children can deepen their understanding of their local region.

To bring the past to life, teachers may have students study historical photos and observe the changes in the ways families lived, worked, played, dressed, and traveled. Primary sources, such as maps and photographs, can be utilized to observe how a given place looked long ago and how it looks today. Students can compare changes in their community with picture displays provided by the teacher.

The local community newspaper, the historical society, or other community organizations often can provide photos and articles on past events in the region. When available, old maps can be a source of discoveries: the location of the early *ranchos* that once occupied California; where people constructed streets in previous times and how many of them and their names survive today; how boundaries have changed over the years and how settlements have grown; how once-open fields have changed to dense urban development; how a river or coastline has changed in location or size because of a dam constructed upstream, a great earthquake in the past, or breakwaters that have been built to change the action of the sea; and so on.

American Citizens, Symbols, and Government

Students focus on developing and understanding citizenship, civic engagement, the basic structure of government, and the lives of famous national and local Americans who took risks to secure freedoms.

Third-grade students continue preparing to become active and responsible citizens of their communities, California, and the United States. Students focus on developing and understanding citizenship, civic engagement, the basic structure of government, and the lives of famous national and local Americans who took risks to secure freedoms. Through stories and the celebration of local and national holidays, students learn the meaning of holidays, landmarks, and the symbols that provide continuity and a sense of community across time. The U.S. Constitution and the Declaration of Independence are reintroduced. Students can discuss the responsibilities of citizens and make a list, or create an illustration of what is considered a “good citizen.”

Students learn about the legislative, executive, and judicial branches of government, with an emphasis on the local government. Teachers may use literature and role-playing activities—for example, reading *The True Story of the Three Little Pigs* by Jon Scieska and holding a mock trial of Pig Brothers versus A. Wolf. Teachers can also use informational texts such as *How the U.S. Government Works* by Syl Sobel, as well as information from local, state, and U.S. government Web sites, such as <http://www.Kids.gov> (Outside Source), to help students understand the functions of government and the people who are part of each level and branch. Students can also write a classroom constitution. In a discussion of what to include, teachers may ask questions such as the following: Should the constitution protect your rights? Should your responsibilities as citizens be included?

Students also learn about American heroes on the national level, such as Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Clara Barton, and Martin Luther King, Jr.; leaders from all walks of life who have helped to solve community problems, worked for better schools, or improved living conditions and lifelong opportunities for workers, families, women, and students; and students, as well as adults, who have been honored locally for displaying courage, responsibility, and concern while contributing to the safety, welfare, and happiness of others. Teachers may invite a local leader to visit the classroom through the chamber of commerce, local government, or a local nonprofit organization. Students interview the leader about a local problem (for example, homelessness or hunger) and ask how that person is helping the community (for example, through a food bank, soup kitchen, or new law). Students can also ask the speaker to describe ways for students to help and what the leader thinks it means to be a citizen. In addition, students work together to plan a class project to address the problem, such as a food drive, recycling program, clothing drive, or letter-writing campaign to propose or oppose a law.

Economics of the Local Region: Choices, Costs, and Human Capital

Students should continue to develop their cost–benefit skills and recognize the importance of education in developing their human capital. Elected officials, or volunteers who are knowledgeable about community service, may be invited to describe different sides of an important economic issue identified by the students.

The Education and the Environment Initiative

The following third-grade units from the Education and the Environment Initiative (EEI) Curriculum can be used to provide instruction in the history–social science standards listed below.

| Third Grade | | |
|-----------------|--|---|
| Standard Number | Standard Text | EEI Curriculum Unit Name |
| 3.1.1. | Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). | <i>The Geography of Where We Live</i> |
| 3.1.2. | Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline). | |
| 3.2.2. | Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). | <i>California Indian People: Exploring Tribal Regions</i> |
| 3.5.1. | Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. | <i>California’s Economy – Natural Choices</i> |
| 3.5.2. | Understand that some goods are made locally, some elsewhere in the United States, and some abroad. | |
| 3.5.3 | Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. | |

For more information about EEI instructional units, visit the California Environmental Protection Agency Web page at <http://www.calepa.ca.gov/Education/EEI> (Outside Source).

Support for English Learners

History–social science is particularly challenging for English learners. They must simultaneously develop fluency in a second language and also gain content and analysis skills in a complex subject area with high literacy demands. To learn English and achieve mastery of the history–social science content standards, students must participate in instructional programs that combine critical content knowledge and skill development in both English-language proficiency and the content standards and analysis skills contained in the *History–Social Science Framework for California Public Schools* (California Department of Education 2005).

All students should have an opportunity to actively engage with the history–social science content standards regardless of their proficiency in the English language. Effective instructional practices foster English-language development (ELD) and at the same time teach history–social science content. Early instruction in English literacy and content knowledge across all disciplines must be incorporated into ELD programs. In a structured English immersion program, history–social science for English learners continues to be taught while students are mastering English. In fact, most studies promote instruction in the content areas despite low literacy or limited proficiency in the English language, along with the critical-thinking and analysis skills and the particular reading strategies of the disciplines.

Teachers should align history–social science instruction with the grade-level expectations in the four domains (reading, writing, speaking and listening, and language) described in the CCSS for English language arts. Before classroom instruction, teachers need to determine what they want the students to learn, their students' English-language proficiency, and the language demands of each lesson's instructional materials.

Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at <http://www.cde.ca.gov/sp/el/>.

The Standards

The following third-grade history–social science content standards were adopted by the California State Board of Education on October 9, 1998. In addition, the recently adopted CCSS include standards for literacy in history/social studies. These standards do not replace the history–social science content standards but supplement them by setting specific requirements for reading and writing informational texts, including history–social science documents. The new standards will be implemented gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted. See the English language arts section of this document for more information about the CCSS for grade three.

History–Social Science Content Standards Grade Three: Continuity and Change

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

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

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

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

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

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

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

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.

6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

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

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.



Overview

Third-graders have a natural curiosity about the world and how it works. The grade-three science standards introduce students to some of the most fundamental patterns in nature and develop the concept that science helps to make the world understandable.

Grade-three students are expected to learn both the content and process of science. Effective science programs reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct instruction. Key elements of a balanced science program include explicit teaching of science content and concepts, identifying students' prior knowledge, and addressing student misconceptions. Investigation skills should also be highlighted, with students encouraged to find answers or reach conclusions using their own experiences or observations. High-quality science instruction should also develop students' command of the academic language of science and use standards-based connections with other core subjects to reinforce science learning.

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education should become familiar with the *Science Safety Handbook for California Public Schools*, which is posted on the CDE Web page at <http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf>. The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.



What Third-Grade Students Should Know

By the time students reach third grade, they already have some basic foundations in science. In physical science, students have studied the phenomena of motion and force and have basic understandings of gravity, magnetism, and the ability of vibrating objects to make sounds. In the life sciences, students have learned that plants and animals have life cycles typical of their species. They have also been introduced to the ideas of inherited characteristics, variation within a species, and environmentally induced changes.

Students entering third grade have learned about the composition, processes, and materials of Earth's crust. They have studied the relationship of weathering (the process that leads to breaking rocks into smaller pieces) and soil formation and know that soil has an important effect on the growth and survival of plants. The concept of geologic time and the study of fossils have also been introduced, and students are able to discuss and identify the origin of things they use in their everyday lives. Students are able to observe patterns and make simple predictions. They have learned observation, measurement, and recordkeeping skills, including creating graphs and making drawings to record, organize, interpret, and display data.

What Students Learn in Third Grade

During third grade, students further develop the important skills of making careful, replicable, and validated observations; recognizing patterns; categorizing; developing questions and answers; and communicating findings both in writing and orally. They conduct research, read about new topics, and learn more about the important role of technology in the sciences.

Students in grade three further develop their understandings of the structure of matter and forces of interaction. They study the properties of light and learn how light affects the perception of direction, shadow, and color. They extend their knowledge of ecology by learning about different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands, and the types of organisms adapted to live in each. They learn that objects in the sky move in regular and predictable patterns.

Third-graders practice making precise measurements and learn that even careful measurements are sometimes subject to error. They also learn that predictions are not guesses and that predictions must be verified by experiments and the analysis of data gathered through careful measurements.

Grade-three science topics are organized into five standards sets: Physical Sciences (Energy and Matter), Physical Sciences (Light), Life Sciences, Earth Sciences, and Investigation and Experimentation. As students learn the content defined by the standards in the Life, Earth, and Physical Sciences strands, they are also practicing investigation and experimentation skills. That is, the investigation and experimentation standards should be infused throughout science instruction.

They extend their knowledge of ecology by learning about different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands, and the types of organisms adapted to live in each.

Physical Sciences (Energy and Matter)

The discussion of energy and matter in grade three is at a simple level, but it sets a foundation for further study in later grades. Students learn that energy may be stored in various ways and that both living organisms and machines convert stored energy into heat and motion. Third-grade students learn that energy is the ability to do work; to make things move, stretch, or grow; or cause physical and chemical changes. They begin to understand that Earth's major source of energy is the Sun and that the Sun's energy is seen as light and felt as heat. They also learn that energy movement or transfer may result from waves (e.g., light, sound, seismic or earthquake, and ocean waves), through electricity, or by moving objects.

Students study matter in more detail than at the previous grade levels. Third-grade students learn that matter is a substance that occupies space and may assume the form of a solid, liquid, or gas. They learn that atoms are the smallest component of the elements that compose all matter. Students learn the different kinds of atoms and the names and symbols displayed on the periodic table of the elements. These standards prepare students for a more detailed treatment of the properties of the elements and their combinations in grade five.

Physical Sciences (Light)

Third-graders learn that light, like heat, is a form of energy. Students learn some of the properties of light but are not yet required to understand light as energy in a waveform. They experiment with shadows and think about the source and direction of light. They know that light can be reflected and then continue to travel in a straight line away from its source, and that the color of an object is affected by the color of light that strikes it.

Life Sciences

The life sciences standards in grade three continue to develop the concepts of ecology and evolution by relating adaptation to the survival and fitness of the organism. Although natural selection is not formally discussed at this grade level, the foundation is set for teaching that principle in later grades. Students learn about Earth's different habitats or biomes and are able to describe the characteristics of some of the plants and animals living in each.

Students consider the effects of environmental changes on organisms. They learn that living organisms, including humans, inevitably cause changes (both minor and major) in the environment as the organisms compete for food, shelter, light, and water, and that both plants and animals may be adversely affected by some environmental changes. The concept of extinction is introduced, and organisms in the fossil record are compared with contemporary organisms.

Earth Sciences

Earth science standards in grade three develop the concept that objects in the sky move in regular and predictable patterns. Students become familiar with the patterns and movements of the Sun, Moon, and stars—both as those bodies actually move and as they appear to move when viewed from Earth. Students learn that seasonal changes correlate with changes in both the amount of daily sunlight and the position of the Sun in the sky and that these changes are caused by the tilt of Earth's axis of rotation and the position of Earth relative to the Sun. Students also learn about the relationships between the phases of the Moon and the changes in the positions of the Sun and Moon. They learn that Earth is one of eight planets¹ in the solar system that orbit the Sun and that the Moon orbits the Earth. Using models and telescopes may help students grasp the concepts presented in the standards.

Students become familiar with the patterns and movements of the Sun, Moon, and stars—both as those bodies actually move and as they appear to move when viewed from Earth.

Investigation and Experimentation

Grade-three students practice making careful measurements and learn that some errors in measurement are unavoidable. They will discover that errors may occur through carelessness, misuse of measurement instruments, or recording mistakes. Students will learn that these human errors can be minimized by receiving proper instruction and through practice in measuring carefully and properly and by double-checking (or triple-checking) measurements. However, they also learn that even then errors may occur as a result of limitations in the precision of the instruments used to make the measurements. Students learn how to make the most precise measurements possible with the tools available and learn to repeat their measurements several times. There are occasions when students will obtain different results each time. If those differences are significant, students learn to evaluate their measurement methods to determine whether an obvious error occurred.

In the context of activities that support mastery of the physical, earth, and life sciences standards, students make predictions based on observations, prior knowledge, and logic and learn that predictions are not to be confused with random guesses. They know that their predictions must be verified by experiments and the analysis of data gathered from careful measurements.

¹ Under resolutions passed by the International Astronomical Union on August 24, 2006, there are eight planets. Pluto no longer meets the definition of a "planet" but is now classified under a new, distinct class of objects called "dwarf planets."

The Education and the Environment Initiative

Third-grade science instruction continues to build environmental literacy as students better understand how they influence the environment and how it influences them. The following third-grade units from the Education and the Environment Initiative (EEI) Curriculum can be used to provide instruction in the science standards listed below.

| Third Grade | | |
|-----------------|---|---|
| Standard Number | Standard Text | EEI Unit Name |
| 3.3.a. | Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. | <i>Structures for Survival in a Healthy Ecosystem</i> |
| 3.3.c. | Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. | <i>Living Things in Changing Environments</i> |
| 3.3.d. | Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. | |

For more information about EEI instructional units, visit the California Environmental Protection Agency Web page at <http://ww.calepa.ca.gov/Education/EEI> (Outside Source).

Science Across the Content Areas

The third-grade science standards are readily integrated with other academic content standards. The curriculum and instruction offered in grade three enable students to read materials independently with literal and inferential comprehension and to support answer to questions about the material by drawing on details from the text. Instruction in information literacy that incorporates library resources will help students become skilled in locating information in texts by using titles, tables or contents, chapter headings, glossaries, and indexes. The science standards complement the mathematics standards by asking students to predict future events on the basis of observed patterns and not by random guessing.

In 2010, California adopted the Common Core State Standards (CCSS) including standards for literacy in science. These standards do not replace the science content standards but supplement them by setting specific requirements for reading and writing informational texts, including science documents. The new standards will be implemented over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted. Refer to the English language arts section for more information about the CCSS for third grade.

Support for English Learners

All students, regardless of English language proficiency, should have access to high quality science instruction. With its focus on domain-specific vocabulary acquisition and utilization of hands-on, collaborative activities, a balanced third-grade science program provides many opportunities for English-language development (ELD). However, science instruction may still present challenges for some English learners. Specific challenges include learning science-related terms and academic vocabulary. Directions may be complex and contain multiple steps. Visual information may not be easily comprehensible.

Some strategies that may help students understand new science concepts and processes include connecting to students' background knowledge, experiences, and familiar terminology; focusing on key science terms before, during, and after a lesson; and utilizing different formats (e.g., charts, graphs, pictures).

Students benefit from clear and consistent classroom routines, group or peer interaction to share information, processes, and activities that are relevant and meaningful. ELD is especially enhanced by (1) opportunities for informal conversations about content and concepts, (2) modeling of the appropriate use of equipment, and (3) an adequate amount of wait time for student response.

The Standards

The following grade-three science content standards were adopted by the California State Board of Education on October 9, 1998.

| Science Content Standards Grade Three | |
|--|---|
| Physical Sciences (Energy and Matter) | |
| 1. | Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept: |
| 1.a. | Students know energy comes from the Sun to Earth in the form of light. |
| 1.b. | Students know sources of stored energy take many forms such as food, fuel, and batteries. |
| 1.c. | Students know machines and living things convert stored energy to motion and heat. |
| 1.d. | Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects. |
| 1.e. | Students know matter has three forms: solid, liquid, and gas. |
| 1.f. | Students know evaporation and melting are changes that occur when the objects are heated. |
| 1.g. | Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials. |
| 1.h. | Students know all matter is made of small particles called atoms, too small to see with the naked eye. |

| | |
|-----------|---|
| 1.i. | Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements. |
| | |
| 2. | Light has a source and travels in a direction. As a basis for understanding this concept: |
| 2.a. | Students know sunlight can be blocked to create shadows. |
| 2.b. | Students know light is reflected from mirrors and other surfaces. |
| 2.c. | Students know the color of light striking an object affects the way the object is seen. |
| 2.d. | Students know an object is seen when light traveling from the object enters the eye. |
| | |
| 3. | Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: |
| 3.a. | Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. |
| 3.b. | Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. |
| 3.c. | Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. |
| 3.d. | Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. |
| 3.e. | Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today. |
| | |
| 4. | Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept: |
| 4.a. | Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons. |
| 4.b. | Students know the way in which the Moon's appearance changes during the four-week lunar cycle. |
| 4.c. | Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye. |

| | |
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| 4.d. | Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth. |
| 4.e. | Students know the position of the Sun in the sky changes during the course of the day and from season to season. |
| | |
| 5. | Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: |
| 5.a. | Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation. |
| 5.b. | Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed. |
| 5.c. | Use numerical data in describing and comparing objects, events, and measurements. |
| 5.d. | Predict the outcome of a simple investigation and compare the result with the prediction. |
| 5.e. | Collect data in an investigation and analyze those data to develop a logical conclusion. |

Visual and Performing Arts



Overview



The doors of knowledge open wide for third-grade students, offering them new possibilities through the arts. As they start thinking abstractly and their levels of perception become more sophisticated, they can describe their thoughts orally, graphically, and in writing. Their increased fine motor skills help them learn all kinds of things, from cursive writing to playing classroom musical instruments. As they begin to learn about their community, they become more curious about themselves and about others. Their study of the arts leads them to gain knowledge about many different subjects. For example, excited by a walking trip through the community, they draw pictures representing landmark buildings. They also learn to dance and sing to music from their community's many cultures and use their theatrical skills to portray a character.

What Third-Grade Students Should Know

The visual and performing arts standards are designed so that students can improve their capacity to create and appreciate art over time, with the enhancement of foundational skills needed at the later grades. In dance, second-graders began to combine dance movements into short sequences, learned the vocabulary of dance, and identified dances from various countries. In music, they learned to read, write, and perform simple patterns of pitch, which opens up varieties of music that will be explored in later grades. In theatre, students performed in group improvisations and learned theatrical games to improve their skills, studying universal character types from stories both familiar and foreign. Finally, in the visual arts, students applied their knowledge of the elements of art through basic art-making processes, such as printmaking and collage. They studied art objects from different cultures and time periods and began to evaluate their own work.

What Students Learn in Third Grade

Dance

Students combine movement in place, movement across the room, and a sense of space and time as they sequence the movements to different tempos. By practicing to combine the various movements and the elements of dance, they create and perform original dance sequences that exhibit variety and kinesthetic and visual rhythm. For example, they learn to perform increasingly complex improvisations and movement sequences more expressively by emphasizing the dance element of force or energy. When they create dance sequences, they can identify a clear beginning, middle, and end and include a variety of shapes, movements, and levels in space. As they work to improve their proficiency, they also create, memorize, and perform original movement sequences with a partner or a small group.

Learning to compare and contrast dances from various countries enriches students' repertoires of movements and their understanding of how dance functions in many cultures. When students evaluate the dance performance of their peers, they can use specific criteria, such as how focused the dancer was during the performance. And they can comment on how dance skills help communicate the idea and mood of the dance. As

they gain experience in creating dance in collaboration with others, they learn more about the time-management, problem-solving, and self-discipline skills required for dance and determine how those skills apply to other areas of study and to careers.

Music

Students focus on rhythmic patterns, musical forms, melody, harmony, and timbre as they read, write, and perform music. Their increased listening skills help them identify those qualities in music selections, in the four families of orchestral instruments, and in male and female adult voices. By singing from memory, they improve their accuracy and create rhythmic and melodic phrases. As students sing and play songs from diverse cultures, they can compare and contrast music from throughout the world. When they play and sing music, they are honing their ability to select and use specific criteria to judge the quality of a musical performance. Focusing on the use of the musical elements for their criteria, they can describe how the elements help the composer or performer to communicate an idea or mood in the music and can identify the use of similar elements, such as pattern and rhythm, in other art forms.

Students focus on rhythmic patterns, musical forms, melody, harmony, and timbre as they read, write, and perform music.

Theatre

Students identify and describe important elements of theatre, such as character, setting, conflict, motivation, props, stage areas, and blocking. They do cooperative scriptwriting and improvisations, including determining basic blocking and stage areas, by applying their knowledge of the five Ws (who, what, where, when, and why). By dramatizing different cultural versions of similar stories from around the world, they increase their repertoires and can identify universal themes. When evaluating scripts and staging performances, they learn which criteria are appropriate. And if they like a scene in a play they are reading, they can explain how the playwright succeeded. By participating in theatrical experiences, they gain many opportunities to demonstrate their problem-solving and cooperative skills.

Visual Arts

Students increase their understanding of how to create the illusion of space and apply those techniques in their work, allowing them to recognize near and far distances in a painting. They also compare works of art made with different media, such as watercolor or oil paint, and different art objects, such as a woodcut or computer-generated prints. Creating works of visual art based on their observations of objects and scenes, they include drawing, painting, sculpture, printmaking, and other forms of expression in their efforts. Students also become familiar with local artists and their works as well as artists throughout the state and from various parts of the world.

They also compare works of art made with different media, such as watercolor or oil paint, and different art objects, such as woodcut or computer-generated prints.

Students progress into analyzing how diverse works may communicate similar themes, ideas, or moods. They can distinguish among representational, abstract, and nonrepresentational works of art, including developing and applying appropriate criteria for evaluation. For example, they might consider how effectively the artist used elements of art, such as line, shape, and color, to communicate a mood. In addition, students apply criteria to their own artwork and explain how it might be improved. Another activity allows students to apply their understanding of the communicative quality of the visual arts as they describe, for example, how costumes contribute to the meaning of a dance, how an artist tells a story in a figurative painting, how a work of art can be the inspiration for a poem, or how artists have affected people's lives.

The Standards

The visual and performing arts content standards provide expectations for students in four disciplines: dance, music, theatre, and visual arts. At each grade level, the standards are grouped under five strands:

1. **Artistic perception** refers to processing, analyzing, and responding to sensory information through the use of the language and skills unique to dance, music, theatre, and the visual arts.
2. **Creative expression** involves creating a work, performing, and participating in the arts disciplines.
3. **Historical and cultural context** concerns the work students do toward understanding the historical contributions and cultural dimensions of an arts discipline.
4. **Aesthetic valuing** includes analyzing and critiquing works of dance, music, theatre, and the visual arts.
5. **Connections, relationships, and applications** involve connecting and applying what is learned in one arts discipline and comparing it to learning in the other arts, other subject areas, and careers.

When reading the standards at a particular grade level, one must know which standards were accomplished in all the previous grade levels to understand how expectations are based on prior learning. In addition, an examination of the standards for any of the art forms at a given grade level reveals overlaps and points of connection across the strands because the strands and the content standards for the four disciplines are intrinsically related.

Key Content Standards

Each arts discipline and artistic process has many entry points throughout the grades. Because particular ideas, concepts, and experiences are critical to student achievement at certain times in their artistic and cognitive development, the standards provide students with a picture of what is essential to know and be able to do, from kindergarten through grade eight, in each of the four arts disciplines. The key content standards provide a beginning point for standards-based instruction in each grade of elementary and middle school and focus on fundamental content that students need in order to move to the next level of understanding and expression. Like the complete standards, the key standards build up content in each successive grade level and spiral throughout the curriculum for kindergarten through grade eight. They are essential in preparing students for beginning-level high school arts courses in which they engage in more focused and independent work. Key standards are indicated in the list below with an asterisk (*).

The following third-grade visual and performing arts content standards were adopted by the California State Board of Education on January 10, 2001.

Visual and Performing Arts Content Standards Third Grade

Component Strand: 1.0 Artistic Perception

| Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance | Music Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music | Theatre Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre | Visual Arts Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts |
|--|--|---|--|
| <p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p>Development of Motor Skills and Technical Expertise</p> <p>1.1* Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).</p> <p>1.2 Demonstrate the ability to start, change, and stop movement.</p> <p>Comprehension and Analysis of Dance Elements</p> <p>1.3* Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).</p> <p>1.4 Expand the ability to incorporate spatial and time concepts in movement</p> | <p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p>Read and Notate Music</p> <p>1.1* Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</p> <p>1.2 Read, write, and perform pentatonic patterns, using solfège.</p> <p>Listen to, Analyze, and Describe Music</p> <p>1.3* Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.</p> <p>1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.</p> <p>1.5 Describe the way in which sound is produced on various</p> | <p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p>Development of the Vocabulary of Theatre</p> <p>1.1* Use the vocabulary of theatre, such as <i>character, setting, conflict, audience, motivation, props, stage areas, and blocking</i>, to describe theatrical experiences.</p> <p>Comprehension and Analysis of the Elements of Theatre</p> <p>1.2 Identify who, what, where, when, and why (the five Ws) in a theatrical experience.</p> | <p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p>Develop Perceptual Skills and Visual Arts Vocabulary</p> <p>1.1 Perceive and describe rhythm and movement in works of art and in the environment.</p> <p>1.2 Describe how artists use tints and shades in painting.</p> <p>1.3* Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</p> <p>1.4* Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).</p> <p>Analyze Art Elements and Principles of Design</p> <p>1.5 Identify and describe elements of art in works of art, emphasizing</p> |

*Indicates a key standard.

| | | | |
|---|---|--|---|
| <p>problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos).</p> <p>Development of Dance Vocabulary</p> <p>1.5 Describe dance elements used in personal work and that of others.</p> | <p>instruments.</p> <p>1.6 Identify simple musical forms (e.g., AABA, AABB, round).</p> | | <p>line, color, shape/ form, texture, space, and value.</p> |
|---|---|--|---|

Component Strand: 2.0 Creative Expression

| <p align="center">Dance Creating, Performing, and Participating in Dance</p> | <p align="center">Music Creating, Performing, and Participating in Music</p> | <p align="center">Theatre Creating, Performing, and Participating in Theatre</p> | <p align="center">Visual Arts Creating, Performing, and Participating in the Visual Arts</p> |
|--|---|--|---|
| <p>Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.</p> <p>Creation/Invention of Dance Movements</p> <p>2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.</p> <p>2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).</p> <p>Application of Choreographic Principles and Processes to Creating Dance</p> <p>2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.</p> <p>2.4 Create a wide variety of shapes and movements, using different levels in space.</p> <p>Communication of Meaning in Dance</p> <p>2.5 Perform dances to communicate personal meaning, using focus and expression.</p> <p>2.6* Compare and contrast the role of the performer with that of a member of the audience.</p> <p>Development of Partner and Group Skills</p> <p>2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).</p> <p>2.8* Create, memorize, and perform original movement sequences with a partner or a small group.</p> | <p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p>Apply Vocal and Instrumental Skills</p> <p>2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>2.2* Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.</p> <p>2.3 Play rhythmic and melodic ostinatos on classroom instruments.</p> <p>Compose, Arrange, and Improvise</p> <p>2.4 Create short rhythmic and melodic phrases in question-and-answer form.</p> | <p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p>Development of Theatrical Skills</p> <p>2.1* Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.</p> <p>Creation/Invention in Theatre</p> <p>2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.</p> | <p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p>Skills, Processes, Materials, and Tools</p> <p>2.1 Explore ideas for art in a personal sketchbook.</p> <p>2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.</p> <p>Communication and Expression Through Original Works of Art</p> <p>2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.</p> <p>2.4* Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.</p> <p>2.5 Create an imaginative clay sculpture based on an organic form.</p> <p>2.6 Create an original work of art emphasizing rhythm and movement, using a selected printing process.</p> |

*Indicates a key standard.

Component Strand: 3.0 Historical and Cultural Context

| <p align="center">Dance Understanding the Historical Contributions and Cultural Dimensions of Dance</p> | <p align="center">Music Understanding the Historical Contributions and Cultural Dimensions of Music</p> | <p align="center">Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre</p> | <p align="center">Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</p> |
|---|---|---|--|
| <p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p>Development of Dance</p> <p>3.1 Describe commonalities among and differences between dances from various countries.</p> <p>3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).</p> <p>History and Function of Dance</p> <p>3.3* Explain the function of dance in ceremonial and social community events in Native American cultures.</p> <p>3.4 Describe how costumes and shoes influence dance movement.</p> <p>Diversity of Dance</p> <p>3.5 Name and demonstrate dances of Native Americans.</p> | <p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p>Role of Music</p> <p>3.1 Identify the uses of music in various cultures and time periods.</p> <p>Diversity of Music</p> <p>3.2 Sing memorized songs from diverse cultures.</p> <p>3.3 Play memorized songs from diverse cultures.</p> <p>3.4 Identify differences and commonalities in music from various cultures.</p> | <p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p>Role and Cultural Significance of Theatre</p> <p>3.1* Dramatize different cultural versions of similar stories from around the world.</p> <p>History of Theatre</p> <p>3.2 Identify universal themes in stories and plays from different periods and places.</p> | <p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p>Role and Development of the Visual Arts</p> <p>3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.</p> <p>3.2* Identify artists from his or her own community, county, or state and discuss local or regional art traditions.</p> <p>3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.</p> <p>Diversity of the Visual Arts</p> <p>3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers).</p> <p>3.5 Write about a work of art that reflects a student’s own cultural background.</p> |

*Indicates a key standard.

Component Strand: 4.0 Aesthetic Valuing

| <p align="center">Dance Responding to, Analyzing, and Making Judgments About Works of Dance</p> | <p align="center">Music Responding to, Analyzing, and Making Judgments About Works of Music</p> | <p align="center">Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences</p> | <p align="center">Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</p> |
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| <p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p>Description, Analysis, and Criticism of Dance</p> <p>4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).</p> <p>4.2 Explain and demonstrate what it means to be a good audience member.</p> <p>Meaning and Impact of Dance</p> <p>4.3 Explain how a performer’s dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).</p> | <p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p>Analyze and Critically Assess</p> <p>4.1 Select and use specific criteria in making judgments about the quality of a musical performance.</p> <p>Derive Meaning</p> <p>4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.</p> <p>4.3* Describe how specific musical elements communicate particular ideas or moods in music.</p> | <p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p>Critical Assessment of Theatre</p> <p>4.1* Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.</p> <p>Derivation of Meaning from Works of Theatre</p> <p>4.2 Compare the content or message in two different works of theatre.</p> | <p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p>Derive Meaning</p> <p>4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.</p> <p>Making Informal Judgments</p> <p>4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.</p> <p>4.3 Select an artist’s work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.</p> |

*Indicates a key standard.

Component Strand: 5.0 Connections, Relationships, Applications

| <p align="center">Dance</p> <p align="center">Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers</p> | <p align="center">Music</p> <p align="center">Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers</p> | <p align="center">Theatre</p> <p align="center">Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p> | <p align="center">Visual Arts</p> <p align="center">Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p> |
|---|---|--|--|
| <p>Student apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p>Connections and Applications Across Disciplines</p> <p>5.1 Explain relationships between dance elements and other subjects (e.g., spatial pathways—maps and grids; geometric shapes—body shapes).</p> <p>5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking).</p> <p>Development of Life Skills and Career Competencies</p> <p>5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities.</p> <p>5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).</p> | <p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p>Connections and Applications</p> <p>5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).</p> <p>Careers and Career-Related Skills</p> <p>5.2 Identify what musicians and composers do to create music.</p> | <p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p>Connections and Applications</p> <p>5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the five Ws.</p> <p>Careers and Career-Related Skills</p> <p>5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.</p> | <p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p>Connections and Applications</p> <p>5.1 Describe how costumes contribute to the meaning of a dance.</p> <p>5.2 Write a poem or story inspired by their own works of art.</p> <p>Visual Literacy</p> <p>5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.</p> <p>Careers and Career-Related Skills</p> <p>5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people’s lives.</p> |

*Indicates a key standard.



Overview

Through health education, students learn skills that enable them to make healthy choices and avoid high-risk behaviors. They also learn health concepts and acquire related knowledge. Students develop communication skills, decision-making and goal-setting skills, refusal techniques, and the ability to access health information and assess its accuracy. They learn health skills and content simultaneously.

Health literacy is a primary goal of health education. *Health literacy* is defined as the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services to enhance health. The knowledge and skills that comprise health literacy are woven throughout the health education content standards.

The health education content standards provide a vision of what students need to know and be able to do so they can adopt and maintain healthy behaviors. The eight overarching content standards are taught within the context of six content areas. For grades one through six, only three content areas are addressed each year to allow for sufficient time for effective instruction. For grade three, the three content areas are Growth and Development; Mental, Emotional, and Social Health; and Personal and Community Health.

By grade three, the influence of a student's peers, teachers, and community becomes more significant, although the family remains the most powerful social influence. Positive role models for healthy behaviors are critical as students take more responsibility for their own behaviors, such as wearing bicycle helmets, washing their hands to reduce the risk of communicable disease, and being helpful and respectful to others.

Students in grade three are capable of setting short-term goals and developing strategies to cope with difficult situations they may face, such as feeling threatened. They have internalized rules and can help promote a safe school environment. Students' curiosity about their own growth and development supports learning about major body parts and their functions. As they learn about their own growth, they also learn about differences in the growth and development of others. Learning to identify trusted adults and to set personal boundaries become more important as grade-three students interact with, and take on more responsibilities within, their families, their school, and their community.

The health education content standards provide a vision of what students need to know and be able to do so they can adopt and maintain healthy behaviors.

What Third-Grade Students Should Know

The three content areas for health instruction in grade two are nutrition and physical activity; alcohol, tobacco, and other drugs; and mental, emotional, and social health. By the end of grade two, students have learned about the importance of being physically active and eating healthy foods. They can identify a variety of healthy foods, know the benefits of a healthy breakfast, and understand how their food choices are influenced by others. They have selected healthy foods for meals and snacks and encouraged others to do the same. They have also learned to distinguish between helpful and harmful substances, the importance of taking medications as prescribed, and who can provide accurate information about the safe use of medicines. During grade two, students learned refusal skills to resist offers of drugs or inappropriate medicines. They also learned communication skills to alert adults about unsafe situations involving drugs or medicines. They gained the skills to identify and express emotions appropriately. As students leave grade two, they know about the characteristics of trusted friends and adults, how to ask for help from trusted adults and friends, and how to be a good friend and responsible family member.

What Students Learn in Third Grade

In grade three, students learn and practice the behavioral skills addressed in overarching standards 2 through 8. These skills are interwoven with the essential concepts addressed in overarching standard 1. Students build on health skills and content learned in previous grades. In grade three, students learn and practice more skills than in previous years; in particular, they learn about decision making, goal setting, and health promotion. Reflecting the expanding worlds of third-grade students, the standards focus on social behaviors and skills that help students be safe and secure. Students also learn about their roles and responsibilities in their families, schools, and communities.

Instruction in grade three is focused on physical growth and development; mental, emotional, and social development; and personal and community health. Because of the strong link between healthy physical development and healthy mental, emotional, and social development, these two content areas are intentionally addressed in the same school year. The study of personal and community health expands students' focus from themselves, their families, and their schools into the larger community.

Growth and Development



Students learn about the life cycle of living things, including humans, from birth to death. They study the functions of major internal and external parts of their bodies and the differences in how individuals grow and develop. They learn about and practice behaviors that promote healthy growth and development, such as getting enough sleep, eating nutritious food, and protecting their bodies when playing. They also learn about the influence of their families on their growth and development. When asked by their teacher, students can list ways their family helps them to be healthy (e.g., parents reminding their children to brush their teeth, grandparents telling them to buckle their seat belt, or older siblings playing basketball with them). Students learn that their school also influences their growth and development. For example, schools provide a physically and emotionally safe environment where children can play at recess. Schools also ensure that students show respect for others regardless of differences in growth and development.

In grade three, students learn to communicate about growth and development with parents, guardians, and trusted adults. They identify people in their home and community who are trustworthy sources of information about birth, growth, aging, and death in living things. Students also promote the healthy development of others by encouraging their peers to be respectful of individuals regardless of differences.

Mental, Emotional, and Social Health

In grade three, health instruction emphasizes healthy social relationships with family, friends, school peers, and community members. Students understand the importance of and can demonstrate healthy social behaviors such as responsibility, respect, cooperation, and consideration. They recognize the benefits of having positive relationships with their family members and friends. As part of the focus on healthy social relationships, students learn to set personal boundaries for privacy, safety, and expression of emotions. They communicate directly, respectfully, and assertively about their personal boundaries. Students learn to evaluate situations to determine if a trusted adult should be asked for help. They also learn how to access help for mental, emotional,

and social health concerns and questions. Students learn about effective strategies to cope with fear, stress, loss, and grief and are able to select appropriate strategies to help others cope with these situations.

Helping others is another significant theme in grade three. Students learn about the importance of assuming responsibility at home and in the community. As they develop goal-setting skills, they make a plan for helping and showing responsibility at home and then carry it out. Students promote a positive school environment by responding appropriately when peers are teased and by demonstrating respect and support for people with differences.

Personal and Community Health

For students in grade three, personal and community health instruction focuses on the types, spread, prevention, and effects of diseases. Students learn the difference between communicable and noncommunicable diseases, between bacteria and viruses, and between life-threatening and nonemergency conditions. They identify positive health practices that reduce illness. They practice refusal skills to avoid the spread of communicable diseases and use their decision-making skills to reduce their risk of contracting communicable diseases. Students also learn to recognize life-threatening conditions (e.g., heart attacks, asthma attacks, seizures) and identify people who can assist in those situations.

Students identify and understand who and what influence their health practices, broadening their understanding to include the influence of the media. They also learn how to support others in making healthy choices. To practice their goal-setting skills, students set a short-term goal for a positive health practice that they can achieve without assistance (e.g., brushing their teeth before going to bed every night for a week) and keep a record of their progress toward meeting their goal.

Students also learn the importance of a healthy environment and its role in personal and community health. They promote a healthy environment by learning about and demonstrating ways to reduce, reuse, and recycle at home, at school, and in the community. They also encourage others to promote a healthy environment.

Students identify and understand who and what influence their health practices, broadening their understanding to include the influence of the media.

Support for English Learners

Teachers may need to modify instruction to meet the instructional needs of English learners. Strategies to support learning may include using graphic organizers, pictures and other visual cues; summarizing or paraphrasing text; and additional time and providing opportunities for practice and interactions with classmates and the teacher. As in other subject areas, the academic language of health must be directly taught to all students, but English learners may need additional opportunities to use new words. The interpersonal-communication, decision-making, and health-promotion skills of health education provide opportunities for students to use the academic language necessary to gain access to health content. Comparing alternatives and justifying choices require the use of academic language and provide meaningful situations for students to practice using new vocabulary and content knowledge.

The Standards

The following grade-three health education content standards were adopted by the California State Board of Education on March 12, 2008.

| Health Education Content Standards Grade Three | |
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| Overarching Standards | |
| Standard 1: Essential Health Concepts All students will comprehend essential concepts related to enhancing health. | |
| Standard 2: Analyzing Health Influences All students will demonstrate the ability to analyze internal and external influences that affect health. | |
| Standard 3: Accessing Valid Health Information All students will demonstrate the ability to access and analyze health information, products, and services. | |
| Standard 4: Interpersonal Communication All students will demonstrate the ability to use interpersonal communication skills to enhance health. | |
| Standard 5: Decision Making All students will demonstrate the ability to use decision-making skills to enhance health. | |
| Standard 6: Goal Setting All students will demonstrate the ability to use goal-setting skills to enhance health. | |
| Standard 7: Practicing Health-Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health. | |
| Standard 8: Health Promotion All students will demonstrate the ability to promote and support personal, family, and community health. | |
| Growth and Development | |
| Standard 1: Essential Concepts | |
| 1.1.G | Describe the cycle of birth, growth, aging, and death in living things. |
| 1.2.G | Recognize that there are individual differences in growth and development. |
| 1.3.G | Identify major internal and external body parts and their functions. |
| Standard 2: Analyzing Influences | |
| 2.1.G | Explain how individual behaviors and one's family and school influence growth and development. |

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| Standard 3: Accessing Valid Information | |
| 3.1.G | Identify parents, guardians, and trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things. |
| Standard 4: Interpersonal Communication | |
| 4.1.G | Demonstrate how to communicate with parents, guardians, and trusted adults about growth and development. |
| 4.2.G | Identify how to show respect for individual differences. |
| Standard 5: Decision Making | |
| 5.1.G | Examine why a variety of behaviors promote healthy growth and development. |
| Standard 6: Goal Setting | |
| Skills for this content area are not identified until grade five. | |
| Standard 7: Practicing Health-Enhancing Behaviors | |
| 7.1.G | Determine behaviors that promote healthy growth and development. |
| Standard 8: Health Promotion | |
| 8.1.G | Encourage peers to show respect for others regardless of differences in growth and development. |
| Standard 1: Essential Concepts | |
| 1.1.M | Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). |
| 1.2.M | Describe the importance of assuming responsibility within the family and community. |
| 1.3.M | Explain the benefits of having positive relationships with family and friends. |
| 1.4.M | Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions. |
| Standard 2: Analyzing Influences | |
| 2.1.M | Describe internal and external factors that affect friendships and family relationships |
| Standard 3: Accessing Valid Information | |

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| 3.1.M | Access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns. |
| Standard 4: Interpersonal Communication | |
| 4.1.M | Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries. |
| Standard 5: Decision Making | |
| 5.1.M | Describe effective strategies to cope with changes within the family. |
| 5.2.M | Evaluate situations in which a trusted adult should be asked for help. |
| Standard 6: Goal Setting | |
| 6.1.M | Make a plan to help at home and show responsibility as a family member. |
| Standard 7: Practicing Health-Enhancing Behaviors | |
| 7.1.M | Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others. |
| Standard 8: Health Promotion | |
| 8.1.M | Promote a positive and respectful school environment. |
| 8.2.M | Object appropriately to teasing of peers and family members that is based on personal characteristics. |
| 8.3.M | Demonstrate the ability to support and respect people with differences. |
| Standard 1: Essential Concepts | |
| 1.1.P | Examine the difference between communicable and noncommunicable diseases. |
| 1.2.P | Describe how bacteria and viruses affect the body. |
| 1.3.P | Identify positive health practices that reduce illness and disease. |
| 1.4.P | Identify life-threatening conditions (e.g., heart attacks, asthma attacks, poisoning). |
| 1.5.P | Describe how a healthy environment is essential to personal and community health. |
| 1.6.P | Discuss how reducing, recycling, and reusing products make for a healthier environment. |
| Standard 2: Analyzing Influences | |

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| 2.1.P | Identify how culture, family, friends, and media influence positive health practices. |
| Standard 3: Accessing Valid Information | |
| 3.1.P | Recognize individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures). |
| 3.2.P | Describe how to access help when feeling threatened. |
| Standard 4: Interpersonal Communication | |
| 4.1.P | Demonstrate refusal skills to avoid the spread of disease. |
| Standard 5: Decision Making | |
| 5.1.P | Use a decision-making process to reduce the risk of communicable disease or illness. |
| Standard 6: Goal Setting | |
| 6.1.P | Set a short-term goal for positive health practices. |
| Standard 7: Practicing Health-Enhancing Behaviors | |
| 7.1.P | Evaluate ways to prevent the transmission of communicable diseases. |
| 7.2.P | Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community. |
| Standard 8: Health Promotion | |
| 8.1.P | Support others in making positive health choices. |
| 8.2.P | Encourage others to promote a healthy environment. |



Overview

Elementary physical education programs emphasize the importance of physical activity and personal fitness. Fitness is developed through the activities in the daily lessons, which emphasize physical activity, continuous movement, and challenges that involve overloading the major muscle groups. Students have opportunities to understand the fitness components, fitness assessment, and the need for a lifetime of physical activity. Participation in physical activity also can be an important venue for the social, psychological, and emotional development of children.

The elementary school physical education program emphasizes the development of fundamental locomotor, nonlocomotor, and manipulative skills. The movement framework, basic biomechanical and motor learning principles (see Appendixes C, D, and E in the *Physical Education Framework for California Public Schools* [California Department of Education 2009]), and fundamental game tactics are also part of the content for elementary school students.

State law requires that schools provide students in grade three with at least 200 minutes of physical education each 10 school days. Recess and lunch time do not count toward the required instructional minutes.

The grade-three physical education model content standards are organized by five overarching content standards. Under each of the overarching standards are grade-level model content standards that provide a vision of what students in grade three need to know and be able to do. Together, the content standards represent the essential skills and knowledge that all students need in order to be physically active and enjoy a healthy lifestyle.

Fitness activities become increasingly important at this age, as early signs of poor posture and decreases in flexibility begin to appear. Grade three is a good time for students to create personal fitness and motor skill goals and monitor their progress. It is also a pivotal time in the development of students' movement skills.

Grade three is a good time for students to create personal fitness and motor skill goals and monitor their progress.

What Third-Grade Students Should Know

By the end of grade two, students correctly performed the more difficult locomotor skills of skipping and leaping. They repeatedly jumped a rope. They demonstrated smooth transitions between even-beat locomotor skills and uneven-beat locomotor skills. They performed rhythmic sequences alone and with a partner. Students learned and described the correct technique for foundational manipulative skills. For example, they threw balls for distance, kicked slowly rolling balls, dribbled balls with their hands and their feet, and caught gently thrown balls. They learned, in terms appropriate for grade-two students, the meaning of *impact force*, *base of support*, and *open space*.

During second grade, students started measuring their own fitness levels and monitoring their personal improvement in fitness and physical activities. They learned the names of some important muscles and how to strengthen and stretch them. They learned about the fuel (water and nutritious foods) their bodies need to be physically active and how physical activity helps them maintain good health. They also learned to encourage their peers, show respect for others and equipment, and work cooperatively in a variety of group settings.

What Students Learn in Third Grade

Grade three is a pivotal time in the development of students' movement skills. In grade three, students begin to focus on combining locomotor and nonlocomotor skills into new movement sequences. Students who cannot perform the skills using the proper technique will need additional learning and practice opportunities to improve these foundational skills. Practice opportunities throughout the school year allow them time to develop the proper form for manipulative skills, such as rolling an object, throwing, catching, dribbling, kicking, and striking. By the end of grade three, students should have mastered the proper form for locomotor and nonlocomotor skills and learned to manipulate objects in a variety of ways. Students experiment with and explore alternative movements, such as tumbling, creative dance, and formal dance.

Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Students improve their locomotor skills as they apply the skills to chasing, fleeing, and dodging in tag-type games; dancing the beginning steps of line, circle, and folk dances; and jumping a rope that loops forward and backwards. They refine their body management skills as they perform forward rolls, straddle rolls, and tripods. They also practice body management skills as they move along a ground-level balance beam.



Manipulative skills take on a greater role in physical education in grade three than in previous grade levels. Students are honing their throwing, catching, kicking, and striking skills. They practice hand dribbling and foot dribbling while traveling and dodging obstacles. They throw and catch an object with a partner, maintaining accuracy as they throw from greater distances. While moving, they catch an object thrown by a stationary partner. Students focus on correct technique and are provided with many opportunities to practice new skills.

Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 2 represents the cognitive knowledge that supports the skills learned in Standard 1. Students in grade three can describe the correct technique for manipulative skills in detail (e.g., the correct hand position when catching a ball at different levels). In addition, they can describe differences in techniques when applying manipulative skills in different situations (e.g., throwing to a stationary partner, throwing to a moving partner). They learn the key elements for increasing accuracy when rolling or throwing a ball. In preparation for game play in later grades, students learn about altering speed and direction to avoid an opponent. They also learn to watch the torso of opposing players for signs of changes in direction.

Rhythmic skills in grade three build on the rhythmic sequences students performed in grade two. During the school year, students learn the definition of the terms *folk dance*, *line dance*, and *circle dance*. They compare and contrast folk dances, line dances, and circle dances and perform each type with a partner.

Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

In grade three, students perform moderate to vigorous physical activities three to four days each week for increasing periods of time. Muscular strength and endurance are developed as students perform increasing numbers of exercises such as curl-ups, push-ups, and lunges. Students practice basic stretches, holding the stretch for increasing periods of time to improve their flexibility. They demonstrate the correct technique for warm-up exercises before vigorous physical activities and cool-down exercises after vigorous activities. To monitor their progress, students measure and record their improvement in fitness activities and performance on health-related physical fitness assessments. They also use logs or other methods to record the time spent in physical activity when not in school.

Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. Students learn why warm-up and cool-down activities are important for readying the body for activity and recovery. They learn to identify the body's reaction (e.g., increased heart rate, increased breathing) to physical activity. They also learn about the relationship between the heart, lungs, blood, and oxygen during physical activity.

Students learn the five components of health-related fitness (body composition, aerobic capacity, flexibility, muscle endurance, and muscle strength); the principle of progression (workloads must be increased to improve fitness); the names of major muscles; proper lifting techniques to prevent back injuries; why a particular stretch is appropriate preparation for a particular activity; and unsafe flexibility exercises that should be avoided.

Students can explain the link between fluids and energy expenditure. They understand that oxygen and fuel must be available during ongoing muscle contractions so that heat and waste products are removed. They learn that their bodies consume calories and burn fat at different rates, depending on their level of activity.

Students learn the five components of health-related fitness (body composition, aerobic capacity, flexibility, muscle endurance, and muscle strength)...

Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students in grade three enjoy assuming responsibility for setting goals, working toward goals, and monitoring their progress either alone or with others. This interest in their progress supports the standards that call for students to set a goal to improve a motor skill, work toward their goal when not in school, and record their progress toward mastery of the motor skill. Another self-responsibility standard calls for students to learn the benefits of safety procedures and rules and the consequences of disregarding them.

As students' social interaction skills improve, they learn to coach other students by using movement cues (e.g., watch the ball, extend your arms) and words of encouragement. This stage of social development is also a time when students' increasing ability to work with others helps them learn to accept and appreciate differences in physical abilities between individuals.

Support for English Learners

The goal of physical education programs in California is to ensure universal access to high-quality curriculum and instruction so that every student can meet or exceed the state’s physical education model content standards. To reach that goal, teachers design instruction to meet the instructional needs of each student. Different instructional approaches may be needed for English learners to gain access to physical education content. Specially designed academic instruction in English (SDAIE), also known as sheltered instruction, provides students with a variety of interactive and multimodal means to obtain information. With sheltered instruction techniques, teachers modify the language demands of the lesson. Cooperative learning with high levels of interaction may also be an effective strategy. (See the *Physical Education Framework for California Public Schools* [California Department of Education 2009], Chapter 7, “Universal Access,” for more information.)

Physical education instruction provides opportunities for students to develop their English-language skills. Students learn new vocabulary through physical activity instruction that is modeled by other students (e.g., “Stand on the blue square”; “Move around the cone”) and demonstrations of locomotor movements that include labeling of the movement (e.g., the teacher says, “Move to the right,” and students demonstrate the change in direction). Working cooperatively in groups, coaching other students, and speaking and listening about physical education concepts and skills also provide opportunities for English learners to acquire academic vocabulary and practice both informal and formal English.

Support for Students with Special Needs

Successful participation in physical activities by students with special needs depends on the teacher’s skill and training in providing instruction and support to all students. When systematically planned differentiation strategies are used, students with special needs can benefit from appropriately challenging curriculum and instruction. The strategies for differentiating instruction include pacing, complexity, depth, and novelty. Despite the modifications made, however, the focus is to always help students meet the physical education model content standards to the best of their ability.

In helping students achieve at their grade level, teachers use instructional resources aligned with the standards and provide additional learning and practice opportunities. Some students with 504 Plans or individualized education programs (IEPs) are eligible for special education services in physical education. A student’s 504 Plan or IEP often includes suggestions for techniques to ensure that the student has full access to a program designed to provide him or her with appropriate learning opportunities and that uses instructional materials and strategies to best meet his or her needs. The 504 Plan or IEP also determines which services or combination of services best met the student’s need. See the *Physical Education Framework for California Public Schools* [California Department of Education 2009], Chapter 7, “Universal Access,” for more information. The framework is posted at <http://www.cde.ca.gov/ci/pe/cf/index.asp>.

The Standards

The following grade-three physical education model content standards were adopted by the California State Board of Education on January 12, 2005.

| Physical Education Model Content Standards Grade Three | |
|--|---|
| STANDARD 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. | |
| Movement Concepts | |
| 1.1 | Chase, flee, and move away from others in a constantly changing environment. |
| Body Management | |
| 1.2 | Perform an inverted balance (tripod) by evenly distributing weight on body parts. |
| 1.3 | Perform a forward roll. |
| 1.4 | Perform a straddle roll. |
| Locomotor Movement | |
| 1.5 | Jump continuously a forward-turning rope and a backward-turning rope. |
| Manipulative Skills | |
| 1.6 | Balance while traveling and manipulating an object on a ground-level balance beam. |
| 1.7 | Catch, while traveling, an object thrown by a stationary partner. |
| 1.8 | Roll a ball for accuracy toward a target. |
| 1.9 | Throw a ball, using the overhand movement pattern with increasing accuracy. |
| 1.10 | Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught. |
| 1.11 | Kick a ball to a stationary partner, using the inside of the foot. |
| 1.12 | Strike a ball continuously upward, using a paddle or racket. |
| 1.13 | Hand-dribble a ball continuously while moving around obstacles. |
| 1.14 | Foot-dribble a ball continuously while traveling and changing direction. |

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| Rhythmic Skills | |
| 1.15 | Perform a line dance, a circle dance, and a folk dance with a partner. |
| STANDARD 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. | |
| Movement Concepts | |
| 2.1 | Describe how changing speed and changing direction can allow one person to move away from another. |
| Manipulative Skills | |
| 2.2 | Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body. |
| 2.3 | Explain the difference between throwing to a stationary partner and throwing to a moving partner. |
| 2.4 | Identify the key elements for increasing accuracy in rolling a ball and throwing a ball. |
| 2.5 | Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction. |
| Rhythmic Skills | |
| 2.6 | Define the terms <i>folk dance</i> , <i>line dance</i> , and <i>circle dance</i> . |
| 2.7 | Compare and contrast folk dances, line dances, and circle dances. |
| STANDARD 3: Students assess and maintain a level of physical fitness to improve health and performance. | |
| Fitness Concepts | |
| 3.1 | Demonstrate warm-up and cool-down exercises. |
| 3.2 | Demonstrate how to lift and carry objects correctly. |
| Aerobic Capacity | |
| 3.3 | Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large-muscle groups to increase breathing and heart rate. |
| Muscular Strength/Endurance | |
| 3.4 | Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair. |

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| 3.5 | Climb a vertical pole or rope. |
| Flexibility | |
| 3.6 | Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck. |
| Body Composition | |
| 3.7 | Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity. |
| Assessment | |
| 3.8 | Measure and record improvement in individual fitness activities. |
| STANDARD 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. | |
| Fitness Concepts | |
| 4.1 | Identify the body's normal reactions to moderate to vigorous physical activity. |
| 4.2 | List and define the components of physical fitness. |
| 4.3 | Explain the purpose of warming up before physical activity and cooling down after physical activity. |
| 4.4 | Recognize that the body will adapt to increased workloads. |
| 4.5 | Explain that fluid needs are linked to energy expenditure. |
| 4.6 | Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed. |
| Aerobic Capacity | |
| 4.7 | Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity. |
| 4.8 | Describe and record the changes in heart rate before, during, and after physical activity. |
| Muscular Strength/Endurance | |
| 4.9 | Explain that a stronger heart muscle can pump more blood with each beat. |
| 4.10 | Identify which muscles are used in performing muscular endurance activities. |
| 4.11 | Name and locate the major muscles of the body. |
| 4.12 | Describe and demonstrate how to relieve a muscle cramp. |

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| 4.13 | Describe the role of muscle strength and proper lifting in the prevention of back injuries. |
| Flexibility | |
| 4.14 | Identify flexibility exercises that are not safe for the joints and should be avoided. |
| 4.15 | Explain why a particular stretch is appropriate preparation for a particular physical activity. |
| Body Composition | |
| 4.16 | Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity. |
| STANDARD 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. | |
| Self-Responsibility | |
| 5.1 | Set a personal goal to improve a motor skill and work toward that goal in nonschool time. |
| 5.2 | Collect data and record progress toward mastery of a motor skill. |
| 5.3 | List the benefits of following and the risks of not following safety procedures and rules associated with physical activity |
| Social Interaction | |
| 5.4 | Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities. |
| 5.5 | Demonstrate respect for individual differences in physical abilities. |
| Group Dynamics | |
| 5.6 | Work in pairs or small groups to achieve an agreed-upon goal. |



Overview

To succeed in the twenty-first century, today’s students need to develop linguistic and cultural literacy, including academic knowledge and proficiency in English and in world languages and cultures. California schools teach a wide variety of languages spoken throughout the world, as well as American Sign Language (ASL). Because every language is a “foreign” language to those who do not know it, the term used in this document and in the standards is “world” languages.

Students no longer simply learn about languages and cultures; rather, they are provided with opportunities to learn languages and cultures through participation in communicative interactions that prepare them for real-world language use and global citizenship. Language learning needs to be a lifelong endeavor.



What Third-Grade Students Should Know

Although world language instruction is not a required subject for the elementary grades, instruction in world languages is encouraged to begin as early as possible. Some third-grade students may have participated in language instruction in the earlier grades, but many will have had no formal instruction in another language. However, because of the diversity of students in California, most classrooms will include students who bring a rich variety of languages and cultures with them. Students may have learned a heritage language in their homes, be recent immigrants, or acquired the ability to understand and/or produce one or more languages through contact in their communities or abroad.

What Students Learn in Third Grade

The variety of languages and cultures in California classrooms provides opportunities to learn about and celebrate the contributions of many people to the local community and reinforce lessons from third-grade history–social science.

California schools offer a variety of language programs, some beginning in elementary school, continuing in middle school, and most typically in comprehensive high school. Elementary programs in languages include the following types:

- Immersion—a program in which at least 50 percent of the core curriculum instruction is in the target language.
- Foreign Language in the Elementary School (FLES)—a program that provides instruction for a minimum of 70 minutes a week. The goal is to develop proficiency in language and culture.
- Foreign Language Experience (FLEX)—a program that exposes students to the study of a language or languages and cultures to motivate them to pursue further study of a language.

These programs differ substantially in the number of hours allocated for instruction. All programs need to be age-appropriate in order to address students' cognitive, emotional, and social needs. Programs for heritage and native speakers may include immersion, specialized courses designed to meet learner needs, and accommodations for these learners within the world language classroom.

Organization of the Standards

The world language content standards, adopted by the State Board of Education in 2009, represent a strong consensus that the study of a wide variety of world languages and cultures is part of the core curriculum. The standards present the knowledge, skills, and abilities that all learners of a world language should acquire in the California public school system.

Because of the considerable number of languages taught in California schools, the world language content standards were developed to accommodate all languages and the various stages a learner goes through to become proficient.

Because of the considerable number of languages spoken in California schools, the world language content standards were developed to accommodate all languages and the various stages a learner goes through to become proficient. Therefore, the standards are not language-specific. In addition, because of the various levels of student proficiency and the variety of California's language programs, the world language content standards are not designated for specific grade levels; instead, they describe levels of linguistic and cultural acquisition. The standards provide an organizing principle to ensure the continuous development of student proficiency, regardless of the multiple points of entry and exit from California's language programs. For these reasons, this section is also general and not specific to third grade, focusing on the organization of the world language standards and the beginning level of language proficiency.

The standards are separated into five categories and four stages or levels of proficiency. The five categories are taught together and in practice merge into seamless instruction within the various stages. The categories are Content, Communication, Cultures, Structures, and Settings.

Content

The content of the language course includes vocabulary from a wide variety of topics that are age- and stage-appropriate. This content enables students to make connections and reinforce knowledge from other areas of the curriculum and to participate in everyday social interactions in the target language. As students develop their ability to communicate in the target language and culture, they address topics that increase in complexity.

Communication

Real-world communication occurs in a variety of ways. It may be interpersonal, in which listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be interpretive, in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. Or it may be presentational, in which speaking, signing, and writing occur. Students actively use language to transmit meaning while responding to real situations.

Cultures

To understand the connection between language and culture, students learn how a culture views the world. Students understand the ideas, attitudes, and values that shape that culture. These shared, common perspectives, practices, and products incorporate not only formal aspects of a culture—such as contributions of literature, the arts, and science—but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. Students acquire the ability to interact appropriately with individuals in the target culture, to communicate successfully, and to make connections and comparisons between languages and cultures.

Structures

Languages vary considerably in the structures that learners use to convey meaning; therefore, the curriculum will feature language-specific structures essential to accurate communication. As they acquire vocabulary in the target language, students grasp the associated concepts and understand the structures of the language to convey meaning. Students learn patterns in the language system, which consists of grammar rules and vocabulary and elements such as gestures and other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress in proficiency with language, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.

Students learn patterns in the language system, which consists of grammar rules and vocabulary and elements such as gestures and other forms of nonverbal communication.

Settings

For students to communicate effectively, they use elements of language appropriate for a given situation. Language conveys meaning best when the setting, or context, in which it is used is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

Stages of Proficiency

The world language content standards describe four levels of proficiency for each of the five categories. These levels of proficiency are based on the stages of the Language Learning Continuum, a framework developed by the College Board to indicate growth in linguistic and cultural proficiency. The stages provide benchmarks of progress:

- Stage I (Formulaic): Learners understand and produce signs, words, and phrases. (*Note:* It is common in the elementary school context for nonheritage learners to remain in Stage I for an extended period of time.)

- Stage II (Created): Learners understand and produce sentences and strings of sentences.
- Stage III (Planned): Learners understand and produce paragraphs and strings of paragraphs.
- Stage IV (Extended): Learners understand and produce cohesive texts composed of multiple paragraphs.

The Language Learning Continuum also includes Stage V (Tailored) proficiency, which represents performance typically achieved through university-level study. Stage V is not included in the standards.

The Standards

The world language content standards, adopted by the California State Board of Education on January 7, 2009, are organized by stage, not by grade level. Most third-grade students would be at Stage I, so only those standards are listed below. For a complete list of the standards for all four stages, view the world language content standards posted on the CDE Content Standards Web page (<http://www.cde.ca.gov/be/st/ss/>).

| World Language Content Standards Stage I | |
|---|---|
| Content | |
| 1.0 | Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. |
| 1.1 | Students address discrete elements of daily life, including: <ul style="list-style-type: none"> a. Greetings and introductions b. Family and friends c. Pets d. Home and neighborhood e. Celebrations, holidays, and rites of passage f. Calendar, seasons, and weather g. Leisure, hobbies and activities, songs, toys and games, sports h. Vacations and travel, maps, destinations, and geography i. School, classroom, schedules, subjects, numbers, time, directions j. Important dates in the target culture k. Jobs l. Food, meals, restaurants m. Shopping, clothes, colors, and sizes n. Parts of the body, illness o. Technology |
| Communication | |
| 1.0 | Students use formulaic language (learned words, signs [ASL], and phrases). |

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| 1.1 | Engage in oral, written, or signed (ASL) conversations. |
| 1.2 | Interpret written, spoken, or signed (ASL) language. |
| 1.3 | Present to an audience of listeners, readers, or ASL viewers. |
| Functions | |
| 1.4 | List, name, identify, enumerate. |
| 1.5 | Identify learned words, signs (ASL), and phrases in authentic texts. |
| 1.6 | Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way. |
| Cultures | |
| 1.0 | Students use appropriate responses to rehearsed cultural situations. |
| 1.1 | Associate products, practices, and perspectives with the target culture. |
| 1.2 | Recognize similarities and differences within the target cultures and among students' own cultures. |
| 1.3 | Identify cultural borrowings. |
| Structures | |
| 1.0 | Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. |
| 1.1 | Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. |
| 1.2 | Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know. |
| Settings | |
| 1.0 | Students use language in highly predictable common daily settings |
| 1.1 | Recognize age-appropriate cultural or language-use opportunities outside the classroom. |

School Library

Overview

School libraries have evolved from having a focus on print materials to providing a rich selection of resources, both print and digital; from students learning how to search a card catalog to learning strategies for searching a variety of digital resources and using Web browsers; from basic literacy to information literacy (the ability to access, evaluate, and use information effectively). However, the skills learned from print transcend their use in books alone. “Students who understand systems of text organization are better equipped to use the Internet as it is today. Most notably, they expect worthy resources to have order. This may drive them to probe complex web sites, which, for all their bells and whistles, are fundamentally arranged like reference books, with A-Z lists and topical divisions” (Preston 2009, 80).

California *Education Code* Section 18100 reinforces the essential role of school libraries:

The governing board of each school district shall provide school library services for the pupils and teachers of the district by establishing and maintaining school libraries or by contractual arrangements with another public agency.

The following describes what third-grade students should know and be able to do as a result of having an effective school library program at their school.

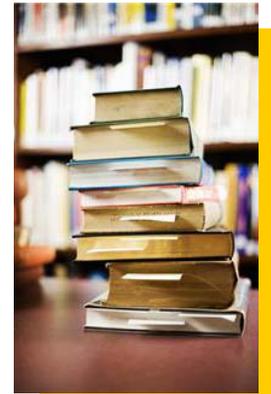
What Third-Grade Students Should Know

In earlier grades, students learned the basics of information literacy by identifying simple problems that need information, developing questions that connect to the topic, and identifying sources of information that may provide an answer to the questions. They know where the library is located on campus, how it is generally organized, some of the resources that are available in the library, and the rules and procedures for using and checking out materials. In grade two, students also learned about and followed online privacy and safety guidelines. They have a basic understanding of the school’s acceptable-use policy for computers and Internet access.

Third-grade students can identify types of materials (fiction and nonfiction) and parts of a book (table of contents, glossary, index). They are able to draw meaning from graphic elements, such as photographs, charts, graphs, maps, and captions, both online and in print materials.

What Students Learn in Third Grade

As third-grade students’ reading skills improve, they apply comprehension strategies to increasingly complex reading selections. Students read a wide representation of grade-level-appropriate text, including classic and contemporary literature, magazines, newspapers, online information, and informational text.



Third-grade students are increasingly able to recognize the need for information and ask more detailed questions to help focus their search for information. Key words are identified and used to perform searches in the automated library catalog and in approved search engines or databases to locate relevant resources. Students determine the currency of information by identifying the publication and copyright dates in print resources.

When resources are located, students select information appropriate to the problem and determine if the information answers their questions. Students take notes and apply techniques for organizing these notes in a logical order, such as using an outline or graphic organizer.

Third-grade students become more sophisticated users of the school library, understanding the purpose of the library catalog, the information on the spine labels of books, and how specific resources in the library are organized (e.g., with the Dewey decimal system for nonfiction and the biography section).

The reference resources used by students include the thesaurus, atlas, almanac, and specialized content reference materials in both print and digital formats. Students learn the skills necessary to access the information in these materials, including the use of guide words, indexes, alphabetical order, chapter headings, author notes, and dedication.

Third-grade students develop a basic understanding of intellectual property rights, including the difference between sharing and ownership. As students continue to use online resources, they also learn how to stay safe online and the effects of cyberbullying.

An added benefit for students is when the classroom teacher and school librarian collaborate to plan and implement a lesson that addresses different content areas. An example of a possible lesson that includes the history–social science, English language arts, and school library standards is provided below.

Sample Collaborative Lesson

Standards:

HSS 3.4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

Historical and Social Sciences Analysis Skills:

Research, Evidence, and Point of View (1): Students differentiate between primary and secondary sources.

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

SLS 1.3.o Locate and know the arrangement and general content of the biography section in the library.

SLS1.3.p Locate information in text by using the organizational parts of a book in print or digital format (e.g., title, table of contents, chapter headings, glossary, author notes, dedication, index).

SLS 2.1.a Select information appropriate to the problem or question at hand.

Students learn about the American heroes mentioned in the history–social science standard, then are asked to brainstorm a list of other people whom they consider to be American heroes. Each student selects

Third-grade students become more sophisticated users of the school library, understanding the purpose of the library catalog, the information on the spine labels of books, and how specific resources in the library are organized...

one person from the list to research further. In the school library, the teacher librarian describes both primary and secondary resources that can be used for further research, including print and digital reference works, biographies in the library collection, selected Web sites, and subscription databases. Using both primary and secondary sources, each student researches the selected hero and takes notes using a notetaking guide provided by the teacher librarian. Information may include the person’s name, birth and death dates and locations, education, jobs held, family members, and accomplishments. The student uses these notes to write a short biography of their hero to present to the class. The biography may be illustrated by the student.

The Standards

The model school library standards incorporate information literacy (the ability to access, evaluate, and use information effectively) and digital literacy (the ability to use digital technology, communications tools, or networks to access, manage, integrate, evaluate, create, and communicate) to enable students to function in a knowledge-based economy and society. They describe what students should know and be able to do by the end of third grade.

The standards are organized around four overarching concepts. Detailed standards explain what each student is expected to have successfully achieved. In addition, students are expected to have mastered the standards for previous grades and continue to use those skills and knowledge as they advance in school.

School library standards are aligned with many standards in the subject areas included in the course of study and are best learned through the content. The following grade-three model school library content standards were adopted by the California State Board of Education on September 16, 2010.

| Model School Library Content Standards Grade Three | |
|--|--|
| 1. Students access information. The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources. | |
| 1.1 Recognize the need for information: | |
| 1.1.a | Identify key words within questions. |
| 1.2 Formulate appropriate questions: | |
| 1.2.a | Identify a problem that needs information by asking <i>how, what, where, when, or why</i> questions. |
| 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies: | |
| 1.3.a | Understand that the function of a library is to provide shared resources that are organized to be accessible to all library users. |
| 1.3.b | Differentiate between primary and secondary sources. |

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| 1.3.c | Understand the general purpose of the library catalog. |
| 1.3.d | Perform a basic search of the automated library catalog by title, author, subject, and key word. |
| 1.3.e | Understand that nonfiction print and nonprint materials in a library are arranged by subject (e.g., Dewey decimal system). |
| 1.3.f | Understand the information on spine labels, including call numbers. |
| 1.3.g | Understand different systems of alphabetizing (e.g., letter by letter, word by word). |
| 1.3.h | Independently browse the library to locate materials. |
| 1.3.i | Identify types of media and digital delivery devices. |
| 1.3.j | Use guide words to locate information in a reference book. |
| 1.3.k | Perform a key word search of a topic by using an approved search engine or database. |
| 1.3.l | Understand the organization of general reference resources in print and/or digital formats including dictionary, thesaurus, atlas, almanac, and encyclopedia. |
| 1.3.m | Use specialized content-area print and digital resources to locate information. |
| 1.3.n | Use print or digital indexes, or both, to locate articles in an encyclopedia. |
| 1.3.o | Locate and know the arrangement and general content of the biography section in the library. |
| 1.3.p | Locate information in text by using the organizational parts of a book in print or digital format (e.g., title, table of contents, chapter headings, glossary, author notes, dedication, index). |
| 1.4 Retrieve information in a timely, safe, and responsible manner: | |
| 1.4.a | Demonstrate a basic understanding of intellectual property rights and the difference between sharing and ownership. |
| 1.4.b | Demonstrate respectful and responsible behavior in the library. |
| 1.4.c | Apply techniques for organizing notes in a logical order (e.g., outlining, webbing, thinking maps, other graphic organizers). |
| 2. Students evaluate information. | |
| The student will evaluate and analyze information to determine what is appropriate to address the scope of inquiry. | |

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| 2.1 Determine the relevance of the information: | |
| 2.1.a | Select information appropriate to the problem or question at hand. |
| 2.1.b | Determine whether the information answers the question. |
| 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources: | |
| 2.2.a | Identify copyright and publication dates in print resources. |
| 2.2.b | Understand the role and responsibility of the author and publisher to determine accuracy of published materials. |
| 2.3 Consider the need for additional information: | |
| 2.3.a | Locate facts and details to support a topic sentence and paragraph, and record the information. |
| 3. Students use information. The student will organize, synthesize, create, and communicate information. | |
| 3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources: | |
| 3.1.a | Define cyberbullying and its effects. |
| 3.1.b | Identify types of personal information and appropriate and inappropriate ways to share it. |
| 3.2 Draw conclusions and make informed decisions: | |
| 3.2.a | Compare information from more than one source to draw a conclusion. |
| 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding: | |
| 3.3.a | Organize information chronologically, sequentially, or by topic. |
| 3.3.b | Use digital or graphic tools to support a presentation. |
| 4. Students integrate information literacy skills into all areas of learning. The student will independently pursue information to become a lifelong learner. | |
| 4.1 Read widely and use various media for information, personal interest, and lifelong learning: | |
| 4.1.a | Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information). |

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| 4.2 Seek, produce, and share information: | |
| 4.2.a | Deliver brief recitations and oral presentations about familiar experiences or interests. |
| 4.2.b | Select appropriate information technology tools and resources to interact with others for a specific purpose. |
| 4.3 Appreciate and respond to creative expressions of information: | |
| 4.3.a | Listen to, view, and read stories, poems, and plays. |