EAST MAINE
SCHOOL DISTRICT 63

# Grade Level Standards

# Third

Updated July 2017

## English Language Arts

| Reading Standards for Literature | |
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| **Key Ideas and Details** | • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br>• 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.<br>• 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** | • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br>• 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.<br>• Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| **Integration of Knowledge and Ideas** | • Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).<br>• Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |
| **Range of Reading and Level of Text Complexity** | • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently. |

| Reading Standards for Informational Text | |
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| **Key Ideas and Details** | • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br>• Determine the main idea of a text; recount the key details and explain how they support the main idea.<br>• 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** | • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.<br>• Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.<br>• Distinguish their own point of view from that of the author of a text. |
| **Integration of Knowledge and Ideas** | • Use information gained from illustrations, other visual elements (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).<br>• Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).<br>• Compare and contrast the most important points and key details presented in two texts on the same topic. |
| **Range of Reading and Level of Text Complexity** | • By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently. |

# Grade 3 Standards

| Foundational Skills | |
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| **Phonics and Word Recognition** | • Know and apply grade-level phonics and word analysis skills in decoding words.<br>  ○ Identify and know the meaning of the most common prefixes and derivational suffixes.<br>  ○ Decode words with common Latin suffixes.<br>  ○ Decode multi-syllable words.<br>  ○ Read grade-appropriate irregularly spelled words |
| **Fluency** | • Read with sufficient accuracy and fluency to support comprehension.<br>  ○ Read on-level text with purpose and understanding.<br>  ○ Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.<br>  ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| Speaking and Listening | |
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| **Comprehension and Collaboration** | • Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.<br>  ○ 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).<br>  ○ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br>  ○ Explain their own ideas and understanding in light of the discussion<br>• Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multi-modally.<br>• Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail |
| **Presentation of Knowledge and Ideas** | • Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.<br>• 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.<br>• Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

| Writing Standards | |
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| **Text Types and Purposes** | • Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.<br>  ○ Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.<br>  ○ Provide reasons that support the opinion.<br>  ○ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.<br>  ○ Provide a concluding statement or section.<br>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>  ○ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br>  ○ Develop the topic with facts, definitions, and details.<br>  ○ Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.<br>  ○ Provide a concluding statement or section.<br>• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

# Grade 3 Standards

| Writing Standards | |
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| | ○ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>○ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>○ Use temporal words and phrases to signal event order.<br>○ Provide a sense of closure. |
| **Production and Distribution of Writing** | • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.<br>• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.<br>• 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** | • Conduct short research projects that build knowledge about a topic.<br>• Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| **Range of Writing** | • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

| Language Standards | |
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| **Conventions** | • Observe conventions of grammar and usage when writing or speaking.<br>○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>○ Form and use regular and irregular plural nouns.<br>○ Use abstract nouns (e.g., *childhood*).<br>○ Form and use regular and irregular verbs.<br>○ Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.<br>○ Ensure subject-verb and pronoun-antecedent agreement.*<br>○ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.<br>○ Use coordinating and subordinating conjunctions.<br>○ Produce simple, compound, and complex sentences.<br>• Observe conventions of capitalization, punctuation, and spelling when writing.<br>○ Capitalize important words in titles.<br>○ Use commas in addresses.<br>○ Use commas and quotation marks in dialogue.<br>○ Form and use possessives.<br>○ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).<br>○ Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.<br>○ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| **Effective Language Use** | • Use language to achieve particular effects when writing or speaking.<br>○ Choose words and phrases for effect. |
| **Vocabulary Acquisition and Usage** | • Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.<br>○ Use sentence-level context as a clue to the meaning of a word or phrase.<br>○ Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable*/*disagreeable*, *comfortable*/*uncomfortable*, *care*/*careless*, *heat*/*preheat*). |

| Language Standards | |
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| | ○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).<br>○ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.<br>• Demonstrate understanding of word relationships *a*nd nuances in word meanings.<br>○ Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).<br>○ Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).<br>○ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).<br>• Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). |

## Math

| Operations and Algebraic Thinking | |
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| **Represent and solve problems involving multiplication and division.** | • Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*<br>• Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*<br>• 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.<br>• 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 ×? = 48, 5 = □ ÷ 3, 6 × 6 =?* |
| **Understand properties of multiplication and the relationship between multiplication and division.** | • Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*<br>• Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.* |
| **Multiply and divide within 100.** | • Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. |
| **Solve problems involving the four operations, and identify and explain patterns in arithmetic.** | • Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).)<br>• Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4* |

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| | *times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* |
| **Number and Operations in Base Ten** | |
| **Use place value understanding and properties of operations to perform multi-digit arithmetic.** | • Use place value understanding to round whole numbers to the nearest 10 or 100.<br>• 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.<br>• 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.** | • 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*.<br>• Understand a fraction as a number on the number line; represent fractions on a number line diagram.<br>o 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.<br>o 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.<br>• Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.<br>o Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.<br>o 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.<br>o 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.*<br>o Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. |

| **Measurement and Data** | |
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| **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** | • Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.<br>• Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as $cm^3$ and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. [Excludes multiplicative comparison problems (problems involving notions of "times as much"; |
| **Represent and interpret data.** | • Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems |

| Measurement and Data | |
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| | using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*<br>• 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.** | • Recognize area as an attribute of plane figures and understand concepts of area measurement.<br>  ○ 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.<br>  ○ 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.<br>• Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).<br>• Relate area to the operations of multiplication and addition.<br>  ○ 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.<br>  ○ 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.<br>  ○ 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.<br>  ○ Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. |
| **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** | • Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. |

| Geometry | |
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| **Reason with shapes and their attributes.** | • 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.<br>• Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *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.* |

## Science and Health

| Science |
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| • Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.<br>• Make observations and/or measurements of an objects motion to provide evidence that a pattern can be used to predict future motion.<br>• Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.<br>• Define a simple design problem that can be solved by applying scientific ideas about magnets. |

- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- Construct an argument that some animals form groups that help members survive.
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climates in different regions of the world.
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

**Health**

- Explain how good hygiene can prevent illness
- Learn how to protect the body from physical injury, (e.g., wearing seat belts /helmets; using sunscreen)
- Compare and contrast feelings of being well and sick
- List places in the classroom/home where dangerous chemicals can be found and explain what can be done to make sure they do not cause injury and/or illness
- Demonstrate proper safety procedures on buses and playground
- Name the body systems and how they work together to support life, (e.g., lungs, heart, liver, stomach, intestines)
- Understand the basic function of the muscle
- Discuss proper drug use versus drug abuse
- Distinguish between “good” food and “junk” food
- List choices that have a positive and negative influence on health
- Explain how eating and activity affect growth and development
- Realize that learning to get along with others is a process unique to every person

## Social Studies

Inquiry Skills

- Constructing Essential Questions
- Constructing Supporting Questions
- Determining Helpful Sources
- Gathering and Evaluating Sources
- Developing Claims and Using Evidence
- Communicating Conclusions
- Critiquing Conclusions
- Taking Informed Action

# Grade 3 Standards

| Civics |
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| • Describe ways interactions in family, work, volunteers, government help communities<br>• Explain how people make rules to create responsibilities and protect freedoms<br>• Compare procedures for making decisions in the classroom, school and community<br>• Describe how people have tried to improve their communities over time<br>• |

| Geography |
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| • Locate major landforms and bodies of water on a map or other representation<br>• Compare how our community and others modify and adapt to the environment and culture<br>• Show how consumption of products connects people to distant places |

| Economics and Financial Literacy |
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| • Compare goods and services produced in the local community with other communities<br>• Generate examples of the goods and services that governments provide<br>• Describe the role of banks and other financial institutions in an economy<br>• Explain borrowing-receiving something of value and agreeing to repay the lender |

| History |
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| • Create and use a chronological sequence of events<br>• Describe how important people, events, developments shaped their community, region<br>• Identify primary and secondary sources that historical accounts are constructed from |

## Art

| Concepts |
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| • Understand the concepts of tints, shade and monochromatic colors.<br>• Recognize and compare geometric vs. organic shapes, and plane figures vs. solid figures<br>• Continue to develop knowledge and use of line<br>• Define visual and real texture<br>• Demonstrate knowledge of symmetrical balance |

| Production |
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| • Apply color pattern to the shape pattern.<br>• Create contrast through patterned areas, solid areas<br>• Continue to learn and understand the safe and responsible use of tools and media related to current projects.<br>• Painting, drawing, cutting, gluing, sculpting, printing, mixed media |

| Engagement and Integration |
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| • Identify different reasons why cultures produce art<br>• Learn and understand careers in the arts related to current projects when relevant<br>• Follows directions<br>• Stays on task<br>• Completes projects |

## Music

| Understands Music Concepts |
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| • Expand repertoire<br>• Explore relationships between music and other content areas<br>• Develop understanding of music concepts using selections from diverse cultures<br>• Identify and describe roles of musicians in various cultures and musical settings<br>• Identify 2/4, 3/4, 4/4 meter<br>• Identify basic music symbols: quarter, half notes/half rests, whole note, coda, 1st and 2nd ending, D.C. al fine/DS al Coda<br>• Identify forms: verse/refrain<br>• Identify pitch relationships: low so, low la<br>• Identify textures: melody alone and melody with accompaniment<br>• Identify patterns: repeat, step or skip<br>• Identify basic music symbols: dotted half note<br>• Identify forms: ABA , rondo, round/canon<br>• Pitch relationships: high do<br>• Identify dynamic symbols: forte/piano, fortissimo, pianissimo<br>• Identify basic music symbols: sixteenth notes<br>• Identify differences in styles<br>• Identify form: rondo<br>• Identify tone colors, instrumental families, adult/child voices<br>• Explore related terms used in the various arts |

| Demonstrates Music Skills |
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| • Sing independently or in small groups with correct pitches and in tempo<br>• Sing with appropriate expression<br>• Perform basic rhythmic and melodic patterns on instruments in tempo, alone or in groups, with correct technique<br>• Compose and arrange music within guidelines<br>• Respond through movement<br>• Listen and sing songs from diverse cultures<br>• Sing with light or heavy voice<br>• Improvise answers in the same style to given rhythmic phrases<br>• Identify, read and use basic notation in simple meter groupings<br>• Sing rounds<br>• Improvise answers in the same style to given rhythmic and melodic phrases<br>• Create using a variety of sound sources<br>• Identify, read and use basic notation in simple meter groupings |

| Engages in Music Activities |
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| • Understand role of audience and appropriate audience behavior<br>• Follow directions<br>• Stays on task during class<br>• Participates by singing, moving, playing instruments, creating, and listening |

## Physical Education

| Fitness Concepts |
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| • Describe and explain the structure of body systems and how they interrelate<br>• Actively engages in moderate-to-vigorous physical activity during class<br>• Know and apply fitness principles |

| Movement Concepts and Skills |
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| • Demonstrate physical competency in a variety of motor skills-movement patterns<br>• Identify and perform manipulative skills<br>• Identify and perform non-locomotor skills |

| Engagement and Sportsmanship |
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| • Is prepared for class (has necessary equipment, shoes tied, etc.)<br>• Demonstrates personal responsibility during group physical activities<br>• Demonstrates cooperative skills during physical activity |