

Third Grade Standards

First Quarter

English / Language Arts

RL.3.1 / RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	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.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.
RL.3.10 / RI.3.10	By the end of grade 3, read and understand literature for sustained periods of time. Connect prior knowledge and experiences to text.
RF.3.2	Create readable documents with legible handwriting (manuscript and cursive).
RF.3.4	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Identify and know the meaning of common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.
RF.3.5	Read with sufficient accuracy and fluency to support comprehension. <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, re-reading as necessary.
W.3.3	W.3.3 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"> a. Organize information and ideas around a topic to plan and prepare to write. b. Establish a situation and introduce a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal transition words and phrases to signal event order. e. Provide a sense of closure. <p>With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>
W.3.4	With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.3.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases , including those that signal spatial and temporal relationships .

Mathematics

NC.3.OA.1	<p>For products of whole numbers with two factors up to and including 10:</p> <ul style="list-style-type: none">• Interpret the factors as representing the number of equal groups and the number of objects in each group.• Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.
NC.3.OA.2	<p>For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient:</p> <ul style="list-style-type: none">• Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group.• Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.
NC.3.OA.3	<p>Represent, interpret, and solve one-step problems involving multiplication and division.</p> <ul style="list-style-type: none">• Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.• Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.
NC.3.OA.8	<p>Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.</p>
NC.3.OA.9	<p>Interpret patterns of multiplication on a hundreds board and/or multiplication table.</p>
NC.3.MD.3	<p>Represent and interpret scaled picture and bar graphs:</p> <ul style="list-style-type: none">• Collect data by asking a question that yields data in up to four categories.• Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided.• Solve one and two-step “how many more” and “how many less” problems using information from these-graphs
NC.3.NBT.2	<p>Add and subtract whole numbers up to and including 1,000.</p> <ul style="list-style-type: none">• Use estimation strategies to assess reasonableness of answers.• Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.• Use expanded form to decompose numbers and then find sums and differences.

Science

3.E.2.1	<p>Compare Earth’s saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).</p>
3.E.2.2	<p>Compare Earth’s land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.</p>
3.E.1.1	<p>Recognize that the earth is part of a system called the solar system that includes the sun (a star), planets, and many moons and the earth is the third planet from the sun in our solar system.</p>
3.E.1.2	<p>Recognize that changes in the length and direction of an object’s shadow indicate the apparent changing position of the Sun during the day although the patterns of the stars in the sky, to include the Sun, stay the same.</p>