

# Third Grade Standards

## Second Quarter

### English / Language Arts

<b>RL.3.3</b>	Describe characters in a story and explain how their actions contribute to the sequence of events.
<b>RI.3.3</b>	Describe the relationship between a <b>series</b> of historical <b>events</b> , <b>scientific ideas or concepts</b> , or steps in <b>technical procedures</b> in a text, using language that pertains to time, sequence, and <b>cause/effect</b> .
<b>RL.3.10</b> and <b>RI.3.10</b>	By the end of grade 3, read and understand literature and informational text at the high end of the 2-3 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to text.
<b>RF.3.2</b>	Create readable documents with legible handwriting (manuscript and cursive).
<b>RF.3.4</b>	Know and apply grade-level phonics and word <b>analysis</b> skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational <b>suffixes</b> . b. <b>Decode</b> words with common Latin suffixes. c. Decode <b>multisyllabic</b> words. d. Read grade-appropriate irregularly spelled words.
<b>RF.3.5</b>	Read with sufficient accuracy and <b>fluency</b> to support comprehension. a. Read on-level text with <b>purpose</b> and understanding. b. Read on-level <b>prose</b> and poetry orally with accuracy, appropriate rate, and <b>expression</b> on successive readings. c. Use context to confirm or <b>self-correct</b> word recognition and understanding, re-reading as necessary.
<b>L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<b>L.3.2</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<b>L.3.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and <b>phrases</b> for effect.    b. Recognize and observe differences between the conventions of spoken and written standard English.
<b>L.3.5</b>	Demonstrate understanding of nuances in word meanings. a. Distinguish the <b>literal</b> and <b>nonliteral</b> meanings of <b>words and phrases</b> in context.    b. Distinguish shades of meaning among related words that <b>describe</b> states of mind or degrees of certainty.
<b>L.3.6</b>	Acquire and use accurately grade-appropriate <b>conversational, general academic, and domain-specific words and phrases</b> , including those that signal <b>spatial</b> and <b>temporal relationships</b> .
<b>W.3.2</b>	Write informative/explanatory texts to examine a <b>topic</b> and convey ideas and information clearly.
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or <b>events</b> using effective technique, descriptive details, and clear event sequences.
<b>W.3.4</b>	With guidance and support from adults, use <b>digital tools</b> and resources to produce and <b>publish</b> writing (using word processing skills) as well as to <b>interact</b> and collaborate with others.

## Mathematics

<b>NC.3.OA.1</b>	For products of whole numbers with two factors up to and including 10: <ul style="list-style-type: none"><li>• Interpret the factors as representing the number of equal groups and the number of objects in each group.</li><li>• Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.</li></ul>
<b>NC.3.OA.2</b>	For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient: <ul style="list-style-type: none"><li>• Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group.</li><li>• Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.</li></ul>
<b>NC.3.OA.3</b>	Represent, interpret, and solve one-step problems involving multiplication and division. <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>
<b>NC.3.OA.6</b>	Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.
<b>NC.3.OA.7</b>	Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10.
<b>NC.3.OA.8</b>	Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.
<b>NC.3.OA.9</b>	Interpret patterns of multiplication on a hundreds board and/or multiplication table.
<b>NC.3.NBT.3</b>	Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10–90.
<b>NC.3.G.1</b>	Reason with two-dimensional shapes and their attributes. Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals. Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.

## Science

<b>3.L.1.1</b>	Compare the different functions of the skeletal and muscular system.
<b>3.L.1.2</b>	Explain why skin is necessary for protection and for the body to remain healthy.
<b>3.P.1.1</b>	Infer changes in speed or direction resulting from forces acting on an object.
<b>3.P.1.2</b>	Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.
<b>3.P.1.3</b>	Explain the effect of earth's gravity on the motion of any object on or near the earth.