Third Grade Standards

Third 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. 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. 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. 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**. With guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising** and **editing**, with consideration to **task** and **purpose**.
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.MD.5	Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.
NC.3.MD.7	Relate area to the operations of multiplication and addition. • 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. • Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving problems and represent whole-number products as rectangular areas in mathematical reasoning. • Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.
NC.3.MD.8	Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.
NC.3.NF.1	Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts; • Explain that a unit fraction is one of those parts. • Represent and identify unit fractions using area and length models.
NC.3.NF.2	Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models. • Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction. • Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.
NC.3.NF.3	Represent equivalent fractions with area and length models by: • Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
NC.3.NF.4	Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.

Science	
3.P.2.1	Recognize that air is a substance that surrounds us, takes up space and has mass.
3.P.2.2	Compare solids, liquids, and gases based on their basic properties.
3.P.2.3	Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water.
3.P.3.1	Recognize that energy can be transferred from one object to another by rubbing them against each other.
3.P.3.2	Recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.