



Third-Grade Priority Standards

READING: Literature

RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers.

READING: Informational Text

RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers.

RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

READING: Foundational Skills

RF4 Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W2 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. D. Provide a concluding statement or section.

LANGUAGE

L1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences.

SPEAKING AND LISTENING

SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

MATH: Operations and Algebraic Thinking

OA1 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 .

OA3 Represent and solve problems involving multiplication and division. 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.

OA7 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 $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers.

MATH: Numbers and Operations in Base 10

NBT2 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (A range of algorithms may be used.)

MATH: Numbers and Operations Fractions

NF3a Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)

NF3b 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)

MATH: Measurement and Data

MD1 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.

MD5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

MD6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

MD7 Geometric measurement: understand concepts of area and relate area to multiplication and addition. Relate area to the operations of multiplication and addition.

MD8 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.

MATH: Geometry

G1 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.