



PUSD 3rd Grade Summary of Standards

QUARTER 1

READING – Quarter 1

Prefixes/Suffixes – 3.RF.3ab Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes. *For example, students can recognize root word like test, with a prefix of pre and how it changes the meaning of the word with the prefix added.*
- b. Decode words with common Latin suffixes. *For example, ly changes quiet to quietly*

Context Clues – 3.RI.4 Determine the meaning of general academic and domain-specific words by looking at the context or sentences around it in a text relevant to a grade-3 topic or subject area.

Text Features – 3.RI.5 Use text features and search tools (e.g., key words, subheading, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Literal/Non-Literal Language – 3.RL.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language. *For example, “The girl is feeling blue” means she is sad, not colored blue.*

MATH – Quarter 1

Multiplication Concepts – 3.OA.A.1 Interpret products of whole numbers as the total number of objects in equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each).

Division Concepts – 3.OA.A.2 Interpret whole number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each).

Multiplication and Division Unknowns – 3.OA.A.4 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 $8 \times \quad = 48$, $5 = \div 3$, $6 \times 6 = \quad$.

Multiplication & Division Word Problems – 3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

Rounding – 3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100



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Addition and Subtraction – 3.NBT.A.2 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.

SCIENCE – Quarter 1

Plant and Animal Structures/Functions – 3.LU1.5_1 I can develop and use models to explain that plants and animals (including humans) have internal and external structures that serve various functions that aid in growth, survival, behavior, and reproduction.

WRITING – Quarter 1

3.W.2 Informational/Explanatory Writing Write an informative/explanatory text 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.

SOCIAL STUDIES – Quarter 1

Voting in the Classroom – 3.SS.C1.2 I can use listening, consensus-building, and voting procedures to problem solve in the classroom

Primary and Secondary Sources: AZ – 3.SS.H3.2 I can identify primary and secondary sources to analyze the changes in Arizona

Arizona's Industries – 3.SS.E1.1 I can describe the different industries and occupations that have shaped Arizona

Arizona's Resources – 3.SS.E2.1 I can explain how availability of resources affects decision making in Arizona.

Arizona's Economy – 3.SS.E2.2 I can describe how Arizona is connected to other states and nations by movement of people, goods, and ideas (information).

Arizona Maps – 3.SS.G1.1ab I can use and construct maps and graphs to represent changes in Arizona over time.



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QUARTER 2

READING

Characters – 3.R.RL.03: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Illustrations in Literature – 3.R.RL.07: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (e.g., create mood, emphasize aspects of a character or setting.) *For example, how do illustrations contribute to the understanding of the words in these areas.*

Main Idea and Details – 3.R.RI.02: Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

Compare and Contrast 2 texts – 3.R.RI.09: Compare and contrast the most important points and key details presented in two texts on the same topic.

MATH

Metric Unit Word Problems – 3.M.MD.A.02b: Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. Excludes multiplicative comparison problems (problems involving notions of "times as much").

Time Intervals – 3.M.MD.A.01a: 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., representing the problem on a number line diagram).

Two Step Word Problems – 3.M.OA.D.08: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Utilize understanding of the Order of Operations when there are no parentheses.

Multiply by Multiples of 10 – 3.M.NBT.A.03: Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and the properties of operations (e.g., 9×80 , 5×60).

Area – 3.M.MD.C.07: Relate area to the operations of multiplication and addition. a. 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. b. 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. c. Use tiling to show 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. d. Understand that rectilinear figures can be decomposed into non-overlapping rectangles and that the sum of the areas



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of these rectangles is identical to the area of the original rectilinear figure. Apply this technique to solve problems in real-world contexts.

SCIENCE – Quarter 2

Energy in Ecosystems – 3.L2U1.7 I can develop and use system models to describe the flow of energy from the Sun to and among living organisms.

Interdependence of Organisms – 3.L2U1.8 I can construct an argument from evidence that organisms are interdependent

WRITING

Informative Writing – 3.W.02: Write an informative/explanatory text to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aid 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.

Parts of Speech – 3.L.01abc: 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).

Capitalization & Possessives – 3.L.02ad: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles.

d. Form and use possessives.

English Conventions – 3.L.03: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.

SOCIAL STUDIES

Maps & Graphs of Arizona – 3.SS.G1.01c: I can use and construct maps and graphs to locate the distinct physical and cultural characteristics of Arizona.

People Adapting to the Land of Arizona – 3.SS.G2.01: I can explain how people modify and adapt to the Arizona environment.

People of Arizona Past & Present – 3.SS.G3.01: I can describe the movement of people in and out of Arizona over time.

Geographic Changes of Arizona – 3.SS.G4.01: I can describe how Arizona has changed over time (geographical reasoning).



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Cultures in Arizona – 3.SS.HI.01ab: I can identify and explain the cultures, civilization, and innovations in Arizona's history.

QUARTER 3

READING

Illustrations and Informational Text – 3.R.RI.07: Use information gained from illustrations (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).

Text Structures – 3.R.RI.08: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Point of View Informational – 3.R.RI.06: Distinguish one's own point of view from that of the author of a text.

Point of View Literature – 3.R.RL.06: Distinguish one's own point of view from that of the narrator or those of the characters.

Theme– 3.R.RL.02: Recount and paraphrase 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.

Compare and Contrast 2 texts – 3.R.RL.09: 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).

MATH

Partitioning Shapes – 3.M.G.A.02: Partition shapes into b parts with equal areas. Express the area of each part as a unit fraction $1/b$ of the whole. (Grade 3 expectations are limited to fractions with denominators $b = 2, 3, 4, 6, 8$.)

Fraction Concepts – 3.M.NF.A.01: Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

Fractions on a Number Line – 3.M.NF.A.02: Understand a fraction as a number on the number line; represent fractions on a number line diagram.

a. 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. Understand that each part has size $1/b$ and that the end point of the part based at 0 locates the number $1/b$ on the number line.

b. Represent a fraction a/b on a number line diagram by marking off a length $1/b$ from 0. Understand that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line including values greater than 1.

c. Understand a fraction $1/b$ as a special type of fraction that can be referred to as a unit fraction (e.g. $1/2$, $1/4$).

Equivalent & Comparing Fractions – 3.M.NF.A.03: Explain equivalence of fractions in special



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cases, and compare fractions by reasoning about their size.

a. Understand two fractions as equivalent if they have the same relative size compared to 1 whole.

b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.

c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols $>$, $=$, or $<$, and justify conclusions.

Graphs – 3.M.MD.B.03: Create 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 using information presented in scaled bar graphs

Line Plots – 3.M.MD.B.04: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch to the nearest quarter-inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

SCIENCE – Quarter 3

Sun's Energy – 3.EI.U.1.4 I can construct an explanation describing how the Sun is the primary source of energy impacting Earth systems.

Reactions to Stimuli – 3.L2.U.1.6 I can plan and carry out investigations to demonstrate ways plants and animals react to stimuli.

WRITING

Parts of Speech – 3.L.01def: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun-antecedent agreement.

Multiple Meaning Words – 3.L.04: 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.

a. 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).

b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).



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c. Use sentence-level context as a clue to the meaning of a word or phrase.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

Nuances in Word Meanings – 3.L.05: Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).

Vocabulary – 3.L.06: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Opinion Writing – 3.W.01: Write opinion pieces on topics or texts, using reasons to support one's point of view.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons and stays on topic.

b. Provide reasons that support the opinion.

c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.

d. Provide a concluding statement or section.

Commas & Possessives – 3.L.02bcd: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

b. Use commas in addresses.

c. Use commas and quotation marks in dialogue.

d. Form and use possessives

SOCIAL STUDIES

Conflicts in Arizona History – 3.SS.H2.01: I can use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.

Rights, Freedoms, & Responsibilities in Arizona – 3.SS.H3.01: I can evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nations.

Key Events in Arizona History – 3.SS.H1.01c: I can describe key events in Arizona's history.



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QUARTER 4

READING

Only yearly/additional standards

MATH

Shape Attributes – 3.M.G.A.01: 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.

Perimeter and Area – 3.M.MD.C.08: Solve real-world and mathematical problems involving perimeters of plane figures and areas of rectangles, including finding the perimeter given the side lengths; finding an unknown side length. Represent rectangles with the same perimeter and different areas or with the same area and different perimeters.

SCIENCE – Quarter 4

Sight – 3.P2U1.1 I can ask questions and investigate the relationship between light, objects, and the human eye.

Light and Sound Waves – 3.P4U1.3 I can develop and use models to describe how light and sound waves transfer energy.

Sound – 3.P2U1.2 I can plan and carry out an investigation to explore how sound waves affect objects at varying distances.

WRITING

Research – 3.W.07/8: Conduct short research projects that build knowledge about a topic. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into the provided categories.

Narratives– 3.W.03: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Establish a situation and introduce

a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal events.



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d. Provide a sense of closure.

SOCIAL STUDIES

State Vs. National Government – 3.SS.C3.01a: I can describe the differences between the roles and responsibilities of state and national government.

State Vs. Local Government – 3.SS.C3.01b: I can describe the differences between the roles and responsibilities of state and local government.

YEARLY/ADDITIONAL

NEED *Explanation of what these are and why they are additional, what we are doing with them etc.*

MATH

Assess Reasonableness of Answers – 3.OA.D.10 When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Area as measurement – 3.MD.C.5 Understand area as an attribute of plane figures and understand concepts of area measurement.

a. 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. b. 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.

Counting area units – 3.MD.C.6 Measure areas by counting unit squares (e.g., square cm, square m, square in, square ft, and improvised units).

Fluency – 3.M.OA.C.07: Fluently multiply and divide within 100. By the end of Grade 3, know from memory all multiplication products through 10×10 and division quotients when both the quotient and divisor are less than or equal to 10.

READING

Stories, Dramas, Poems – 3.R.RL.05: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Ask and Answer Questions in Literature – 3.R.RL.01: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Informational)(Literature)

Text Complexity in Information – 3.R.RI.10: By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies,



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science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

Sequencing: 3.R.RI.03: 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.

Comprehension- 3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes.

On-Level Text- 3.R.RF.04abc: Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Stories, Dramas, Poems -3.R.RL.05 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

WRITING

Task and Purpose- 3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

Writing Process -3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Publishing with Technology- 3.W.6 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.

Range of Writing -3.W.10 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.



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Handwriting –3.WF.1 Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.

Spelling Patterns –3.WF.3 Know and apply spelling conventions and patterns.

a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).

b. Identify the language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., teacher's, teachers').

d. Spell regular two-and three-syllable words that: 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).

e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 1. Irregular words. 2. Pattern-based words.

Collaborative Discussions– 3.SL.1 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.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. 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).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding based on the discussion.

Main Ideas– Media– 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Ask and Answer Questions: Speaker– 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Oral Report –3.SL.4 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.

Perform Stories/ Poems –3.SL.5 Create 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.

Speak in Complete Sentences –3.SL.6 Speak in complete sentences when



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appropriate to task and situation in order to provide the requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

SOCIAL STUDIES

Civics – 3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona. • Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government.

Benefits of Working Together – 3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.

Income in Arizona – 3.E1.2 Identify various forms of earning income in the state of Arizona.

Save and Spend – 3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.

Working Together in Arizona History – 3.H2.2 Examine how individuals and groups have worked together throughout Arizona’s history.

Sequence Events – 3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

Compare Past to Today – 3.SP1.2 Compare life in specific historical time periods to life today.

Questions about Impact – 3.SP1.3 Generate questions about individuals and groups who have impacted history.

Compare & Contrast Past to Today – 3.SP2.1 Explain why individuals and groups have different points of view on the same event

Questions about Arizona – 3.SP3.1 Develop questions about Arizona history, geography, government, and economics.

Primary Vs. Secondary Sources – 3.SP3.2 Distinguish between primary and secondary sources.

Identify & Use Arizona Evidence – 3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.

Compare Information Using Sources Arizona – 3.SP3.4 Compare information provided by various sources about Arizona.



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Questions from Multiple Historic Sources – 3.SP3.5 Generate questions about multiple historical sources.

Construct an Argument – 3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.

Summarizing – 3.SP3.7 Present summaries of arguments and explanations using print, oral , and digital technologies.

Cause & Effect of Event in Arizona – 3.SP4.1 Explain probable causes and effects of events.

Summarize a Secondary Source – 3.SP4.2 Summarize the central claim in a secondary source