



# Third Grade Reading

- We are learning to read closely to determine what the text says explicitly and to make logical inferences from it. We can cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- We are learning to find out the central ideas or themes of a text and analyze their development. We are learning to summarize the key supporting details and ideas of a text.
- We are learning to analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- We are learning to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- We are learning to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (for example, a section, chapter, scene, or stanza) relate to each other and the whole.
- We are learning to assess how point of view or purpose shapes the content and style of a text.
- We are learning to integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- We are learning to find and evaluate the argument and claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- We are learning to analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- We are learning to read and comprehend complex literary and informational texts independently and proficiently.
- We are learning to ask and answer questions to show our understanding of a text, referring clearly to the text as the basis for the answers.
- We are learning to recount stories, including fables, folktales, and myths from diverse cultures. We are learning to find out the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- We are learning to describe characters in a story (for example, their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- We are learning to find out the meaning of words and phrases as they are used in a text. We are learning to distinguish literal from nonliteral language.
- We are learning to refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza. We are learning about and can describe how each successive part of a story, drama, or poem builds on earlier sections.
- We are learning to distinguish our own point of view from that of the narrator or those of the characters.
- We are learning about and can 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).
- We are learning to compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example, in books from a series).
- We are learning to read and comprehend literature, including stories, dramas, and poetry independently and skillfully. By the end of the year we can read at the high end of the grades 2-3 text complexity band.
- We are learning to ask and answer questions to show our understanding of a text, referring clearly to the text as the basis for the answers.
- We are learning to find out the main idea of a text. We are learning to recount the key details and explain how they support the main idea of a text.
- We are learning to 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.
- We are learning to find out the meaning of words and phrases in text relevant to grade 3 topic or subject area.
- We are learning to use text features and search tools (for example, keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- We are learning to distinguish our own point of view from that of the author of a text.
- We are learning to use information gained from illustrations (e.g., maps, photographs) and the words in a text to show our understanding of the text (e.g., where, when, why, and how key events occur).
- We are learning to describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- We are learning to compare and contrast the most important points and key details presented in two texts on the same topic.
- We are learning to independently and skillfully read and comprehend informational texts, including history/social studies, science, and technical texts. By the end of the year we can read texts at the high end of the grades 2-3 text complexity band.





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- We are learning to identify and know the meaning of the most common prefixes and derivational suffixes.
- We are learning to decode words with common Latin suffixes.
- We are learning to decode multi syllable words.
- We are learning to read grade-appropriate irregularly spelled words.
- We are learning to read text with purpose and understanding.
- We are learning to read prose and poetry orally with accuracy, suitable rate, and expression on successive readings.
- We are learning to use context to confirm or self-correct word recognition and understanding. We are learning to reread as necessary to help us confirm or self-correct word recognition and understanding.





# Third Grade Writing

- We are learning to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- We are learning to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- We are learning to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- We are learning to produce clear and coherent writing in which the development, organization, and style are suitable to task, purpose, and audience.
- We are learning to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- We are learning to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- We are learning to conduct short as well as more sustained research projects based on focused questions, showing understanding of the subject under investigation.
- We are learning to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- We are learning to 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 tasks, purposes, and audiences.
- We are learning to introduce the topic or text we are writing about, state an opinion, and create an organizational structure that lists reasons supporting our opinion.
- We are learning to provide reasons that support the opinion.
- We are learning to use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- We are learning to provide a concluding statement or section.
- We are learning to introduce a topic and group related information together. We are learning to include illustrations when useful to aiding comprehension.
- We are learning to develop the topic with facts, definitions, and details.
- We are learning to use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- We are learning to provide a concluding statement or section.
- We are learning to establish a situation and introduce a narrator and/or characters. We are learning to organize an event sequence that unfolds naturally.
- We are learning to use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- We are learning to use temporal words and phrases to signal event order.
- We are learning to provide a sense of closure.
- We can, with guidance and support, produce writing in which the development and organization are suitable to task and purpose.
- We can, with guidance and support, develop and strengthen writing as needed by planning, revising, and editing.
- We can, with guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- We are learning to conduct short research projects that build knowledge about a topic.
- We are learning to recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- We are learning to 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.



# Third Grade Speaking and Listening, Language

- We are learning to prepare for and take part in a range of conversations and collaborations with diverse partners. We are learning to build on others' ideas and express our own ideas clearly and persuasively.
- We are learning to integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- We are learning to evaluate a speaker's point of view. We are learning to evaluate a speaker's reasoning, and use of evidence and rhetoric.
- We are learning to present information, findings, and supporting evidence such that listeners can follow our line of reasoning.
- We are learning to present information such that the organization, development, and style are suitable to task, purpose, and audience.
- We are learning to use digital media and visual displays of data to express information and to make our presentations understandable.
- We are learning to adapt speech to a variety of contexts and communicative tasks, showing command of formal English when indicated or appropriate.
- We are learning to 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.
- We are learning to come to discussions prepared, having read or studied required material. We are learning to explicitly draw on our preparation and other information known about the topic to explore ideas under discussion.
- We are learning to follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- We are learning to ask questions to check our understanding of information presented. We are learning to stay on topic. We are learning to link our comments to the remarks of others.
- We are learning to explain our own ideas and understanding in light of the discussion.
- We are learning to find the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- We are learning to ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- We are learning to 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.
- We are learning to create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace. We can add visual displays to emphasize or enhance certain facts or details.
- We are learning to speak in complete sentences that are suitable to task and situation. We are learning to provide requested details or clarification by speaking in complete sentences.
- We are learning to show our command of the conventions of standard English grammar and usage when writing or speaking.
- We are learning to show our command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- We are learning to apply our knowledge of language to understand how language works in different contexts and to make effective choices for meaning or style.
- We are learning to apply our knowledge of language to comprehend more fully when reading or listening.
- We are learning to find or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- We are learning to show our understanding of word relationships and nuances in word meanings.
- We are learning to gain and use accurately a range of words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- We are learning to show independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- We are learning about and can explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- We are learning to form and use regular and irregular plural nouns.
- We are learning to use abstract nouns (for example, childhood).
- We are learning to form and use regular and irregular verbs.
- We are learning to form and use the simple (for example, I walked; I walk; I will walk) verb tenses.
- We are learning to ensure subject-verb and pronoun-antecedent agreement.
- We are learning to form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- We are learning to use coordinating and subordinating conjunctions.

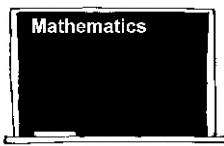


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- We are learning to produce simple, compound, and complex sentences.
- We are learning to capitalize appropriate words in titles.
- We are learning to use commas in addresses.
- We are learning to use commas and quotation marks in dialogue.
- We are learning to form and use possessives.
- We are learning to use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example, sitting, smiled, cries, happiness).
- We are learning to use spelling patterns and generalizations (for example, word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- We are learning to consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- We are learning to choose words and phrases for effect.
- We are learning to recognize and observe differences between the conventions of spoken and written standard English.
- We are learning to use sentence-level context as a clue to the meaning of a word or phrase.
- We are learning to find out the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- We are learning to use a known root word as a clue to the meaning of an unknown word with the same root (for example, company, companion).
- We are learning to use glossaries or beginning dictionaries, both print and digital, to find or clarify the precise meaning of key words and phrases.
- We are learning to distinguish the literal and nonliteral meanings of words and phrases in context (for example, take steps).
- We are learning to identify real-life connections between words and their use (for example, describe people who are friendly or helpful).
- We are learning to distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example, knew, believed, suspected, heard, wondered)
- We are learning to gain and use accurately conversational, and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).



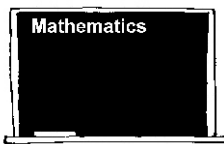




# Third Grade Mathematics

- We are learning to make sense of problems and persevere in solving them.
- We are learning to reason abstractly and quantitatively.
- We are learning to make viable arguments and critique the reasoning of others.
- We are learning to model with mathematics.
- We are learning to use suitable tools strategically.
- We are learning to attend to precision.
- We are learning to look for and make use of structure.
- We are learning to look for and express regularity in repeated reasoning.
- We are learning to interpret products of whole numbers, e.g., interpret  $5 \times 7$  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  $5 \times 7$ .
- We are learning to interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. Example follows on next chart.
- For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .
- We are learning to use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. We are learning to use drawings and equations with a symbol for the unknown number to represent the word problem.
- We are learning to find the unknown whole number in a multiplication or division equation relating three whole numbers. For example, find out the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = ? \div 3$ ,  $6 \times 6 = ?$ .
- We are learning to apply properties of operations as strategies to help us multiply and divide. Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)
- $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)
- We are learning to understand division as an unknown-factor problem. For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.
- We are learning to fluently multiply and divide within 100. We are learning various ways to multiply and divide such as using the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ).
- By the end of Grade 3 we know from memory all products of two one-digit numbers.
- We are learning to solve two-step word problems using the four operations. We are learning to represent these problems using equations with a letter standing for the unknown quantity.
- We are learning to assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- We are learning to identify arithmetic patterns (including patterns in the addition table or multiplication table), and can explain them using properties of operations. Example on next chart.
- For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
- We are learning to use place value understanding to round whole numbers to the nearest 10 or 100.
- We are learning to fluently add and subtract within 1000. We are using our knowledge of place value, properties of operations, and the relationship between addition and subtraction to help us add and subtract.
- We are learning to multiply one-digit whole numbers by multiples of 10 in the range 10–90 (for example,  $9 \times 80$ ,  $5 \times 60$ ) using methods based on place value and properties of operations.
- We are learning that a fraction  $1/b$  is the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts. We are learning that a fraction  $a/b$  is the quantity formed by  $a$  parts of size  $1/b$ .
- We understand a fraction as a number on the number line. We can represent fractions on a number line diagram.
- We are learning to represent a fraction  $1/b$  on a number line diagram by defining the interval from zero to 1 as the whole and partitioning it into  $b$  equal parts. We recognize that each part has size  $1/b$  and that the endpoint of the part based at zero locates the number  $1/b$  on the number line.
- We are learning to represent a fraction  $a/b$  on a number line diagram by marking off  $a$  lengths  $1/b$  from zero. We recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.





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- We understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- We are learning to recognize and make simple equivalent fractions, (for example,  $\frac{1}{2} = \frac{2}{4}$ ,  $\frac{4}{6} = \frac{2}{3}$ ). We can explain why the fractions are equivalent, for example, by using a visual fraction model.
- We are learning to express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form  $3 = \frac{3}{1}$ ; recognize that  $\frac{6}{1} = 6$ ; locate  $\frac{4}{4}$  and 1 at the same point of a number line diagram.
- We are learning to compare two fractions with the same numerator or the same denominator by reasoning about their size. We recognize that comparisons are valid only when the two fractions refer to the same whole.
- We are learning to record the results of our comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, for example, by using a visual fraction model.
- We are learning to 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.
- We are learning to measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).
- We are learning to add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
- We are learning to draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
- We are learning to solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- We are learning to generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. We can show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
- We are learning to recognize area as an attribute of plane figures and to understand concepts of area measurement.
- We are learning that 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.
- We are learning that 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.
- We are learning to measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- We are learning to find the area of a rectangle with whole-number side lengths by tiling it, and can show that the area is the same as would be found by multiplying the side lengths.
- We are learning to multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems.
- We are learning that we can represent whole-number products as rectangular areas in mathematical reasoning.
- We are learning to 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  $a \times c$ . We are learning to use area models to represent the distributive property in mathematical reasoning.
- We are learning to recognize area as additive. We are learning to find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts.
- We are learning to applying this technique to solve real world problems.
- We are learning to solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths or finding an unknown side length.
- We are learning to solve real world and mathematical problems involving perimeters of polygons, including exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
- We understand that shapes in different categories (e.g., rhombuses, rectangles) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Continued. We are learning to recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and to draw examples of quadrilaterals that do not belong to any of these subcategories.
- We are learning to partition shapes into parts with equal areas. We can express the area of each part as a unit fraction of the whole.
- For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

