

## Third Grade English Language Arts Standards

### Strand: Reading Standards for Literature Grade Level: 3

#### Substrands & Standards

##### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

##### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.)
5. 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.
6. Distinguish their own point of view from that of the narrator or those of the characters.

##### Integration of Knowledge and Ideas

7. 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).
8. (Not applicable to literature)
9. 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).

##### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Strand: Reading Standards for Informational Text Grade Level: 3

#### Substrands & Standards

##### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. 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.

##### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (See grade 3 Language standards 4-6 for additional expectations.)
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text

##### Integration of Knowledge and Ideas

7. 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).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

##### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Strand: Reading Standards: Foundational Skills Grade Level: 3

#### Substrands & Standards

##### Print Concepts

1. n/a

##### Phonological Awareness

2. n/a

## Third Grade English Language Arts Standards

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
  - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - b. Decode words with common Latin suffixes.
  - c. Decode multisyllable words.
  - d. Read grade-appropriate irregularly spelled words.

### Fluency

4. 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, rereading as necessary.

## Strand: Writing Standards Grade Level: 3

### Substrands & Standards

#### Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - d. Provide a concluding statement or section.
2. 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.
3. Write narratives to develop real or imagined experiences or events using effective technique, 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 event order.
  - d. Provide a sense of closure.

#### Production and Distribution of Writing

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.)
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 on page 14.)
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

#### Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. (Begins in grade 4)

#### Range of Writing

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.

## Strand: Speaking and Listening Standards Grade Level: 3

### Substrands & Standards

## Third Grade English Language Arts Standards

### Comprehension and Collaboration

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 in light of the discussion.
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.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Presentation of Knowledge and Ideas

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.
  - a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.
5. Create engaging 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.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

## Strand: Language Standards Grade Level: 3

### Substrands & Standards

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.
  - b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - c. Use reciprocal pronouns correctly.
  - d. Form and use regular and irregular plural nouns.
  - e. Use abstract nouns (e.g., *childhood*).
  - f. Form and use regular and irregular verbs.
  - g. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
  - h. Ensure subject-verb and pronoun-antecedent agreement.
  - i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - j. Use coordinating and subordinating conjunctions.
  - k. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize appropriate words in titles.
  - b. Use commas in addresses.
  - c. Use commas and quotation marks in dialogue.
  - d. Form and use possessives.
  - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### Knowledge of Language

3. 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.

## Third Grade English Language Arts Standards

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. 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*).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
  - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases *in all content areas*.
5. 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 use (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, wondered*).
6. 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*).

## Third Grade Math Standards

### Operations and Algebraic Thinking

3.OA

#### Represent and solve problems involving multiplication and division.

1. 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  $5 \times 7$ .*
2. 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. *For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .*
3. 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.
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  $8 \times ? = 48$ ,  $5 = D \div 3$ ,  $6 \times 6 = ?$ .*

#### Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to 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.)*
6. Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

#### Multiply and divide within 100.

7. 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 two one-digit numbers.

#### Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *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.*

### Number and Operations in Base Ten

3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
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.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

### Number and Operations—Fractions

3.NF

Develop understanding of fractions as numbers.

1. Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .
2. 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. Recognize that each part has size  $1/b$  and that the endpoint 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  $a$  lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the

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number line.

3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
  - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
  - b. 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.
  - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram.
  - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

### Measurement and Data

### 3.MD

1. 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.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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.

Represent and interpret data.

3. Draw 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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize 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.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).
7. 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 in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $ax$  and  $ax + c$ . Use area models to represent the distributive property in mathematical reasoning.
  - d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter

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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.

### Reason with shapes and their attributes.

1. 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.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal areas, and describes the area of each part as  $\frac{1}{4}$  of the area of the shape.*

# Third Grade English Language Development Standards

## Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum			
<p><b>Part I, strands 1–8</b> Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> <li>1. SL.3.1,6; L.3.1,3,6</li> <li>2. W.3.6; L.3.1,3,6</li> <li>3. SL.3.1,6; L.3.1,3,6</li> <li>4. W.3.4-5; SL.3.1,6; L.3.1,3,6</li> <li>5. SL.3.1-3; L.3.3</li> <li>6. RL.3.1-7,9-10; RI.3.1-7,9-10; SL.3.2-3; L.3.3,4,6</li> <li>7. RL.3.3-4,6; RI.3.2,6,8; SL.3.3; L.3.3-6</li> <li>8. RL.3.4-5; RI.3.4-5; SL.3.3; L.3.3-6</li> </ol> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b></p> <p><b>Informational text types include:</b> description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>A. Collaborative</p>	<p style="text-align: center;"><b>Emerging</b></p> <p><b>1. Exchanging information and ideas</b> Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.</p> <p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p> <p><b>3. Offering opinions</b> Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., <i>I think...</i>), as well as open responses in order to gain and/or hold the floor.</p> <p><b>4. Adapting language choices</b> Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.</p> <p><b>5. Listening actively</b> Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.</p> <p><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</p> <p><b>7. Evaluating language choices</b> Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence) with prompting and substantial support.</p> <p><b>8. Analyzing language choices</b> Distinguish how different words produce different effects on the audience (e.g., describing a character as <i>happy</i> versus <i>sad</i>).</p>	<p style="text-align: center;"><b>Expanding</b></p> <p><b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p> <p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p> <p><b>3. Offering opinions</b> Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, and...</i>), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc.</p> <p><b>4. Adapting language choices</b> Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults.</p> <p><b>5. Listening actively</b> Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</p> <p><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p> <p><b>7. Evaluating language choices</b> Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and moderate support.</p> <p><b>8. Analyzing language choices</b> Distinguish how different words with similar meanings (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.</p>	<p style="text-align: center;"><b>Bridging</b></p> <p><b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p> <p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p> <p><b>3. Offering opinions</b> Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X</i>), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.</p> <p><b>4. Adapting language choices</b> Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.</p> <p><b>5. Listening actively</b> Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p> <p><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</p> <p><b>7. Evaluating language choices</b> Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with light support.</p> <p><b>8. Analyzing language choices</b> Distinguish how multiple different words with similar meanings (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i>, <i>heard</i> versus <i>knew</i> versus <i>believed</i>) produce shades of meaning and different effects on the audience. Different words with similar meaning (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) produce shades of meaning and a different effect.</p>



# Third Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	English Language Development Level Continuum			
	Emerging	Expanding	Bridging	
<p>Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts</p> <p>9. SL.3.4-6; L.3.1,3,6            10. W.3.1-8,10; L.3.1-3,6            11. W.3.1,4,10; SL.3.4,6; L.3.1-3,6            12. W.3.4-5; SL.3.4,6; L.3.1,3,5-6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include: Informational text types include:</b> description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">C. Productive</p>	<p style="text-align: center;"><b>Emerging</b></p> <p><b>9. Presenting</b> Plan and deliver very brief oral presentations (e.g., retelling a story, tell, describing an animal).</p> <p><b>10. Writing</b> a.) Write short literary and informational texts (e.g., description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.</p> <p><b>11. Supporting opinions</b> Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</p> <p><b>12. Selecting language resources</b> Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>dangerous</i> to describe a place, using the word <i>habitat</i> when describing animal behavior) while speaking and writing.</p>	<p style="text-align: center;"><b>Expanding</b></p> <p><b>9. Presenting</b> Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, etc.)</p> <p><b>10. Writing</b> a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.</p> <p><b>11. Supporting opinions</b> Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</p> <p><b>12. Selecting language resources</b> Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) while speaking and writing.</p>	<p style="text-align: center;"><b>Bridging</b></p> <p><b>9. Presenting</b> Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process or historical event, etc.)</p> <p><b>10. Writing</b> Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.</p> <p><b>11. Supporting opinions</b> Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</p> <p><b>12. Selecting language resources</b> Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing</p>

# Third Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part II: Learning About How English Works				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>1. RL.3.5; RI.3.5; W.3.1–5; SL.3.4</p> <p>2. RL.3.5; RI.3.5; W.3.1–4; SL.3.4; L.3.1,3</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include: Informational text types include:</b> description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">A. Structuring Cohesive Texts</p>	<p style="text-align: center;"><b>Emerging</b></p> <p><b>1. Understanding text structure</b> Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.in shared language activities guided by the teacher, with peers, and sometimes independently.</p> <p><b>2. Understanding cohesion</b> a) Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>then, next</i>) to comprehending texts and writing basic texts.</p>	<p style="text-align: center;"><b>Expanding</b></p> <p><b>1. Understanding text structure</b> Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.</p> <p><b>2. Understanding cohesion</b> a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>at the beginning/end, first/next</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p style="text-align: center;"><b>Bridging</b></p> <p><b>1. Understanding text structure</b> Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.</p> <p><b>2. Understanding cohesion</b> a) Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts. b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., <i>for example, afterward, first/next/last</i>) to comprehending texts and writing cohesive texts.</p>

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part II: Learning About How English Works				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>3. W.3.5; SL.3.6; L.3.1,3,6</p> <p>4. W.3.5; SL.3.6; L.3.1,3,6</p> <p>5. W.3.5; SL.3.4,6; L.3.1,3,6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include: Informational text types include:</b> description (e.g., science log-entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">B. Expanding &amp; Enriching Ideas</p>	<p style="text-align: center;"><b>Emerging</b></p> <p><b>3. Using verbs and verb phrases</b> Use frequently used verbs; different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).</p> <p><b>4. Using nouns and noun phrases</b> Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p> <p><b>5. Modifying to add details</b> Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or-process (e.g., They walked <i>to the soccer field.</i>).</p>	<p style="text-align: center;"><b>Expanding</b></p> <p><b>3. Using verbs and verb phrases</b> Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).</p> <p><b>4. Using nouns and noun phrases</b> Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p> <p><b>5. Modifying to add details</b> Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked <i>quietly</i>; They ran <i>across the soccer field.</i>).</p>	<p style="text-align: center;"><b>Bridging</b></p> <p><b>3. Using verbs and verb phrases</b> Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).</p> <p><b>4. Using nouns and noun phrases</b> Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p> <p><b>5. Modifying to add details</b> Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a range of familiar and new activities or processes (e.g., They worked <i>quietly all night in their room.</i>).</p>

# Third Grade English Language Development Standards

## Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts

### Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>6. W.3.1-3,5; SL.3.4,6; L.3.1,3,6 7. W.3.1-3,5; SL.3.4,6; L.3.1,3,6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include: Informational text types include:</b> description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>C. Connecting &amp; Condensing Ideas</p>	<p style="text-align: center;"><b>Emerging</b></p> <p><b>6. Connecting ideas</b> Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>).</p> <p><b>7. Condensing ideas</b> Condense clauses in simple ways (e.g., changing: <i>It’s green. It’s red. -&gt; It’s green and red.</i>) to create precise and detailed sentences.</p>	<p style="text-align: center;"><b>Expanding</b></p> <p><b>6. Connecting ideas</b> Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came.</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well.</i>).</p> <p><b>7. Condensing ideas</b> Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It’s a plant. It’s found in the rainforest. -&gt; It’s a green and red plant that’s found in the tropical rainforest.</i>) to create precise and detailed sentences.</p>	<p style="text-align: center;"><b>Bridging</b></p> <p><b>6. Connecting ideas</b> Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them.</i>), to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well.</i>), or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>).</p> <p><b>7. Condensing ideas</b> Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It’s a plant. It’s green and red. It’s found in the tropical rainforest. -&gt; It’s a green and red plant that’s found in the tropical rainforest.</i>) to create precise and detailed sentences.</p>

## Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts

### Part III: Using Foundational Literacy Skills

<p><b>Foundational Literacy Skills:</b></p> <p style="text-align: center;"><b>Literacy in an Alphabetic Writing System</b></p> <ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Phonological awareness</li> <li>• Phonics &amp; word recognition</li> <li>• Fluency</li> </ul>	<p>See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:</p> <ul style="list-style-type: none"> <li>• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.</li> <li>• Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).</li> <li>• Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student’s native language; native language syntax may be different from English syntax).</li> </ul>
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# Third Grade History/Social Studies Standards

## CONTINUITY AND CHANGE

*Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.*

### **3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**

1. Identify geographical features in their local region including deserts, mountains, valleys, hills, coastal areas, oceans and lakes.
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (for example, a dam constructed upstream changed a river or coastline).

#### ➤ Web Links

- [http://ceres.ca.gov/natural\\_resources/index.html](http://ceres.ca.gov/natural_resources/index.html)  
California's Natural Resources
- <http://www.californiadesert.gov/>  
California deserts
- [http://score.rims.k12.ca.us/score\\_lessons/lake\\_arrowhead/](http://score.rims.k12.ca.us/score_lessons/lake_arrowhead/)  
Lake Arrowhead Virtual Museum - Lake Arrowhead through the years – changes, pictures, quiz
- <http://geogweb.berkeley.edu/GeoImages/BainCalif/BainCalif.html>  
Don Bain's images of the California environment – regions, water sources, Native Americans.
- <http://www.unitedstreaming.com>
  - Shasta Dam
  - US Geography: From Sea to Shining Sea: Pacific West Region
  - The Jeff Corwin Experience, The California Desert and Coast
  - Jeff visits different parts of the state and hunts for animals from that region

### **3.2 Students describe the American Indian nations in their local region long ago and in the recent past.**

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment including how they obtained food, clothing and tools.
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

#### ➤ Web Links

- [http://ceres.ca.gov/natural\\_resources/index.html](http://ceres.ca.gov/natural_resources/index.html)  
California's Natural Resources
- <http://www.californiadesert.gov/>  
California deserts
- [http://score.rims.k12.ca.us/score\\_lessons/lake\\_arrowhead/](http://score.rims.k12.ca.us/score_lessons/lake_arrowhead/)  
Lake Arrowhead Virtual Museum - Lake Arrowhead through the years – changes, pictures, quiz
- <http://geogweb.berkeley.edu/GeoImages/BainCalif/BainCalif.html>  
Don Bain's images of the California environment – regions, water sources, Native Americans.
- <http://www.unitedstreaming.com>
  - Shasta Dam
  - US Geography: From Sea to Shining Sea: Pacific West Region
  - The Jeff Corwin Experience, The California Desert and Coast
  - Jeff visits different parts of the state and hunts for animals from that region

### 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

#### ➤ Web Links

- <http://www.dre.ca.gov/culture.htm>  
California culture
- <http://www2.anaheim.net/article.cfm?id=407>  
Wonderful site from the Anaheim Library – Indian tribe from OC (actual photos), OC history, the growth and development of Anaheim
- <http://www.anaheimcolony.com/>  
History of Anaheim – housing, schools, Disneyland, disasters, and more
- <http://www.ocf.berkeley.edu/~kennyk/oc/index.html>  
History of Orange County, California
- <http://www.unitedstreaming.com>
  - Oranges
  - Trail to Riches: The California Gold Rush and Settlement of the Pacific Northwest

### 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals including the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence and the U.S. Capitol.
4. Understand the three branches of government, with an emphasis on local government.
  - a. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
5. Describe the lives of American heroes who took risks to secure our freedoms including such heroes as Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman and Martin Luther King, Jr.

#### ➤ Web links

- <http://www.dre.ca.gov/kidlinks.htm>  
Links to governor's office, state assembly and controller's office,
- <http://www.loc.gov/rr/news/stategov/stategov.html>  
State and local government links
- <http://bensguide.gpo.gov/index.html>  
Ben's Guide to the US Government for Children
- <http://www.pbskids.org/democracy/mygovt/index.html>  
How does government affect me?
- <http://www.nationalgeographic.com/ngkids/9907/liberty/>  
History of the Statue of Liberty
- <http://library.thinkquest.org/22254/home.htm>  
An Enlightened American – Ben Franklin
- <http://clerkkids.house.gov/>  
US House of Representatives, Legislative process

- <http://www.unitedstreaming.com>
  - America at Its Best:: The American Government
  - America at Its Best: What it Means to Be An American Citizen
  - America at Its Best: We All Contribute and Make a Difference

### **3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

#### **➤ Web Links**

- <http://www.cfaitc.org/Commodity/Commodity.php>  
California Agriculture
- <http://www.sunkist.com/about/>  
History of Sunkist Citrus Farms, Orange County, CA

## Third Grade

The performance expectations in third grade help students formulate answers to questions such as: “What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes? How do equal and unequal forces on an object affect the object? How can magnets be used?” Third grade performance expectations include PS2, LS1, LS2, LS3, LS4, ESS2, and ESS3 Disciplinary Core Ideas from the *NRC Framework*. Students are able to organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards. Students are expected to develop an understanding of the similarities and differences of organisms’ life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by students at this level. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students are expected to develop an understanding of types of organisms that lived long ago and also about the nature of their environments. Third graders are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. They are then able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the third grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

## 3-PS2 Motion and Stability: Forces and Interactions

### 3-PS2 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.** [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]
- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.** [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]
- 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.** [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]
- 3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.\*** [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Asking Questions and Defining Problems</b> Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> <li>▪ Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3)</li> <li>▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4)</li> </ul> <p><b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-PS2-1)</li> <li>▪ Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (3-PS2-2)</li> </ul> <p style="text-align: center; border-top: 1px dashed black; margin-top: 10px;"><i>Connections to Nature of Science</i></p> <p><b>Science Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>▪ Science findings are based on recognizing patterns. (3-PS2-2)</li> </ul> <p><b>Scientific Investigations Use a Variety of Methods</b></p> <ul style="list-style-type: none"> <li>▪ Science investigations use a variety of methods, tools, and techniques. (3-PS2-1)</li> </ul>	<p><b>PS2.A: Forces and Motion</b></p> <ul style="list-style-type: none"> <li>▪ Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1)</li> <li>▪ The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2)</li> </ul> <p><b>PS2.B: Types of Interactions</b></p> <ul style="list-style-type: none"> <li>▪ Objects in contact exert forces on each other. (3-PS2-1)</li> <li>▪ Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3),(3-PS2-4)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>▪ Patterns of change can be used to make predictions. (3-PS2-2)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>▪ Cause and effect relationships are routinely identified. (3-PS2-1)</li> <li>▪ Cause and effect relationships are routinely identified, tested, and used to explain change. (3-PS2-3)</li> </ul> <p style="text-align: center; border-top: 1px dashed black; margin-top: 10px;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>▪ Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (3-PS2-4)</li> </ul>

*Connections to other DCIs in third grade:* N/A

*Articulation of DCIs across grade-levels:* **K.PS2.A** (3-PS2-1); **K.PS2.B** (3-PS2-1); **K.PS3.C** (3-PS2-1); **K.ETS1.A** (3-PS2-4); **1.ESS1.A** (3-PS2-2); **4.PS4.A** (3-PS2-2); **4.ETS1.A** (3-PS2-4); **5.PS2.B** (3-PS2-1); **MS.PS2.A** (3-PS2-1),(3-PS2-2); **MS.PS2.B** (3-PS2-3),(3-PS2-4); **MS.ESS1.B** (3-PS2-1),(3-PS2-2); **MS.ESS2.C** (3-PS2-1)

*Common Core State Standards Connections:*

*ELA/Literacy –*

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1),(3-PS2-3)
  - RI.3.3** 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. (3-PS2-3)
  - RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (3-PS2-3)
  - W.3.7** Conduct short research projects that build knowledge about a topic. (3-PS2-1),(3-PS2-2)
  - W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-PS2-1),(3-PS2-2)
  - SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)
- Mathematics –*
- MP.2** Reason abstractly and quantitatively. (3-PS2-1)
  - MP.5** Use appropriate tools strategically. (3-PS2-1)
  - 3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. (3-PS2-1)



## 3-LS1 From Molecules to Organisms: Structures and Processes

### 3-LS1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.** [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> Modelling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> <li>Develop models to describe phenomena. (3-LS1-1)</li> </ul> <p style="text-align: center;">----- <i>Connections to Nature of Science</i></p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b> Science findings are based on recognizing patterns. (3-LS1-1)</p>	<p><b>LS1.B: Growth and Development of Organisms</b></p> <ul style="list-style-type: none"> <li>Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns of change can be used to make predictions. (3-LS1-1)</li> </ul>
<p><i>Connections to other DCIs in third grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> <b>MS.LS1.B</b> (3-LS1-1)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.3.7</b> 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). (3-LS1-1)</p> <p><b>SL.3.5</b> Create engaging 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. (3-LS1-1)</p> <p><i>Mathematics –</i></p> <p><b>MP.4</b> Model with mathematics. (3-LS1-1)</p> <p><b>3.NBT</b> Number and Operations in Base Ten (3-LS1-1)</p> <p><b>3.NF</b> Number and Operations—Fractions (3-LS1-1)</p>		

## 3-LS2 Ecosystems: Interactions, Energy, and Dynamics

### 3-LS2 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

- 3-LS2-1. Construct an argument that some animals form groups that help members survive.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Engaging in Argument from Evidence</b> Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> <li>Construct an argument with evidence, data, and/or a model. (3-LS2-1)</li> </ul>	<p><b>LS2.D: Social Interactions and Group Behavior</b></p> <ul style="list-style-type: none"> <li>Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (<i>Note: Moved from K–2</i>). (3-LS2-1)</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1)</li> </ul>
<p><i>Connections to other DCIs in third grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> <b>1.LS1.B</b> (3-LS2-1); <b>MS.LS2.A</b> (3-LS2-1)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1)</p> <p><b>RI.3.3</b> 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. (3-LS2-1)</p> <p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS2-1)</p> <p><i>Mathematics –</i></p> <p><b>MP.4</b> Model with mathematics. (3-LS2-1)</p> <p><b>3.NBT</b> Number and Operations in Base Ten (3-LS2-1)</p>		

## 3-LS3 Heredity: Inheritance and Variation of Traits

### 3-LS3 Heredity: Inheritance and Variation of Traits

Students who demonstrate understanding can:

- 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.** [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]
- 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.** [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Analyzing and Interpreting Data</b> Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> <li>▪ Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> <li>▪ Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2)</li> </ul>	<p><b>LS3.A: Inheritance of Traits</b></p> <ul style="list-style-type: none"> <li>▪ Many characteristics of organisms are inherited from their parents. (3-LS3-1)</li> <li>▪ Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2)</li> </ul> <p><b>LS3.B: Variation of Traits</b></p> <ul style="list-style-type: none"> <li>▪ Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1)</li> <li>▪ The environment also affects the traits that an organism develops. (3-LS3-2)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>▪ Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>▪ Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2)</li> </ul>

*Connections to other DCIs in third grade:* N/A

*Articulation of DCIs across grade-levels:* **1.LS3.A** (3-LS3-1); **1.LS3.B** (3-LS3-1); **MS.LS1.B** (3-LS3-2); **MS.LS3.A** (3-LS3-1); **MS.LS3.B** (3-LS3-1)

*Common Core State Standards Connections:*

*ELA/Literacy –*

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS3-1),(3-LS3-2)
- RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS3-1),(3-LS3-2)
- RI.3.3** 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. (3-LS3-1),(3-LS3-2)
- W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1),(3-LS3-2)
- SL.3.4** 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. (3-LS3-1),(3-LS3-2)

*Mathematics –*

- MP.2** Reason abstractly and quantitatively. (3-LS3-1),(3-LS3-2)
- MP.4** Model with mathematics. (3-LS3-1),(3-LS3-2)
- 3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS3-1),(3-LS3-2)

# 3-LS4 Biological Evolution: Unity and Diversity

## 3-LS4 Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

- 3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.** [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.]
- 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.** [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]
- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.** [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]
- 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.\*** [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Analyzing and Interpreting Data</b> Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> <li>▪ Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> <li>▪ Use evidence (e.g., observations, patterns) to construct an explanation. (3-LS4-2)</li> </ul> <p><b>Engaging in Argument from Evidence</b> Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> <li>▪ Construct an argument with evidence. (3-LS4-3)</li> <li>▪ Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-LS4-4)</li> </ul>	<p><b>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</b></p> <ul style="list-style-type: none"> <li>▪ When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (<i>secondary to 3-LS4-4</i>)</li> </ul> <p><b>LS4.A: Evidence of Common Ancestry and Diversity</b></p> <ul style="list-style-type: none"> <li>▪ Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (<i>Note: moved from K-2</i>) (3-LS4-1)</li> <li>▪ Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)</li> </ul> <p><b>LS4.B: Natural Selection</b></p> <ul style="list-style-type: none"> <li>▪ Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)</li> </ul> <p><b>LS4.C: Adaptation</b></p> <ul style="list-style-type: none"> <li>▪ For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)</li> </ul> <p><b>LS4.D: Biodiversity and Humans</b></p> <ul style="list-style-type: none"> <li>▪ Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>▪ Cause and effect relationships are routinely identified and used to explain change. (3-LS4-2),(3-LS4-3)</li> </ul> <p><b>Scale, Proportion, and Quantity</b></p> <ul style="list-style-type: none"> <li>▪ Observable phenomena exist from very short to very long time periods. (3-LS4-1)</li> </ul> <p><b>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>▪ A system can be described in terms of its components and their interactions. (3-LS4-4)</li> </ul> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of relevant scientific concepts and research findings is important in engineering. (3-LS4-4)</li> </ul> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b></p> <ul style="list-style-type: none"> <li>▪ Science assumes consistent patterns in natural systems. (3-LS4-1)</li> </ul>

*Connections to other DCIs in third grade:* **3.LS4.C** (3-LS4-2); **3.ESS2.D** (3-LS4-3); **3.ESS3.B** (3-LS4-4)

*Articulation of DCIs across grade-levels:* **K.ESS3.A** (3-LS4-3)(3-LS4-4); **K.ETS1.A** (3-LS4-4); **1.LS3.A** (3-LS4-2); **2.LS2.A** (3-LS4-3),(3-LS4-4); **2.LS4.D** (3-LS4-3),(3-LS4-4); **4.ESS1.C** (3-LS4-1); **4.ESS3.B** (3-LS4-4); **4.ETS1.A** (3-LS4-4); **MS.LS2.A** (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4); **MS.LS2.C** (3-LS4-4); **MS.LS3.B** (3-LS4-2); **MS.LS4.A** (3-LS4-1); **MS.LS4.B** (3-LS4-2),(3-LS4-3); **MS.LS4.C** (3-LS4-3),(3-LS4-4); **MS.ESS1.C** (3-LS4-1),(3-LS4-3),(3-LS4-4); **MS.ESS2.B** (3-LS4-1); **MS.ESS3.C** (3-LS4-4)

*Common Core State Standards Connections:*

*ELA/Literacy –*

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-1),(3-LS4-2),(3-LS4-3)(3-LS4-4)
- RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4)
- RI.3.3** 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. (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4)
- W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS4-1),(3-LS4-3),(3-LS4-4)
- W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4)
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1)
- SL.3.4** 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. (3-LS4-2),(3-LS4-3),(3-LS4-4)

*Mathematics –*

- MP.2** Reason abstractly and quantitatively. (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4)
- MP.4** Model with mathematics. (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4)
- MP.5** Use appropriate tools strategically. (3-LS4-1)
- 3.MD.B.3** Draw 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. (3-LS4-2),(3-LS4-3)
- 3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1)

## 3-ESS2 Earth's Systems

### 3-ESS2 Earth's Systems

Students who demonstrate understanding can:

**3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.** [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]

**3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Analyzing and Interpreting Data</b> Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> <li>▪ Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (3-ESS2-1)</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b> Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> <li>▪ Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2)</li> </ul>	<p><b>ESS2.D: Weather and Climate</b></p> <ul style="list-style-type: none"> <li>▪ Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1)</li> <li>▪ Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>▪ Patterns of change can be used to make predictions. (3-ESS2-1),(3-ESS2-2)</li> </ul>
<p><i>Connections to other DCIs in third grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> <b>K.ESS2.D</b> (3-ESS2-1); <b>4.ESS2.A</b> (3-ESS2-1); <b>5.ESS2.A</b> (3-ESS2-1); <b>MS.ESS2.C</b> (3-ESS2-1),(3-ESS2-2); <b>MS.ESS2.D</b> (3-ESS2-1),(3-ESS2-2)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-ESS2-2)</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic. (3-ESS2-2)</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-ESS2-2)</p> <p><i>Mathematics –</i></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (3-ESS2-1),(3-ESS2-2)</p> <p><b>MP.4</b> Model with mathematics. (3-ESS2-1),(3-ESS2-2)</p> <p><b>MP.5</b> Use appropriate tools strategically. (3-ESS2-1)</p> <p><b>3.MD.A.2</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. (3-ESS2-1)</p> <p><b>3.MD.B.3</b> Draw 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 bar graphs. (3-ESS2-1)</p>		

# 3-ESS3 Earth and Human Activity

## 3-ESS3 Earth and Human Activity

Students who demonstrate understanding can:

### 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.\*

[Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

#### Science and Engineering Practices

##### Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

#### Disciplinary Core Ideas

##### ESS3.B: Natural Hazards

- A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) *(Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)*

#### Crosscutting Concepts

##### Cause and Effect

- Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1)

##### Connections to Engineering, Technology, and Applications of Science

##### Influence of Engineering, Technology, and Science on Society and the Natural World

- Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). (3-ESS3-1)

##### Connections to Nature of Science

##### Science is a Human Endeavor

- Science affects everyday life. (3-ESS3-1)

Connections to other DCIs in third grade: N/A

Articulation of DCIs across grade-levels: **K.ESS3.B** (3-ESS3-1); **K.ETS1.A** (3-ESS3-1); **4.ESS3.B** (3-ESS3-1); **4.ETS1.A** (3-ESS3-1); **MS.ESS3.B** (3-ESS3-1)

Common Core State Standards Connections:

ELA/Literacy –

**W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-ESS3-1)

**W.3.7** Conduct short research projects that build knowledge about a topic. (3-ESS3-1)

Mathematics –

**MP.2** Reason abstractly and quantitatively. (3-ESS3-1)

**MP.4** Model with mathematics. (3-ESS3-1)

# Third Grade Health Standards

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## **Growth and Development**

### **Standard 1: Essential Concepts**

- 1.1.G Describe the cycle of birth, growth, aging, and death in living things.
- 1.2.G Recognize that there are individual differences in growth and development.
- 1.3.G Identify major internal and external body parts and their functions.

### **Standard 2: Analyzing Influences**

- 2.1.G Explain how individual behaviors and one's family and school influence growth and development.

### **Standard 3: Accessing Valid Information**

- 3.1.G Identify parents, guardians, and trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things.

### **Standard 4: Interpersonal Communication**

- 4.1.G Demonstrate how to communicate with parents, guardians, and trusted adults about growth and development.
- 4.2.G Identify how to show respect for individual differences.

### **Standard 5: Decision Making**

- 5.1.G Examine why a variety of behaviors promote healthy growth and development.

### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.G Determine behaviors that promote healthy growth and development.

### **Standard 8: Health Promotion**

- 8.1.G Encourage peers to show respect for others regardless of differences in growth and development.

## **Mental, Emotional, and Social Health**

### **Standard 1: Essential Concepts**

- 1.1.M Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- 1.2.M Describe the importance of assuming responsibility within the family and community.
- 1.3.M Explain the benefits of having positive relationships with family and friends.
- 1.4.M Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

### **Standard 2: Analyzing Influences**

- 2.1.M Describe internal and external factors that affect friendships and family relationships.

### **Standard 3: Accessing Valid Information**

- 3.1.M Access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns.

### **Standard 4: Interpersonal Communication**

- 4.1.M Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

### **Standard 5: Decision Making**

- 5.1.M Describe effective strategies to cope with changes within the family.
- 5.2.M Evaluate situations in which a trusted adult should be asked for help.

### **Standard 6: Goal Setting**

- 6.1.M Make a plan to help at home and show responsibility as a family member.

### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.

### **Standard 8: Health Promotion**

- 8.1.M Promote a positive and respectful school environment.
- 8.2.M Object appropriately to teasing of peers and family members that is based on personal characteristics.
- 8.3.M Demonstrate the ability to support and **respect people with differences**.

### **Personal and Community Health**

#### **Standard 1: Essential Concepts**

- 1.1.P Examine the difference between communicable and non-communicable diseases.
- 1.2.P Describe how bacteria and viruses affect the body.
- 1.3.P Identify positive health practices that reduce illness and disease.
- 1.4.P Identify life-threatening conditions (e.g., heart attacks, asthma attacks, poisoning).
- 1.5.P Describe how a healthy environment is essential to personal and community health.
- 1.6.P Discuss how reducing, recycling, and reusing products make for a healthier environment.

#### **Standard 2: Analyzing Influences**

- 2.1.P Identify how culture, family, friends, and media influence positive health practices.

#### **Standard 3: Accessing Valid Information**

- 3.1.P Recognize individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).
- 3.2.P Describe how to access help when feeling threatened.

#### **Standard 4: Interpersonal Communication**

- 4.1.P Demonstrate refusal skills to avoid the spread of disease.

#### **Standard 5: Decision Making**

- 5.1.P Use a decision-making process to reduce the risk of communicable disease or illness.

#### **Standard 6: Goal Setting**

- 6.1.P Set a short-term goal for positive health practices.

#### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.P Evaluate ways to prevent the transmission of communicable diseases.
- 7.2.P Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.

#### **Standard 8: Health Promotion**

- 8.1.P Support others in making positive health choices.
- 8.2.P Encourage others to promote a healthy environment.

# Third Grade Physical Education Standards

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## **STANDARD 1**

*Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.*

### **Movement Concepts**

- 1.1 Chase, flee, and move away from others in a constantly changing environment.

### **Body Management**

- 1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.
- 1.3 Perform a forward roll.
- 1.4 Perform a straddle roll.

### **Locomotor Movement**

- 1.5 Jump continuously a forward-turning rope and a backward-turning rope.

### **Manipulative Skills**

- 1.6 Balance while traveling and manipulating an object on a ground-level balance beam.
- 1.7 Catch, while traveling, an object thrown by a stationary partner.
- 1.8 Roll a ball for accuracy toward a target.
- 1.9 Throw a ball, using the overhand movement pattern with increasing accuracy.
- 1.10 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.
- 1.11 Kick a ball to a stationary partner, using the inside of the foot.
- 1.12 Strike a ball continuously upward, using a paddle or racket.
- 1.13 Hand-dribble a ball continuously while moving around obstacles.
- 1.14 Foot-dribble a ball continuously while traveling and changing direction.

### **Rhythmic Skills**

- 1.15 Perform a line dance, a circle dance, and a folk dance with a partner.

## **STANDARD 2**

*Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.*

### **Movement Concepts**

- 2.1 Describe how changing speed and changing direction can allow one person to move away from another.

### **Manipulative Skills**

- 2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.
- 2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.
- 2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.
- 2.5 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving Forward and when changing direction.

### **Rhythmic Skills**

- 2.6 Define the terms *folk dance*, *line dance*, and *circle dance*.
- 2.7 Compare and contrast folk dances, line dances, and circle dances.

## **STANDARD 3**

*Students assess and maintain a level of physical fitness to improve health and performance.*

### **Fitness Concepts**

- 3.1 Demonstrate warm-up and cool-down exercises.
- 3.2 Demonstrate how to lift and carry objects correctly.

### **Aerobic Capacity**

- 3.2 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.

### **Muscular Strength/Endurance**

- 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair.
- 3.5 Climb a vertical pole or rope.



### Flexibility

- 3.5 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

### Body Composition

- 3.5 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

### Assessment

- 3.8 Measure and record improvement in individual fitness activities.

## **STANDARD 4**

*Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.*

### Fitness Concepts

- 4.1 Identify the body's normal reactions to moderate to vigorous physical activity.
- 4.2 List and define the components of physical fitness.
- 4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity.
- 4.4 Recognize that the body will adapt to increased workloads.
- 4.5 Explain that fluid needs are linked to energy expenditure.
- 4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.

### Aerobic Capacity

- 4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.
- 4.8 Describe and record the changes in heart rate before, during, and after physical activity.

### Muscular Strength/Endurance

- 4.9 Explain that a stronger heart muscle can pump more blood with each beat.
- 4.10 Identify which muscles are used in performing muscular endurance activities.
- 4.11 Name and locate the major muscles of the body.
- 4.12 Describe and demonstrate how to relieve a muscle cramp.
- 4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries.

### Flexibility

- 4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.
- 4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.

### Body Composition

- 4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.

## **STANDARD 5**

*Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.*

- 5.1 Set a personal goal to improve a motor skill and work toward that goal in nonschool time.
- 5.2 Collect data and record progress toward mastery of a motor skill.
- 5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

### Social Interaction

- 5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.
- 5.5 Demonstrate respect for individual differences in physical abilities.

### Group Dynamics

- 5.6 Work in pairs or small groups to achieve an agreed-upon goal.

# Third Grade Visual And Performing Arts Standards

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## DANCE

### 1.0 ARTISTIC PERCEPTION

#### Development of Motor Skills and Technical Expertise

- 1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).
- 1.2 Demonstrate the ability to start, change, and stop movement.

#### Comprehension and Analysis of Dance Elements

- 1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).
- 1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos).

#### Development of Dance Vocabulary

- 1.5 Describe dance elements used in personal work and that of others.

### 2.0 CREATIVE EXPRESSION

#### Creation/Invention of Dance Movements

- 2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.
- 2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways combine a turn, stretch, and jump).

#### Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.
- 2.4 Create a wide variety of shapes and movements, using different levels in space.

#### Communication of Meaning in Dance

- 2.5 Perform dances to communicate personal meaning, using focus and expression.
- 2.6 Compare and contrast the role of the performer with that of a member of the audience.

#### Development of Partner and Group Skills

- 2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).
- 2.8 Create, memorize, and perform original movement sequences with a partner or a small group.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Development of Dance

- 3.1 Describe commonalities among and differences between dances from various countries.
- 3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting fishing, weaving).

#### History and Function of Dance

- 3.3 Explain the function of dance in ceremonial and social community events in Native American cultures.
- 3.4 Describe how costumes and shoes influence dance movement.

#### Diversity of Dance

- 3.5 Name and demonstrate dances of Native Americans.

### 4.0 AESTHETIC VALUING

#### Description, Analysis, and Criticism of Dance

- 4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).
- 4.2 Explain and demonstrate what it means to be a good audience member.

#### Meaning and Impact of Dance

- 4.3 Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connections and Applications Across Disciplines

- 5.1 Explain relationships between dance elements and other subjects (e.g., spatial path-ways—maps and grids; geometric shapes—body shapes).
- 5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking).

#### Development of Life Skills and Career Competencies

- 5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities.
- 5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).

## MUSIC

### 1.0 ARTISTIC PERCEPTION

#### Read and Notate Music

- 1.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter note half notes, dotted half notes, whole notes, and rests.
- 1.2 Read, write, and perform pentatonic patterns, using solfège.

#### Listen to, Analyze, and Describe Music

- 1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.
- 1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.
- 1.5 Describe the way in which sound is produced on various instruments.
- 1.6 Identify simple musical forms (e.g., AABA, AABB, round).

### 2.0 CREATIVE EXPRESSION

#### Apply Vocal and Instrumental Skills

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.
- 2.3 Play rhythmic and melodic ostinatos on classroom instruments.

#### Compose, Arrange, and Improvise

- 2.4 Create short rhythmic and melodic phrases in question-and-answer form.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Role of Music

- 3.1 Identify the uses of music in various cultures and time periods.

#### Diversity of Music

- 3.2 Sing memorized songs from diverse cultures.
- 3.3 Play memorized songs from diverse cultures.
- 3.4 Identify differences and commonalities in music from various cultures.

### 4.0 AESTHETIC VALUING

#### Analyze and Critically Assess

- 4.1 Select and use specific criteria in making judgments about the quality of a musical performance.

#### Derive Meaning

- 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.
- 4.3 Describe how specific musical elements communicate particular ideas or moods in music.

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connections and Applications

- 5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).

#### Careers and Career-Related Skills

- 5.2 Identify what musicians and composers do to create music.

## THEATRE

### 1.0 ARTISTIC PERCEPTION

#### Development of the Vocabulary of Theatre

- 1.1 Use the vocabulary of theatre, such as *character, setting, conflict, audience, motivation, props, stage areas, and blocking*, to describe theatrical experiences.

#### Comprehension and Analysis of the Elements of Theatre

- 1.2 Identify who, what, where, when, and why (the five Ws) in a theatrical experience.

### 2.0 CREATIVE EXPRESSION

#### Development of Theatrical Skills

- 2.1 Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.

#### Creation/Invention in Theatre

- 2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Role and Cultural Significance of Theatre

- 3.1 Dramatize different cultural versions of similar stories from around the world.

#### History of Theatre

- 3.2 Identify universal themes in stories and plays from different periods and places.

### 4.0 AESTHETIC VALUING

#### Critical Assessment of Theatre

- 4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.

#### Derivation of Meaning from Works of Theatre

- 4.2 Compare the content or message in two different works of theatre.

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connections and Applications

- 5.1 Use problem-solving and cooperative skills to dramatize a story another content area, emphasizing the five Ws.

## Careers and Career-Related Skills

5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.

## **VISUAL ARTS**

### **1.0 ARTISTIC PERCEPTION**

#### Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Perceive and describe rhythm and movement in works of art and in the environment.

1.2 Describe how artists use tints and shades in painting.

1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.

1.4 Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).

#### Analyze Art Elements and Principles of Design

1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

### **2.0 CREATIVE EXPRESSION**

#### Skills, Processes, Materials, and Tools

2.1 Explore ideas for art in a personal sketchbook.

2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.

#### Communication and Expression Through Original Works of Art

2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.

2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.

2.5 Create an imaginative clay sculpture based on an organic form.

2.6 Create an original work of art emphasizing rhythm and movement, using a selected printing process.

### **3.0 HISTORICAL AND CULTURAL CONTEXT**

#### Role and Development of the Visual Arts

3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.

3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions.

3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.

#### Diversity of the Visual Arts

3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers).

3.5 Write about a work of art that reflects a student's own cultural background.

### **4.0 AESTHETIC VALUING**

#### Derive Meaning

4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.

#### Make Informed Judgments

4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.

4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

### **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

#### Connections and Applications

5.1 Describe how costumes contribute to the meaning of a dance.

5.2 Write a poem or story inspired by their own works of art.

#### Visual Literacy

5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.

#### Careers and Career-Related Skills

5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.

3rd Grade  
Technology Standards

<b><u>Level of Skills Definitions</u></b>			
<b>Observe</b>		<i>Observation of Teacher Modeling Skills</i>	
<b>Basic</b>		<i>Practicing Skills with Teacher's Guidance</i>	
<b>Intermediate</b>		<i>Practicing Skills with Minimal Teacher Support</i>	
<b>Proficient</b>		<i>Applying Skills Independently</i>	
#	Category	Standard	Level of Skills
3.1	Ethics	Practice respectful and responsible use of technology by abiding by School Technology and Internet Use Policy.	NA
3.2	Ethics	Demonstrate an understanding of plagiarism and fair use. Copyright Laws of Material.	NA
3.3	Ethics	Evaluate and use several resources from a variety of information sources to validate accuracy of information.	NA
3.4	Ethics	Demonstrate an understanding of Internet Safety Procedures.	NA
3.5	Keyboarding Skills	Use correct technique for key striking and keying by touch.	Intermediate
3.6	Keyboarding Skills	Enter data at a rate of 8-11 words per minute.	Advanced
3.7	Keyboarding Skills	Identify the location and function of the TAB key.	Intermediate
3.8	Keyboarding Skills	Use both hands simultaneously on the keyboard.	Intermediate
3.9	Keyboarding Skills	Use correct hand-finger, home row, and pairing of fingers.	Intermediate
3.10	Keyboarding Skills	Use left hand on the left side of the keyboard.	Intermediate
3.11	Keyboarding Skills	Use right hand on the right side of the keyboard.	Intermediate
3.12	Keyboarding Skills	Use thumb on the spacebar.	Intermediate
3.13	Keyboarding Skills	Locate, identify and use letter, number, and punctuation-keys.	Intermediate
3.14	Keyboarding Skills	Identify keys on the right and left side of the keyboard.	Intermediate
3.15	Keyboarding Skills	Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	Advanced
3.16	Keyboarding Skills	Identify the location and function of these keys: Enter, Escape, Spacebar, Shift, Arrows, and Backspace.	Intermediate
3.17	Keyboarding Skills	Identify and properly use the mouse.	Intermediate

3rd Grade  
Technology Standards

<b><i>Level of Skills Definitions</i></b>			
<b><i>Observe</i></b>		<i>Observation of Teacher Modeling Skills</i>	
<b><i>Basic</i></b>		<i>Practicing Skills with Teacher's Guidance</i>	
<b><i>Intermediate</i></b>		<i>Practicing Skills with Minimal Teacher Support</i>	
<b><i>Proficient</i></b>		<i>Applying Skills Independently</i>	
#	Category	Standard	Level of Skills
3.18	Keyboarding Skills	Use correct posture.	Intermediate
3.19	Keyboarding Skills	Use "single-click", "double-click", and "click-and drag" functions of the mouse.	Intermediate
3.20	Word Processing	Understand and use the cut, copy, and paste information.	Intermediate
3.21	Word Processing	Use correct spacing between words.	Intermediate
3.22	Word Processing	Use correct spacing following punctuation.	Intermediate
3.23	Word Processing	Use Spellcheck.	Intermediate
3.24	Word Processing	Use appropriate items on a menu bar "Print" and "Save".	Intermediate
3.25	Word Processing	Change font, color, and size.	Intermediate
3.26	Word Processing	Name and save a file.	Intermediate
3.27	Word Processing	Add graphics to a composition.	Intermediate
3.28	Database	Define the term "database" and provide examples from everyday life (Destiny, Telephone directories, etc.)	Basic
3.29	Database	Define terms related to databases, such as "record"-field, and "search".	Basic
3.30	Database	Do simple searches of existing databases .	Basic
3.31	Spreadsheet	Demonstrate an understanding of the spreadsheet as a tool to record, organize, and graph information.	Observe
3.32	Spreadsheet	Identify and explain terms and concepts related to spreadsheets (cell, column, row, values, chart, graphs).	Observe
3.33	Spreadsheet	Enter/Edit data in spreadsheets and perform calculations using simple formulas (+, -, *) observing the changes that occur.	Observe
3.34	Multimedia	Create, Edit, and Format Text on a Slide.	Basic

3rd Grade  
Technology Standards

<b><i>Level of Skills Definitions</i></b>			
<b><i>Observe</i></b>		<i>Observation of Teacher Modeling Skills</i>	
<b><i>Basic</i></b>		<i>Practicing Skills with Teacher's Guidance</i>	
<b><i>Intermediate</i></b>		<i>Practicing Skills with Minimal Teacher Support</i>	
<b><i>Proficient</i></b>		<i>Applying Skills Independently</i>	
<b>#</b>	<b>Category</b>	<b>Standard</b>	<b>Level of Skills</b>
3.35	Multimedia	Create a series of slides and organize them to present research or convey an idea.	Basic
3.36	Multimedia	Copy and paste or import graphics, change their size and position on the slide (use of transitions, etc.)	Basic
3.37	Internet Skills	Demonstrate the ability to use icons on desktop to get to district standard sites: Accelerated Reader, etc.	Advanced
3.38	Internet Skills	Manage organize windows, tabs, bookmarks (minimize/maximize).	Basic
3.39	Internet Skills	Demonstrate the ability to use a search engine.	Basic

# MATERIALS AND RESOURCES

## Third Grade

### READING/LANGUAGE ARTS

Benchmark Advance is the basic text for students. The following materials are used:

#### Teacher's Resources

Five Teacher's Resource System Books  
Assessment Books  
Intervention Resources  
ELD Resources  
Read-Aloud Handbook  
Grammar, Spelling & Vocabulary Workbook  
Daily Take-Home Activity Calendars

#### Small Group Leveled Texts

Units 1-10

#### Small Group Leveled Texts Teacher Support

Teacher's Guides & Text Evidence Question  
Cards Units 1-10  
Reader's Theater Handbook

#### Small Group Reader's Theater

Units 1-10

#### Texts for ELD

Student Book – Set of 10

#### Texts for Close Reading Consumable Student Book

Student Books (10 Units) – 1 per student  
Teacher Set

#### Instructional Minutes:

Students will receive a minimum of 120 minutes of instruction in language arts per day.

### WRITING

Write from the Beginning and Beyond | Thinking Maps® is the writing program for students.

The following materials are used:

#### Teacher Manuals:

- ❖ Thinking Maps: *A Language for Learning* - with 8 classroom posters
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Expository/Informative*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Narrative*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Response to Literature*
- ❖ Thinking Maps: Write from the Beginning and Beyond: *Setting the Stage*

Zaner-Bloser: is the handwriting program for students. The following materials are used:

- ❖ Grade 3 Student Edition

### TECHNOLOGY

#### Student Programs:

- ❖ Amplify
- ❖ Benchmark Universe
- ❖ BrainPOP ELL
- ❖ BrainPOP Jr.
- ❖ Go Math!
- ❖ Google Classroom
- ❖ i-Ready
- ❖ MobyMax
- ❖ Renaissance Learning
- ❖ Starfall
- ❖ Typing Agent



## MATHEMATICS

*Go Math! California Student Edition Grade 3* is the basic text for students. The following materials are used:

### *Student Materials:*

- ❖ California Student Edition Mutli-Volume Grade 3
- ❖ Bilingual Mathboard Grade 3
- ❖ California Online Interactive Student Edition (includes Personal Math Trainer) Grade 3
- ❖ SBAC Test Prep Student Edition Grade3
- ❖ California Downloadable Student Edition PDF Grade 3
- ❖ California Assessment Guide Blackline Masters Grade 3
- ❖ California Reteach Workbook Blackline Masters
- ❖ Strategic Intervention Teacher Guide Grade 3
- ❖ SBAC Test Prep Teacher Edition Grade 3
- ❖ Bilingual ExamView CD-ROM Grade 3
- ❖ Grab and Go Differentiated Centers Kit Grade 3

### *Teacher Resource Materials:*

- ❖ California Teacher Edition Planning Guide Bundle
- ❖ California Teacher Digital Management Center Grade 8
- ❖ Grab and Go Customized Manipulatives Kit Grade 3
- ❖ California Downloadable Teacher Resource Tool Grade 3

### *Instructional Minutes:*

Students will receive a minimum of 60 minutes of instruction in mathematics per day.

## HISTORY/SOCIAL SCIENCE

*California: Our Communities* (Harcourt School Publishers) is the basic text for students. The following materials are used:

### *Teacher Editions:*

*Our Communities*  
*California Homework & Practice Book*  
*California Success for English Learners*  
*Time for Kids Readers*

### *One Per Student:*

*Our Communities*  
Homework and Practice Book  
Student Edition CD-Rom  
Student Edition e-book  
Interactive Desk Map: California  
Interactive Desk Map: U.S.  
Interactive Desk Map: World  
Graphic Organizers Write-On/Wipe-off Cards  
Atlas, Primary

### *Teacher Resource Materials:*

California ePlanner with Teachers Edition  
Interactive Atlas  
California Audiotext Collection  
California ELA Program Correlation Cards  
Picture/Word Cards for Developing Academic Language  
California Reading Support and Intervention Book  
Social Studies in Action; Resources for the Classroom  
Primary Source Collection, Intermediate  
TimeLinks; Interactive Time Line package  
Time for Kids Readers Collection (1 copy each of 18 titles)  
California Assessment Program  
Interactive Desk Map Transparencies: California (overlay maps)  
Interactive Desk Map Transparencies: U.S. (overlay maps)  
Interactive Desk Map Transparencies: World (overlay maps)  
California Vocabulary Power  
Music CD Collection  
All-In One Planner with Assessment CD-ROM  
Online Assessment Quick Start Guide for Teachers

## SCIENCE

Amplify Science is the adopted curriculum. The following materials are used:

### Teacher Editions:

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

\*Teacher editions are also available online.

### One Per Student:

- 1 Investigation notebook per unit

\*Investigation notebooks are also available online.

### Teacher Resource Materials:

**18 student readers of the following titles:**

#### Weather and Climate

- *World Weather Handbook*
- *Dangerous Weather Ahead*
- *Seeing the World Through Numbers*
- *Sky Notebook*
- *What's Going On with the Weather?*

#### Inheritance and Traits

- *Blue Whales and Buttercups*
- *Handbook of Traits*
- *How the Sparrow Learned Its Song*
- *Scorpion Scientist*
- *The Code*

\*Student readers are also available online.

**Science kits for the following units:**

#### Environments and Survival

- *Biomimicry Handbook*
- *Cockroach Robots*
- *Earthworms Underground*
- *Environment News*
- *Mystery Mouths*
- *Who Thinks About Structure?*

#### Balancing Forces

- *Explaining a Bridge*
- *Forces All Around*
- *Handbook of Forces*
- *Hoverboard*
- *What My Sister Taught Me About Magnets*

- Balancing Forces (1 box)
- Inheritance and Traits (1 box)
- Environments and Survival (2 boxes)
- Weather and Climate (2 boxes)

## PHYSICAL EDUCATION

### SPARK Grades K-2 PE Teacher's Guide

#### Instructional Minutes:

Students will receive a minimum of 200 minutes of instruction in physical education every ten school days.