Grade Three Content Standards

*Access **Visual & Performing Arts** Standards and **English-Language Development** Standards at www.cde.ca.gov/be/st/ss*

English-Language Arts

All ABC students in 3rd Grade will study *Charlotte's Web* by E.B. White.

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development (STAR – 31%)

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition

1.1 Know and use complex word families when reading (e.g., *-ight)* to decode unfamiliar words.

1.2 Decode regular multisyllabic words.

1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/ mammal/ animal/ living things).*

1.6 Use sentence and word context to find the meaning of unknown words.

1.7 Use a dictionary to learn the meaning and other features of unknown words.

1.8 Use knowledge of prefixes (e.g., *un-, re-, pre-, bi-, mis-, dis-)* and suffixes (e.g., *-er, -est, -ful)* to determine the meaning of words.

2.0 Reading Comprehension (STAR – 23%)

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

Structural Features of Informational Materials

2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

3.0 Literary Response and Analysis (STAR – 12%)

Students read and respond to a wide variety of significant works of children's literature.

They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

3.4 Determine the underlying theme or author's message in fiction and nonfiction text.

3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

3.6 Identify the speaker or narrator in a selection.

Writing

1.0 Writing Strategies (STAR – 14%)

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Create a single paragraph:

a. Develop a topic sentence.

b. Include simple supporting facts and details.

Penmanship

1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Research

1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Evaluation and Revision

1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

2.1 Write **narratives:**

a. Provide a context within which an action takes place.

b. Include well-chosen details to develop the plot.

c. Provide insight into why the selected incident is memorable.

2.2 Write **descriptions** that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

2.3 Write personal and formal **letters**, **thank-you notes**, and **invitations**:

a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.

b. Include the date, proper salutation, body, closing, and signature.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions (STAR – 20%)

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Grammar

1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuation

1.5 Punctuate dates, city and state, and titles of books correctly.

1.6 Use commas in dates, locations, and addresses and for items in a series.

Capitalization

1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

Spelling

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., *qu*, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., *hair-hare).*

1.9 Arrange words in alphabetic order.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Retell, paraphrase, and explain what has been said by a speaker.

1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.

1.3 Respond to questions with appropriate elaboration.

1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

Organization and Delivery of Oral Communication

1.5 Organize ideas chronologically or around major points of information.

1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.

1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

Analysis and Evaluation of Oral and Media Communications

1.10 Compare ideas and points of view expressed in broadcast and print media.

1.11 Distinguish between the speaker's opinions and verifiable facts.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

2.1 Make brief narrative presentations:

a. Provide a context for an incident that is the subject of the presentation.

b. Provide insight into why the selected incident is memorable.

c. Include well-chosen details to develop character, setting, and plot.

2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

History-Social Science

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 (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

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 (e.g., how they obtained food, clothing, 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.

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.

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 (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. 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.
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

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.

Mathematics

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

Number Sense (STAR – 49%)

1.0 Students understand the place value of whole numbers:

1.1 Count, read, and write whole numbers to 10,000.
1.2 Compare and order whole numbers to 10,000.
1.3* Identify the place value for each digit in numbers to 10,000.
1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.
1.5* Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

2.1* Find the sum or difference of two whole numbers between 0 and 10,000.
2.2* Memorize to automaticity the multiplication table for numbers between 1 and 10.
2.3* Use the inverse relationship of multiplication and division to compute and check results.
2.4* Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 x 3 = __).
2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 ÷ 5 = __).
2.6 Understand the special properties of 0 and 1 in multiplication and division.
2.7 Determine the unit cost when given the total cost and number of units.
2.8 Solve problems that require two or more of the skills mentioned above.

3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:

3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).
3.2* Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).
3.3* Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.
3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar).

Algebra and Functions (STAR – 18%)

1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:

1.1* Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
1.2 Solve problems involving numeric equations or inequalities.
1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __ 3 = 12, what operational symbol goes in the blank?).
1.4 Express simple unit conversions in symbolic form (e.g., __ inches = __ feet x 12).
1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).

2.0 Students represent simple functional relationships:

2.1* Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).
2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).

***CA Key Standards comprise at least 70% of STAR test**

Measurement and Geometry (STAR – 25%)

1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:
1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.
1.2* Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.
1.3* Find the perimeter of a polygon with integer sides.
1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:
2.1* Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).
2.2* Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).
2.3* Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).
2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.
2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).
2.6 Identify common solid objects that are the components needed to make a more complex solid object.

Statistics, Data Analysis, and Probability (STAR – 8%)

1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:
1.1 Identify whether common events are certain, likely, unlikely, or improbable.
1.2* Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.
1.3* Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).
1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

Mathematical Reasoning (STAR – questions embedded in other strands)

1.0 Students make decisions about how to approach problems:
1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
1.2 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:
2.1 Use estimation to verify the reasonableness of calculated results.
2.2 Apply strategies and results from simpler problems to more complex problems.
2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
2.6 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students move beyond a particular problem by generalizing to other situations:
3.1 Evaluate the reasonableness of the solution in the context of the original situation.
3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
3.3 Develop generalizations of the results obtained and apply them in other circumstances.

***CA Key Standards comprise at least 70% of STAR Test**

Physical Education

200 minutes of PE instruction each ten school days

Science

Physical Sciences

1. Energy and matter have multiple forms and can be changed from one form to another.

a. Students know energy comes from the Sun to Earth in the form of light.

b. Students know sources of stored energy take many forms, such as food, fuel, and batteries.

c. Students know machines and living things convert stored energy to motion and heat.

d. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.

e. Students know matter has three forms: solid, liquid, and gas.

f. Students know evaporation and melting are changes that occur when the objects are heated.

g. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.

h. Students know all matter is made of small particles called atoms, too small to see with the naked eye.

i. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

The following 1a –g standards are part of the 2nd Grade standards. ABC students will study these standards in 3rd Grade to better align with the instructional materials. The 3rd grade 2a-d (light) standards are not listed here and will be studied in 2nd Grade.

1. The motion of objects can be observed and measured.

a. Students know the position of an object can be described by locating it in relation to another object or to the background.

b. Students know an object's motion can be described by recording the change in position of the object over time.

c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.

d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.

e. Students know objects fall to the ground unless something holds them up.

f. Students know magnets can be used to make some objects move without being touched.

g. Students know sound is made by vibrating objects and can be described by its pitch and volume.

Life Sciences

3. Adaptations in physical structure or behavior may improve an organism's chance for survival.

a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

Earth Sciences

4. Objects in the sky move in regular and predictable patterns.

a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.

b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.

c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.

d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.

e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.

Investigation and Experimentation

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.

b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.

c. Use numerical data in describing and comparing objects, events, and measurements.

d. Predict the outcome of a simple investigation and compare the result with the prediction.

e. Collect data in an investigation and analyze those data to develop a logical conclusion.