



English Language Arts

Based on CA Common Core and SBAC Priority Standards

Strand	Standards
Reading	<p>Foundational Skills RF3.3 Use grade-level phonics and word analysis skills</p> <ul style="list-style-type: none"> • Read words with multiple syllables, e.g., mosquito, puppeteer <p>RF3.3 Know the meanings of most common prefixes and suffixes RF3.4 Read accurately and with understanding</p> <hr/> <p>Literature RL3.1 Independently read and understand grade-level literature RL3.2 Figure out lessons and morals of stories from diverse cultures RL3.3 Describe how characters' actions contribute to the events RL3.9 Compare and contrast stories</p> <hr/> <p>Informational Text RI3.1 Independently read and understand grade-level literature RI3.2 Find main ideas and details from informational texts RI3.3 Describe a series of events, ideas, or concepts RI3.6 Discuss a point of view and compare it to that of the author RI3.9 Compare and contrast stories</p>
Writing	<p>W3.1 Write opinion pieces that include a chart or graph and list reasons that support the opinion W3.2 Write informative pieces that name the topic, supply facts, and use linking words and phrases W3.3 Write narrative pieces that introduce a narrator and characters, and write about what the characters say, think, and feel W3.4/3.5 Produce writing that is developed, focused, organized, and edited</p>
Speaking and Listening	<p>SL3.1 Follow rules for discussions by building on what others are saying SL3.2 Recall ideas and details from something read aloud SL3.5 Plan and deliver an informative presentation SL3.6 Speak clearly and in complete sentences</p>
Language	<p>Use correct grammar Write legibly in cursive or joined italics; use margins and spacing Choose words and phrases for effect Use a variety of sentence types Capitalize appropriate words Correctly add suffixes to base words</p> <ul style="list-style-type: none"> • Sitting, smiled, cries <p>Recognize the differences between spoken and written standard English</p>



Priority Content Standards

THIRD GRADE

Mathematics

Based on CA Common Core and SBAC Priority Standards

Domain	Standards
Operations and Algebraic Thinking (OA)	<p>Represent and solve problems involving multiplication and division.</p> <ol style="list-style-type: none"> Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7. 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 $56 \div 8$. 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. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <ol style="list-style-type: none"> Apply properties of operations as strategies to multiply and divide. Understand division as an unknown-factor problem. <p>Multiply and divide within 100.</p> <ol style="list-style-type: none"> 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. <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <ol style="list-style-type: none"> 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. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
Number and Operations in Base Ten (NBT)	<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>
Number and Operations-Fractions (NF)	<p>Develop understanding of fractions as numbers.</p> <ol style="list-style-type: none"> 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 $1/b$. Understand a fraction as a number on the number line; represent fractions on a number line diagram. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
Measurement and Data (MD)	<p>A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <ol style="list-style-type: none"> 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. 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. <p>B. Represent and interpret data.</p> <p>C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <ol style="list-style-type: none"> Recognize area as an attribute of plane figures and understand concepts of area measurement. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). Relate area to the operations of multiplication and addition. <p>D. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>
Geometry (G)	<p>A. Reason with shapes and their attributes.</p>
Standards for Mathematical Practice (SMP)	<ul style="list-style-type: none"> Persevere in solving problems (SMP 1) Explain thinking and reasoning using objects, pictures or drawings (SMP 3) Be precise in calculations, measurements and communicating thinking (SMP 6) Recognize patterns and structure (SMP 7)



Science

Based on CA State Content Standards in Science

Strand	Standards
<p>Physical Sciences</p> <p>1. Energy and matter have multiple forms and can be changed from one form to another.</p> <p>2. Light has a source and travels in a direction.</p>	<p>1a. Students know energy comes from the Sun to Earth in the form of light.</p> <p>1b. Students know sources of stored energy take many forms, such as food, fuel, and batteries.</p> <p>1d. • 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.</p> <p>1e. Students know matter has three forms: solid, liquid, and gas.</p> <p>1f. Students know evaporation and melting are changes that occur when the objects are heated.</p> <p>2a. Students know sunlight can be blocked to create shadows.</p> <p>2b. Students know light is reflected from mirrors and other surfaces.</p> <p>2d. Students know an object is seen when light traveling from the object enters the eye.</p>
<p>Life Sciences</p> <p>Adaptations in physical structure or behavior may improve an organism's chance for survival.</p>	<p>a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.</p> <p>b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.</p> <p>d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.</p>
<p>Earth Sciences</p> <p>Objects in the sky move in regular and predictable patterns.</p>	<p>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.</p> <p>b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.</p> <p>d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.</p> <p>e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.</p>
<p>Investigation and Experimentation</p>	<p>d. Predict the outcome of a simple investigation and compare the result with the prediction.</p> <p>e. Collect data in an investigation and analyze those data to develop a logical conclusion.</p>



History/Social Science

Based on CA State Content Standards

Continuity and Change

	Standards
Analysis Skills Chronological and Thinking	<ol style="list-style-type: none"> 1. Student s place events and people in time sequence ; they interpret time lines. 3. Students explain how the present is connected to the past. 4. Students use map and globe skills to determine the locations of places and interpret information from a legend, scale or symbol representations.
Research, Evidence and Point of View	<ol style="list-style-type: none"> 1. Students differentiate between primary and secondary sources. 2. Students distinguish fact from fiction by comparing documentation to stories.
Historical Interpretation	<ol style="list-style-type: none"> 2. Students identify and interpret the multiple causes and effects of historical events.
Content Standards 3.1 Organizing information about people and places.	<ol style="list-style-type: none"> 1. Identify geographical features in their local region (i.e. 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 (i.e. dam constructed upstream changed a river or coastline). 3. Place important events in their lives in the order in which they occurred (i.e. on a timeline or storyboard).
3.2 American Indian nations of the local region	<ol style="list-style-type: none"> 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 adopted to their natural environment (food, clothing, tools). 4. Discuss the interaction of new settlers with the already established Indians of the region.
3.3 Local History	<ol style="list-style-type: none"> 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. 3. Trace why their community was established, how people 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 The rule of law	<ol style="list-style-type: none"> 1. Determine the reasons for rules, laws and the U.S. Constitution: the role citizenship in the promotion of rules and laws; and consequences for those 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 (i.e. the flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S Capitol).