

THIRD GRADE ESSENTIAL STANDARDS

ENGLISH LANGUAGE ARTS:

NUMBER	TITLE	DESCRIPTION
RF.3.4	Reading/Foundational Skills: Fluency	Read with sufficient accuracy and fluency to support comprehension.
RI.3.1	Reading/Informational Text: Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.10	Reading/Informational Text: Range of Reading and Level of Text Complexity	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.
RL.3.1	Reading/Literature: Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.10	Reading/Literature: Range of Reading and Level of Text Complexity	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.
W.3.1	Writing: Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.B-C	Writing: Text Types and Purposes	<ul style="list-style-type: none"> • W.3.1.B - Provide reasons that support the opinion. • W.3.1.C - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.2	Writing: Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.A-B	Writing: Text Types and Purposes	<ul style="list-style-type: none"> • W.3.2.A - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. • W.3.2.B - Develop the topic with facts, definitions, and details.
W.3.6	Writing: Production and Distribution of Writing	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.
W.3.8	Writing: Research to Build and Present Knowledge	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

MATHEMATICS:

NUMBER	TITLE	DESCRIPTION
3.OA.A	Operations & Algebraic Thinking: Represent and Solve Problems Involving Multiplication and Division	<ul style="list-style-type: none"> • 3.OA.A.1 - 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. • 3.OA.A.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.OA.A.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.1 • 3.OA.A.4 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$

3.OA.B	Operations & Algebraic Thinking: Understand Properties of Multiplication and the Relationship Between Multiplication and Division	<ul style="list-style-type: none"> 3.OA.B.5 - Apply properties of operations as strategies to multiply and divide.2 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 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) 3.OA.B.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.
3.OA.C.7	Operations & Algebraic Thinking: Multiply and Divide Within 100	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.
3.NBT.A	Number & Operations in Base Ten: Use Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic	<ul style="list-style-type: none"> 3.NBT.A.1 - Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.A.2 - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.NBT.A.3 - Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.

SCIENCE:

NUMBER	TITLE	DESCRIPTION
3-ESS2.D	Earth's Systems: Weather and Climate	<ul style="list-style-type: none"> 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) Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)
3-PS2.A	Motion and Stability: Forces and Motion	<ul style="list-style-type: none"> 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) 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)

SOCIAL STUDIES:

NUMBER	TITLE	DESCRIPTION
SSS2.3.1-2	Uses inquiry-based research.	<ul style="list-style-type: none"> SSS2.3.1 - Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts. SSS2.3.2 - Explain how and why compelling questions are important to others (e.g., peers, adults).
SSS3.3.1	Deliberates public issues.	Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.

ELECTIVES:

Art:

NUMBER	TITLE	DESCRIPTION
Anchor 1	Creating/Investigate, Plan, Make	Generate and conceptualize artistic ideas and work.
Anchor 2	Creating/Investigate	Organize and develop artistic ideas and work.
Anchor 3	Creating/Reflect, Refine, Continue	Refine and complete artistic work.
Anchor 4	Presenting/Select	Select, analyze and interpret artistic work for presentation.
Anchor 5	Presenting/Analyze	Develop and refine artistic techniques and work for presentation.

Music:

NUMBER	TITLE	DESCRIPTION
Cr1.1.3a-b	Creating/Imagine	<ul style="list-style-type: none">• Cr1.1.3a – Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).• Cr1.1.3b - Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
Cr2.1.3a-b	Creating/Plan and Make	<ul style="list-style-type: none">• Cr2.1.3a - Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.• Cr2.1.3b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
Pr4.2.3a-c	Performing/Analyze	<ul style="list-style-type: none">• Pr4.2.3a - Demonstrate understanding of the structure in music selected for performance.• Pr4.2.3b - When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.• Pr4.2.3c - Describe how context (such as personal and social) can inform a performance.
Re8.1.3	Responding/Interpret	Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

Physical Education:

NUMBER	TITLE	DESCRIPTION
PE1.1.3a-b	Motor Skills: Locomotor	<ul style="list-style-type: none">• PE1.1.3a - Demonstrate mature pattern in locomotor skills in isolation (leap, jump, and land in a horizontal plane, and jump and land in a vertical plane).• PE1.1.3b - Apply mature pattern in locomotor skills in a variety of activities.
PE1.2.3	Motor Skills: Non-locomotor	Apply mature pattern in non-locomotor skills in a variety of activities.
PE1.3.3	Balance, Weight Transfer, and Rhythmic Skills: Balance	Demonstrate static and dynamic balance in a variety of activities.
PE1.4.3	Balance, Weight Transfer, and Rhythmic Skills: Weight Transfer	Demonstrate weight transfer from feet to hands for momentary weight support.
PE1.5.3	Balance, Weight Transfer, and Rhythmic Skills: Rhythm	Demonstrate rhythmic skills in a teacher- or student- designed activity.
PE1.6.3a-b	Manipulative Skills: Underhand Throw	<ul style="list-style-type: none">• PE1.6.3a - Demonstrate mature pattern in an underhand throw at varying distances.• PE1.6.3b - Demonstrate mature pattern in an underhand throw to a partner or target with reasonable accuracy.

PE1.7.3	Manipulative Skills: Overhand Throw	Demonstrate mature pattern in an overhand throw.
PE1.8.3a-b	Manipulative Skills: Catch	<ul style="list-style-type: none"> • PE1.8.3a - Demonstrate mature pattern while catching at different levels in a static environment. • PE1.8.3b - Demonstrate mature pattern while catching a gently tossed hand- sized ball from a partner.
PE1.9.3a-b	Manipulative Skills: Hand Dribble	<ul style="list-style-type: none"> • PE1.9.3a - Demonstrate mature pattern while hand- dribbling continuously in general space with preferred hand. • PE1.9.3b - Demonstrate mature pattern while hand- dribbling in self- space with nonpreferred hand.
PE1.10.3a-c	Manipulative Skills: Foot Pass/Kick	<ul style="list-style-type: none"> • PE1.10.3a - Demonstrate mature pattern while passing and kicking along the ground with the inside of the foot to a target or stationary partner. • PE1.10.3b - Demonstrate emerging pattern while passing and kicking a ball in the air. • PE1.10.3c - Demonstrate emerging pattern while punting in isolation.
PE1.11.3	Manipulative Skills: Foot Trap/Receive	Demonstrate mature pattern while receiving with the foot when stationary.
PE1.12.3	Manipulative Skills: Foot Dribble	Demonstrate mature pattern while foot-dribbling at a slow to moderate jogging speed.
PE1.13.3	Manipulative Skills: Strike/Volley, Hands and Arms	Demonstrate emerging pattern while striking an object underhand or sidearm, sending it upward and forward.
PE2.1.3	Movement Concepts and Strategies: Space	Demonstrate the concept of moving to open space and reducing open space.
PE2.3.3a-b	Movement Concepts and Strategies: Speed, Direction, and Force	<p>PE2.3.3a - Demonstrate concepts of speed, direction, and force in a variety of activities.</p> <p>PE2.3.3b - Demonstrate concepts of speed, direction, and force using a manipulative.</p>
PE3.3.3	Fitness: Health-Related Fitness	Describe components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition).
PE3.4.3	Fitness: Skill-Related Fitness	Developmentally appropriate/emerging outcomes first appear in grade 4.
PE3.7.3	Fitness: Body Systems	Describe connections between muscular and skeletal systems.
PE4.5.3	Safety	Apply safety principles in physical activities (with self, with peers, with equipment).
PE5.1.3	Challenge	Describe how practice develops confidence in challenging physical activities.
PE5.2.3	Self-Expression and Enjoyment	Identify physical activities that provide opportunities for self-expression.

Library:

	AASL STANDARDS	GOALS	SKILLS
Ongoing	1.1.9 4.1.4 3.1.2 4.1.5 3.2.2 4.2.4 4.1.1 4.3.1 4.1.2 4.4.1 4.1.3 4.4.6	<ul style="list-style-type: none"> • Practice of reading skills • How readers choose books • Genres • Reading for pleasure/appreciation • Award books 	<ul style="list-style-type: none"> • Listens to and responds to a variety of literature in a variety of ways • Identify favorite books and share reasons for the choice with others • Self-select books at an independent level according to AR • Genre study • Author Study • Illustrator Study • Washington Children's Choice Picture Books

Fall	1.1.4 1.1.8 1.4.4 3.1.2 4.1.7	<ul style="list-style-type: none"> • Library Behavior/ expectations • Locating materials/ sections of the library 	<ul style="list-style-type: none"> • Demonstrate responsibility following library rules and procedures • Exhibit proper care of library materials and equipment • Demonstrate appropriate audience and listening skills • Access the library media center, and ask for assistance in locating materials • Fiction nonfiction leveled books periodicals reference • Understands alphabetizing to the third letter and how it relates to the library • Begins to understand the basic divisions (100s) of the DDS and uses them to locate materials • Introduce the online library catalog, introduce searching by title, author, keyword, subject • Introduce locating the material after completing an online search
Winter	1.1.4 1.1.5	<ul style="list-style-type: none"> • Parts of a book • Non-fiction text features 	<ul style="list-style-type: none"> • Title page (title, author, illustrator, publisher), • Introduce captions, table of contents, glossary, maps, guide words, index, charts/graphs, tables, diagrams, sidebars, timelines, headings, subheadings, title page, bibliography
Spring	ETLS 2a	Digital Literacy	<ul style="list-style-type: none"> • Demonstrate the responsible use of technology • Understanding safety issues using technology at home, school and society