3rd Grade
Learning Standards

To go directly to a content area (click on the name):

ELA: Reading/Writing	Math	Science
Social Studies	Health / Fitness	The Arts

To note about this standards document:

This document was created to assist Ignite Family Academy parents/guardians with at-home learning. The original Washington State and Common Core State Standards are complex and long (often 100+ pages for each content area). Our intention is not to replace the full versions, but to provide parents/guardians with a condensed version and understanding of the essentials of what students should be able to know/do for each grade level.

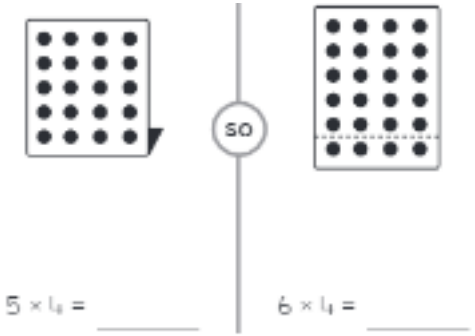
If a parent/guardian is utilizing the Ignite Family Academy provided curriculum for Reach for Reading (reading/writing/social studies) and Open Up Resources (math), the standards are covered in the instructional materials. However, it's still a good idea for parents/guardians to understand what their child should be learning through the course of a school year, ensuring they are being covered in at-home learning, and for providing additional support should it be needed.

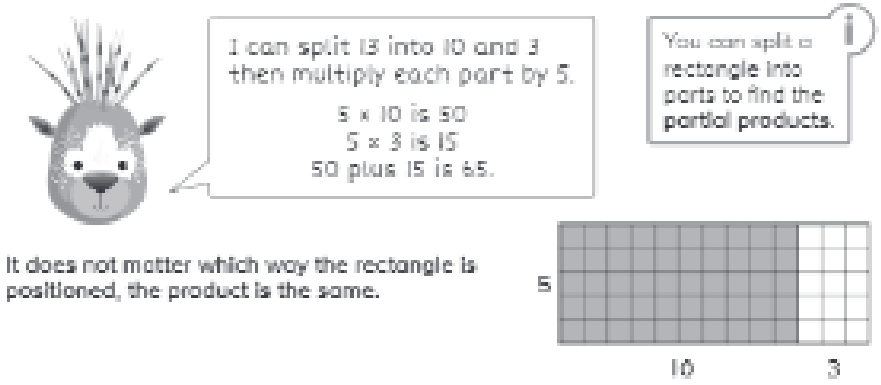
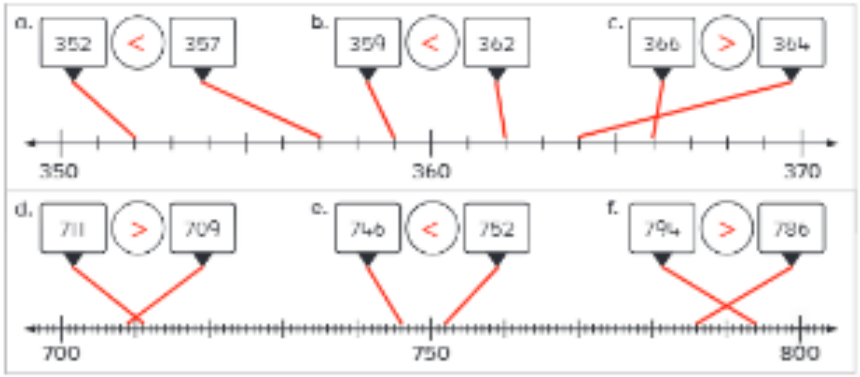
If a parent/guardian needs further support with curriculum and/or understanding the standards and how to apply them in at-home learning, please reach out to us. We are here to support our families!

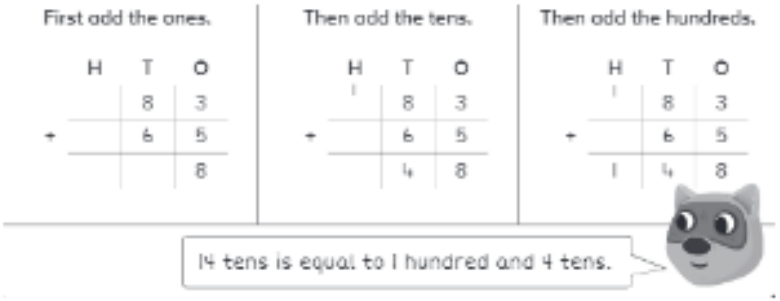
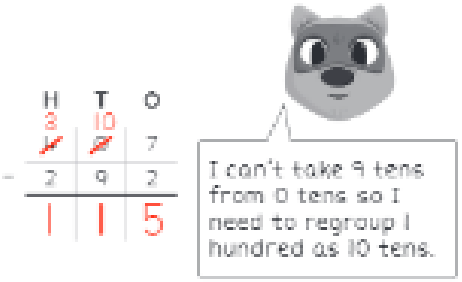
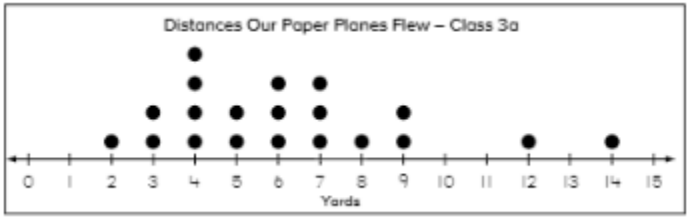
English Language Arts (Reading/Writing)

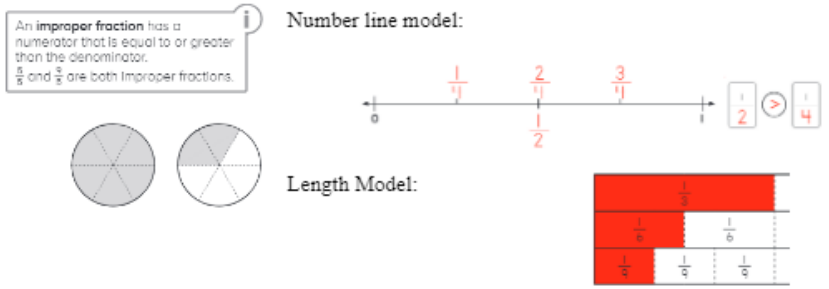
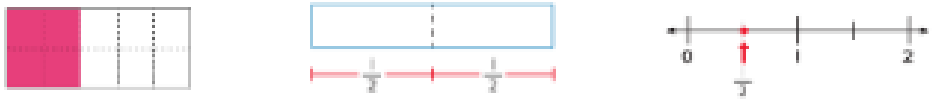
When to teach:	What students need to know/do:	What does this look like?
Reading Foundational Skills		
Semester 1 & 2	Applies grade-level phonics and word analysis skills.	• I can sound out and read words that have many parts.
	Reads with accuracy and fluency to support comprehension.	• I can read words correctly, at an average speed, to help me understand what I'm reading
Reading Comprehension		
Semester 1 & 2	Asks and answers questions of literary and informational texts, referring explicitly to texts.	• I can ask and answer questions to show that I understand the stories or information that I am reading. I can answer questions about a text, giving specific details from the text.
	Recounts, describes, refers and compares/contrasts literary and informational texts.	• I can retell and describe texts, and tell the similarities and differences between two texts, to show that I understand what I'm reading. I can reference evidence from the text to support my thinking.
Writing		
Semester 1 & 2	Writes narrative, informational and opinion pieces.	• I can write to share my opinion, to inform and explain ideas, and tell a story.
	Uses tools and conducts short research projects.	• I can organize short research projects by gathering information, taking notes, and compiling my information for an audience.
Language (spoken & written)		
Semester 1 & 2	Engages in discussion, builds on ideas and uses complex sentences.	• I can effectively participate in discussions by being prepared, taking my turn to speak, being a good listener, and sharing my original ideas and/or building upon others' ideas.
	Demonstrates command of third-grade conventions when writing.	• I can use correct punctuation, capitalization, spelling, and grammar when I write.
	Determines grade-appropriate meanings of words and phrases using strategies.	• I can use context clues, my knowledge of prefixes/suffixes, or a dictionary to figure out what unknown words/phrases mean.

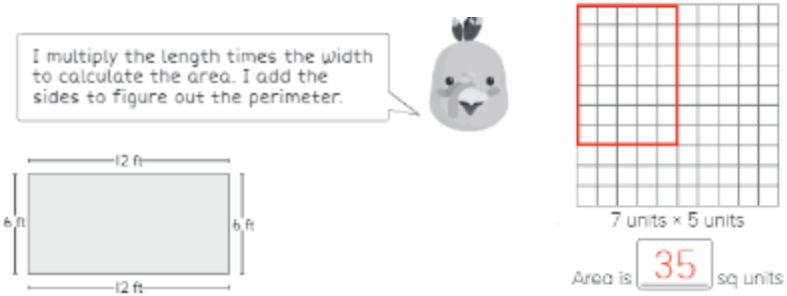
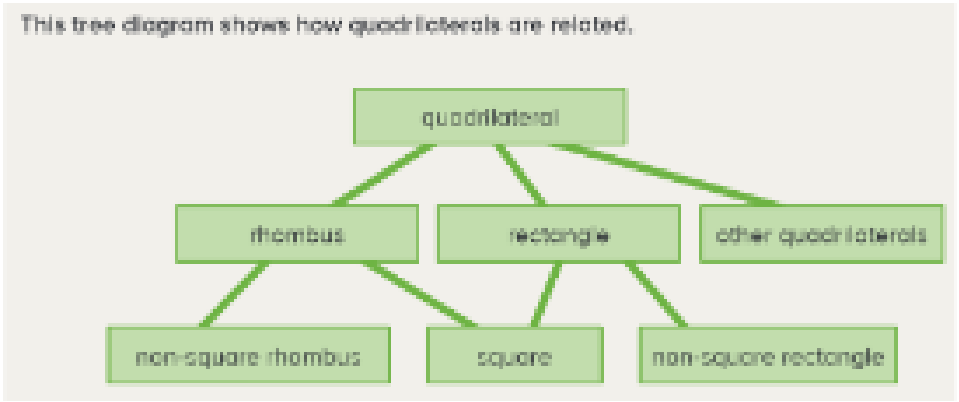
Math

When to teach:	What students need to know/do:	What does this look like?
Operations and Algebraic Thinking		
Semester 1	• Represents and solves problems involving multiplication and division. • Understands properties of multiplication and the relationship between multiplication and division. • Multiplies and divides within 100. • Solves problems involving the four operations and identifies and explains patterns in arithmetic.	• Students develop a deeper understanding of multiplication and division through activities and problems involving:  • Students continue to learn strategies for fluency: Use Ten for x10 and x5; Use Doubles for x2, x4, and x8; Use a Rule: x0, x1; Build Up for x6 and Build Down for x9. • By using a variety of solution strategies, students learn the relationship between multiplication and division. They build fluency by practicing how to recall facts.
Semester 2	• Represents and solves problems involving multiplication and division. • Understands properties of multiplication and the relationship between multiplication and division. • Multiplies and divides within 100. • Solves problems involving the four operations and identifies and explains patterns in arithmetic.	• **Students work on building fluency with all multiplication facts.** ○ Students develop a deeper understanding of multiplication and division through activities and problems. ○ Students use their knowledge of 5's facts to use the "build up strategy" for 6's (5 x 8 = 40 so 6 x 8 = 48). ○ They discuss methods they can use to recall any multiplication fact with 3 or 7 as a factor (known as "the last facts.")**.**  • Students are introduced to the concept of partial products.

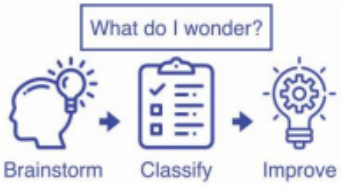
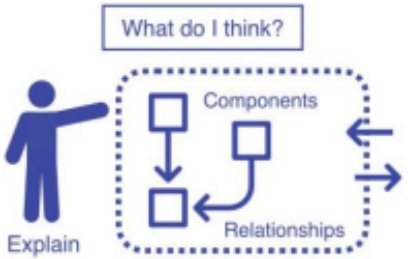
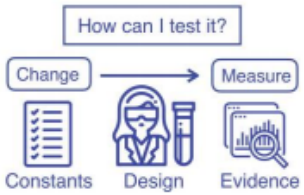
		 • Students continue exploring the relationship between multiplication and division.
Numbers and Operations in Base Ten		
Semester 1	• Uses place value understanding and properties of operations to perform multi-digit arithmetic.	• Students review and build on place value understanding from 2nd grade by extending their understanding of 3-digit numbers to compare and order 4-digit numbers.  • They understand and practice rounding: three-digit numbers to nearest ten or hundred; two-digit numbers in order to add and subtract. • Students also use a strategy (Composing and Place Value) to add two and three digit numbers and a strategy (Count-on and Count back) to subtraction two-digit numbers from two- and three- digit numbers.

Semester 2	• Uses place value understanding and properties of operations to perform multi-digit arithmetic.	• Students use base ten blocks and place value charts to extend their work with the standard addition algorithm. These visuals provide meaning that underlies the formal procedure of the algorithm.  • Students begin the development of the standard subtraction algorithm with an emphasis on place value. They use base ten blocks and place value charts to make sense of the recording that occurs when they decompose a number and regroup. 
Numbers and Operations - Fractions		
Semester 1	• Demonstrates an understanding of fractions as numbers.	• Students solve problems involving measurement and estimation of intervals of time, liquid volumes. • Students also create, describe and interpret various types of graphs including picture graphs, bar graphs, and line plots (see example below). 

Semester 2	• Demonstrates an understanding of fractions as numbers.	• Students use number lines and models to extend their fractional understanding to examples greater than 1 (improper fractions). They use a length model and number line to compare fractions. 
Measurement and Data		
Semester 1 **Semester 2**	• Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Represents and interprets data. • **Geometric measurement:** understands concepts of area and relates area to multiplication and to addition. • **Geometric measurement:** recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures.	**Semester 1** • Students develop an understanding of fractions, beginning with unit fractions…any fraction with a numerator of 1, for example: 1/2, 1/4, 1/8. • They use visual fraction models: area model length model number line model  • Students understand and compare fractions as quantities and as numbers. Students are able to use fractions to represent numbers equal to, less than, and greater than one. **Semester 2** • Students focus on the concept of area and explore how it relates to multiplication. • Students explore the relationship between the perimeter and area of rectangles.

		
Geometry		
Semester 1 **Semester 2**	• Reasons with shapes and their attributes.	• Students describe, analyze and compare features of 2D shapes; compare and classify shapes by their sides and angles, and connect these with definitions of shapes. • Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole. 

Science: Physical, Life, and Earth & Space

What students need to know/do:	What does this look like?
Asking Questions (Science) and Defining Problems (Engineering)	
Students can generate scientific questions about observations, investigations, and conclusions.	 Example: **D. Learn and Ask Questions** Listen actively to the other groups' presentations. Ask questions and take notes in your science notebook.  Example: **Task:** Choose a weather-related hazard and design a solution to reduce that hazard's impact.
Developing and Using Models	
Students create models focused on describing, predicting, or explaining the natural world and the relationships of its components (parts).	 Example: **B. Choose a project.** **A.** Design and construct a scale model of a device to sort scrap metal from general trash. **B.** Design and construct a magnetic latch to keep a door shut. **C.** Design and construct a magnet-based device to keep two moving objects from touching
Planning and Carrying Out Investigations	
Students design or conduct investigations and gather data. Students make decisions about variables and procedures and refine their plans if necessary.	 Example: *Students follow written procedures when doing an investigation about plant survival based on available resources. They make predictions, observations, and collect data to reach a conclusion.*

Analyzing and Interpreting Data

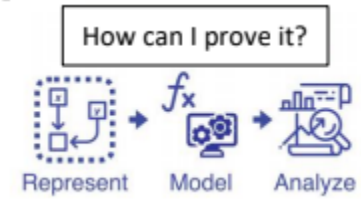
Students organize and interpret data to recognize patterns and relationships in the natural and designed world.

Example:

Students analyze provided data from a chart in order to build a graph, and analyze whether the chart or the graph is best for communicating information.

Using Mathematics, Information, and Computer Technology, and Computational Thinking

Students use mathematical skills, reasoning, and technology to answer a scientific question and support conclusions.

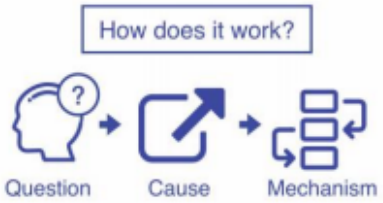


Example:

Students take data on themselves about inherited and acquired traits, report it as part of class data, and create a bar graph that represents this class data.

Constructing Explanations (Science) and Designing Solutions (Engineering)

Students can construct their own explanations of how a phenomenon occurs and design their own solutions to a problem.

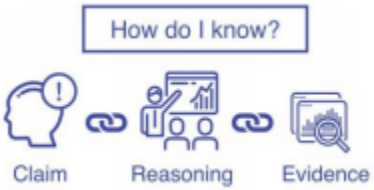


Example:

Students create a balanced system and can communicate the forces acting on it that help it balance.

Example:

Task: Choose a weather-related hazard and design a solution to reduce that hazard's impact.

Engaging in Argument for Evidence	
Students use evidence and reasoning to defend and support their claims and explanations.	 Example: *After conducting four trials during a force investigation, the student can use their recorded data as evidence to explain Law of Inertia.*
Obtaining, Evaluating, and Communicating Information	
Students communicate information, evidence, and ideas in multiple ways.	 Example: **C. Prepare and Present Your Information** **1.** Combine your findings and prepare a presentation to share with the class. Your presentation may be a poster or any other visual display that you have the materials to make.

Social Studies

Since Time Immemorial (STI)
In 2015, the Legislature passed Senate Bill 5433 modifying the original 2005 legislation, requiring the *Since Time Immemorial: Tribal Sovereignty in Washington State* or other tribally-developed curriculum be taught in all schools. The use of the *Since Time Immemorial* curriculum has been endorsed by all 29 federally recognized tribes. The resources below support the integration of tribal history lessons with existing standards.
Lessons for Grades K-3 ● Pathway 1: *Stories and Histories of Our Place* ● Pathway 2: *Honoring the Salmon* ● Pathway 3: *Giving Thanks: A Native American Cultural Tradition* ● Additional Resources
What students should know and be able to do:
Knowledge of history, geography, civics, and economics is fundamental to students' ability to understand the world we live in.
Inquiry, interpersonal relations, and critical reasoning skills include the ability to gather, interpret, and analyze information, to engage in respectful and productive civic discourse, and to draw conclusions consistent with one's own values and beliefs.
Respect for the values of a diverse and democratic society motivates students to safeguard their own rights and the rights of others, and to fulfill their responsibilities as citizens in a democracy.
A commitment to civic participation is the result of social studies education that includes opportunities for students to understand and experience their own power to make a positive difference through service to their communities and the world.

Additional Resources for: Social Studies

Health / Fitness

What:	What students need to know/do:	What does this look like:
Motor Skills		
Students will show they have skills to move & play.	Locomotor	• Walk, run, skip, jump, hop, gallop, walk backwards, side-slide, leap
	Non Locomotor	• Bend, stretch, twist, turn, swing, push, pull
	Balance, weight transfer, rhythmic skills	• Balance - static, dynamic • Weight transfer - feet, hands • Rhythm - routine, combinations
	Manipulative skills	• Practice skills such as: underhand throw, overhand throw, catch, hand dribble, foot pass/kick, strike (tee ball/pitched ball)
Movement Concepts & Strategies		
Students will show they know how to move and use a plan when playing games.	Space	• General space movement (being aware of others and their own personal space).
	Speed, direction, force, strategies	• Varying speeds/directly • Varying force when striking an object • Varying force while using a manipulative • Chasing, fleeing
Physical Activity & Fitness		
Students will show they know how to get fit and stay fit.	Benefit of physical activity	• Understanding what inactivity looks/feels like. • Understanding levels of physical activity.
	Engagement in physical activity	• Participate in activities that are physical (sports, playground play, walking/running, etc.)
	Nutrition	• Food groups, balanced meals
Responsibility, Rules, and Etiquette		
Students will show they act fairly and respectfully when playing.	Personal responsibility	• Behavior, space, equipment, sportsmanship, body control
	Rules and etiquette	• Playing fairly, taking turns, being kind to others while playing, knowing/following game rules

	Working with others	• Share equipment, share space, working with others, acceptance of others, conflict resolution
	Safety	• Safety with equipment, self and others
Value of Physical Activity		
Students will know why it is important to be physically active.	Self expression and engagement	• Positive feelings about physical activity
	Social	• Friendships, opportunities, camaraderie, small and large group play

Additional Resources for: Health & Fitness

The Arts

Overview	Art Disciplines	Art Standard areas
For the arts, students explore, create, and participate in visual and performing arts. Arts education addresses an essential form of human communication and provides unparalleled opportunities for exploring a multiplicity of viewpoints and modes of expression. To achieve artistic literacy, students not only learn about and respond thoughtfully to art, but also actively participate in making it**.**	Dance	Creating
	Media Arts	Performing, presenting, producing
	Music	Responding
	Theater	Connecting
	Visual Arts	
	Dance	

Additional Resources for: The Arts