



Third Grade Priority Standards

English Language Arts

3.R.F.3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
3.R.F.4	Fluency: Read with sufficient accuracy and fluency to support comprehension.
3.R.L.1	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.
3.R.L.2	Key Ideas and Details: 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.R.L.3	Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3.R.L.9	Integration of Knowledge and Ideas: 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).
3.R.I.1	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.
3.R.I.2	Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.R.I.3	Key Ideas and Details: 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.R.I.9	Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.
3.W.1	Text Types and Purposes: Write opinion pieces on familiar topics or texts,

	supporting a point of view with reasons.
3.W.2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3.W.3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Math

3 NB 1	Use place value understanding to round whole numbers to the nearest 10 or 100. (A range of algorithms may be used).
3 NB2	Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (A range of algorithms may be used.)
3.OA.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 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 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.
3 OA 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 one-digit numbers.
3 OA 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
3 NF 1	Develop understanding of fractions as numbers. 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 $1/b$. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6,

	and 8.)
3 NF 2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
3 NF 3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
3 MB 7	Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Relate area to the operations of multiplication and addition.