



Huntington Beach City School District

Common Core State Standards Grade Level Learning Descriptors

Third Grade

ENGLISH/LANGUAGE ARTS

Reading Foundational Skills

- **Phonics and Word Recognition** – identify and know the meaning of the most common prefixes and derivational suffixes; decode words with common Latin suffixes; decode multi-syllable words; read grade-appropriate irregularly spelled words.
- **Fluency** – read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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; 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; describe characters in a story and explain how their actions contribute to the sequence of events.
- **Craft and structure** – determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language; refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections; distinguish their own point of view from that of the narrator or those of the characters.
- **Integration of Knowledge and Ideas** – explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting); 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).

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; determine the main idea of a text; recount the key details and explain how they support the main idea; 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.
- **Craft and Structure** – determine the meaning of general academic domain-specific words and phrases in a text relevant to a grade 3 topic or subject area; use text features and search tools to locate information relevant to a given topic efficiently; distinguish their own point of view from that of the author of a text.
- **Integration of Knowledge and Ideas** – use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur); describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); compare and contrast the most important points and key details presented in two texts on the same topic.

Writing

- **Text Types and Purposes** – write opinion pieces on topics or texts, supporting a point of view with reason; introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons; provide reasons that support the opinion; use linking words and phrases to connect opinion and reasons; provide a concluding statement or section; write informative/explanatory texts to examine a topic and convey ideas and information clearly; introduce a topic and group related information together; include illustrations when useful to aiding comprehension; develop the topic with facts, definitions, and details; use linking words and phrases to connect ideas within categories of information; provide a concluding statement or section; write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use temporal words and phrases to signal event order; provide a sense of closure.
- **Production and Distribution of Writing** – with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose; with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing; 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.
- **Research to Build and Present Knowledge** – conduct short research projects that build knowledge about a topic; recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Language

- **Conventions of Standard English** – explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; form and use regular and irregular plural nouns; use abstract nouns; form and use regular and irregular verbs; form and use simple verb tenses; ensure subject-verb and pronoun-antecedent agreement; form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; use coordinating and subordinating conjunctions; produce simple, compound, and complex sentences; capitalize appropriate words in titles; use commas in addresses; use commas and quotation marks in dialogue; form and use possessives; use conventional spelling for high-frequency and other studied words and for adding suffixes to base words; use spelling patterns and generalizations in writing words; consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **Knowledge of Language** – use knowledge of language and its conventions when writing, speaking, reading, or listening; choose words and phrases for effect; recognize and observe differences between the conventions of spoken and written standard English.



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- **Vocabulary Acquisition and Use** - determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies; use sentence level context as a clue to the meaning of a word or phrase; determine the meaning of a new word formed when a known affix is added to a known word; use known root word as a clue to the meaning of an unknown word with the same root; use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases; demonstrate understanding of word relationships and nuances in word meanings; distinguish the literal and nonliteral meanings of words and phrases in context; identify real-life connections between words and their use; distinguish shades of meaning among related words that describe states of mind or degrees of certainty; acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Speaking and Listening

- **Comprehension and Collaboration** - engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, expressing ideas clearly, and building on the ideas of others; come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; follow agreed-upon rules for discussions; ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; explain their own ideas and understanding in light of the discussion; determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **Presentation of Knowledge and Ideas** - report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace; create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details; speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Third Grade MATHEMATICS

Operations and Algebraic Thinking

- **Represent and solve problems involving multiplication and division** - interpret products of whole numbers; interpret whole-number quotients of whole numbers; use multiplication and division within 100 to solve word problems; determine the unknown whole number in a multiplication or division equation relating three whole numbers.
- **Understand properties of multiplication and the relationship between multiplication and division** - apply properties of operations as strategies to multiply and divide; understand division as an unknown-factor problem.
- **Multiply and divide within 100** - fluently multiply and divide within 100; by the end of grade 3, know from memory all products of two one-digit numbers; solve two-step word problems using the four operations; identify arithmetic patterns, and explain them using properties of operations.

Number and Operations in Base Ten

- **Use place value understanding and properties of operations to perform multi-digit arithmetic** - use place value understanding to round whole number to the nearest 10 or 100; understand that the four digits of a four-digit number represent amount of thousands, hundreds, tens, and ones; fluently add and subtract within 1000; multiply one-digit whole numbers by multiples of 10 in the range 10-90.

Numbers and Operations-Fractions

- **Develop understanding of fractions as numbers** - understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned in to b equal parts; understand a fractional a/b as the quantity formed by a parts of size $1/b$; understand a fraction as a number on the number line; explain equivalence of fractions in special cases, and compare fractions by reasoning about their size; recognize and generate simple equivalent fractions; express whole numbers as fractions; compare two fractions with the same numerator or the same denominator by reasoning about their size; know and understand that 25 cents is $\frac{1}{4}$ of a dollar, 50 cents is $\frac{1}{2}$ of a dollar, and 75 cents is $\frac{3}{4}$ of a dollar.

Measurement and Data

- **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects** - tell and write time to the nearest minute and measure time intervals in minutes; measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg) and English Units (oz,lb.) and liters (l); add, subtract, multiply, or divide to solve one-step words problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a breaker with a measurement scale) to represent the problem.
- **Represent and interpret data** - draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one-and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs; generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch; show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole number, halves, or quarters.
- **Geometric measurement**: understand concepts of area and relate area to multiplication and to addition; recognize area as an attribute of plane figures and understand concepts of area measurement; measure areas by counting unit squares; relate area to the operations of multiplication and addition.



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Geometry

- **Reason with shapes and their attributes** - understand that shapes in different categories may share attributes; recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories; partition shapes into parts with equal areas; express the area of each part as a unit fraction of the whole.

Common Core State Standards and Grade Level Technology Competencies can be found on our website (please click on the following):

www.hbcasd.us - Parents / Educational Services / Common Core Standards

The following assessment methods may be utilized to determine your child's progress toward mastery of the standards:

- ✓ Student performance and participation during class activities and discussions
- ✓ Performance tasks
- ✓ Teacher observation (whole group and small group)
- ✓ One-on-one assessments (teacher and student)
- ✓ Class work, projects, and writing samples
- ✓ Summative assessments (paper pencil and / or online)