

MATHEMATICS

By the end of grade three, students develop an understanding of the meanings of multiplication and division of whole numbers involving equal-sized groups, arrays, and area models. They will develop an understanding of fractions and recognize area as an attribute of two-dimensional regions. They will describe, analyze, and compare properties of two-dimensional shapes.

Operations and Algebraic Thinking

- **Represent and solve problems involving multiplication and division.**
- **Understand properties of multiplication and the relationship between multiplication and division.**
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations-Fractions

- **Develop understanding of fractions as numbers.**

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- Geometric Measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.

SCIENCE

Students know that:

Physical Sciences

- Energy and matter have multiple forms and can be changed from one form to another.

Life Sciences

- Adaptations in physical structure or behavior may improve an organism's chance for survival.

Earth Sciences

- Objects in the sky move in regular and predictable patterns.

Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations. To understand this concept and to address the content of the other three strands, students should develop their own questions and perform investigations.

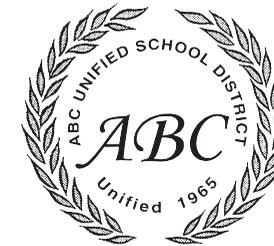
ABC Unified School District

Dr. Mary Sieu
Superintendent

Valencia Mayfield
Assistant Superintendent
Academic Services

Dr. Beth Bray
Supervisor of Curriculum &
Professional Learning, for
Elementary Schools

Dr. Cheryl Bodger
Director of Schools

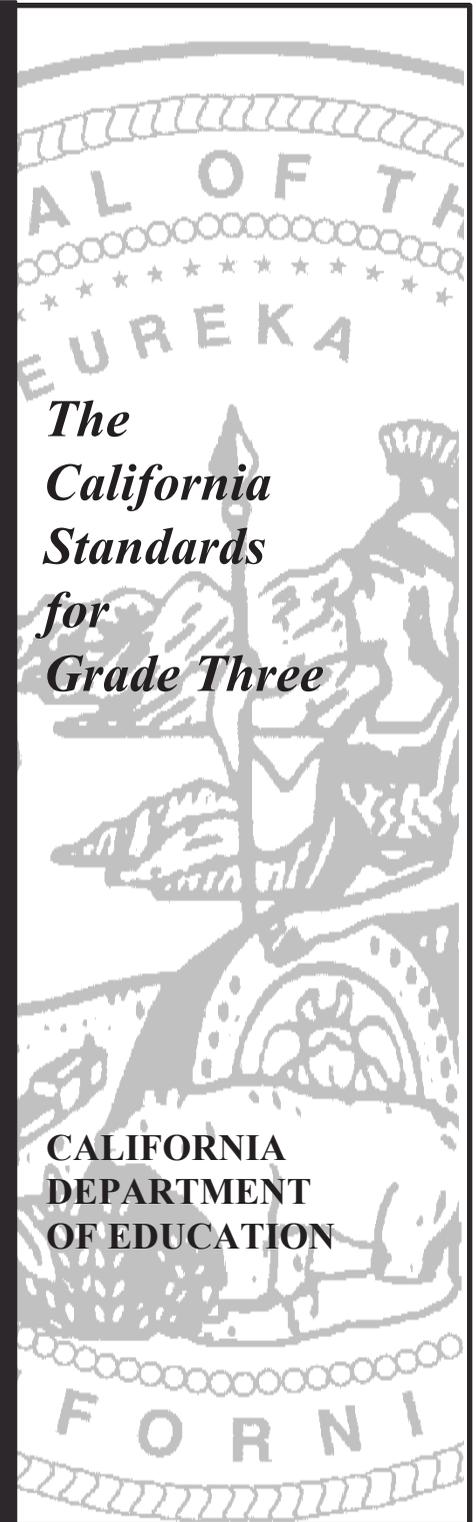


712-175/68

GRADE THREE

*The
California
Standards
for
Grade Three*

CALIFORNIA
DEPARTMENT
OF EDUCATION



Dear Parent/Guardian,

This standards overview provides you with information of what children learn in first grade for each subject. Your understanding of the Common Core and content standards allows you to help your child with school work, homework, and to frame your questions for parent-teacher conferences. Also, this information can guide your selection of reading and writing materials for the home, and shape your visits to libraries, museums, or other places of interests.

GRADE THREE

ENGLISH-LANGUAGE ARTS

Reading Standards for Literature and Informational Text

Students will:

- 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.

- determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- distinguish their own point of view from that of the narrator or those of the characters.
- determine the main idea of a text; recount the key details and explain how they support the main idea.
- Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Foundational Skills

Students will:

- identify and know the meaning of the most common prefixes and derivational suffixes.
- decode multisyllable words.
- read grade-appropriate irregularly spelled words.
- 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.

Writing

- Students will write informative/explanatory, narrative, and opinion essays and research projects in which students will develop a topic with facts details, and clear sequence event.



Listening and Speaking

Students will:

- 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.
- 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.
- plan and deliver an informative/explanatory presentation on a topic.

Language

Students will:

- explain the functions of nouns, pronouns, verbs, adjectives, and adverbs.
- form and use regular and irregular verbs.
- form and use the simple verb tenses.
- form and use comparative and superlative adjectives and adverbs.
- produce simple, compound, and complex sentences.
- write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.
- use commas and quotation marks in dialogue.
- use spelling patterns and generalizations in writing words.
- consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- use sentence-level context as a clue to the meaning of a word or phrase.

- use a known root word as a clue to the meaning of an unknown word with the same root.
- distinguish the literal and non-literal meanings of words and phrases in context.

HISTORY- SOCIAL SCIENCE

Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

Students will:

- describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
- describe the American Indian nations in their local region long ago and in the recent past.
- draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
- understand the role of rules and laws in our daily lives and the basic structure of the U.S. Government.
- demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

