Common Core Standards Overview

**Nation**

**National Common Core Standards Mission**

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy


**State of New Hampshire**

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

Curriculum Concept Guides

The Concept Organizers were created to assist teachers in aligning their instruction to the Common Core Standards. These concept organizers are not replacements for teachers’ individual units. They are deconstructions of the Common Core Standards and the content area standards. These concept organizers are a resource from which teachers can select appropriate Knowledge, Understandings, and Dos to develop their own unit(s) of instruction.

The Concept Organizers include:

- All curriculum standards
- Common Core Standards ELA & Mathematics
- Course Competencies
- ELA, for literacy in Science and literacy in History/Social Studies.

Knowledge: Refers to information such as vocabulary terms, definitions, and facts that may or may not need explicit instruction, however, are the foundation on which the lesson will be built.

Understandings: Refers to the important ideas, principles, and generalizations that allow students to make connections and see patterns and relationships among content. These are the goals of the instruction, outcomes you expect to achieve.

Dos: Refers to demonstration of skills. These are the skills that require explicit instruction. By the completion of a lesson/unit, students should have mastered the selected skill(s).
## Grade Three

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<th>Literacy</th>
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<td><strong>Reading Foundations</strong></td>
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<td><strong>Phonics and Word Recognition</strong></td>
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<tr>
<td>3. RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>• Know grade-level phonics and word analysis skills in decoding words</td>
<td>• Apply grade-level phonics and word analysis in decoding words</td>
<td>• Read grade-appropriate irregularly spelled words</td>
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<tr>
<td>• 3. RF.3a. Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td>• I identify and know the meaning of common prefixes</td>
<td>• Recognize irregularly spelled words</td>
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<tr>
<td>• 3. RF.3b. Decode words with common Latin suffixes.</td>
<td>• I identify and know meaning of common suffixes</td>
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<tr>
<td>• 3. RF.3c. Decode multi-syllable words.</td>
<td>• Decode words with common Latin suffixes</td>
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<tr>
<td>• 3. RF.3d. Read grade-appropriate irregularly spelled words.</td>
<td>• I identify syllables in words</td>
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<td><strong>Fluency</strong></td>
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<tr>
<td>3. RF.4: Read with sufficient accuracy and fluency to support comprehension.</td>
<td>• I identify and understand foundational reading skills</td>
<td>• Determine the purpose for reading on-level text</td>
<td>• Read on-level text fluently and accurately</td>
</tr>
<tr>
<td>• 3. RF.4a. Read on-level text with purpose and understanding.</td>
<td>• I identify textual purpose and understanding</td>
<td>• Apply reading strategies for accuracy, rate, and expression</td>
<td>• Reread with fluency as necessary</td>
</tr>
<tr>
<td>• 3. RF.4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</td>
<td>• I identify oral reading with accuracy, appropriate rate, and expression and successful readings</td>
<td>• Confirm or self-correct word recognition</td>
<td>• Read at the appropriate rate</td>
</tr>
<tr>
<td>• 3. RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>• I identify rereading as a strategy when confirming or self-correct words</td>
<td>• Confirm or self-correct word understanding</td>
<td>• Read with expression</td>
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**Instructional Level Expectations**
- Independent Reading Level
- End of Grade (Level)
- Oral Reading Rate (WPM)
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<tr>
<td><strong>3. RI.1:</strong> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>• Inference • Prediction • Generalizations • Key Details • Background knowledge • Explicitly stated information from the text</td>
<td>• Authors include key details in informational texts which can help a reader ask and answer questions. • Good readers know a question is different from a statement and requires an answer. • Good readers ask questions about a text to help better understand the content within it.</td>
<td>• Make, test and revise predictions as they read • Use the combination of explicitly stated information, and background knowledge, to answer questions they have as they read • Demonstrate an understanding of the text when answering questions about the text • Refer explicitly to the text as a basis for answering questions about the text • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</td>
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<tr>
<td><strong>3. RI.2:</strong> Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>• Informational text (both literary nonfiction and expository/technical texts) • Main topic • Key Details • Difference between the main topic and key details • Informational text features and/or structure(s) that help suggest main idea • How to explain</td>
<td>• Authors of informational text(s) include key details in order to help readers make meaning of the text. • Good readers use key details in an informational text to identify the main topic. • Informational texts have a pattern/plan as well as details which can help a reader determine the main ideas of informational text.</td>
<td>• Determine the main idea of an informational text • Recognize how ideas are organized in an informational text • Describe or graphically represent the relationship between main idea and details. • Explain how the main idea is supported by key details • Determine the main idea of a text and explain how it is supported by key details</td>
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<td><strong>3. RI.3:</strong> 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.</td>
<td>• Informational text (both literary nonfiction and expository/technical texts) • How to describe • Key ideas/concepts, events, steps in informational texts. • Key features of content-specific texts (e.g., science and historical texts) based on text features (e.g., events, steps, procedures) • Text structure in informational texts (e.g., time, sequence, cause/effect, steps) • Connections and relationships (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another) • Transition/linking words that show relationships (e.g., first, because, then, on the other hand) for informational texts.</td>
<td>• Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur. • Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read.</td>
<td>• Identify the events, key ideas/concepts, or steps in informational texts • Identify and describe how informational and technical texts are structured • Identify words that signal relationships in informational texts • Explain how ideas, events, steps are connected • Use text-structure language to describe or graphically represent relationships between and among ideas, events, or steps/procedures in informational texts</td>
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<td><strong>READING INFORMATION</strong></td>
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| **3. RI.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area. | • Informational text  
• Word choice  
• Context clues  
• Non-linguistic images (e.g., Picture/graphic clues)  
• Strategies for identifying and using context clues  
• Literal and non-literal meaning  
• Simple figurative language (e.g., simile, metaphor) | • Authors make purposeful language choices to create meaning in informational text(s).  
• Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s). | • Read and reread other sentences and non-linguistic images in the text to identify context clues  
• Use context clues to help unlock the meaning of unknown words/phrases  
• Determine the appropriate definition of words that have more than one meaning  
• Describe how language choices create meaning in text  
• Differentiate between literal and non-literal meaning  
• Identify and interpret figurative language  
• Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area |
| **3. RI.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | • Informational text (both literary nonfiction and expository/technical texts)  
• Text features (e.g., captions, bold print, subheadings, glossaries, indices)  
• Search tools (e.g., electronic menus, icons, key words, sidebars, hyperlinks) | • Authors create informational texts using various text features to help readers locate key facts or information in a text proficiently  
• Good readers use text features to locate relevant information  
• Good readers use search tools to locate relevant information | • Use text features to locate relevant information on a given topic  
• Use search tools to locate relevant information on a given topic  
• Use text features and search tools to locate information relevant to a given topic efficiently |
| **3. RI.6:** Distinguish their own point of view from that of the author of a text. | • Informational text (both literary nonfiction and expository/technical texts)  
• Author’s point of view  
• Author’s viewpoint/focus/attitude  
• Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text | • An author’s focus/viewpoint may differ from that of the reader.  
• Good readers recognize that their own viewpoint can differ from that of the author. | • Identify the author’s purpose for writing a text  
• Identify the author’s viewpoint in a text  
• Distinguish between an author’s viewpoint and the reader’s viewpoint about a topic |
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| **3. RI.7**: 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). | - Central idea  
- Key details including where, when, why and how events occur  
- Graphics/images/illustrations (e.g., photographs, diagrams, simple charts, graphs, maps) | - Authors choose details and illustrations to include in an informational text in order to convey meaning.  
- Good readers use the details and illustrations available in an informational text to make meaning of the text(s). | - Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, maps)  
- Integrate information from graphics/images/illustrations with words from the text to make meaning  
- Explain how the information contributes to an understanding of the text in which it appears  
- 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). |
| **3. RI.8**: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | - Informational text (both literary nonfiction and expository/technical texts)  
- Compare  
- Contrast  
- Important points/main ideas  
- Most important vs. least important points  
- Key/supporting details | - Authors of informational text provide information on topics in different ways.  
- Good readers make meaning of informational texts by identifying and comparing/contrasting important points and key details presented in two texts. | - Identify the most important points presented in texts  
- Identify the key/supporting details presented in texts  
- Compare by writing or graphically representing the most important points presented by two texts on the same topic  
- Compare by writing or graphically representing the key details presented by two texts on the same topic  
- Contrast by writing or graphically representing the most important points presented by two texts on the same topic  
- Contrast by writing or graphically representing key details presented by two texts on the same topic  
- Compare and contrast the most important points presented by two texts on the same topic |
| **3. RI.9**: Compare and contrast the most important points and key details presented in two texts on the same topic. | - Informational text (both literary nonfiction and expository/technical texts)  
- Compare  
- Contrast  
- Important points/main ideas  
- Most important vs. least important points  
- Key/supporting details | - Authors of informational text provide information on topics in different ways.  
- Good readers make meaning of informational texts by identifying and comparing/contrasting important points and key details presented in two texts. | - Identify the most important points presented in texts  
- Identify the key/supporting details presented in texts  
- Compare by writing or graphically representing the most important points presented by two texts on the same topic  
- Compare by writing or graphically representing the key details presented by two texts on the same topic  
- Contrast by writing or graphically representing the most important points presented by two texts on the same topic  
- Contrast by writing or graphically representing key details presented by two texts on the same topic  
- Compare and contrast the most important points presented by two texts on the same topic |
| **READING RANGE** | - Identify/understand key ideas and details  
- Identify/understand craft and structure  
- Identify/understand integration of knowledge | - Comprehend informational text key ideas and details  
- Comprehend informational text craft and structure  
- Comprehend informational text integration of knowledge | - 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. |
| **3. RI.10**: 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. | - Identify/understand key ideas and details  
- Identify/understand craft and structure  
- Identify/understand integration of knowledge | - Comprehend informational text key ideas and details  
- Comprehend informational text craft and structure  
- Comprehend informational text integration of knowledge | - 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. |
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</tbody>
</table>
| **3. RL.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | • Text references  
• Explicit information  
• Inference  
• Prediction  
• Generalizations  
• Literary elements (e.g., character, setting, events) | • Authors include key details in literary texts which can help a reader ask and answer questions.  
• Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text | • Make, test and revise predictions as they read  
• Use the combination of background knowledge and explicitly stated information to answer questions they have as they read  
• Demonstrate an understanding of the text when answering questions about the text  
• Refer explicitly to the text as a basis for answering questions about the text |
| **3. RL.2:** 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. | • Literary texts  
• How to explain  
• How to recount literary texts  
• Characteristics of fables and folktales from diverse cultures  
• Central message, moral, lesson  
• Difference between central ideas and key details in a story  
• Characteristics of an effective retelling/recounting | • Authors of literary texts include details that help readers make sense of stories.  
• Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details (e.g., characters, settings, problem/solution). | • Recount/retell (or graphically represent) key details from literary texts, including fables and folktales from diverse cultures  
• Determine central message, lesson or moral  
• Explain how key details show a central message, lesson or moral  
• Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text |
| **3. RL.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | • Literary texts  
• Important/supporting details  
• Story & Play elements  
• Plot (e.g., events, climax/turning point, resolution)  
• Conflict (e.g., problem/solution)  
• Characters (traits, motivations, words, and feelings)  
• Setting (e.g., time, place) | • Authors create well-developed characters that shape the events of a story or play.  
• Good readers understand that the actions of characters in a literary text contribute to the sequence of events in a story or play. | • Identify the key ideas and events in a story or play  
• Sequence the key ideas and events in a story or play  
• Identify the characters in a story or play (e.g., traits, motivations, feelings)  
• Describe or graphically represent characters (their thoughts, words and actions) and events in a story or play, drawing on specific details from the text  
• Describe and explain how characters’ actions relate to the sequence of events  
• Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events |
## CRAFT AND STRUCTURE

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<td>(Procedural, Application, Extended Thinking)</td>
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<td><strong>3. RL.4</strong></td>
<td>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
<td>Authors make purposeful language choices to create meaning in literary text(s).</td>
<td>Read and reread other sentences and non-linguistic images (e.g., illustrations) in the text to identify context clues.</td>
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<td>- Literary text</td>
<td>- Good readers actively seek the meaning of unknown words/phrases to clarify understanding of literary text(s).</td>
<td>Use context clues to help unlock the meaning of unknown words/phrases.</td>
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<td>- Word choice</td>
<td>- Differentiate between literal and non-literal meaning.</td>
<td>Determine the appropriate definition of words that have more than one meaning.</td>
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<td>- Context clues</td>
<td>- I identify and interpret figurative language and literary devices.</td>
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<td></td>
<td>- Literal and non-literal meaning</td>
<td>- Describe how figurative language, literary devices, and other language choices create and clarify meaning.</td>
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<td>- Figurative language (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom)</td>
<td>- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</td>
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<td></td>
<td>- Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue)</td>
<td>- Mood</td>
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<td><strong>3. RL.5</strong></td>
<td>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.</td>
<td>Good readers understand that stories have chapters, poems have stanzas, and dramas have scenes.</td>
<td>Use the term chapter when referring to parts of a story.</td>
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<td></td>
<td>- Literary text</td>
<td>- Good readers understand that stories, dramas and poems have parts that contribute to the whole text.</td>
<td>Use the term stanza when referring to parts of a poem.</td>
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<td></td>
<td>- How to describe</td>
<td></td>
<td>Use the term scene when referring to parts of a drama.</td>
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<td>- Characteristics of a story</td>
<td></td>
<td>Describe how each successive part of a story, drama, or poem builds on earlier sections by using terms such as chapter, scene, or stanza.</td>
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<td></td>
<td>- Characteristics of a drama</td>
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<td></td>
<td>- Characteristics of a poem</td>
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<td></td>
<td>- Various text structures (e.g., chapter, scene, stanza)</td>
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<td>- Relationships between parts of text and whole text</td>
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<tr>
<td><strong>3. RL.6</strong></td>
<td>Distinguish their own point of view from that of the narrator or those of the characters.</td>
<td>An author's purpose for writing a piece of text affects how he/she constructs the text.</td>
<td>Identify the author's purpose for writing a text.</td>
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<tr>
<td></td>
<td>- Literary text(s)</td>
<td>An author's purpose for writing affects the view point, the content and the presentation of ideas.</td>
<td>Identify the view point of characters in a text.</td>
</tr>
<tr>
<td></td>
<td>- Point of View</td>
<td>- The view point of the author of a text affects the purpose for writing, the content, and the presentation of ideas.</td>
<td>Identify the view point of the narrator in a text.</td>
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<td></td>
<td>- Author's view point</td>
<td>- The reader's view point can differ from that of the narrator/speaker or character who is telling the story.</td>
<td>Identify the reader's personal point of view.</td>
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<td>- View point</td>
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<td>Distinguish between a character's or narrator's view point and the reader's view point.</td>
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## Grade Three

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<td><strong>Listening to, Speaking About, and Interpreting Literature</strong></td>
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<tr>
<td><strong>Integration of Knowledge &amp; Ideas</strong></td>
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<tr>
<td><strong>3. RL.7</strong>: 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).</td>
<td>How to explain</td>
<td>Authors choose details and illustrations to include in a literary text in order to convey meaning.</td>
<td>Describe how illustrations contribute to a story.</td>
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<tr>
<td></td>
<td>Illustrations (e.g., pictures, photos, drawings)</td>
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<td>Determine specific aspects of a literary text's illustrations that create mood or emphasize aspects of a character or setting.</td>
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<td></td>
<td>Versions of text (e.g., written, print, digital, visual)</td>
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<td>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</td>
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<td>Story details (e.g., character, setting, plot/events, mood)</td>
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<tr>
<td><strong>3. RL.9</strong>: 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).</td>
<td>Compare</td>
<td>Author's make purposeful decisions about settings, plots, and themes when writing about the same characters.</td>
<td>Identify and describe the settings of two or more texts.</td>
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<td></td>
<td>Contrast</td>
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<td>Identify and describe character(s)' traits in two or more texts.</td>
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<tr>
<td></td>
<td>Theme</td>
<td></td>
<td>Retell the plot of two or more texts.</td>
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<tr>
<td></td>
<td>Setting</td>
<td></td>
<td>Identify the themes in two or more texts.</td>
</tr>
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<td></td>
<td>Plot (main events, problem/solution)</td>
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<td>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</td>
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<td></td>
<td>Character/character traits</td>
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<td></td>
<td>Text-to-self, text-to-text, text-to-world connections</td>
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<td><strong>3. RL.10</strong>: 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.</td>
<td>Identify/understand key ideas</td>
<td>Comprehend key ideas and details</td>
<td>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.</td>
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<td></td>
<td>Identify/understand craft and structure</td>
<td>Comprehend craft and structure</td>
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<td></td>
<td>Identify/understand integration of knowledge</td>
<td>Comprehend integration of knowledge</td>
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<tr>
<td>COMPREHENSION &amp; COLLABORATION</td>
<td>KNOW</td>
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<tr>
<td><strong>3. SL.1</strong>: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>Identify key ideas from reading texts</td>
<td>Relate information that has been read to discussion topics</td>
<td>Engage in discussions by sharing knowledge</td>
</tr>
<tr>
<td>3. SL.1a. 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.</td>
<td>Identify agreed-upon rules for discussion</td>
<td>Evaluate implementation of discussion rules</td>
<td>Listen actively to discussions and presentations</td>
</tr>
<tr>
<td>3. SL.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
<td>Identify ways to listen effectively</td>
<td>Formulate questions and responses based on comments made by others during discussion</td>
<td>Follow agreed-upon rules during discussion</td>
</tr>
<tr>
<td>3. SL.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
<td>Know how to ask a question</td>
<td>Explain the topic using personal ideas, opinions, and reasoning</td>
<td>Ask questions to check understanding of discussion or presentation</td>
</tr>
<tr>
<td>3. SL.1d. Explain ideas and understanding in light of the discussion.</td>
<td>Identify key ideas presented during discussion</td>
<td></td>
<td>Connect comments to other’s remarks</td>
</tr>
<tr>
<td><strong>3. SL.2</strong>: 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.</td>
<td>Determine the main idea of an oral or media presentation</td>
<td>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.</td>
<td>Express ideas clearly</td>
</tr>
<tr>
<td>3. SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
<td>Identify where questioning is needed about what a speaker says</td>
<td>Identify where questioning is needed about what a speaker says</td>
<td>Ask and answer questions about information from a speaker</td>
</tr>
<tr>
<td>3. SL.3a. Identify appropriate elaboration and detail when answering questions about information from a speaker.</td>
<td>Identify appropriate elaboration and detail when answering questions about information from a speaker.</td>
<td>Formulate appropriate questions about information from a speaker</td>
<td>Ask detailed questions about information from a speaker</td>
</tr>
<tr>
<td>3. SL.3b. Formulate answers about information from a speaker, offering appropriate elaboration and detail.</td>
<td>Formulate answers about information from a speaker, offering appropriate elaboration and detail.</td>
<td></td>
<td>Answer questions about information from a speaker</td>
</tr>
<tr>
<td>3. SL.3c. Formulate appropriate questions about information from a speaker.</td>
<td>Formulate appropriate questions about information from a speaker.</td>
<td></td>
<td>Offer appropriate elaboration and detail</td>
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<tr>
<td>3. SL.3d. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
<td>Formulate appropriate questions about information from a speaker.</td>
<td></td>
<td>Offer appropriate elaboration and detail</td>
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<tr>
<td>SPEAKING &amp; LISTENING</td>
<td>(Factual)</td>
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<td>(Procedural, Application, Extended Thinking)</td>
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<tr>
<td><strong>3. SL.4:</strong> 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.</td>
<td>• Identify a topic, facts, and descriptive details</td>
<td>• Determine appropriate supportive facts</td>
<td>• 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.</td>
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<td>• Identify and recall an experience</td>
<td>• Determine relevant descriptive details</td>
<td>• Speak clearly and understandably while reporting on a topic</td>
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<td>• Identify clearly pronounced and enunciated words</td>
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<td>• Speak clearly and understandably while telling</td>
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<td></td>
<td>• Identify an understandable pace</td>
<td></td>
<td>• Speak clearly and understandably while recounting an experience a story</td>
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<tr>
<td><strong>3. SL.5:</strong> 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.</td>
<td>• Recognize “engaging” audio recordings</td>
<td>• Emphasize/enhance facts by adding visual displays</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Identify fluid reading</td>
<td>• Emphasize/enhance details by adding visual displays</td>
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<td></td>
<td>• Identify facts or details</td>
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<tr>
<td><strong>3. SL.6:</strong> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
<td>• Recognize complete sentences when spoken</td>
<td>• Differentiate when situation calls for speaking in complete sentences</td>
<td>• Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
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<tr>
<td></td>
<td>• Identify the audience</td>
<td>• Interpret requested detail or clarification</td>
<td>• Respond to answer questions or to clarify</td>
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### Grade Three

#### Literacy

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<tr>
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<th>DO (Procedural, Application, Extended Thinking)</th>
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<tr>
<td><strong>LANGUAGE</strong></td>
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<tr>
<td>3. L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>- Identify abstract nouns</td>
<td>- Demonstrate command of standard English grammar and usage when writing</td>
<td>- Form and use regular and irregular plural nouns</td>
</tr>
<tr>
<td>• 3. L.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
<td>- Recognize verb tenses</td>
<td>- Explain function of nouns</td>
<td>- Use abstract nouns</td>
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<tr>
<td>• 3. L.1b. Form and use regular and irregular plural nouns.</td>
<td>- Identify agreement of subject-verb tenses</td>
<td>- Explain function of pronouns</td>
<td>- Use regular and irregular verbs</td>
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<tr>
<td>• 3. L.1c. Use abstract nouns (e.g., childhood).</td>
<td>- Identify agreement of pronoun-antecedent tenses</td>
<td>- Explain function of adjectives</td>
<td>- Ensure subject-verb and pronoun-antecedent agreement</td>
</tr>
<tr>
<td>• 3. L.1d. Form and use regular and irregular verbs.</td>
<td>- Identify comparative and superlative adjectives and adverbs</td>
<td>- Explain function of adjectives</td>
<td>- Form and use comparative and superlative adjectives and adverbs, and choose</td>
</tr>
<tr>
<td>• 3. L.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.*</td>
<td>- Recognize coordinating and subordinating conjunctions</td>
<td>- Choose between comparative and superlative adjectives and adverbs</td>
<td>- between them depending on what is to be modified</td>
</tr>
<tr>
<td>• 3. L.1f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
<td>- Recognize complex sentences</td>
<td>- Produce simple sentences</td>
<td>- Use coordinating and subordinating conjunctions</td>
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<tr>
<td>• 3. L.1g. Use coordinating and subordinating conjunctions.</td>
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<td>- Produce compound sentences</td>
<td>- Produce simple sentences</td>
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<td>• 3. L.1h. Produce simple, compound, and complex sentences.</td>
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<td>- Produce complex sentences</td>
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<td><strong>CONVENTIONS OF STANDARD ENGLISH</strong></td>
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<tr>
<td>3. L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>- Apply correct capitalization</td>
<td>- Capitalize appropriate words in titles</td>
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</tr>
<tr>
<td>• 3. L.2a. Capitalize appropriate words in titles.</td>
<td>- Apply correct punctuation</td>
<td>- Use commas in addresses</td>
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<tr>
<td>• 3. L.2b. Use commas in addresses.</td>
<td>- Apply correct spelling</td>
<td>- Use commas and quotation marks in dialogue</td>
<td>- Use commas and quotation marks in dialogue</td>
</tr>
<tr>
<td>• 3. L.2c. Use commas and quotation marks in dialogue.</td>
<td></td>
<td>- Form and use possessives</td>
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<tr>
<td>• 3. L.2d. Form and use possessives.</td>
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<td>- Use conventional spelling for high frequency words and for adding suffixes to base words</td>
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<tr>
<td>• 3. L.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</td>
<td></td>
<td>- Use spelling patterns and generalizations (e.g., word families, position-based)</td>
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<tr>
<td>• 3. L.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
<td></td>
<td>- spellings, syllable patterns, ending rules, meaningful word parts) in writing words</td>
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<tr>
<td>• 3. L.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
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<td>- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</td>
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| **3. L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. | • Recognize language conventions for writing  
• Recognize language conventions for speaking  
• Recognize language conventions for reading  
• Recognize language conventions for listening  
• Identify types of words and phrases that create effect | • Apply language knowledge when writing  
• Apply language knowledge when speaking  
• Apply language knowledge when reading  
• Apply language knowledge when listening  
• Apply knowledge of language conventions when writing  
• Apply knowledge of language conventions when speaking  
• Apply knowledge of language conventions when reading  
• Apply knowledge of language conventions when listening  
• Determine words and phrases that create effect  
• Recognize and observe differences between the conventions of spoken and written standard English | • Use knowledge of language when speaking  
• Use knowledge of language conventions when speaking  
• Include words and phrases that create effect |
| **3. L.4:** 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. | • Recognize that context clues can help determine the meaning of unknown or multiple-meaning words  
• Identify and define root words  
• Identify and define affixes  
• Find words in dictionaries and glossaries | • Determine the meaning of unknown and multiple-meaning words or phrases by examining a sentence to find clues  
• Determine the meaning of unknown and multiple-meaning words or phrases by determining the meaning of a word when an affix is added (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)  
• Determine the meaning of an unknown word by identifying the common root (e.g., company, companion)  
• Choose from a range of vocabulary strategies to determine a word’s meaning | • 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 print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases |
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<tr>
<td><strong>CONVENTIONS OF STANDARD ENGLISH</strong></td>
<td>3. L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  - <strong>3. L.5a:</strong> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  - <strong>3. L.5b:</strong> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  - <strong>3. L.5c:</strong> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</td>
<td>Recognize the difference between literal and non-literal meanings of words and phrases  - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)</td>
<td>Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)  - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., new, believed, suspected, heard, wondered)</td>
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<td>3. L.6: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</td>
<td>Acquire grade appropriate conversational words and phrases  - Acquire grade appropriate general academic words and phrases  - Acquire grade appropriate domain-specific words and phrases  - Acquire grade appropriate words and phrases that signal spatial relationships  - Acquire grade appropriate words and phrases that signal temporal relationships</td>
<td>Use grade appropriate conversational words  - Use grade appropriate general academic words  - Use grade appropriate domain-specific words  - Use words that signal spatial relationships  - Use words that signal temporal relationships</td>
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### Grade Three

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| 3. W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. | **Persuasion and argument** | **Good persuasive writers address the needs of the audience and build an argument to support a clear opinion/position.** | **Identify an issue in a topic or text** |
| | **Difference between relevant and irrelevant reasons/facts/support/examples** | **Good authors use model/examples texts to guide them as they compose their own persuasive pieces.** | **Agree or disagree with an issue** |
| | **Opinion/position** | **Identify an issue in a topic or text** | **Develop an opinion/position** |
| | **Reason(s)** | **Use/select an appropriate writing format** | **Use resources including teachers selected primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence. Differentiating between relevant and irrelevant reasons/evidence including an appropriate variety of reasons/evidence addressing the needs of the audience prioritizing the reasons/evidence** |
| | **Evidence (e.g., examples, facts)** | **Identify an issue in a topic or text** | **Organize writing with a beginning, middle and end** |
| | **Primary sources** | **Use linking/transition words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.** | **Write opinion pieces on topics or texts, supporting a point of view with reasons by introducing a topic or text stating an opinion providing reasons that support the opinion ordering reasons by importance providing a conclusion/concluding statement or section** |
| | **Secondary sources (e.g., UDLib/Search)** | **Use linking/transition words and phrases (e.g., for example, also) to connect opinions and reasons or show simple relationships** | **Using linking/transition words and phrases (e.g., for example, also) to connect opinions and reasons or show simple relationships** |
| | **Effective introduction/hook (e.g., one that takes a clear position)** | **Effective conclusion (e.g., one that begins to move beyond summary and moves beyond The End)** | **Effective conclusion (e.g., one that begins to move beyond summary and moves beyond The End)** |
| | **Logical order of supporting reasons (e.g., order of importance)** | | |
| | **Linking/transition words and phrases** | | |
| | **Awareness of audience** | | |
| | **Organizational pattern (e.g., beginning, middle, end)** | | |
| | **Format choices (e.g., letters [business and friendly], advertisements)** | | |
| 3W1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | | | |
| 3W1b. Provide reasons that support the opinion. | | | |
| 3W1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons. | | | |
| 3W1d. Provide a concluding statement or section. | | | |
### GRADE THREE

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<td><strong>3. W.2:</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
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- **Informative/explanatory writing**
- **Topic**
- **Relevant information** (e.g., facts, definitions, details, personal experiences, quotations, observations, interviews)
- **Organizational patterns** (e.g., definition, classification, comparison/contrast, and cause/effect)
- **Formatting devices** (e.g., headings)
- **Domain (content)-specific vocabulary**
- **Primary sources**
- **Secondary sources** (e.g., UDLib/Search)
- **Effective introduction/hook** (e.g., one that presents the topic)
- **Awareness of audience**
- **Linking /Transition words, phrases, clauses** (e.g., also, another, and, more, but)
- **Forms** (e.g., letters to appropriate individuals/organizations, editorial boards, business, summaries, reports, book, research, essays, articles, newspaper, magazine, messages/memos, notices, biography, autobiography, reviews)
- **Closure/ending/conclusion/ concluding statement or section** (e.g., one that moves beyond The End)

- **Good authors of informative/explanatory writing**
  - **Good authors** develop texts that examine a topic and convey ideas and information clearly.
  - **Good authors use informative/explanatory writing to communicate information related to real-world tasks.**
  - **Good authors use model/example texts to guide them as they compose informative/expository texts.**
  - **Good readers and writers** write to make meaning of what they read.

- **Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment**
- **Select an appropriate writing form**
- **Analyze and use primary and secondary sources to locate, sort (categorize, classify), and select relevant facts, definitions, quotations or other information and examples differentiating between relevant and irrelevant information addressing the needs of the audience generating new ideas and/or perspectives avoiding plagiarism selecting an organizational pattern appropriate for the topic and purpose**
- **Write informative/explanatory texts to examine a topic and convey ideas and information clearly by engaging the reader with an introduction/hook that presents the topic introducing the topic grouping related information together addressing the needs of the audience developing topic with facts, definitions and details using linking words and phrases to connect ideas within categories of information using illustrations to aid comprehension when appropriate providing a concluding statement or section.**
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| 3. W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | • Narrative writing  
- Topic  
- Event(s) (topic and situation—what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event)  
- Characters  
- Narrator  
- Character responses to situations  
- Dialogue  
- Elaboration  
- Awareness of audience  
- Relevant details/examples (e.g., actions, thoughts, feelings)  
- Difference between relevant and irrelevant details  
- Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound)  
- Reaction/response (e.g., Why was the event important? How did the event make you feel?)  
- Organizational pattern(s) (e.g., chronological, reflective, flashback)  
- Temporal/time order words (e.g., first, next, then)  
- Order of events (e.g., beginning, middle, end)  
- Closure/ending/conclusion  
- Forms (e.g., fictional stories, journals, poems, memoirs) | • Good authors use narrative elements (e.g., sensory images) to tell about events and reflect upon those events.  
• Good authors use model/example texts to guide them as they compose their own narrative pieces.  
• Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.  
• Good authors use sensory images to describe feelings, events, and/or characters. | • Select/identify real or imagined experienced experiences or event(s) to tell about  
• Select/identify specific details to elaborate about an event(s) and characters addressing the needs of the audience selecting an organizational pattern appropriate for the topic and purpose  
• Select an appropriate writing form  
• Write narratives to develop real OR imagined experiences or events using effective technique, descriptive details, and clear event sequences by establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations using temporal words and phrases to signal event order providing a sense of closure |

3. W.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3. W.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3. W.3c. Use temporal words and phrases to signal event order.
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<td><strong>3. W.4</strong>: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</td>
<td>• Recognize how to plan</td>
<td>• Develop and strengthen writing by planning</td>
<td>• With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</td>
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<td>• Recognize how to revise</td>
<td>• Develop and strengthen writing by revising</td>
<td>• Write a piece with idea development appropriate to task and purpose.</td>
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<td>• Recognize how to edit</td>
<td>• Develop and strengthen writing by editing</td>
<td>• Write a piece with organization appropriate to task and purpose.</td>
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<td>• Recognize how to rewrite</td>
<td>• Develop and strengthen writing by rewriting</td>
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<td>• Recognize how to try a new approach</td>
<td>• Develop and strengthen writing by trying a new approach</td>
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<tr>
<td><strong>3. W.5</strong>: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
<td>• Use basic computer skills</td>
<td>• Select appropriate technology tools that fit the intended audience and purpose</td>
<td>• With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</td>
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<td>• Know how to use technology to produce writing and to interact with others</td>
<td>• Use technology to produce, revise, edit, and publish writing</td>
<td>• Perform keyboarding skills</td>
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<td>• Know how to use technology to edit and revise writing</td>
<td>• Use technology to develop, revise, edit, and publish writing</td>
<td>• Use technology to communicate and collaborate</td>
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<td><strong>3. W.6</strong>: With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</td>
<td>• Conduct shared research using various sources and tools</td>
<td>• Examine information gathered during shared research</td>
<td>• Conduct short research projects that build knowledge about a topic.</td>
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<td></td>
<td>• Conduct shared research using print and digital sources</td>
<td>• Discriminate between relevant and irrelevant information</td>
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<td><strong>3. W.7</strong>: Conduct short research projects that build knowledge about a topic.</td>
<td>• Recognize print and digital sources</td>
<td>• Sort evidence from sources into provided categories</td>
<td>• Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
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<tr>
<td></td>
<td>• Gather information from print and digital sources</td>
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<td>• Provide brief notes from sources</td>
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<tr>
<td><strong>3. W.8</strong>: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
<td>• Identify the various purposes for writing</td>
<td>• Determine when to write for short or extended time frames</td>
<td>• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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<td>• Identify and understand the various organizational structures</td>
<td>• Determine the appropriate organizational structure for specific audiences and purposes</td>
<td>• Write for various purposes and to various audiences for short or extended time frames.</td>
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<td>• Identify and understand different genres or purposes for writing</td>
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<td>• Write for a range of discipline-specific tasks, purposes, and audiences.</td>
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<td><strong>3. W.10</strong>: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</td>
<td>• Determine when to write for short or extended time frames</td>
<td>• Determine the appropriate organizational structure for specific audiences and purposes</td>
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# GRADE THREE

## MATHEMATICS

### COMMON CORE STANDARDS

| 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8, 3.OA.9, 3.NBT.3 |

## OPERATIONS AND ALGEBRAIC THINKING

### (MULTIPLICATION & DIVISION)

<table>
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<th>KNOW</th>
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<td>(Factual)</td>
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### Notation:
- Multiplication and division notation (including different division signs: )
- Methods of recording multiplication strategies using equations and arrays.
- A letter can be used to stand for an unknown quantity.

### Strategies:
- Repeated addition
- Skip-counting
- Mental strategies for multiplying single-digit numbers (e.g., using a fact you know to solve a fact that you don't know)
- Partial products for multiplication (partial products can be notated using equations and/or arrays and area)
- Doubling and halving
- Division problems can be solved by thinking of them as unknown factor problems
- Estimation can be used to predict a reasonable answer.

### Models/Representations:
- Drawings of equal groups
- Arrays
- Areas

### Concepts/Big Ideas:
- Division word problems can require finding the unknown number of groups or the unknown group size (grouping problems and sharing problems).
- Multiplication and division are inverse operations.
- Fact families for multiplication and division.

### Other:
Be fluent with all products of two one-digit numbers.

## UNDERSTAND

### (Conceptual)

Multiplication and division situations involve equal-size groups, arrays, and/or area models.

Multiplication and division are inverse operations.

The commutative, associative, and distributive properties can be used to develop efficient strategies to multiply and divide. (Students do not need to know the names of these operations.)
Represent and solve problems involving multiplication and division.
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. CC.3.OA.1
   • Understand and write story problems for multiplication equations. E.g. write a story problem for 5 × 7.
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 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 ÷ 8. CC.3.OA.2
   • Understand and write story problems for division equations. E.g. write a story problem for 56 divided by 8.
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.
   • Solve multiplication and division word problems that involve equal groups, arrays, and area with products up to 100. CC.3.OA.3
   • Use drawings and equations to represent multiplication and division word problems.
   • Write multiplication and division equations with a symbol for the unknown.
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 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?. CC.3.OA.4
   • Solve multiplication and division problems with the unknown in any position.
Understand properties of multiplication and the relationship between multiplication and division.
5. Apply properties of operations as strategies to multiply and divide. 2
6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. CC.3.OA.6
   Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) CC.3.OA.5
   - Use fact families to solve multiplication and division problems.
Multiply and divide by 100.
7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. CC.3.OA.7
Solve problems involving the four operations, and identify and explain patterns in arithmetic.
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
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. CC.3.OA.9
Use place value understanding and properties of operations to perform multi-digit arithmetic.
4
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. CC.3.NBT.3
CONNECTIONS TO OTHER DOMAINS
Geometric measurement: understand concepts of area and relate area to multiplication and addition.
7. Relate area to the operations of multiplication and addition. CC.3.MD.7
   b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. CC.3.MD.7b
   c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c.
   • Use area models to represent the distributive property in mathematical reasoning. CC.3.MD.7c
   • Use arrays to model the distributive property of multiplication.
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 5 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
Represent and interpret data.
CC.3.MD.2
3. 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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. CC.3.MD.3
**GRADE THREE**

### COMMON CORE STANDARDS

**3.NBT.1, 3.NBT.2, OA.8, OA.9**

### ADDITION AND SUBTRACTION

(Combined using standards from 3 domains: NBT, OA, and MD)

#### KNOW

(Factual)

**Notation:**
- Expanded notation for numbers up to 1000.
- How to record addition and subtraction strategies using number lines and/or equations.
- A letter can be used to stand for an unknown quantity.

**Strategies (CC.3.NBT.2):**
- Partial sums for addition.
- Adding up and subtracting back (in large chunks) for subtraction.
- Creating an equivalent expression (also called compensation for addition and constant difference for subtraction).
- Other place value strategies

**Models/Representations:**
- Open number line (for thinking about and recording addition and subtraction strategies.)
- Bar graph or picture graph
- Scaled bar graph or picture graph
- Addition table
- Multiplication table

**Concepts/Big ideas:**
- Rounding is a formal way of estimating. (CC.NBT.1)
- When adding numbers the order of the addends does not matter. E.g., $7 + 10 = 10 + 7$. (Commutative property)
- Numbers can be decomposed, recomposed, & re-ordered to make adding more efficient. E.g., $8 + 5 = 8 + (2+3) = (8+2) +3 = 10+3=13$. (Associative property of addition.) (CC.3.NBT.2)
- Addition and subtraction are inverse operations. (CC.3.NBT.2)
- A letter can be used to stand for an unknown quantity. (CC.3.OA.8)

### DO

(Procedural, Application, Extended Thinking)

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

1. Use place value understanding to round whole numbers to the nearest 10 or 100. **CC.3.NBT.1**
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. **CC.3.NBT.2**
   - Break 2 and 3 digit numbers into their place value components.
   - Use strategies such as partial sums for addition, adding up and subtracting back (in large chunks) for subtraction, and/or the regrouping algorithms for addition and subtraction.

**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**

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. **CC.3.OA.8**
   - Write equations to represent two-step word problems, e.g. $(4 \times 10) + 32 = \_ \_ \_$. **CC.3.OA.8**
   - Represent two-step missing addend problems with a letter for the unknown quantity, e.g. $72 = (4 \times 10) + n$. **CC.3.OA.9**

9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. **CC.3.OA.9**
   - Students might observe that when counting by 9 (starting at any number) the tens digits increases by 1 and the ones digits decreases by 1. This can be explained by reasoning that adding 9 is equal to adding 10 and subtracting 1.

**Connections to other Domains and/or Clusters:**

**Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g. by representing the number on a number line diagram. **CC.3.MD.1**
2. Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. **CC.3.MD.2**

**Represent and interpret data.**

3. 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. For example, draw bar graph in which each square in the bar graph might represent 5 pets. **CC.3.MD.3**

### UNDERSTAND

(Conceptual)

The value of a digit in our number system is determined by its place value position.

Numbers can be decomposed and recomposed into component parts to add and subtract multi-digit numbers efficiently.
**Notation:**
- Fractions are written as \( \frac{a}{b} \) where the denominator of the fraction indicates the *size of the parts* (the unit fraction it is made of) and the numerator indicates *how many* of those parts are being considered. (CC.3.NF.1)

**Models:**
- Fractions can be represented
  - As equal areas of a region.
  - As points on a number line.

**Concepts/Big Ideas:**
- The whole on a number line is the interval or space between 0 and 1. (CC.NF.2a)
- If the distance on a number line between 0 and 1, is divided into \( b \) equal intervals, then each interval has a size of \( \frac{1}{b} \). (E.g., if the space on a number line is divided into 4 equal intervals, then each interval represents \( \frac{1}{4} \) of the distance between 0 and 1.) (CC.NF.2a)
- When writing fractions on number lines, a fraction \( \frac{a}{b} \) should be placed \( a/b \) of the distance from 0 to 1. (E.g., \( \frac{1}{4} \) should be placed on a number line at the point that is \( \frac{1}{4} \) of the way from 0 to 1 and 2/3 should be placed at the point that is 2/3 of the distance from 0 to 1.) (CC.NF.2a & b)
- Two fractions are equivalent (equal) if they are the same size or the same point on a number line.

**CC.3.NF.3a**
- Whole numbers can be written as fractions with a denominator of 1. (3.NF.3c)
- Fractions with the same numerator and denominator are equal to 1. (3.NF.3c)
- The size of a fractional part is relative to the size of the whole. (1/2 of a pizza is bigger than 1/2 of a cookie). (3.NF.3d)
- When comparing the size of two different fractions, one must assume that the wholes are the same size. (3.NF.3d)

**UNDERSTAND**

(Conceptual)

Fractions are a special type of numbers.
- They refer to parts of wholes.
- They fall between whole numbers on a number line.
- Unit fractions are the building blocks of all other fractions.
- A unit fraction is a quantity.
- Unit fractions refer to “1 out of ____ equal parts”. (3.NF.1)
- Non-unit fractions are the sum of unit fractions (e.g. \( \frac{3}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} \) (CC.3.NF.1))
- (Do we want something about the magnitude of fractions? Knowing that 1/8 is smaller than 1/3)

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**NUMBER & OPERATIONS - FRACTIONS**

(Procedural, Application, Extended Thinking)

* All work with fractions in 3rd grade is limited to fractions with denominators 2, 3, 4, 6, and 8.

**Reason with shapes and their attributes.**
1. Partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. **CC.3.G.2**

**Develop understanding of fractions as numbers.**
2. Understand a fraction as a number on number line; represent fractions on a number line diagram **CC.3.NF.2**
   a. Represent a fraction \( \frac{1}{b} \) on a number line diagram by defining the interval between 0 and 1 as the whole and partitioning it into \( b \) equal parts. Recognize that each part has size \( \frac{1}{b} \) and that the endpoint of the part based at 0 locates the number on the number line. **CC.NF.2a**
   - Correctly place unit fractions on unmarked number lines.
   - Represent a fraction \( \frac{1}{b} \) on a number line diagram by marking off a lengths \( \frac{1}{b} \) from 0. Recognize that the resulting interval has size \( a/b \) and that its endpoint locates the number \( a/b \) on the number line. **CC.NF.2b**
   - Correctly place non-unit fractions between 0 and 1 on unmarked number lines.
   - Student should use tick marks to indicate equal intervals.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. **CC.3.NF.3.**
   a. Recognize and generate simple equivalent fractions, e.g., \( \frac{1}{2} = \frac{2}{4}, \frac{4}{6} = \frac{2}{3} \). Explain why the fractions are equivalent, e.g., by using a visual fraction model. **CC.3.NF.3b**
   - Recognize simple equivalent fractions with denominators 2, 3, 4, 6, and 8.
   - Generate simple equivalent fractions with denominators 2, 3, 4, 6, and 8.
   - Use visual fraction models to prove equivalence.
   - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form of \( \frac{3}{1} \); recognize that \( \frac{6}{6} = \frac{1}{1} \), locate 4/4 and 1 at the same point on a number line diagram. **CC.3.NF.3c**
   d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **CC.3.NF.3d**
   - Compare fractions with the same numerators by reasoning about their size (e.g. \( \frac{4}{7} \) is greater than \( \frac{3}{6} \) because \( \frac{4}{7} \) is larger than \( \frac{3}{6} \) pieces) and justify the answer using visual models.
   - Compare fractions with the same denominators by reasoning about their size (e.g. \( \frac{4}{7} \) is greater than \( \frac{2}{4} \) because \( \frac{4}{7} \) refers to more \( \frac{1}{4} \) pieces) and justify the answer visual models.

**Connections to other Domains &/or Clusters:**

**Represent and interpret data.**
4. 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 numbers, halves, or quarters. **CC.3.MD.4**
   - Measure lengths with a ruler to the half inch or fourth of an inch.
   - Make line plots with scales marked off in whole units, half units, and quarter units.
# Grade Three

## Mathematics

### Measurement and Data
*(Time, Liquid, Volume, Mass & Graphing)*

### Common Core Standards

- 3.MD.1, 3.MD.2, 3.MD.3, 3.MD.4

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<th>Know</th>
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<tr>
<td><strong>(Factual)</strong></td>
<td><strong>(Procedural, Application, Extended Thinking)</strong></td>
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**Know**

- Line plots with whole numbers must include all the whole numbers in the range.
- Line plots with fractions must include all whole numbers and fractions within the range. (3, 3 ¼, 3½, 3 ⅓, 4, 4 ¼, 4 ½, etc.)
- It is essential to include the unit when communicating measurement data.
- One interval on a scaled bar graph represents a larger quantity.
- One picture on a scaled picture graph represents a larger quantity.
- Bar graphs, picture graphs, and line plots provide opportunities to make comparisons.

**Understand**

**Conceptual**

- Standard units enable people measure data in the same way.
- Data can be organized, represented, & interpreted in multiple ways for a variety of purposes.

**Procedural**

- **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**
  1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CC.3.MD.1**
  2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). **Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.**

**Represent and interpret data.** **CC.3.MD.2**

- 3. 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. **For example, draw a bar graph in which each square in the bar graph might represent 5 pets.** **CC.3.MD.3**

**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 numbers, halves, or quarters.** **CC.3.MD.4**

**Use understanding of fractions on a number line to understand fractions on a ruler.** **Connections to other Domains and/or Clusters:**

**Represent and solve problems involving multiplication and division:**

- 5. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total 9 excludes compound units such as cm³ and finding the geometric volume of a container.
- 10 Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2 in CCSS). 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.** **CC.3.OA.1**

**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.**

**Develop understanding of fractions as numbers.** **CC.3.OA.3**

- 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. **CC.3.NF.2**
  a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. **CC.3.NF.2a**
  b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. **CC.3.NF.2b**
### KNOW (Factual)

Area covers:

5b. A plane figure which can be covered without gaps or overlaps by \( n \) unit squares is said to have an area of \( n \) square units. **CC.3.MD.5b**

Perimeter is the distance around a figure.

Strategies for finding area and perimeter use related to multiplication and addition.

Strategies for finding Area:
- Counting
- Repeated addition
- Multiplication of length by width
- Decomposing into more than one rectangle

Rectangles can have the same perimeter and different areas or the same areas and different perimeter.

### UNDERSTAND (Conceptual)

Area and perimeter are attributes used to describe and measure 2D figures.

5a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. **CC.3.MD.5a**

**Geometric measurement:** understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement. **CC.3.MD.5**

6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). **CC.3.MD.6**

7. Relate area to the operations of multiplication and addition. **CC.3.MD.7**

1. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. **CC.3.MD.7a**

2. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. **CC.3.MD.7b**

3. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths \( a \) and \( b + c \) is the sum of \( a \times b \) and \( a \times c \). Use area models to represent the distributive property in mathematical reasoning. **CC.3.MD.7c**

4. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. **CC.3.MD.7d**

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

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **CC.3.MD.8**

- Investigate the relationship of area and perimeter when rectangles have the same perimeter and different areas or the same area and different perimeters.

**Connections to other Domains and/ or Clusters:**

Represent and solve problems involving multiplication and division.

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.12

**Understand properties of multiplication and the relationship between multiplication and division.** **CC.3.OA.3**

5. Apply properties of operations as strategies to multiply and divide.13 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 \( 8 \times 7 \) as \( 8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56 \). (Distributive property.) **CC.3.OA.5**
# GRADE THREE MATHEMATICS

## GEOMETRY - REASON WITH SHAPES & THEIR ATTRIBUTES

### COMMON CORE STANDARDS

| 3.G.1, 3.G.2 |

### KNOW

**Factual**

- Shapes can be sorted according to their attributes.
- Quadrilaterals are polygons with four sides.
- Rectangles, rhombi, and squares are a particular type of quadrilateral (parallelograms).

### UNDERSTAND

**Conceptual**

- Shapes in different categories may share attributes and the shared attributes can define a larger category.

### DO

**Procedural, Application, Extended Thinking**

**Reason with shapes and their attributes.**

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. **CC.3.G.1**
   - Identify rhombus, rectangle, square, etc as examples of quadrilaterals.
   - Draw examples of quadrilaterals that do not belong to any subcategory (not rhombi, rectangles, or squares, etc) such as trapezoids and/or various sizes and shapes of convex and concave quadrilaterals.

2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. **CC.3.G.2**
   - This standard should not be taught in isolation, but in conjunction with fractions.

### Connections to other Domains &/or Clusters:

**Develop understanding of fractions as numbers.**

1. 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. **CC.3.NF.1**