

Third Grade
Language Arts

Standard	Student Friendly Language	Vocabulary
ELA3R1. The student demonstrates the ability to read orally with speed, accuracy, and expressions. The student		
a. Applies letter-sound knowledge to decode unknown words quickly and accurately.	I can use letter-sounds to figure out words I don't know.	Decode, letter-sound, apply
b. Reads familiar text with expression.	I can read books I know with expression.	Text, expression
c. Reads third-grade text at a target rate of 120 words correct per minute.	I can read third-grade books at 120 correct words per minute.	
d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level texts.	I can self-correct my reading.	
ELA3R2. The students acquires and uses grade-level words to communicate effectively. The student		
a. Reads literary and informational texts and incorporates new words into oral and written language.	I can read fiction and non-fiction books and use new words in my writing and when I talk.	Literary, informational, texts, oral, written
b. Uses grade-appropriate words with multiple meanings.	I use third grade level words that have different meanings.	Grade-appropriate, multiple meanings
c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	I can identify and use homophones, homographs, antonyms, and synonyms.	Homophones, homographs, antonyms, synonyms
d. Identifies the meaning of common idioms and figurative phrases, and incorporates them into oral and written language.	I can identify common idioms and figurative phrases, and use them when I speak and write.	Idioms, figurative phrases,
e. identifies and infers meaning from common root words, common prefixes (e.g., un-re, dis-, in-) and common suffixes (e.g. -tion, -ous, -ly).	I can identify and understand the meaning of common root words, prefixes, and suffixes.	Root words, suffixes, prefixes
f. Determines the meaning of unknown words on the basis of context.	I can read using context clues.	Unknown, context, meaning
ELA3R3. The student uses a variety of strategies to gain meaning from grade-level text. The student		
A. The student reads a variety of texts for information and pleasure.	I can read different books for information and pleasure.	Information, pleasure
B. Makes predictions from text content.	I can prediction from books that I read.	prediction
C. Generates questions before, during, and after reading.	I can use question while I'm reading.	Question, generates
D. Distinguishes fact from opinion.	I understand the difference between fact and opinion.	Fact, opinion
E. Recognizes plot, character, and setting within text, and compares and contrasts these elements within text.	I can recognize plot, character, and setting when I read, and compare and contrast them.	Plot, setting, character, compare, contrast
F. Makes judgments and inferences about setting, characters, and events and supports them with evidence about the text.	I can make judgments and inferences about the setting, characters, and events in books I read and I am able to tell you why.	Judgments, inferences, setting, characters, events, evidence
G. Summarizes text content.	I can tell you what I read in my own words.	Summarizes
H. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.	I can use information from illustrations, diagrams, charts, graphs, and graphic organizers when I read.	Interprets, illustrations, diagrams, charts, graphs, graphic organizers.
I. Makes connections between texts and/or personal experiences.	I can make connections between books I read and real life.	Connections, texts, personal experiences
J. Identifies and infers main idea and supporting details.	I can find the main idea and supporting details in books when I read.	Infer, main idea, supporting detail
K. Self-monitors comprehension to clarify meaning.	I can use my comprehension strategies to understand what I read.	Self-monitors, comprehension, clarify
L. Identifies and infers cause-and-effect relationships and draws conclusions.	I can figure out the cause-and-effect relationships and draw conclusions when I read.	Infer, cause-and-effect, draw conclusions
M. Recalls explicit facts and infers implicit facts.	I can tell you specific facts and inferred facts when I read.	Explicit facts, infer, implicit facts
N. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry).	I can identify important characteristics in different types of writing.	Fiction, non-fiction, poetry, drama, genre
o. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.	I can use the parts of the book to find information and preview the text.	Titles, tables of contents, chapter headings
p. Recognizes the author's purpose.	I know the different reasons authors write.	Author's purpose
q. Formulates and defends an opinion about a	I can form an opinion about a book I read and	Formulates, defends, opinion

text.	tell you why.	
r. Applies dictionary, thesaurus, and glossary skills to determine word meanings.	I can use the dictionary, thesaurus, and glossary to find the meaning of words.	Dictionary, thesaurus, glossary
ELA3W1 The student demonstrates competency in the writing process. The student		
a. Captures a reader's interest by setting a purpose and developing a point of view.	I can engage the reader by setting a purpose and developing a point of view.	purpose, point of view, develop

Third Grade
Math

Standard	Student Friendly Language	Vocabulary
M3N1. Students will further develop their understanding of whole numbers and ways of representing them		
a. Identify place value from tenths through ten thousands	I will know how to find the value of each number from tenths to ten thousands	Tenths, ones, tens, hundreds, thousands, ten thousands, place value
b. Understand the relative sizes of digits in place value notation (10 times, 100 times, 1/10 of a single digit whole number) and ways to represent them	I will know that the size of the digit depends on where the digit is located in the number	Digit, place value notation, relative sizes
M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving		
a. Use the properties of addition and subtraction to compute and verify the results of computation	I can add and subtract to find the sum and difference of a problem	Sum, add, subtract, compute, properties
b. Use mental math and estimation strategies to add and subtract	I can think about the easiest way to solve a problem using addition and subtraction in my head	Estimation, mental math, add, subtract
c. Solve problems requiring addition and subtraction	I can solve word problems using addition and subtraction	Addition, subtraction, word problem, problem solving
M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving		
a. Describe the relationship between addition and multiplication, i.e., multiplication is defined as repeated addition	I can find the answer to a multiplication problem using repeated addition	Addition, multiplication, repeated addition, product
b. Know the multiplication facts with understanding and fluency to 10 x 10	I understand what multiplication means and I have memorized my facts	Multiplication, factors, product, fluency
c. Use arrays and area models to develop understanding of the distributive property and to determine partial products for multiplication of 2- or 3- digit numbers by a 1- digit number	I can use array and area models to show my understanding of multiplication	Array model, area model, distributive property, partial products, digit,
d. Understand the effect on the product when multiplying by multiples of 10	I understand that when I multiply by ten I add a zero to the product which changes the place value	Product, multiplying, multiples of 10
e. Apply the identity, commutative, and associative properties of multiplication and verify the results	I understand how to use and check the identity, commutative, and associative properties	Identity, commutative, and associative properties, multiplication, verify, results
f. Use mental math and estimation strategies to multiply	I can think about the easiest way to solve a problem using multiplication in my head	Mental math, estimation, strategies
g. Solve problems requiring multiplication	I can solve word problems using multiplication	Problem solving, multiplication, key words
M3N4. Students will understand the meaning of division and develop the ability to apply it in problem solving		
a. Understand the relationship between division and multiplication and between division and subtraction	I understand how division and multiplication are alike and how division and subtraction are alike	Relationship, division, multiplication, subtraction
b. Recognize that division may be two situations: the first is determining how many equal parts of a given size or amount may be taken away from the whole as in a repeated subtraction, and the second is determining the size of the parts when the whole is separated into a given number of equal parts as in a sharing model	I know that division is two parts. The first part is division as repeated subtraction. The second part is knowing how to separate a whole into equal groups	Division, equal parts, amount, repeated subtraction, parts, whole, separated, sharing model
c. Recognize problem-solving situations in which division may be applied and write corresponding mathematical expressions	I can read a word problem and figure out which numbers are important for me to solve the problem. I know how to use those numbers to set up a division number sentence	Problem-solving, division, applied, mathematical expressions
d. Explain the meaning of a remainder in division in different circumstances	I can explain what a remainder means in different problems	Remainder, division
e. Divide 2 and 3 digit number by a 1 digit divisor	I can divide a 2 and 3 digit number by a 1 digit number	Divisor, divide, digit
f. Solve problems requiring division	I can solve problems using division	Problem solving, division
M3N5. Students will understand the meaning of decimals and common fractions in simple cases and apply them in problem solving situations		
a. Understand a decimal (i.e., 0.1) and a common fraction (i.e., 1/10) represents parts of a whole	I understand that a fraction and decimal are part of a whole	Decimals, common fraction, parts of a whole, represent
b. Understand the fraction a/b represents a equal sized parts of a whole that is divided into	I understand that in a fraction a equals how many parts we are looking at and b equals how	Fractions, equal, parts of a whole, divided, denominator,

b equal sized parts	many parts all together	
c. Understand a one place decimal represents tenths, i.e., $0.3 = \frac{3}{10}$	I understand decimal place value	Decimal, tenths, decimal conversion
d. Know and use decimals and common fractions to represent the size of parts created by equal divisions of a whole	I understand that a whole can be broken down into equal parts and I can describe those parts in fraction or decimal form	Decimals, common fractions, parts, size, division, whole
e. Understand the concept of addition and subtraction of decimals and common fractions with like denominators	I can add and subtract fractions when the denominator is the same and common decimals	Add, subtract, denominator, numerator, common fractions, decimals
f. Model addition and subtraction of decimals and common fractions	I can add and subtract decimals and common fractions	Add, subtract, decimals, common fractions

Third Grade
Science

Standard	Student Friendly Language	Vocabulary
S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.		
a. Keep records of investigations and observations and do not alter the records later.	I can keep records of what I investigate and observe and I do not change the records.	Investigations, observations, records
b. Offer reasons for findings and consider reasons suggested by others.		
c. Take responsibility for understanding the importance of being safety conscious.		
S3CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.		
a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.	I can add, subtract, multiply, and divide whole numbers in my head, on paper, and with a calculator.	Add, subtract, multiply, divide, whole numbers, mentally, calculator
b. Use commonly encountered fractions – halves, thirds, and fourths (but not sixths, sevenths, and so on) – in scientific calculations.	I can use halves, thirds, and fourths in science.	Fractions, halves, thirds, fourths,
c. Judge whether measurements and computations of quantities, such as length, weight, or time, are reasonable answers to scientific problems by comparing them to typical values.	I can determine if measurements such as length, weight, or time are reasonable answers to problems I encounter in science.	Measurements, length, weight, time, reasonable
S3CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures.		
a. Choose appropriate common materials for making simple mechanical constructions and repairing things.	I can choose appropriate materials for making simple things and repairing things.	Mechanical constructions
b. Use computers, cameras and recording devices for capturing information.	I can use tools such as computers, cameras, and recording devices to capture information.	Computers, cameras, recording, capturing
c. Identify and practice accepted safety procedures in manipulating science materials and equipment.	I know how to use appropriate science safety equipment.	Procedures, equipment
S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.		
a. Observe and describe how parts influence one another in things with many parts.	I can identify how things identify one another.	Observe, describe, influence
b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world.	I can use geometric figures, numbers, graphs, diagrams, sketches, number lines, maps, and stories to represent things in the real world.	Geometric figures, graphs, diagrams, sketches, number lines, maps, represent, process
c. Identify ways in which the representations do not match their original counterparts		
S3CS5. Students will communicate scientific ideas and activities clearly.		
a. Write instructions that others can follow in carrying out a scientific procedure.	I can write instructions that other people can follow.	Scientific procedure
b. Make sketches to aid in explaining scientific procedures or ideas.	I can draw to help explain rules in science and ideas in science.	Scientific procedure
c. Use numerical data in describing and comparing objects and events.	I can use numbers to describe and compare things.	Numerical data, describe, compare, objects, events
d. Locate scientific information in reference books, back issues of newspapers and	I can find scientific information in reference materials.	Reference, computer database, CD-ROM,

magazines, CD-ROMs, and computer databases.		
S3CS6. Students will question scientific claims and arguments effectively.		
a. Support statements with facts found in books, articles, and databases, and identify the sources used.	I can support what I say with information found in reference materials.	Sources, data bases
S3CS7. Students will be familiar with the character of scientific knowledge and how it is achieved.		