1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition
1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
1.2 Decode regular multisyllabic words.
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).
1.6 Use sentence and word context to find the meaning of unknown words.
1.7 Use a dictionary to learn the meaning and other features of unknown words.
1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

2.0 Reading Comprehension
Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

Structural Features of Informational Materials
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
2.3 Demonstrate comprehension by identifying answers in the text.
2.4 Recall major points in the text and make and modify predictions about forthcoming information.
2.5 Distinguish the main idea and supporting details in expository text.
2.6 Extract appropriate and significant information from the text, including problems and solutions.
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

3.0 Literary Response and Analysis
Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature
3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

Narrative Analysis of Grade-Level-Appropriate Text
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.
3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
3.6 Identify the speaker or narrator in a selection.

WRITING
1.0 Writing Strategies
Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus
1.1 Create a single paragraph:
   a. Develop a topic sentence.
   b. Include simple supporting facts and details.

Penmanship
1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Research
1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Evaluation and Revision
1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

2.0 Writing Applications (Genres and Their Characteristics)
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

2.1 Write narratives:
   a. Provide a context within which an action takes place.
   b. Include well-chosen details to develop the plot.
   c. Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

2.3 Write personal and formal letters, thank-you notes, and invitations:
   a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
   b. Include the date, proper salutation, body, closing, and signature.
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Grammar

1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuation

1.5 Punctuate dates, city and state, and titles of books correctly.

1.6 Use commas in dates, locations, and addresses and for items in a series.

Capitalization

1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

Spelling

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

1.9 Arrange words in alphabetic order.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Retell, paraphrase, and explain what has been said by a speaker.

1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.

1.3 Respond to questions with appropriate elaboration.

1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

Organization and Delivery of Oral Communication

1.5 Organize ideas chronologically or around major points of information.

1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.

1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

Analysis and Evaluation of Oral and Media Communications

1.10 Compare ideas and points of view expressed in broadcast and print media.

1.11 Distinguish between the speaker’s opinions and verifiable facts.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

2.1 Make brief narrative presentations:
   a. Provide a context for an incident that is the subject of the presentation.
   b. Provide insight into why the selected incident is memorable.
   c. Include well-chosen details to develop character, setting, and plot.

2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
THIRD GRADE CALIFORNIA CONTENT STANDARDS
MATHEMATICS

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

### Number Sense

1. **Students understand the place value of whole numbers:**
   1.1 Count, read, and write whole numbers to 10,000.
   1.2 Compare and order whole numbers to 10,000.
   1.3 Identify the place value for each digit in numbers to 10,000.
   1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.
   1.5 Use expanded notation to represent numbers (e.g., \(3,206 = 3,000 + 200 + 6\)).

2. **Students calculate and solve problems involving addition, subtraction, multiplication, and division:**
   2.1 Find the sum or difference of two whole numbers between 0 and 10,000.
   2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.
   2.3 Use the inverse relationship of multiplication and division to compute and check results.
   2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (\(3.671 \times 3 = \_\)).
   2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number (\(135 ÷ 5 = \_\)).
   2.6 Understand the special properties of 0 and 1 in multiplication and division.
   2.7 Determine the unit cost when given the total cost and number of units.
   2.8 Solve problems that require two or more of the skills mentioned above.

3. **Students understand the relationship between whole numbers, simple fractions, and decimals:**
   3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., \(1/2\) of a pizza is the same amount as \(2/4\) of another pizza that is the same size; show that \(3/8\) is larger than \(1/4\)).
   3.2 Add simple fractions (e.g., determine that \(1/8 + 3/8\) is the same as \(1/2\)).
   3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.
   3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is \(1/2\) of a dollar, 75 cents is \(3/4\) of a dollar).

### Algebra and Functions

1. **Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:**
   1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
   1.2 Solve problems involving numeric equations or inequalities.
   1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if \(4 \_ 3 = 12\), what operational symbol goes in the blank?).
   1.4 Express simple unit conversions in symbolic form (e.g., \(_\) inches = \(_\) feet \(\times 12\)).
   1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if \(5 \times 7 = 35\), then what is \(7 \times 5\)? and if \(5 \times 7 \times 3 = 105\), then what is \(7 \times 3 \times 5\)?)

2. **Students represent simple functional relationships:**
   2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).
   2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).

### Measurement and Geometry

1. **Students choose and use appropriate units and measurement tools to quantify the properties of objects:**
   1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.
   1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.
   1.3 Find the perimeter of a polygon with integer sides.
   1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

2. **Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:**
   2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).
   2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).
   2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).
   2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.
   2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).
   2.6 Identify common solid objects that are the components needed to make a more complex solid object.

### Statistics, Data Analysis, and Probability

1. **Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:**
   1.1 Identify whether common events are certain, likely, unlikely, or improbable.
   1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.
   1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).
   1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

### Mathematical Reasoning

1. **Students make decisions about how to approach problems:**
   1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
   1.2 Determine when and how to break a problem into simpler parts.

2. **Students use strategies, skills, and concepts in finding solutions:**
   2.1 Use estimation to verify the reasonableness of calculated results.
   2.2 Apply strategies and results from simpler problems to more complex problems.
   2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
   2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
   2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
   2.6 Make precise calculations and check the validity of the results from the context of the problem.

3. **Students move beyond a particular problem by generalizing to other situations:**
   3.1 Evaluate the reasonableness of the solution in the context of the original situation.
   3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
   3.3 Develop generalizations of the results obtained and apply them in other circumstances.