PRIORITY STANDARDS

DIOCESE OF CLEVELAND

Third Grade ELA

Revised 2023

READING LITERATURE

RL.3.2 *Analyze literary text development.*
a. *Determine a theme and explain how it is conveyed through key details in a text.*
b. *Retell stories, including fables, folktales, and myths from diverse cultures.*

RL.3.4 *Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.*

RL.3.9 *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).*

RL.3.10 *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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.*

READING INFORMATIONAL TEXT

RI.3.1 *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*

RI.3.2 *Analyze informational text development.*
a. *Determine the main idea of a text.*
b. *Retell the key details and explain how they support the main idea.*

RI.3.4 *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.*

RI.3.9 *Compare and contrast the most important points and key details presented in two texts on the same topic.*

RI.3.10 *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.*

READING FOUNDATIONS

RF.3.3 *Know and apply grade-level phonics and word analysis skills in decoding words.*
a. *Identify and know the meaning of the most common prefixes and derivational suffixes.*
b. *Decode words with common Latin suffixes.*
c. *Decode multi-syllable words.*
d. *Read grade-appropriate irregularly spelled words.*

RF.3.4 *Read with sufficient accuracy and fluency to support comprehension.*
a. *Read grade-level text with purpose and understanding.*
b. *Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*
c. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

SEE REVERSE

PRIORITY STANDARDS

DIOCESE OF CLEVELAND

Third Grade Math

Revised 2023

OPERATIONS AND ALGEBRAIC THINKING

3.OA.1 *Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. (Note: These standards are written with the convention that a x b means a groups of b objects each; however, because of the commutative property, students may also interpret 5 x 7 as the total number of objects in 7 groups of 5 objects each).*

3.OA.2 *Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are 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.*

3.OA.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. See Table 2, page 96. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)*

3.OA.5 *Apply properties of operations as strategies to multiply and divide. For example, 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). Students need not use formal terms for these properties.*

3.OA.6 *Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

3.OA.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. Limit to division without remainders. By the end of Grade 3, know from memory all products of two one-digit numbers.*

NUMBERS AND OPERATIONS IN BASE TEN

3.NBT.1 *Use place value understanding to round whole numbers to the nearest 10 or 100.*

3.NBT.2 *Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.*

SEE REVERSE

Third Grade Math

NUMBERS AND OPERATIONS - FRACTIONS

3.NF.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.*

3.NF.3 *.Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.*
a. *Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.*
b. *Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.*
c. *Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*
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.*

MEASUREMENT AND DATA

3.MD.1 *Work with time and money.*
a. *Tell and write time to the nearest minute. Measure time intervals in minutes (within 90 minutes). Solve real-world problems involving addition and subtraction of time intervals (elapsed time) in minutes, e.g., by representing the problem on a number line diagram or clock.*
b. *Solve word problems by adding and subtracting within 1,000, dollars with dollars and cents with cents (not using dollars and cents simultaneously) using the $ and ¢ symbol appropriately (not including decimal notation).*

3.MD.3 *Create scaled picture graphs to represent a data set with several categories. Create scaled bar graphs to represent a data set with several categories. Solve two-step "how many more" and "how many less" problems using information presented in the scaled graphs. For example, create a bar graph in which each square in the bar graph might represent 5 pets, then determine how many more/less in two given categories.*

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

3.MD.7 *Relate area to the operations of multiplication and addition.*
a. *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.*
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.*
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 (represent the distributive property with visual models including an area model).*
d. *Recognize area as additive. Find the area of figures composed of rectangles by decomposing into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.*

GEOMETRY

3.G.1 *Draw and describe triangles, quadrilaterals (rhombuses, rectangles, and squares), and polygons (up to 8 sides) based on the number of sides and the presence or absence of square corners (right angles).*

PRIORITY STANDARDS WERE CREATED BY THE OFFICE OF CATHOLIC EDUCATION IN COLLABORATION WITH TEACHERS THROUGHOUT THE DIOCESE.

Third Grade ELA

WRITING

W.3.1 *Write opinion pieces on topics or texts, supporting a point of view with reasons.*
a. *Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.*
b. *Provide reasons that support the opinion.*
c. *Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.*
d. Provide a concluding statement or section.

W.3.2 *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*
a. *Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.*
b. *Develop the topic with facts, definitions, and details.*
c. *Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.*
d. *Provide a concluding statement or section.*

W.3.3 *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*
a. *Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.*
b. *Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.*
c. *Use temporal words and phrases to signal event order.*
d. *Provide a sense of closure.*

SPEAKING AND LISTENING

SL.3.6 *Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.*

LANGUAGE

L.3.1 *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
a. *Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*
b. *Form and use regular and irregular plural nouns.*
c. *Use abstract nouns (e.g., childhood).*
d. *Form and use regular and irregular verbs.*
e. *Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.*
f. *Ensure subject-verb and pronoun-antecedent agreement.*
g. *Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.*
h. *Use coordinating and subordinating conjunctions.*
i. *Produce simple, compound, and complex sentences.*

L.3.2 *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*
a. *Capitalize appropriate words in titles.*
b. *Use commas in addresses.*
c. *Use commas and quotation marks in dialogue.*
d. *Form and use possessives.*
e. *Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).*
f. *Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.*
g. *Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.*

L.3.4 *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.*
a. *Use sentence-level context as a clue to the meaning of a word or phrase.*
b. *Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).*
c. *Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).*
d. *Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.*