

## LANGUAGE ARTS CONTENT STANDARDS FOR GRADE THREE

### **Reading**

#### **1. 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.

#### **2. 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). 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.

#### **3. 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).

### **Writing**

#### **1. 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).

#### **2. 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.

## **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. Written and Oral English Language Conventions**

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

## **Listening and Speaking**

### **1. 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.

### **2. 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.

## **MATHEMATIC CONTENT STANDARDS FOR GRADE THREE**

### **Number Sense**

- Standard 1: Students understand place value of whole numbers.
- Standard 2: Students calculate and solve problems involving addition, subtraction, multiplication, and division.
- Standard 3: Students understand the relationship between whole numbers, simple fractions, and decimals.

### **Algebra and Functions**

- Standard 1: Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.
- Standard 2: Students represent simple functional relationships.

### **Measurement and Geometry**

- Standard 1: Students choose and use appropriate units and measurement tools to quantify the properties of objects.
- Standard 2: Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

### **Statistics, Data Analysis, and Probability**

- Standard 1: Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.

### **Mathematical Reasoning**

- Standard 1: Students make decisions about how to approach problems.
- Standard 2: Students use strategies, skills, and concepts in finding solutions.
- Standard 3: Students move beyond a particular problem by generalizing to other situations.

## **SCIENCE CONTENT STANDARDS FOR GRADE THREE**

### **Physical Sciences**

1. Energy and matter have multiple forms and can be changed from one form to another.
2. Light has a source and travels in a direction.

### **Life Sciences**

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

### **Earth Sciences**

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

### **Investigation and Experimentation**

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

## **SOCIAL STUDIES CONTENT STANDARDS FOR GRADE THREE**

### **Continuity and Change**

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories.

Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

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