



Bonita Unified School District

3rd Grade English Language Arts Standards

Reading

1.0 **Word Analysis, Fluency, and Systematic Vocabulary Development**

Students will 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

- 1.3 Students will read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.4 Students will use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
1.5 Students will 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 Students will use sentence and word context to find the meaning of unknown words.
1.7 Students will use a dictionary to learn the meaning, *parts of speech*, and *other forms of the word*.
1.8 Students will 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 will 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 Readings in Literature, Kindergarten through Grade Eight* 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 two, students continue to make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Students will 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 Students will ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
2.3 Students will demonstrate comprehension by identifying answers in the text.
2.4 Students will recall major points in the text and make and modify predictions about forthcoming information.
2.5 Students will distinguish the main idea and supporting details in expository text.
2.6 Students will extract appropriate and significant information from the text, including problems and solutions.
2.7 Students will 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 will read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Students will distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Students will comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. *4th grade does structural differences*.
3.3 Students will determine what characters are like by what they say or do and by how the author or illustrator portrays them.
3.4 Students will determine the underlying theme or author's message in fiction and nonfiction text.
3.6 Students will identify the speaker or narrator in a selection.

Writing

1.0 **Writing Strategies**

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

Organization and Focus

- 1.1 Students will create a single paragraph:
a. Develop a topic sentence.
b. Include simple supporting facts and details.

Penmanship

- 1.2 Students will 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 Students will understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Evaluation and Revision

- 1.4 Students will 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 will 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 Standards 1.0.
- 2.1 Students will 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 Students will write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- 2.3 Students will write personal *and thank you letters*.
 - 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 will write and speak with a command of Standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Students will understand and be able to use complete and correct declarative, interrogative, imperative, *and exclamatory sentences in speaking and writing*.

Grammar

- 1.2 Students will 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 Students will identify and use past, present, and future verb tenses properly in writing and speaking.
- 1.4 Students will identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuation

- 1.5 Students will punctuate dates, city and state, and titles of books correctly.
- 1.6 Students will use commas in dates, locations, and addresses and for items in a series.

Capitalization

- 1.7 Students will capitalize geographical names, holidays, historical periods, and special events correctly.

Spelling

- 1.8 Students will 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 Students will arrange words in alphabetic order.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students will 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 Students will retell, paraphrase, and explain what has been said by a speaker.
- 1.2 Students will connect and relate prior experiences, insights, and ideas to those of a speaker.

2.0 Speaking Applications (Genres and Their Characteristics)

Students will 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.

- 2.1 Students will 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.

3rd Grade Math Standards

Number Sense

1.0 Students understand the place value of whole numbers:

- 1.1 Students will count, read, and write whole numbers to 10,000.
- 1.2 Students will compare and order whole numbers to 10,000.
- 1.3 Students will identify the place value for each digit in numbers to 10,000.
- 1.4 Students will round off numbers to 10,000 to the nearest ten, hundred, and thousand.
- 1.5 Students will use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

- 2.1 Students will find the sum or difference of two whole numbers between 0 and 10,000.
- 2.2 Students will memorize to automaticity the multiplication table for numbers between 1 and 10.
- 2.4 Students will solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).
- 2.6 Students will understand the special properties of 0 and 1 in multiplication and division.

3.0 Students understand the relationship between whole numbers, simple fractions and decimals:

- 3.1 Students will compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $\frac{1}{2}$ of a pizza is the same amount of $\frac{2}{4}$ of another pizza that is the same size; show that $\frac{3}{8}$ is larger than $\frac{1}{4}$).
- 3.2 Students will add and subtract simple fractions (e.g., determine that $\frac{1}{8} + \frac{3}{8}$ is the same as $\frac{1}{2}$).
- 3.3 Students will 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.

Algebra and Functions

1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:

- 1.1 Students will represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
- 1.2 Students will solve problems involving numeric equations or inequalities.
- 1.3 Students will 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 Students will express simple unit conversions in symbolic form (e.g., $___ \text{ inches} = ___ \text{ feet} \times 12$).
- 1.5 Students will recognize and use the cumulative and associative properties of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5 ? and if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?)

2.0 Students represent simple functional relationships:

- 2.1 Students will 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 Students will 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

1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:

- 1.1 Students will 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 Students will 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 Students will find the perimeter of a polygon with integer sides.
- 1.4 Students will carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

- 2.1 Students will identify, describe, and classify polygons (including pentagons, hexagons, and octagons).
- 2.2 Students will 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 Students will 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 Students will 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 Students will identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).
- 2.6 Students will identify common solid objects that are the components needed to make a more complex solid object.

Statistics, Data Analysis, and Probability

1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:

- 1.1 Students will identify whether common events are certain, likely, unlikely, or improbable.
- 1.2 Students will 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.

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

- 1.1 Students will analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

2.0 Students use strategies, skills, and concepts in finding solutions:

- 2.1 Students will use estimation to verify the reasonableness of calculated results.
- 2.3 Students will use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

3.0 Students move beyond a particular problem by generalizing to other situations:

- 3.1 Students will evaluate the reasonableness of the solution in the context of the original situation.
- 3.2 Students will note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3rd Grade History-Social Science Standards

1.0 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.

- 1.1 Students will identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).

- 2.0 Students describe the American Indian nations in their local region long ago and in respect to the past.**
- 2.1 Students will describe national identities, religious beliefs, customs, and various folklore traditions.
- 2.2 Students will discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their nature environment (e.g., how they obtained food, clothing, tools).
- 3.0 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.**
- 3.3 Students will trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.
- 4.0 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.**
- 4.1 Students will determine the reason for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
- 4.2 Students will discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
- 4.3 Students will know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capital).
- 4.6 Students will describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).
- 5.0 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**
- 5.1 Students will describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
- 5.2 Students will understand that some goods are made locally, some elsewhere in the United States, and some abroad.

3RD Grade Science Standards

Physical Sciences

- 1.0 Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:**
- a. Students know energy comes from the Sun to Earth in the form of light.
- d. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.
- e. Students know matter has three forms: solid, liquid, and gas.
- f. Students know evaporation and melting are changes that occur when the objects are heated.
- g. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
- h. Students know all matter is made of small particles called atoms, too small to see with the naked eye.

Life Sciences

- 3.0 Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:**
- a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
- b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
- d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

Earth Sciences

- 4.0 Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:**
- a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
- b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.
- d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
- e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.
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