3rd Grade

Parents, these are the standards taught by Beyond Textbooks partner schools. This list is in alphanumeric order, and your school will likely teach them in a different order. For help deciphering the code in front of the standard, please click here.

- Math
- Reading
- Science
- Social Studies
- Writing
- Useful Web Links

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### Third Grade Math Standards

#### Quarter 1 Standards:

1. **3.M.NBT.A.02**: The Highly Proficient student can explain the method used in finding the sum or difference and recognizes and identifies an error and shows the correct answer.

2. **3.M.NBT.A.03**: The Highly Proficient student can use multiple strategies to find the product of single-digit whole numbers by multiples of 10.

3. **3.M.OA.A.01**: The Highly Proficient student can interpret products of whole numbers as the total number of objects in equal groups.

4. **3.M.OA.A.02**: The Highly Proficient student can interpret quotients of whole numbers within 100, by representing context using pictures, numbers, and words.

5. **3.M.OA.A.03**: The Highly Proficient student can multiply and divide within 144 to solve word problems, using a wide range of strategies. (Vail/BT expectation - use multiplication & division within 144 to solved word problems in situations involving equal groups, arrays, & measurement quantities.)

6. **3.M.OA.A.04**: The Highly Proficient student can determine an unknown whole number in a multiplication and division equation.
7. **3.M.OA.B.05**: The Highly Proficient student can apply multiple strategies of operations within a problem.

8. **3.M.OA.B.06**: Understand division as an unknown-factor problem (e.g., find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8).

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**Quarter 2 Standards:**

1. **3.M.G.A.02**: The Highly Proficient student can partition shapes in multiple ways into parts with equal areas and expresses the area as a unit fraction of the whole.

2. **3.M.MD.A.02a**: The Highly Proficient student can estimate and measure mass and capacity to solve two-step real world problems with any operation.

3. **3.M.MD.A.02b**: The Highly Proficient student can solve two-step measurement word problems with any operation.

4. **3.M.NF.A.01**: The Highly Proficient student can apply the understanding of unit fractions to real world problems and situations.

5. **3.M.NF.A.02**: The Highly Proficient student can show a set of fractions with unlike denominators on a number-line by partitioning into equal parts, and apply understanding of fractions to real world situations.

6. **3.M.NF.A.02c**: Understand a fraction as a number on the number line; represent fractions on a number line diagram. c. Understand a fraction 1/b as a special type of fraction can be referred to as a unit fraction (e.g. 1/2, 1/4).

7. **3.M.NF.A.03**: The Highly Proficient student can create models to compare fractions and explain why two fractions are equivalent.

8. **3.M.OA.D.09**: The Highly Proficient student can create and extend arithmetic patterns and explain patterns using properties of operations.

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**Quarter 3 Standards:**

1. **3.M.MD.A.01a**: The Highly Proficient student can solve two-step real world time interval problems using addition and subtraction to the minute.

2. **3.M.MD.A.01b**: The Highly Proficient Student can a two-step word problem involving money through $20.00.

3. **3.M.MD.B.03**: The Highly Proficient student can solve multi-step "how many more" and "how many less" problems using scaled bar graphs and line plots.

4. **3.M.MD.B.04**: The Highly Proficient student can create and show measurement data to the nearest ¼ inch using a line plot graph, in order to answer multi-step questions.
5. **3.M.NBT.A.01:** The Highly Proficient student can use rounding strategies in real-world situations.

6. **3.M.OA.C.07:** The Highly Proficient student can multiply and divide within 144 using a wide range of contexts. (Vail/BT expectation - fluently multiply and divide within 144, using strategies such as the relationship between multiplication and division.)

7. **3.M.OA.D.08:** The Highly Proficient student can create two-step word problems using multiple operations.

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**Quarter 4 Standards:**

1. **3.M.G.A.01:** The Highly Proficient student can recognize and sort examples of quadrilaterals that have shared attributes and draws examples and non-examples of quadrilaterals that are not rhombuses, rectangles, or squares.

2. **3.M.D.C.05:** Understand area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3. **3.M.D.C.06:** The Highly Proficient student can measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

4. **3.M.D.C.07:** The Highly Proficient student can find the area of 2 plane figures by counting the square units or multiplying their side lengths and compares their sizes. The Highly Proficient student can create a word problem using the distributive property to find the area of rectangles.

5. **3.M.D.C.08:** The Highly Proficient student can construct rectangles that have the same perimeter but different areas.

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**Third Grade Reading Standards**

**Quarter 1 Standards:**

1. **3.R.RF.03ab:** The Highly Proficient student can break down words and understand their meaning by using prefixes and suffixes.

2. **3.R.RI.04:** The Highly Proficient student can use context clues to determine the meanings of advanced words or phrases in different informational texts.

3. **3.R.RI.05:** The Highly Proficient student can apply concepts of organizational features to find information in expository text and electronic search tools.

4. **3.R.RI.07:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to
demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

5. **3.R.L.04**: The Highly Proficient student can use context clues to determine the meanings of unfamiliar words in literal and nonliteral phrases in different literary texts.

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**Quarter 2 Standards:**

1. **3.R.I.02**: The Highly Proficient student can determine the main idea of a text when implicitly stated; recount and paraphrase the key details and explain how they support the main idea.

2. **3.R.I.09**: The Highly Proficient student can use evidence from the text to compare and contrast the most important points and key details in two texts on the same topic.

3. **3.R.L.03**: The Highly Proficient student can analyze characters in a story and prove why their actions, motivations, or feelings affect the sequence of events.

4. **3.R.L.05**: The Highly Proficient student can use specific vocabulary when identifying the parts of stories, dramas and poems when writing or speaking about a text.

5. **3.R.L.07**: The Highly Proficient student can draw conclusions about the text based on the illustrations in a story.

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**Quarter 3 Standards:**

1. **3.R.I.03**: The Highly Proficient student can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

2. **3.R.I.06**: The Highly Proficient student can differentiate their point of view from an implicitly stated point of view of the author of a text.

3. **3.R.I.07**: The Highly Proficient Student can analyze information gained from complex illustrations and the inferences within a text to demonstrate understanding go the text.

4. **3.R.I.08**: The Highly Proficient student can describe complex connections within text, such as cause and effect, comparison, and sequence to help them understand expository texts.

5. **3.R.L.02**: The Highly Proficient student can recount or paraphrase the message of fables, folktales, and myths when implicitly stated, and prove their thinking using key details from the text.

6. **3.R.L.06**: The Highly Proficient student can differentiate their point of view from the narrator or character. They can determine the author’s purpose for writing the story.

7. **3.R.L.09**: The Highly Proficient student can use textual evidence to compare and contrast the story elements of multiple books in a series.
Quarter 4 Standards:

1. **3.R.RF.03cd**: Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. c. Apply knowledge of the six syllable types to read grade-level words accurately. d. Read grade-level appropriate irregularly spelled words.

2. **3.R.RF.04abc**: The Highly Proficient student can read with sufficient accuracy and fluency to support comprehension.
   - a. Read on-level text with purpose and understanding.
   - b. Read on-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.

1. **3.R.RL.05**: The Highly Proficient student can refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Reading Yearly Standards (taught throughout the school year):

1. **3.R.RI.01**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Informational)

2. **3.R.RI.10**: By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

3. **3.R.RL.01**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Literature)

4. **3.R.RL.10**: By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

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Third Grade Science Standards

Quarter 1 Standards:

1. **G3.1S.C1.PO2**: I can make a prediction about an investigation.
2. **G3.1S.C2.PO1:** I can demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.

3. **G3.1S.C2.PO2:** I can create a question, and plan an investigation around it.

4. **G3.1S.C2.PO3:** I can conduct simple investigations (e.g., related to plant lifecycles, changing the pitch of a sound, properties of rocks) in life, physical, and earth and space sciences.

5. **G3.1S.C2.PO5:** I can record data in an organized and appropriate format (e.g., t-chart, table, list, written log).

6. **G3.1S.C3.PO1:** I can make a bar graph, pictograph, and tally chart with organized data.

7. **G3.1S.C3.PO3:** I can check my prediction after an investigation.

8. **G3.1S.C3.PO4:** I can generate questions for possible future investigations based on the conclusions of the investigation.

9. **G3.1S.C3.PO5:** I can record questions for further inquiry based on the conclusions of the investigation.

10. **G3.1S.C4.PO2:** I can describe an investigation in ways that enable others to repeat it.

11. **G3.1S.C4.PO3:** I can communicate with other groups to describe the results of an investigation.

12. **G3.2S.C1.PO1:** I can identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., John Muir [naturalist], Thomas Edison [inventor], Mae Jemison [engineer, physician, astronaut], Edmun Halley [scientist].

13. **G3.2S.C1.PO2:** I can describe science-related career opportunities.

14. **G3.2S.C2.PO1:** I can tell how a system works (how components influence one another).

15. **G3.2S.C2.PO2:** I can explain why a system will not work if something is missing or defective.

16. **G3.4S.C1.PO1:** I can describe the function of the following plant structures: roots - absorb nutrients, stems - provide support, leaves - synthesize food, flowers - attract pollinators and produce seeds for reproduction.

17. **G3.4S.C3.PO1:** I can identify living and nonliving things in an ecosystems.

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**Quarter 2 Standards:**

1. **G3.4S.C2.PO1:** I can compare life cycles of various plants (e.g., conifers, flowering plants, ferns).

2. **G3.4S.C2.PO2:** I can explain how growth, death, and decay are part of the plant life cycle.

3. **G3.4S.C3.PO2:** I can examine an ecosystem to identify microscopic and macroscopic organisms.

4. **G3.4S.C3.PO3:** I can explain how plants and animals relate in different environments. Producers-plants,
Consumers-animals, Decomposers-fungi, insects, bacteria

5. **G3.4S.C3.PO4**: I can describe how plants and animals cause change in their environment.

6. **G3.4S.C3.PO5**: I can describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism’s ability to grow, reproduce, and thrive.

7. **G3.4S.C4.PO1**: I can identify how plants and animals adapt to their environment.

8. **G3.4S.C4.PO2**: I can describe ways that species adapt when introduced into new environments.

9. **G3.4S.C4.PO3**: I can cite examples of how a species’ inability to adapt to changing conditions in the ecosystem led to the extinction of that species.

**Quarter 3 Standards:**

1. **G3.1S.C1.PO1**: I can make questions about the properties of objects, organisms, and events in the environment.

2. **G3.1S.C2.PO4**: I can measure data.

3. **G3.1S.C3.PO2**: I can understand collected data.

4. **G3.1S.C4.PO1**: I can explain an investigation using science vocabulary.

5. **G3.6S.C1.PO1**: I can identify the layers of the Earth: crust, mantle, core (inner and outer).

6. **G3.6S.C1.PO2**: I can describe the different types of rocks and how they are formed: metamorphic, igneous, sedimentary.

7. **G3.6S.C1.PO3**: I can classify rocks based on the following physical properties: color, texture.

8. **G3.6S.C1.PO4**: I can describe how fossils are records of past life forms.

9. **G3.6S.C1.PO5**: I can describe how fossils are formed.

**Quarter 4 Standards:**

1. **G3.3S.C1.PO1**: I can describe the major factors that could impact a human population (e.g., famine, drought, disease, improved transportation, medical breakthroughs).

2. **G3.3S.C1.PO2**: I can describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides).

3. **G3.3S.C2.PO1**: I can identify the different tools and techniques that people use to solve problems.
4. **G3.SS.C2.PO2**: I can describe the development of different technologies (e.g., communication, entertainment, transportation, medicine) in response to resources, needs, and values.

5. **G3.SS.C2.PO3**: I can design and construct a technological solution to a common problem or need using common materials.

6. **G3.SS.C3.PO1**: I can demonstrate that light can be: reflected (with mirrors), refracted (with prisms), absorbed (by dark surfaces).

7. **G3.SS.C3.PO2**: I can describe how light behaves on striking objects that are: transparent (clear plastic), translucent (waxed paper), opaque (cardboard).

8. **G3.SS.C3.PO3**: I can show how objects vibrate to make sound.

9. **G3.SS.C3.PO4**: I can demonstrate that the pitch of a sound depends on the rate of the vibration (e.g., a long rubber band has a lower pitch than a short rubber band).

10. **G3.SS.C1.PO6**: I can describe ways humans use earth materials. (Example: Fuel, building, materials, growing food, . . .)

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**Third Grade Social Studies Standards**

**Quarter 1 Standards:**

1. **3.SS.C1.02**: I can use listening, consensus-building, and voting procedures to problem solve in the classroom.

2. **3.SS.E1.01**: I can describe the different industries and occupations that have shaped Arizona.

3. **3.SS.E1.02**: I can identify various forms of earning income in the state of Arizona.

4. **3.SS.E1.03**: I can identify positive and negative incentives that influence financial decisions people make to save and spend money.

5. **3.SS.E2.01**: I can explain how availability of resources affects decision making in Arizona.

6. **3.SS.E2.02**: I can describe how Arizona is connected to other states and nations by movement of people, goods, and ideas (information).

7. **3.SS.G1.01ab**: I can use and construct maps and graphs to represent changes in Arizona over time.

8. **3.SS.H3.02**: I can identify primary and secondary sources to analyze the changes in Arizona.
**Quarter 2 Standards:**

1. **3.SS.G1.01c:** I can use and construct maps and graphs to locate the distinct physical and cultural characteristics of Arizona.

2. **3.SS.G2.01:** I can explain how people modify and adapt to the Arizona environment.

3. **3.SS.G3.01:** I can describe the movement of people in and out of Arizona over time.

4. **3.SS.G4.01:** I can describe how Arizona has changed over time (geographical reasoning).

5. **3.SS.H1.01ab:** I can identify and explain the cultures, civilization, and innovations in Arizona’s history.

**Quarter 3 Standards:**

1. **3.SS.H1.01c:** I can describe key events in Arizona’s history.

2. **3.SS.H1.01d:** I can utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations. (d) Influential individuals and groups in the history and development of Arizona.

3. **3.SS.H2.01:** I can use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona’s history.

4. **3.SS.H2.02:** I can examine how individuals and groups have worked together throughout Arizona’s history.

5. **3.SS.H3.01:** I can evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nations.

**Quarter 4 Standards:**

1. **3.SS.C1.01:** I can describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona. • Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government.

2. **3.SS.C3.01a:** I can describe the differences between the roles and responsibilities of state and national government.

3. **3.SS.C3.01b:** I can describe the differences between the roles and responsibilities of state and local government.

4. **3.SS.C3.01c:** I can describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments.

5. **3.SS.C3.02:** I can describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government. c) Key concepts for Tribal governments include but are not limited to distinguishing between national, state, local, and tribal governments.
understanding the services provided by tribal governments, their organization, and how leaders are chosen.

Third Grade Writing Standards

Quarter 1 Standards:

1. **3.L.01abc**: The Highly Proficient student can apply concepts of conventions when writing and speaking.

2. **3.L.02ad**: The Highly Proficient student can prove proficient knowledge of conventions including capitalization, punctuation, and spelling.

3. **3.L.03**: The Highly Proficient student can apply concepts of language and its conventions when writing, speaking, or listening.

4. **3.W.02**: The Highly Proficient student can write a multi-paragraph informative/explanatory text with a topic, supporting details, transition words and a conclusion.

Quarter 2 Standards:

1. **3.L.01def**: The Highly Proficient student can apply concepts of conventions when writing and speaking.

2. **3.L.02bcd**: The Highly Proficient student can prove proficient knowledge of conventions including capitalization, punctuation, and spelling.

3. **3.L.04**: The Highly Proficient student can clarify the meaning of a word, phrase, or paragraph using a variety of strategies.

4. **3.L.05**: The Highly Proficient student can differentiate between figurative and literal language by identifying complex or subtle connections between words and phrases in real life situations.

5. **3.L.06**: The Highly Proficient student can apply concepts of third grade language when they speak.

6. **3.W.01**: The Highly Proficient student can formulate an opinion and support it with details.

Quarter 3 Standards:

1. **3.L.01ghij**: The Highly Proficient student can apply concepts of conventions when writing and speaking.
Quarter 4 Standards:

1. **3.W.03**: The Highly Proficient student can develop a narrative story that includes: characters, setting, plot, sensory details, dialogue, and a logical sequence of events.

2. **3.W.07/8**: The Highly Proficient student can create a research paper using multiple sources to cite evidence.

Writing Yearly Standards (taught throughout the school year):

1. **3.W.04**: With guidance and support from adults, the Highly Proficient student can produce writing in which the development and organization are appropriate to task and purpose.

2. **3.W.05**: With guidance and support from peers and adults, the Highly Proficient student can develop and strengthen writing as needed by planning, revising, and editing.

3. **3.W.06**: With guidance and support from adults, the Highly Proficient student can use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

4. **3.W.08**: The Highly Proficient student can recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

5. **3.W.10**: The Highly Proficient student can create and revise an appropriate piece of writing, given a specific audience, purpose, and task.

6. **3.WF.01**: The Highly Proficient student can demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.

7. **3.WF.03**: The Highly Proficient student can apply spelling conventions and patterns.

Parents, these sites are free to use, or have at least some free options. Some may require creating a free account. Once you know the name of the standard your child is working on, try searching within the site for that standard.

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<tr>
<th><strong>ReadWorks</strong> - thousands of free reading passages. You can sort by grade, topic, difficulty and more. Create a free account in the upper right corner.</th>
<th><strong>Mood and Tone: a list of words to use when describing mood and tone</strong> - descriptive words to pump up the quality of writing.</th>
<th><strong>Biology Corner</strong> - a very detailed source for Biology resources. Mostly high school level, but useful in middle school as well.</th>
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<td><strong>History.com</strong> - a great source for Social Studies resources, documents, and video clips.</td>
<td><strong>Teachers Pay Teachers</strong> - many of these resources require purchase, but some are free to download and use.</td>
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<td><strong>The Science Spot</strong> - many resources based on science.</td>
<td><strong>Text structures: types, outlines, and examples</strong> - very useful</td>
<td><strong>Purple Math</strong> - informative explanations of many math</td>
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<td><strong>Searchable by topic and subject.</strong></td>
<td><strong>Guidelines on writing and types of writing.</strong></td>
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<td><strong>Parts of Speech</strong> - a good ELA resource based on parts of speech.</td>
<td><strong>YouTube</strong> - try searching for a specific topic, such as “how to add fractions”.</td>
<td><strong>NewsELA</strong> - student-friendly articles based on news and current events.</td>
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<td><strong>LearnZillion</strong> - many resources for students and parents in grades 3-9, ELA and Math.</td>
<td><strong>Common Lit</strong> - many reading resources based on all content areas. Searchable by topic and subject.</td>
<td><strong>ReadWriteThink</strong> - a very powerful website for ELA standards and practice.</td>
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<td><strong>Math Antics</strong> - a YouTube channel with great math how-to videos.</td>
<td><strong>Educator.com</strong> - many of these resources require a paid subscription, but some are free to view. Good section on AP classes.</td>
<td><strong>Big History Project</strong> - a comprehensive &quot;history of the universe&quot; project.</td>
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