3rd Grade Essential Standards - TVES/ACES

Math Essential Standards		Supports
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	**3.OA.A.1** **3.OA.A.2** **3.OA.A.4** **3.OA.B.6** **3.OA.D.10**
3.OA.C.7	Fluently multiply and divide within 100. By the end of Grade 3, know from memory all multiplication products through 10 x 10 and division quotients when both the quotient and divisor are less than or equal to 10.	**3.OA.A.4** **3.OA.B.6** **3.NBT.A.3**
3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Utilize understanding of the Order of Operations when there are no parentheses.	**3.OA.D.10**
3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	**3.NBT.A.1**
3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent if they have the same relative size compared to 1 whole. b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols >, =, or <, and justify conclusions.	**3.NF.A.1** **3.NF.A.2** **3.G.A.2**
3.MD.C.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	**3.MD.C.5** **3.MD.C.6**

	areas in mathematical reasoning. c. Use tiling to show that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. d. Understand that rectilinear figures can be decomposed into non-overlapping rectangles and that the sum of the areas of these rectangles is identical to the area of the original rectilinear figure. Apply this technique to solve problems in real-world contexts.	
3.MD.C.8	Solve real-world and mathematical problems involving perimeters of plane figures and areas of rectangles, including finding the perimeter given the side lengths, finding an unknown side length. Represent rectangles with the same perimeter and different areas or with the same area and different perimeters.	

Reading Essential Standards

		Supports
3.RL.1/ **3.RI.1**	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**3.RL.7** **3.RI.4**
3.RI.2	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.	**3.RL.2** **3.RI.6**
3.RI.3	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.	**3.RL.5** **3.RI.8**
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**3.RL.6** **3.RL.7** `
3.RI.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). Compare and contrast the most important points and key details presented in two texts on the same topic.	**3.RL.9**
3.RL.10 **/3.RI** **.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. 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.RL.4** **3.RI.4** **3.RI.5** **3.RI.7**
3.RF.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	**3.RL.5** **3.RF.3**

Writing Essential Standards

		Supports
3.W.1	Write opinion pieces on topics or texts, using reasons to support one's point of view. a. Introduce the topic or text, 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.	**3.W.4** **3.W.5** **3.W.6** **3.W.10**
3.W.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 when useful to aiding comprehension. 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.	**3.W.4** **3.W.5** **3.W.6** **3.W.7** **3.W.8** **3.W.10**
3.WF.3	Know and apply spelling conventions and patterns. a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families). b. Identify language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., teacher's, teachers'). d. Spell regular two-and three-syllable words that: 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion). e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 1. Irregular words. 2. Pattern-based words.	**3.RF.3**